Y6 SATs Meeting 2024

Aims:

- To explain the end of KS2 Statutory Assessments Processes (SATs)

- To understand the subject areas in which your child will be assessed

- Ways you can support your child

ABOUT THE TESTS…

Year 6 pupils will sit tests in:

- Reading

- Mathematics

- Spelling, punctuation and grammar (SPAG)

- Writing is assessed using a teacher judgement (TA), based on writing throughout the year and across the curriculum

SATs Timetable 2024

2024 SATs week is Monday 13th May – Thursday 16th May

Date	Activity
Monday 13 May 2024	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2024	English reading
Wednesday 15 May 2024	Mathematics papers 1 and 2
Thursday 16 May 2024	Mathematics paper 3

When and how the SATs are completed...

- The tests take place during normal school hours, under exam conditions.

- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.

- After the tests are completed, the papers are sent away to be marked externally.

- The results are then sent to the school in July.

- Each test lasts no longer than 60 minutes:

  - [Monday] Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes

  - [Monday] Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes

  - [Tuesday] Reading – 60 minutes

  - [Wednesday] Maths (paper 1: Arithmetic) – 30 minutes

  - [Wednesday] Maths (paper 2: Reasoning) – 40 minutes

  - [Thursday] Maths (paper 3: Reasoning) – 40 minutes

Grammar, Punctuation and Spelling: Monday 13th May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or SPaG). The paper lasts for 45 minutes.

- Paper 2 consists of a spelling test only. It should take approximately 15 minutes, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).

Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children will have been working hard with their class teacher on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Questions will refer to both children's knowledge of grammatical terms (such as pronoun and conjunction) and use of language in the right context.
Responses will require only a tick, circle, line or very short written response.

Which sentence is written in **Standard English**?

Tick **one**.

Two sports teams come to our school yesterday. ☐

My friend was tidying the classroom. ☐

Today the children done their school play. ☐

The teachers was going to send a letter next week. ☐

Many of the questions only need a tick box response
(and common sense/ to look carefully at the options).

Tick the sentence that uses a **dash** correctly.

Tick **one**.

I find baking tricky – there are too many things to go wrong. ☐

I find baking tricky there are too many things – to go wrong. ☐

I find baking – tricky there are too many things to go wrong. ☐

I find baking tricky there are – too many things to go wrong. ☐

Clear instructions are given in the question box.

Circle the four **prepositions** in the sentence below.

On a mountain bike, you can cycle across rocky ground, along muddy paths and over harsh terrain.

Rewrite the two sentences below as one sentence using an appropriate **co-ordinating conjunction**.
Remember to punctuate your answer correctly.

We have time to play a game. We will have to finish it before dinner.

We have time to play a game but we will have to finish it before dinner.

Without a capital letter and full stop, the response is incorrect.

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling

1. There was a _____ in the field.

2. I kept in _____ with my old friends when we moved.

3. The questions were _____ from one to ten.

2023 Spelling script

Spelling 1: The word is **lamb**.

There was a **lamb** in the field.

The word is **lamb**.

Spelling 2: The word is **touch**.

I kept in **touch** with my old friends when we moved.

The word is **touch**.

Spelling 3: The word is **numbered**.

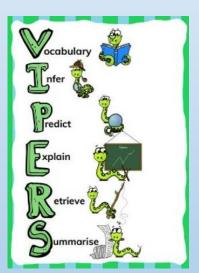The questions were **numbered** from one to ten.

The word is **numbered**.

Reading: Tuesday 14ᵗʰ May

There is one reading test that lasts for 60 minutes.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

The test covers the following areas (known as Content Domains):

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Predict what might happen from details stated and implied;
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of words and phrases;
- Make comparisons within the text.

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2023 Reading SATs paper,

- 18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;

- 32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;

- 46% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

The reading SATs paper requires a range of answer styles.

Example questions:

RETRIEVE

2 According to some scientists, how does giant pandas' fur help them to survive in the wild?

to disguise

1 mark retrieval questions – no full sentences

Increasing stamina –
1 hour to read and answer the questions can be tiring

Vocabulary

Look at the section headed: **Why are people concerned about the giant panda?**

Find and **copy one** word which shows that there are lots of things we do not yet know about giant pandas.

_____

Skim read the text

Content domain	2016	2017	2018	2019
2a	20	20	20	12
2b	30	28	26	42
2c	2	4	6	2
2d	36	44	44	36
2e	6	0	0	0
2f	2	2	0	0
2g	4	2	0	6
2h	0	0	4	2

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. _____

2. _____

infer

Look at page 10.

What impressions do you get of Em Sharp at this point in the extract?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3-mark questions

INFERENCE WITH PEPE!

