

Year 6 SATs 2023 -  
2024 presentation for  
Parents, Carers and  
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 13<sup>th</sup> May ending on Thursday 16<sup>th</sup> May.
- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 13<sup>th</sup> May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 13<sup>th</sup> May
  - Reading – Tuesday 14<sup>th</sup> May
  - Maths (paper 1: Arithmetic) – Wednesday 15<sup>th</sup> May
  - Maths (paper 2: Reasoning) – Wednesday 15<sup>th</sup> May
  - Maths (paper 3: Reasoning) – Thursday 16<sup>th</sup> 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.
- 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 time (25%);
  - 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.
- We will discuss with you prior to the assessments any additional arrangements we feel your child may benefit from.

# 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;
  - 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.

# Grammar, Punctuation and Spelling (GPS): Monday 13<sup>th</sup> May

- Grammar, punctuation and spelling consists of two papers.
  - Paper 1 focuses on all three elements (grammar, punctuation and spelling). 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 (within reason, pupils will 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)

4 Which sentence must end with a **question mark**?

Tick one.

Shall we go round the fitness trail in the park

We could go tomorrow if you like

What I really like is the rope bridge

Let me know what you would like to do

37

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

e.g. Although, While

\_\_\_\_\_ it rained all afternoon, the picnic was a success.

1 mark

1 mark

32

The teacher wants to write a sign to remind children to turn the lights off.

Write the **command** that the teacher might use on the sign.  
Remember to punctuate your answer correctly.

e.g. Switch off the lights!      Please turn off the lights

1 mark



# Grammar, Punctuation and Spelling: Paper 2 (Spelling)

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

Example questions:

## Spelling

1. The children were \_\_\_\_\_ the objects from smallest to largest.
2. Do not show \_\_\_\_\_ to anyone.
3. I was given a \_\_\_\_\_ award.

### 2022 Spelling script

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

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

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

Do not show **disrespect** to anyone.

The word is **disrespect**.

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

I was given a **special** award.

The word is **special**.

# GPS common errors:

- Forgetting capital letters and punctuation
- 'ly' adverbs
- Only ticking one
- Not reading all the options
- Incorrectly punctuating speech
- Incorrectly formed capital letters

# Reading: Tuesday 14<sup>th</sup> 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.

Questions 1–11 are about *The Parsnips* (pages 4–6)

**1** Veronika's football team has two names.

What are the **two** names?

1. \_\_\_\_\_

2. \_\_\_\_\_

1 mark

## THE CLUB – THE FACTS

**Name:** Parrs Under 11s, also known as "The Parsnips"

**Ground:** Lornton FC, Low Road, Lornton

**Capacity:** 500

**Plays in:** The Nettie Honeyball Women's League

**Sponsor:** Sweet Peas Garden Centre, Mowborough

**Coach:** Hannah Preston

**Assistant coach:** Katie Regan

Qu.	Requirement	Mark
1	<p>Veronika's football team has two names.</p> <p>What are the <b>two</b> names?</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to Parrs Under 11s <b>and</b> The Parsnips, e.g.</p> <ul style="list-style-type: none"><li>• <i>The Parsnips</i></li><li>• <i>Parsnips</i></li><li>• <i>Parrs under 11s</i></li><li>• <i>Parrs.</i></li></ul>	1m

# Reading

## Example questions: Based on text 2: My Circus Life

**17** Look at page 9.

Vladik is always changing his *Dralion* performance.

