

Year Six SATs Information for Parents/Carers

April 2024



What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday, 13th May** ending on **Thursday, 16th May**.
- The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Monday 13th May
 - Spelling, punctuation and grammar (paper 2: Spelling test) – Monday 13th May
 - Reading – Tuesday 14th May
 - Maths (paper 1: Arithmetic) – Wednesday 15th May
 - Maths (paper 2: Reasoning) – Wednesday 15th May
 - Maths (paper 3: Reasoning) – Thursday 16th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

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.
- For most children, each test lasts no longer than 60 minutes:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
 - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
 - Reading – 60 minutes
 - Maths (paper 1: Arithmetic) – 30 minutes
 - Maths (paper 2: Reasoning) – 40 minutes
 - Maths (paper 3: Reasoning) – 40 minutes

Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

Additional admin

- Papers are stored and collected from a locked area.
- Each test is formally administered by staff only. Start and finish times are made clear.
- Papers are externally marked and will not be looked at by teachers prior to marking.
- The school may get a monitoring visit from an inspector, who will check that the tests are being administered correctly.
- There may be a governor present at some tests for additional monitoring.

What if my child is ill or late?

- Breakfast provided, if desired, at 8am.
- **ALL PUPILS MUST BE IN SCHOOL BY 8:20am.**
- If there is an emergency, ring the school to inform us of what time you expect to arrive and bring your child in ASAP.
- They may have to sit the test on their own or not receive a result.
- Check they are genuinely ill and not just nervous.
- Let us know, as we can make arrangements for your child to complete the test and then return home.
- **ALL PUPILS MUST BE IN SCHOOL.**

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 school has a duty to report the results to:
 - parents/carers,
 - your child's next school,
 - the governing body,
 - the local authority & DfE.

What if my child doesn't do as well as expected?

- Encourage all pupils to do their best.
- Test levels cannot be changed, but a teacher assessment is submitted and will be given to the receiving secondary school, which is often a more accurate reflection.

Character name
Appearance:
Blue jacket
Brown hair
Red tie

My Calendar

| Day | Date | Month | Weather | Season |
|-----|------|-------|---------|--------|
| | | | | |
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The actual tests Days, layout, expectations

Spelling, Punctuation and Grammar: Monday 13th May

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (spelling, punctuation and grammar). 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).

Spelling, Punctuation and Grammar: Paper 1

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.

Spelling, Punctuation and Grammar: Paper 1

- Example questions:

1 Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

8 Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music _____ was played last night. 1 mark

34 Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

1 mark

Spelling, Punctuation and Grammar: Paper 2

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

Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

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 – 13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

| Qu. | Requirement | Mark |
|-----|--|------|
| 1 | <p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i> | 1m |

Reading

Example questions:

Based on text 2: Fact Sheet: About Bumblebees

19 In what way is *buzz pollination* more useful than other forms of pollination?

1 mark



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

| Qu. | Requirement | Mark |
|-----|--|------|
| 19 | <p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i> | 1m |

Reading

Example questions:

Based on text 3: Music Box

32 What impressions do you get of Piper's house?

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

| Impression | Evidence |
|------------|----------|
| | |
| | |
| | |
| | |
| | |

3 marks

| Qu. | Requirement | Mark | | | | | | | | | | | | | | | | |
|---------------------------------|---|---------------------------------|-----------------|------------------------|--|-----------------------|--|----------------------|--|-----------------------------|--|------------------------|---|-------------------|--|---------------|---|----------|
| 32 | <p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"> <thead> <tr> <th>Acceptable points (impressions)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. it is rickety / old</td> <td> <ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling </td> </tr> <tr> <td>2. it is small / tiny</td> <td> <ul style="list-style-type: none"> she wishes she had a bigger work space she has to eat at the same table that she works at </td> </tr> <tr> <td>3. it is warm / cosy</td> <td> <ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> </td> </tr> <tr> <td>4. it is untidy / cluttered</td> <td> <ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> </td> </tr> <tr> <td>5. it is old fashioned</td> <td> <ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove </td> </tr> <tr> <td>6. it is isolated</td> <td> <ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> </td> </tr> <tr> <td>7. it is safe</td> <td> <ul style="list-style-type: none"> the storm coming outside is dangerous </td> </tr> </tbody> </table> | Acceptable points (impressions) | Likely evidence | 1. it is rickety / old | <ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling | 2. it is small / tiny | <ul style="list-style-type: none"> she wishes she had a bigger work space she has to eat at the same table that she works at | 3. it is warm / cosy | <ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> | 4. it is untidy / cluttered | <ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> | 5. it is old fashioned | <ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove | 6. it is isolated | <ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> | 7. it is safe | <ul style="list-style-type: none"> the storm coming outside is dangerous | Up to 3m |
| Acceptable points (impressions) | Likely evidence | | | | | | | | | | | | | | | | | |
| 1. it is rickety / old | <ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling | | | | | | | | | | | | | | | | | |
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| 4. it is untidy / cluttered | <ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> | | | | | | | | | | | | | | | | | |
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| 7. it is safe | <ul style="list-style-type: none"> the storm coming outside is dangerous | | | | | | | | | | | | | | | | | |
| | <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> | | | | | | | | | | | | | | | | | |