With extended answer questions (3 marks), think about me (Pepe). This will help us structure our response!

P Point – Impression 1

E Evidence – proof to support impression 1

P Point – Impression 2

E Evidence – proof to support impression 2

Maths: Wednesday 15th May and Thursday 16th May

The Maths assessments consist of three tests.

Paper 1: Arithmetic (30 minutes) – Wednesday 15th May
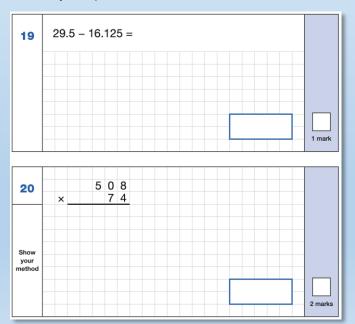
Paper 2: Reasoning (40 minutes) – Wednesday 15th May
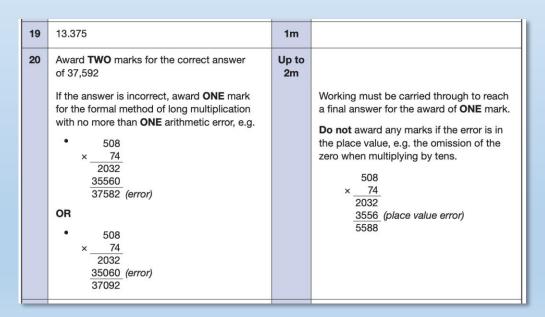
Paper 3: Reasoning (40 minutes) – Thursday 16th May

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks and lasts for 30 minutes.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BODMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

19	$29.5 - 16.125 =$
	1 mark

20	$\begin{array}{r} 5\ 0\ 8 \\ \times\quad 7\ 4 \\ \hline \end{array}$
Show your method	2 marks

19	13.375	1m	
20	Award **TWO** marks for the correct answer of 37,592 If the answer is incorrect, award **ONE** mark for the formal method of long multiplication with no more than **ONE** arithmetic error, e.g. $\bullet$ $\begin{array}{r} 508 \\ \times\ \ 74 \\ \hline 2032 \\ 35560 \\ \hline 37582\ (error) \end{array}$ **OR** $\bullet$ $\begin{array}{r} 508 \\ \times\ \ 74 \\ \hline 2032 \\ 35060\ (error) \\ \hline 37092 \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of **ONE** mark. **Do not** award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens. $\begin{array}{r} 508 \\ \times\ \ 74 \\ \hline 2032 \\ 3556\ (place\ value\ error) \\ \hline 5588 \end{array}$

13

Quick recall of timestable facts is important.

Regular practice of key skills/methods

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23 $\frac{3}{4} - \frac{3}{8} =$

☆ Find a common denominator
☆ Whatever you do to the bottom do to the top
☆ Add the numerators

1 mark

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27 $\frac{4}{5} \div 4 =$

☆ KEEP
☆ CHANGE
☆ FLIP

1 mark

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15 $\frac{4}{6} \times \frac{3}{5} =$

☆ Multiply the numerators
☆ Multiply the denominators

1 mark
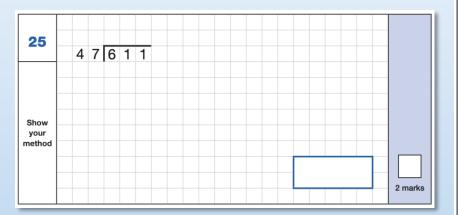
☆ Look for the most efficient method,
i.e. Half 57 and add to 57
Multiply by 100 and then by 2

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35 $1\frac{1}{2} \times 57 =$

1 mark

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33 $0.9 \times 200 =$

1 mark

Maths Paper 1 (Arithmetic)

Example 2 mark question:

Qu.	Requirement	Mark	Additional guidance
25	Award **TWO** marks for the correct answer of 13	Up to 2m	
	If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e.		Working must be carried through to reach a final answer for the award of **ONE** mark.

- long division algorithm, e.g.

$$
\begin{array}{r}
15\ r25 \\
47\ \overline{)611} \\
-\ 470 \\
\hline
260\ (error) \\
-\ 235 \\
\hline
25
\end{array}
$$

OR

$$
\begin{array}{r}
18\ (error) \\
47\ \overline{)611} \\
-\ 470 \qquad 10 \times 47 \\
\hline
141 \\
-\ 141 \qquad 3 \times 47 \\
\hline
0
\end{array}
$$

- short division algorithm, e.g.

