



Year 6 SATs parent meeting

Thursday 18th April 2024



What are SATs?

SATs (Standard Assessment Tests) are designed to evaluate children's progress throughout years 3-6 and to compare how your child achieves against other children of their age.

They are not qualifications and don't affect your child's future options in school

Remember that this is only for English and Maths.

The tests



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

We do have examples of papers at the front of the hall – also at <https://www.satspapers.org.uk>



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 GPS). 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)

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)



Example questions:

1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

39

Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. Although, while _____ football is his favourite sport, James also enjoys _____ watching tennis on TV. 1 mark

49

Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The Romans invaded Britain over two thousand years ago.

e.g. Over two thousand years ago, Britain was _____
invaded by the Romans. 1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)



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.

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–12 are about *A Noise in the Night*
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing, she told herself strictly. It's a hedgehog, or a mole. It's something nice and harmless.*



Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">Priya's heart beating fast, e.g.<ul style="list-style-type: none"><i>Priya's heart started to race</i><i>her heart was beating really quickly.</i>Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none"><i>she took a deep breath</i><i>Priya was trying to calm herself</i><i>she must be nervous because she needs to calm down.</i>Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none"><i>she tells herself it must be something harmless</i><i>she tries to reassure herself.</i>Priya waking with a start, e.g.<ul style="list-style-type: none"><i>she woke with a start.</i>	Up to 2m

Reading

Example questions: Based on text 2: Bats Under the Bridge

22 Draw **four** lines to match an amount on the left to a fact on the right.

thousands	people visiting the Congress Avenue Bridge each year
a few	bats living in one cave
ten	months baby bats need to develop before travelling
fifteen million	tonnes of insects eaten by bats each night

1 mark

Section 2: Bats Under the Bridge

Qu.	Requirement	Mark								
22	<p>Draw four lines to match an amount on the left to a fact on the right.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for all correctly matched:</p> <table border="0"><tbody><tr><td>thousands</td><td>people visiting the Congress Avenue Bridge each year</td></tr><tr><td>a few</td><td>bats living in one cave</td></tr><tr><td>ten</td><td>months baby bats need to develop before travelling</td></tr><tr><td>fifteen million</td><td>tonnes of insects eaten by bats each night</td></tr></tbody></table>	thousands	people visiting the Congress Avenue Bridge each year	a few	bats living in one cave	ten	months baby bats need to develop before travelling	fifteen million	tonnes of insects eaten by bats each night	1m
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Reading

Example questions: 3 mark question

38

Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence
 <hr/>	 <hr/>
 <hr/>	 <hr/>

3 marks

Section 3: A Howl at Dusk

Qu.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give two things, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Up to 3m														
	<table border="1"> <thead> <tr> <th>Acceptable points (personality)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. he is unfriendly / rude / surly</td> <td> <ul style="list-style-type: none"> unfriendly eyes 'What's it to you?' strode off without another word didn't bother to look at Innis whilst replying he didn't look at him when he replied. </td> </tr> <tr> <td>2. he is independent / brave / calm</td> <td> <ul style="list-style-type: none"> he was on his own not concerned he might be walking towards the wolf he didn't seem to be shocked that there was a wolf about. </td> </tr> <tr> <td>3. he is curious</td> <td> <ul style="list-style-type: none"> the only questions asked were about wolves 'How far?' 'Where exactly?' he stops when Innis mentions the wolf. </td> </tr> <tr> <td>4. he is mysterious / strange</td> <td> <ul style="list-style-type: none"> he doesn't talk much he wiped the snow off, turned and strode off he appeared out of nowhere he didn't tell Innis much about himself. </td> </tr> <tr> <td>5. he is secretive / defensive</td> <td> <ul style="list-style-type: none"> he didn't tell Innis anything about himself strode off without another word 'What's it to you?' </td> </tr> <tr> <td>6. he is determined / single-minded / self-centred</td> <td> <ul style="list-style-type: none"> was only interested in the wolf strode off without another word he only paid attention to what he was interested in he only interacted when he realised that Innis had useful information. </td> </tr> </tbody> </table>	Acceptable points (personality)	Likely evidence	1. he is unfriendly / rude / surly	<ul style="list-style-type: none"> unfriendly eyes 'What's it to you?' strode off without another word didn't bother to look at Innis whilst replying he didn't look at him when he replied. 	2. he is independent / brave / calm	<ul style="list-style-type: none"> he was on his own not concerned he might be walking towards the wolf he didn't seem to be shocked that there was a wolf about. 	3. he is curious	<ul style="list-style-type: none"> the only questions asked were about wolves 'How far?' 'Where exactly?' he stops when Innis mentions the wolf. 	4. he is mysterious / strange	<ul style="list-style-type: none"> he doesn't talk much he wiped the snow off, turned and strode off he appeared out of nowhere he didn't tell Innis much about himself. 	5. he is secretive / defensive	<ul style="list-style-type: none"> he didn't tell Innis anything about himself strode off without another word 'What's it to you?' 	6. he is determined / single-minded / self-centred	<ul style="list-style-type: none"> was only interested in the wolf strode off without another word he only paid attention to what he was interested in he only interacted when he realised that Innis had useful information. 	
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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 BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