Reading

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 2019 Reading SATs paper,

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 36% 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.

Maths: Wednesday 15th 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.

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 question:

| | | |
|------------------|---|--|
| 23 | $\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$ | <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div> |
| Show your method | | |
| | | 2 marks |

| Qu. | Requirement | Mark | Additional guidance |
|-----|---|----------|---|
| 23 | <p>Award TWO marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$ | Up to 2m | <p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$ |

Maths Paper 1 (Arithmetic)

- Example questions:

| | | | |
|----------|------------------|----------------------|------------------------------------|
| 6 | $5.87 + 3.123 =$ | <input type="text"/> | <input type="checkbox"/> 1 mark |
|----------|------------------|----------------------|------------------------------------|

| | | | |
|-----------|----------------------------------|----------------------|------------------------------------|
| 11 | <input type="text"/> $= 87 - 65$ | <input type="text"/> | <input type="checkbox"/> 1 mark |
|-----------|----------------------------------|----------------------|------------------------------------|

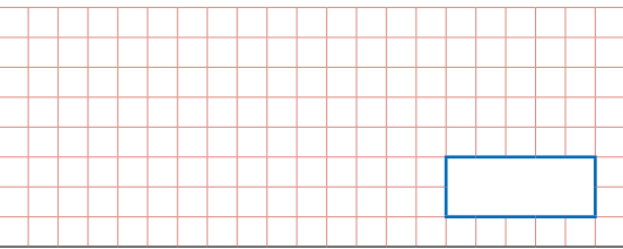
| | | | |
|-----------|-----------------------|----------------------|------------------------------------|
| 15 | $60 \div (30 - 24) =$ | <input type="text"/> | <input type="checkbox"/> 1 mark |
|-----------|-----------------------|----------------------|------------------------------------|

| | | | |
|-----------|----------------|----------------------|------------------------------------|
| 18 | 20% of 3,000 = | <input type="text"/> | <input type="checkbox"/> 1 mark |
|-----------|----------------|----------------------|------------------------------------|

Maths Paper 1 (Arithmetic)

- Example questions:

22 $1\frac{3}{7} - \frac{4}{7} =$

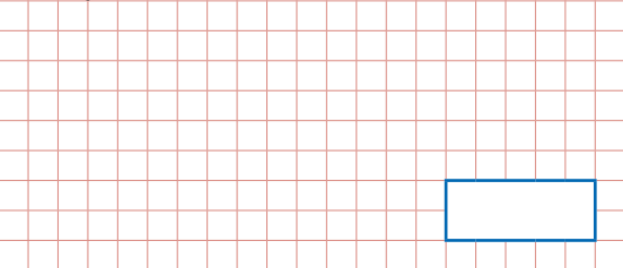


1 mark

25

| | | | | |
|---|---|---|---|---|
| 3 | 7 | 8 | 8 | 8 |
|---|---|---|---|---|

Show your method



2 marks

| Qu. | Requirement | Mark | Additional guidance |
|-----|---|----------|---|
| 25 | <p>Award TWO marks for the correct answer of 24</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none">• long division algorithm, e.g. $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{)888} \\ - 740 \\ \hline 140 \text{ (error)} \\ - 111 \\ \hline 29 \end{array}$ <p>OR</p> $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{)888} \\ - 740 \\ \hline 148 \\ - 148 \\ \hline 0 \end{array} \quad \begin{array}{l} 20 \times 37 \\ 4 \times 37 \end{array}$ <ul style="list-style-type: none">• short division algorithm, e.g. $\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{)888} \end{array}$ | Up to 2m | <p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>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.</p> |

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.