Short division methods **must** be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure **must** be less than the divisor.

$$
\begin{array}{r}
1\ \ 5\,r\,6\ \ (error) \\
47\ \overline{)61^{24}1}
\end{array}
$$

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15th May and paper 3 will take place on Thursday 16th May. These tests have a total of 35 marks each and lasts for 40 minutes each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

Number and place value (including Roman numerals);

The four operations;

Geometry (properties of shape, position and direction);

Statistics;

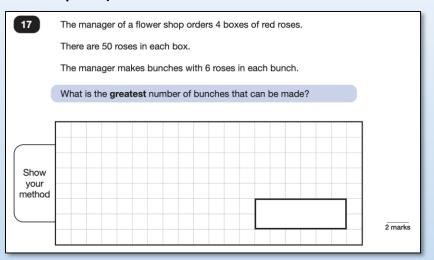Measurement (length, perimeter, mass, volume, time, money);

Algebra;

Ratio and proportion;

Fractions, decimals and percentages.

Maths Papers 2 and 3 (Reasoning)

Example questions:

17 The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show your method

2 marks

8 In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark

17	Award **TWO** marks for the correct answer of 33	Up to 2m	
	If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.		Answer need not be obtained for the award of **ONE** mark.
	• 4 × 50 = 200 200 ÷ 6 = 30 (*error*) **OR** • 50 ÷ 6 = 8 r2 (8 r 2) × 4 = 32 r 8 **OR**		If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g. • 200 ÷ 6 = 31 r8 Acceptable rounded answers would be 31 **OR** 32
	Award **ONE** mark for sight of: • $33\frac{1}{3}$ **OR** $33.\dot{3}$ **OR** 33.33 r **OR** 33.3 **OR** 33 r 2 (as evidence of completing 200 ÷ 6 correctly without interpreting the remainder in context)		For the 'sight of' mark, accept equivalent fractions. Award **ONE** mark for an answer of 34.
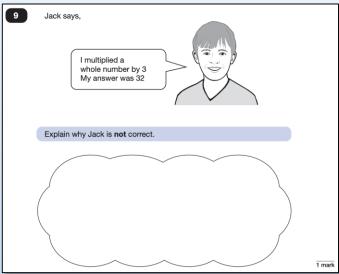
Maths Papers 2 and 3 (Reasoning)

Example questions:

9 Jack says,

> I multiplied a whole number by 3 My answer was 32

Explain why Jack is **not** correct.

1 mark

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9 Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g.

- 32 is not in the 3× table
- 32 ÷ 3 = 10 r2 or 10.66 (which are not whole numbers)
- if you count in multiples of 3 from 0, you won't get 32
- 3 + 2 = 5, 5 is not a multiple of 3 so he is wrong.

OR

For a description that includes one or both of the multiples of 3 either side of 32, e.g.

- if you do 10 × 3 = 30 and 11 × 3 = 33 there is no 32
- 10 × 3 = 30 and 32 is 2 away.

1m

Do not accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.

Do not accept vague or incomplete explanations, e.g.

- If you multiply by 3 you will get 30, not 32
- 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
- 32 is not a factor of 3

Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.

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21 There are 25 classes in a school.

Each class has 34 pupils.

62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

Show your method

| | pupils |

3 marks

Qu.	Requirement	Mark	Additional guidance

21	Award **THREE** marks for the correct answer of 323
	
	Award **TWO** marks for:
	- An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g.
	
	    25
	  × 34
	  100
	  750
	  950 *(error)*
	
	  62% of 950 = 589
	  950 − 589 = 361
	
	OR
	- 34 × 25 = 950 *(error)*
	  95 × 3 = 285
	  9.5 × 8 = 76
	  285 + 76 = 361
	
	OR
	- sight of 527 (as evidence of calculating 62% of 850)
	
	Award **ONE** mark for:
	- evidence of an appropriate method with more than one error.
	
	OR
	- sight of 850 (as evidence of the multiplication step completed correctly)
		Up to 3m	A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.
			
			TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.
			
			ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.
			
			Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded **TWO** marks.
			
			Answer need not be obtained for the award of **ONE** mark.

THE RESULTS

Tests are marked externally. Once marked, the tests will be given the following scores:

A raw score (total number of marks achieved for each paper);

A scaled score (see below);

A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

THE RESULTS

Scaled scores explained:

Test	Number of marks available in the paper	Total number of marks available for the test – highest raw score
English grammar, punctuation and spelling Paper 1: questions	50 marks	70 marks
English grammar, punctuation and spelling Paper 2: spelling	20 marks	
English reading	50 marks	50 marks
Mathematics Paper 1: arithmetic	40 marks	110 marks
Mathematics Paper 2: reasoning	35 marks	
Mathematics Paper 3: reasoning	35 marks	

The important bit!

