# Year 6 SATs 2024

# Presentation for Parents, Carers & Guardians

# 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:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 13th May
  - Grammar, punctuation and spelling (paper 2: Spelling) – 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
  - May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

# What are the SATs?

- 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

# When and how the SATs are completed

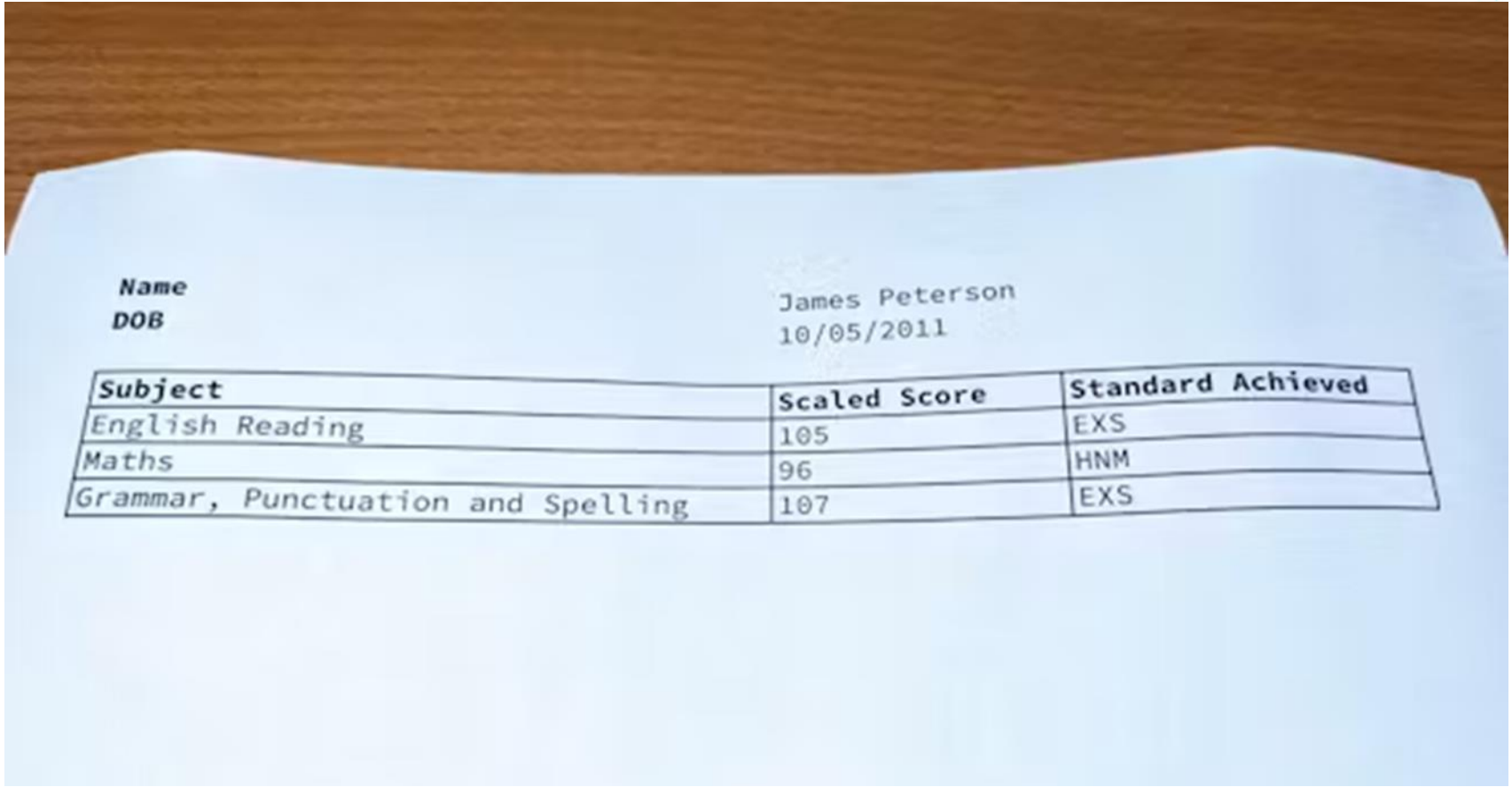
- The tests take place during normal school hours, under exam conditions.
- After the tests are completed, the papers are sent away to be marked externally.
- The results are then sent to the school in July.

# 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.

# The results - Example Test Results Letter



**Name** James Peterson
**DOB** 10/05/2011

| Subject | Scaled Score | Standard Achieved |
|---|---|---|
| English Reading | 105 | EXS |
| Maths | 96 | HNM |
| Grammar, Punctuation and Spelling | 107 | EXS |

# 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).

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** 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.