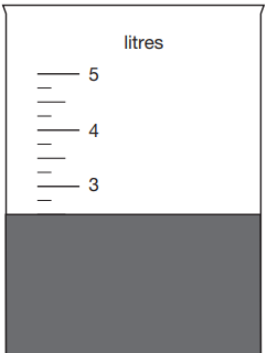
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- 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:

7 Jack pours some dark paint into a container.



In litres, how much paint is in the container?

litres

1 mark

8 In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

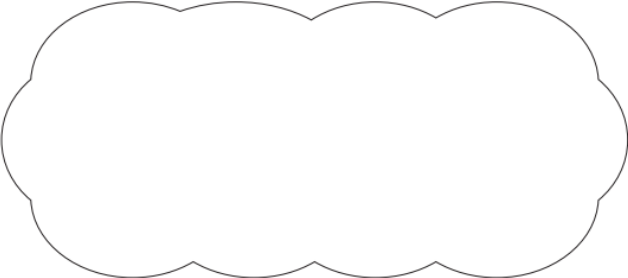
25 53

1 mark

1 mark

Maths Papers 2 (Reasoning)

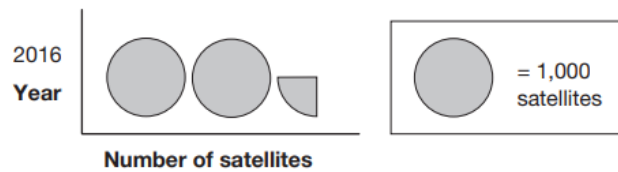
- Example question:

| | | |
|--|---|--|
| <p>18 Circle the prime number.</p> <p>95 89 87</p> <p>Explain how you know the other numbers are not prime.</p>  <p>1 mark</p> | <p>18 Award ONE mark for a correct explanation of why the 95 AND 87 are NOT prime, e.g.</p> <ul style="list-style-type: none">• 87 is divisible by 3 and/or 29 AND 95 is divisible by 5 and/or 19• 87 is in the 3 times table AND 95 is in the 5 times table• 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87• $8 + 7 = 15$ and 15 is divisible by 3 AND 95 is divisible by 5 | <p>1m No mark is awarded for circling '89' alone.</p> <p>Both non-primes must be explained correctly for the award of the mark.</p> <p>Do not accept vague or incomplete explanations, e.g.</p> <ul style="list-style-type: none">• The other 2 numbers have more than 2 factors (vague)• 87 is divisible by 3 (incomplete). <p>Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.</p> <ul style="list-style-type: none">• $3 \times 27 = 87$• 89 has three factors• no numbers go into 89 |
|--|---|--|

Maths Papers 3 (Reasoning)

- Example questions:

9 This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

 km

1 mark

Maths Papers 3 (Reasoning)

- Example question:


19 Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.

Each necklace has **105** beads.

She makes **34** necklaces.



How many beads does Layla use **altogether**?

Show your method

beads

3 marks

| Qu. | Requirement | Mark | Additional guidance |
|-----|---|----------|--|
| 19 | <p>Award THREE marks for the correct answer of 7,174</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none"> evidence of an appropriate complete method which contains no more than one arithmetic error, e.g. $\begin{array}{r} 53 \\ \times 68 \\ \hline 3504 \text{ (error)} \end{array}$ $\begin{array}{r} 105 \\ \times 34 \\ \hline 3570 \end{array}$ $3,504 + 3,570 = 7,074$ <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one arithmetic error. <p>OR</p> <ul style="list-style-type: none"> sight of 3,604 as evidence of long multiplication step (68×53) completed correctly. <p>OR</p> <ul style="list-style-type: none"> sight of 3,570 as evidence of long multiplication step (105×34) completed correctly. | Up to 3m | <p>Answer need not be obtained for the award of ONE mark.</p> <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 arithmetic error.</p> |



Supporting the children Before and during the tests

How will we support your child?

- Targeted teaching and revision.
- Lots of encouragement, within the guidelines, to keep their morale high and support with any anxieties.
- Prior experience of formal test conditions.
- We will provide all stationary and equipment.
- Tests will be undertaken in classrooms.
- Tests will be undertaken in small groups as needed.
- Breakfast provided from 8am.
- Readers and/or scribes will be used, when necessary.
- Answer questions, within strict guidelines.

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.

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.

Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Attend any SATs meetings at school (or read any literature sent home).
- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10- or 11-year-old with the ability to better cope with the situation.

What to do if you are worried about your child

Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer seek reassurance from teachers over family members.

Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

Any questions?