An example for Maths:

- The total marks available for all three papers combined is 110

- To 'pass', a score of 58 is need which equates to a **scaled score** of 100

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	80
6	81
7	82
8	82
9	83
10	84
11	84
12	85
13	85
14	86
15	86
16	87
17	87
18	88
19	88
20	89
21	89
22	89
23	90
24	90
25	91
26	91
27	91
28	92
29	92

30	92
31	92
32	93
33	93
34	93
35	94
36	94
37	94
38	95
39	95
40	95
41	95
42	96
43	96
44	96
45	96
46	97
47	97
48	97
49	97
50	98
51	98
52	98
53	98
54	99
55	99
56	99
57	99
58	100
59	100
60	100

61	100
62	101
63	101
64	101
65	101
66	101
67	102
68	102
69	102
70	102
71	103
72	103
73	103
74	103
75	104
76	104
77	104
78	105
79	105
80	105
81	105
82	106
83	106
84	106
85	106
86	107
87	107
88	107
89	108
90	108
91	108

92	109
93	109
94	109
95	110
96	110
97	110
98	111
99	111
100	112
101	112
102	113
103	113
104	114
105	115
106	116
107	117
108	118
109	120
110	120

An example for reading:

- Just one paper - total marks available are 50

- A score of 28 is needed to pass

- Greater depth is *usually* considered a score of 110 or above

English Reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	90
15	90
16	91

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101
31	102
32	103
33	104

English Reading	
Raw score	Scaled score
34	105
35	106
36	107
37	107
38	108
39	109
40	110
41	112
42	113
43	114
44	115
45	117
46	118
47	120
48	120
49	120
50	120

Things to remember about SATs…

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE…, and they certainly won't highlight all of their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year. Your school may be able to provide you with more detailed feedback.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

Preparing for SATs...

Tasks will be set each week to consolidate the children's learning.

If possible, please avoid using past SATs papers at home

Additional tests are available on SATs Companion if your child wishes to complete additional practice at home.

SATs Companion

Term	Definition	Example
Noun	The name of a person, place or thing	Owl, doll, ball, cat, love, herd, pen...
	• Proper Nouns – Names of people/places/things – begin with a capital letter • Common Nouns – General words for things, animals and people • Abstract Nouns – Words for ideas and concepts (i.e. feelings) • Collective Nouns – Words for groups of animals or people (i.e. herd of sheep)	
Pronoun	Takes the place of a noun	I, she, mine...
	Personal Pronouns – I, she, he, you, my, him, us, them, they Possessive Pronouns – mine, yours, his, hers, ours, theirs	
Determiner	Introduce a noun (an article is one type of determiners)	I peeled an apple with a peeler and then put the apple down (a, an, any, the, that, this, these, those, some, any, much, more, many)
	Look for the noun – then look for the word that introduces the noun (...but there might be an adjective between the determiner and the noun)	
Preposition	Where or when something is in relation to something else	He looks inside the box that was beside the door.
Adjective	A word that describes a noun (the name of a thing or a place)	Long, clever, green...
Verb	A doing or action word	Laugh, draw, jog, sing...
Adverb	A word that describes a verb (an action or a doing word)	Loudly, quickly, straight, very, fast...
Adverbial	A word or phrase that changes a verb or clause (how, when, where or why an action happened)	Time: Later, After school, ... Place: Nearby, ... Number: Firstly, ...
	Look for the verb – what word [adverb] or phrase [adverbial] is describing the verb	
Modal Verbs	Are always used with other verbs and show how possible something is or how likely something is to happen	Could, would, shall, should, might, ought, can, may, must
Past Progressive Form	Indicates an action that was happening in the past – with the verb 'was/were' (past tense)	I was writing in my diary They were walking by the river The dog was pulling on his lead
Present Progressive Form	Indicates an action that is happening in the present – with the verb 'is/are'	Katie is playing outside. The boys are learning to play the guitar.
Perfect Form	The perfect form of the verb suggests that a past action is still *still affecting the present*. To make verbs perfect: Add the auxiliary verb – have/has and use -ed participle of the verb	Harry has lost his temper. We have shared the next chapter.
Subjunctive	The subjunctive is a very formal use of a verb	The Head-teacher requests that you present for interview at 9am
	It is used to: • give commands (The word *that* is often used with the subjunctive, i.e. *We request that doorways be kept clear.*) • express wishes (i.e. *I wish it were Saturday*) • explore hypotheticals (i.e. *If she were last in a race, she would be devastated*)	
Conjunction	Join sentences or clauses	The sweets were sour but tasty. I used my banknote because I had no change.
	Co-ordinating Conjunction – join two main clauses (or, and, but, so...) Subordinating Conjunctions – joins a main clause with a subordinate clause (when, after, before, although, until, since, because, as...)	

Any questions?