19	$29.5 - 16.125 =$		<input style="width: 40px; height: 20px;" type="text"/> 1 mark
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20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$		<input style="width: 40px; height: 20px;" type="text"/> 2 marks
Show your method			

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.	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.
	$\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}$		$\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \text{ (place value error)} \\ \hline 5588 \end{array}$
	OR $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35060 \text{ (error)} \\ \hline 37092 \end{array}$		

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

7 $7.8 + 6.953 =$

$$\begin{array}{r} 7.800 \\ + 6.958 \\ \hline 14.758 \\ 1 \end{array}$$

14.758

1 mark

12 $801 - \boxed{6} = 795$

Mental method:
Count on from 795 to 801

1 mark

16 $\frac{3}{16} + \frac{5}{8} =$

$\frac{5}{8} = \frac{10}{16}$

$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$

$\frac{13}{16}$

1 mark

23 $70 + 48 \div 6 =$

$48 \div 6 = 8$
 $70 + 8 = 78$

78

1 mark

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.

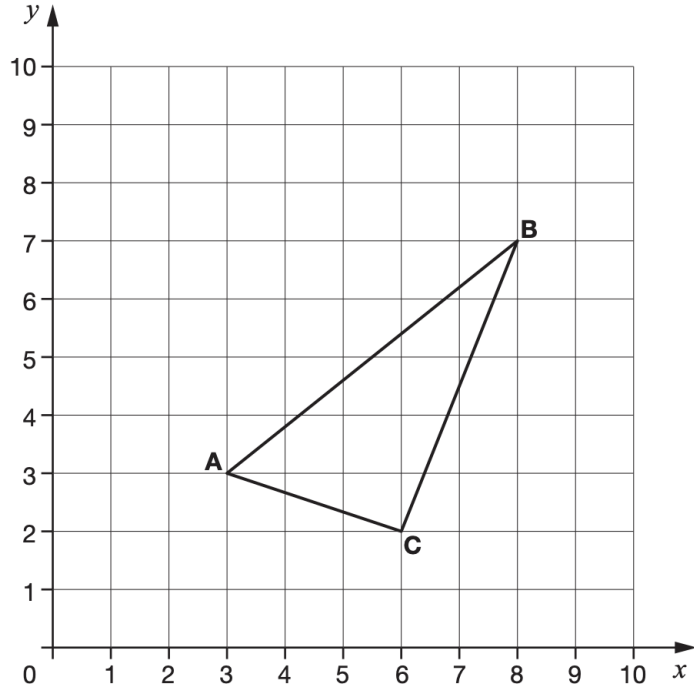
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- 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 (Reasoning)

Example questions:

3



ABC is a triangle.

What are the coordinates of point C?

(6 , 2)

1 mark

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

Maths Papers 2 (Reasoning)

Example questions:

17

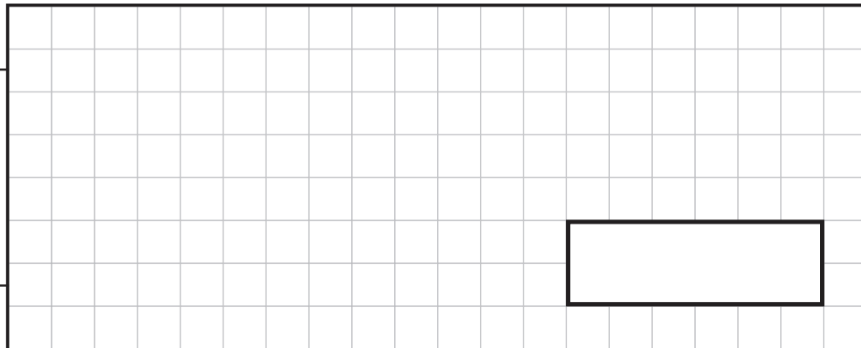
The manager of a flower shop orders 4 boxes of red roses.

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

17

Award **TWO** marks for the correct answer of 33

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.