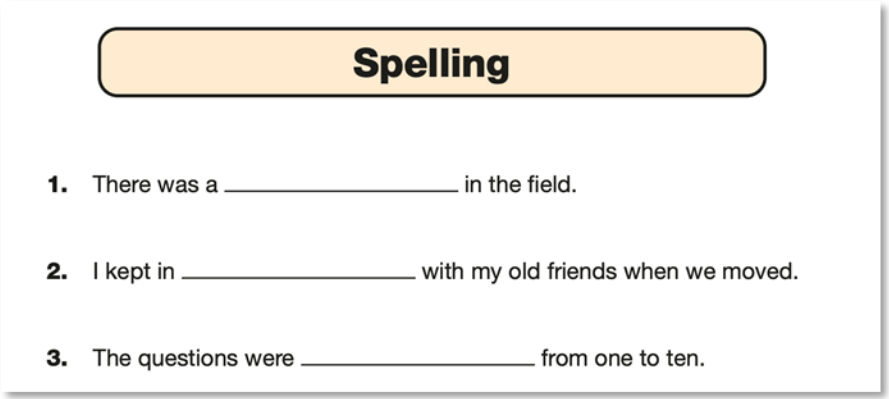
e.g. Over two thousand years ago, Britain was invaded by the Romans.

1 mark

# Spelling, Punctuation and Grammar: Paper 2

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 | Look at the first paragraph.<br>How can you tell Priya was feeling nervous?<br>Write **two** ways.<br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br>**Award 1 mark** for reference to any of the following, up to a maximum of 2 marks:<br>1. Priya's heart beating fast, e.g.<br>• *Priya's heart started to race*<br>• *her heart was beating really quickly.*<br>2. Priya taking a deep breath / trying to calm herself down, e.g.<br>• *she took a deep breath*<br>• *Priya was trying to calm herself*<br>• *she must be nervous because she needs to calm down.*<br>3. Priya telling herself there is nothing to worry about, e.g.<br>• *she tells herself it must be something harmless*<br>• *she tries to reassure herself.*<br>4. Priya waking with a start, e.g.<br>• *she woke with a start.* | **Up to 2m** |

# Reading

## Example questions:
## Based on text 2:

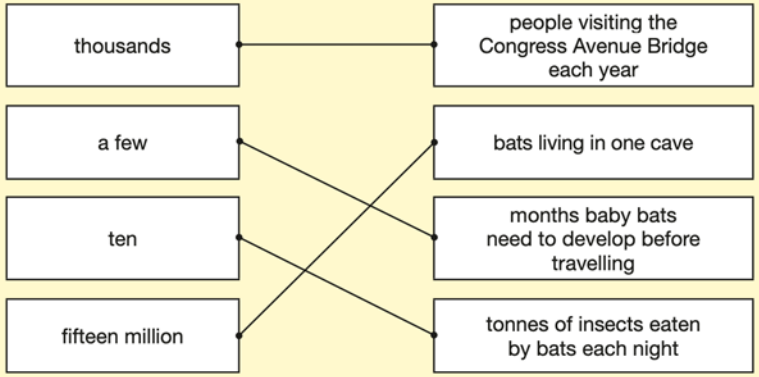
**22** Draw **four** lines to match an amount on the left to a fact on the right.

| | |
|---|---|
| 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 | Draw **four** lines to match an amount on the left to a fact on the right.<br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br>**Award 1 mark** for all correctly matched: | 1m |



# Reading

## Example questions: 3 mark questions

**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 |
|---|---|
| | |
| | |

3 marks

**Section 3: A Howl at Dusk**

| Qu. | Requirement | Mark |
|---|---|---|
| 38 | Look at the paragraph beginning: *Innis sat up…* to the end of the text.<br>Innis meets the boy. What do you learn about the boy's personality?<br>Give **two** things, using evidence from the text to support your answer.<br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br>**Award 3 marks** for **two** acceptable points, at least **one** with evidence.<br>**Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence.<br>**Award 1 mark** for **one** acceptable point. | Up to 3m |

| Acceptable points (personality) | Likely evidence |
|---|---|
| **1.** he is unfriendly / rude / surly | • *unfriendly eyes*<br>• *'What's it to you?'*<br>• *strode off without another word*<br>• *didn't bother to look at Innis whilst replying*<br>• *he didn't look at him when he replied.* |
| **2.** he is independent / brave / calm | • *he was on his own*<br>• *not concerned he might be walking towards the wolf*<br>• *he didn't seem to be shocked that there was a wolf about.* |
| **3.** he is curious | • *the only questions asked were about wolves*<br>• *'How far?'*<br>• *'Where exactly?'*<br>• *he stops when Innis mentions the wolf.* |
| **4.** he is mysterious / strange | • *he doesn't talk much*<br>• *he wiped the snow off, turned and strode off*<br>• *he appeared out of nowhere*<br>• *he didn't tell Innis much about himself.* |
| **5.** he is secretive / defensive | • *he didn't tell Innis anything about himself*<br>• *strode off without another word*<br>• *'What's it to you?'* |
| **6.** he is determined / single-minded / self-centred | • *was only interested in the wolf*<br>• *strode off without another word*<br>• *he only paid attention to what he was interested in*<br>• *he only interacted when he realised that Innis had useful information.* |

# 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 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.

# 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.

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:

**19** 29.5 – 16.125 =

1 mark

**20**

$$\begin{array}{r} 5\ 0\ 8 \\ \times\ \ 7\ 4 \\ \hline \end{array}$$

Show your method

2 marks

| | | | |
|---|---|---|---|
| 19 | 13.375 | 1m | |
| 20 | Award **TWO** marks for the correct answer of 37,592<br><br>If the answer is incorrect, award **ONE** mark for the formal method of long multiplication with no more than **ONE** arithmetic error, e.g.<br>• 508 × 74 = 2032, 35560, 37582 *(error)*<br>**OR**<br>• 508 × 74 = 2032, 35060 *(error)*, 37092 | Up to 2m | Working must be carried through to reach a final answer for the award of **ONE** mark.<br><br>**Do not** award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.<br>508 × 74 = 2032, 3556 *(place value error)*, 5588 |

# Maths Paper 1 (Arithmetic)

## Example questions:

**7** $7.8 + 6.953 =$

1 mark

**12** $801 - \square = 795$

1 mark

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

1 mark

**23** $70 + 48 \div 6 =$

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 Paper (Reasoning)

## Example questions:

**25**

$47\overline{)611}$

Show your method

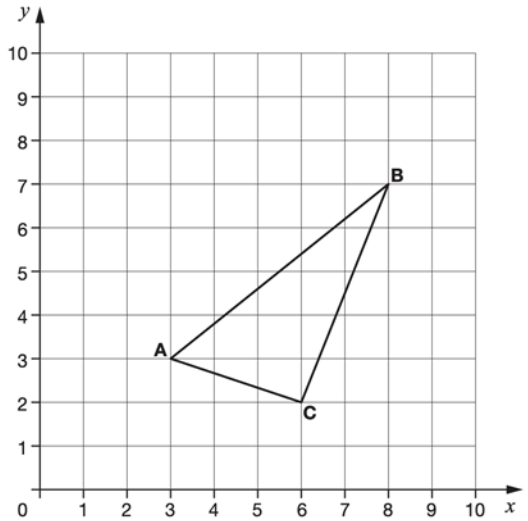
2 marks

| Qu. | Requirement | Mark | Additional guidance |
|---|---|---|---|
| 25 | Award **TWO** marks for the correct answer of 13<br><br>If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e.<br>• long division algorithm, e.g.<br><br>15 r25<br>47 \| 611<br>− 470<br>260 *(error)*<br>− 235<br>25<br><br>**OR**<br><br>18 *(error)*<br>47 \| 611<br>− 470 10 × 47<br>141<br>− 141 3 × 47<br>0<br><br>• short division algorithm, e.g.<br><br>1 5r6 *(error)*<br>47 \| 61$^{24}$1 | Up to 2m | Working must be carried through to reach a final answer for the award of **ONE** mark.<br><br>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. |

# Maths Papers (Reasoning)

## Example questions:

**3**




**ABC** is a triangle.

What are the coordinates of point **C**?

( , )

1 mark

**8**

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

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

1 mark

# Maths Papers (Reasoning)

## Example question:

**9** Jack says,

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.<br>• 32 is not in the 3× table<br>• 32 ÷ 3 = 10 r2 or 10.66 (which are not whole numbers)<br>• if you count in multiples of 3 from 0, you won't get 32<br>• 3 + 2 = 5, 5 is not a multiple of 3 so he is wrong.<br>**OR**<br>For a description that includes one or both of the multiples of 3 either side of 32, e.g.<br>• if you do 10 × 3 = 30 and 11 × 3 = 33 there is no 32<br>• 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.<br>**Do not** accept vague or incomplete explanations, e.g.<br>• If you multiply by 3 you will get 30, not 32<br>• 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33<br>• 32 is not a factor of 3<br>**Do not** accept explanations which include incorrect mathematics or incorrect information relevant to the explanation. |

# Maths Papers (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 | Award **THREE** marks for the correct answer of 7,174<br><br>If the answer is incorrect, award **TWO** marks for:<br>• evidence of an appropriate complete method which contains no more than one arithmetic error, e.g.<br>$\begin{array}{r} 53 \\ \times\ 68 \\ \hline 3504 \end{array}$ *(error)* $\quad \begin{array}{r} 105 \\ \times\ 34 \\ \hline 3570 \end{array}$<br>3,504 + 3,570 = 7,074<br><br>Award **ONE** mark for:<br>• evidence of an appropriate method with more than one arithmetic error.<br>**OR**<br>• sight of 3,604 as evidence of long multiplication step (68 × 53) completed correctly.<br>**OR**<br>• sight of 3,570 as evidence of long multiplication step (105 × 34) completed correctly. | Up to 3m | Answer need not be obtained for the award of **ONE** mark.<br><br>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.<br><br>**TWO** marks will be awarded if an appropriate method with the misread number is followed through correctly.<br><br>**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. |

# Supporting your child in preparing for the SATs

Tips:

- Talk to your child's class teacher if you have any concerns.
- 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.

# Supporting your child in preparing for the SATs

Further tips:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.
- If you're looking to support your child further with maths at home, there are lots of good websites with free Year 6 revision resources. Start with thirdspacelearning.com/blog/category/for-parents/ or register free for the Third Space Learning Maths Hub (mathshub.thirdspacelearning.com)

# 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.

# 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 or hobbies
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 to seek reassurance from teachers over family members.

QUESTIONS