- $4 \times 50 = 200$
 $200 \div 6 = 30$ (*error*)

OR

- $50 \div 6 = 8 \text{ r}2$
 $(8 \text{ r}2) \times 4 = 32 \text{ r}8$

OR

Award **ONE** mark for sight of:

- $33 \frac{1}{3}$ OR $33.\dot{3}$ OR 33.33r OR 33.3
OR $33\text{r}2$

(as evidence of completing $200 \div 6$ correctly without interpreting the remainder in context)

Up to
2m

Answer need not be obtained for the award of **ONE** mark.

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.

- $200 \div 6 = 31 \text{ r}8$

Acceptable rounded answers would be 31 OR 32

For the 'sight of' mark, accept equivalent fractions.


Award **ONE** mark for an answer of 34.

Maths Papers 3 (Reasoning)

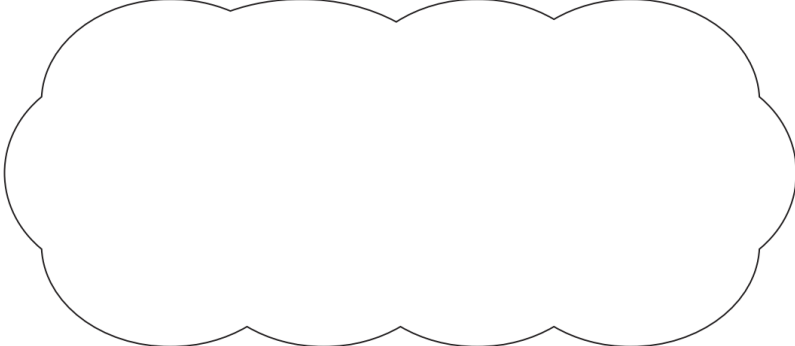
Example questions:

9 Jack says,

I multiplied a whole number by 3
My answer was 32



Explain why Jack is **not** correct.



1 mark

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

- 32 is not in the $3\times$ table
- $32 \div 3 = 10 \text{ r}2$ 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 $10 \times 3 = 30$ and $11 \times 3 = 33$ there is no 32
- $10 \times 3 = 30$ 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.

Maths Papers 3 (Reasoning)

Example question:

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	<p>Award THREE marks for the correct answer of 323</p> <p>Award TWO marks for:</p> <ul style="list-style-type: none"> An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. $\begin{array}{r} 25 \\ \times 34 \\ \hline 100 \\ 750 \\ \hline 950 \text{ (error)} \end{array}$ <p>62% of 950 = 589 950 – 589 = 361</p> <p>OR</p> <ul style="list-style-type: none"> $34 \times 25 = 950$ (error) $95 \times 3 = 285$ $9.5 \times 8 = 76$ $285 + 76 = 361$ <p>OR</p> <ul style="list-style-type: none"> sight of 527 (as evidence of calculating 62% of 850) <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one error. <p>OR</p> <ul style="list-style-type: none"> sight of 850 (as evidence of the multiplication step completed correctly) 	Up to 3m	<p>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.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.</p> <p>Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded TWO marks.</p> <p>Answer need not be obtained for the award of ONE mark.</p>

The writing expectations



Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

The writing expectations



Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]



The Results

The children will receive a scaled score – is not the number of marks they achieved.

A scaled score for a child working at the average level for their age group nationally will be 100.

Your child will receive a score for English reading, English grammar, punctuation and spelling and mathematics. They will also receive a teacher judgement for their writing.

Teacher judgement is also used to assess science.

English reading

Raw score	Scaled score
0-2	No scaled score
3	82
4	83
5	84
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120

Age Related Expectations



Children who sit the test and achieve the expected standard will be levelled as 'Working at the Expected Standard' (EXS)

Any children who sit the test but do not meet the threshold mark will be deemed to be 'working towards the expected standard' (WTS).

If a child scores significantly below the threshold, teacher assessment will be used where the children is working within the pre-KS2 standards.

We also use teacher assessments to further assess children, especially for those who don't achieve as expected in the formal tests, which we will report to you in the end of year reports. We also share this information with secondary schools.



Higher Attaining Learners

In the past, higher attaining learners were able to sit an additional paper but these are no longer offered.

Now, all children take the same papers but they do contain more challenging questions which are designed to stretch the higher attaining children.

Any child that exceeds the expected standard is judged to be 'Working at a greater depth with the standard' (GDS).

Access Arrangements



All children will sit the tests in a familiar classroom environment and will have access to adults who can read questions to them (except in the reading test).

Additional Needs

Extra time

Scribe

Reader

Prompter

What happens to the tests and results?



Tests are sent away to be marked – they are scanned and marked electronically

Results are published to schools in early July

Results are reported to parents as part of the end of year school reports.

Results are passed to secondary schools.

What you can do to help.....



Sleep

Attendance/being on time

Food (Breakfast Club)

Don't stress

Don't force children to prepare/revise