Give **two** ways that these changes to his performance happen.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

### Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Qu.	Requirement	Mark
17	<p>Look at page 9.</p> <p>Vladik is always changing his <i>Dralion</i> performance.</p> <p>Give <b>two</b> ways that these changes to his performance happen.</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of <b>2 marks</b>:</p> <ol style="list-style-type: none"><li>Vladik's performance changing naturally / without him knowing how it happens, e.g.<ul style="list-style-type: none"><li><i>changes happen naturally</i></li><li><i>he just does the changes and he doesn't even realise.</i></li></ul></li><li>Vladik deliberately making changes to his performance, e.g.<ul style="list-style-type: none"><li><i>he modifies them on purpose</i></li><li><i>they happen deliberately.</i></li></ul></li><li>Vladik adding a trick, e.g.<ul style="list-style-type: none"><li><i>putting in a new trick.</i></li></ul></li></ol>	Up to 2m

# Reading

## Example questions: Based on the whole text

**33** Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

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

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 marks

Qu.	Requirement	Mark
33	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"><li>1. curious</li><li>2. imaginative</li><li>3. confused</li><li>4. unafraid</li><li>5. solitary / content with her own company</li><li>6. observant</li></ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence]</li><li>2. <i>That she is good at noticing things that go on.</i> [AP6]</li><li>• 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]</li><li>2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence]</li></ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>Brave because she did the right thing in the situation.</i> [AP4]</li><li>2. <i>She was a person who definitely kept herself to herself.</i> [AP5]</li><li>• 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence]</li></ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>She likes to find out about other people.</i> [AP1]</li></ul>	Up to 3m

# 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 2022 Reading SATs paper,
  - 10% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
  - 38% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
  - 44% 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.

# Reading common errors:

- Timing
- Not using the text to answer questions
- Not reading the question properly
- Not giving enough evidence or repeating points in extended answers
- Lacking in confidence to express their own opinion
- Inference



# Maths: Wednesday 15<sup>th</sup> May and Thursday 16<sup>th</sup> May

- The maths assessments consist of three tests.
  - Paper 1: Arithmetic (30 minutes) – Wednesday 15<sup>th</sup> May
  - Paper 2: Reasoning (40 minutes) – Wednesday 15<sup>th</sup> May
  - Paper 3: Reasoning (40 minutes) – Thursday 16<sup>th</sup> 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:

**32**  $2\frac{1}{2} - \frac{2}{3} =$

1 mark

**33**

$$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ OR $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an <b>exact</b> decimal equivalent, e.g. 1.83 (accept any unambiguous indication of the recurring digits).  Do not accept rounded or truncated decimals.
33	Award <b>TWO</b> marks for the correct answer of 273,226  If the answer is incorrect, award <b>ONE</b> mark for a formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g. <ul style="list-style-type: none"> <li>• <math display="block">\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 244680 \\ 273126 \text{ (error)} \end{array}</math></li> <li>OR</li> <li>• <math display="block">\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28544 \text{ (error)} \\ 244680 \\ 273224 \end{array}</math></li> </ul>	Up to 2m	Working must be carried through to reach a final answer for the award of <b>ONE</b> 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: $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 24468 \text{ (place value error)} \\ 53014 \end{array}$

# Maths paper 1: Arithmetic

Example 1 mark questions:

**6**  $6.48 + 8.6 =$

6.48	
+ 8.6	
<u>15.08</u>	
1	

1 mark

**15**  =  $596 \times 7$

596	
x 7	
<u>4172</u>	
64	

1 mark

**27** 15% of 3,200 =

10% of 3,200 = 320	
5% of 3,200 = 160	
15% of 3,200 = 480	

1 mark

**35**  $6 + 4 \div 2 =$

$4 \div 2 = 2$	
$6 + 2 = 8$	

1 mark

# Maths paper 1: Arithmetic

Example 2 mark question:

<b>29</b>	$\begin{array}{r} 73 \overline{) 3066} \end{array}$	<input style="width: 50px; height: 30px; border: 1px solid black;" type="text"/> 2 marks
Show your method		

<b>29</b>	Award <b>TWO</b> marks for the correct answer of 42  If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetic error, i.e. <ul style="list-style-type: none"> <li>• long division algorithm, e.g.</li> </ul> $\begin{array}{r} 41 \text{ r}67 \\ 73 \overline{) 3066} \\ - \underline{2920} \\ 140 \text{ (error)} \\ - \underline{73} \\ 67 \end{array}$ <p style="text-align: center;"><b>OR</b></p> $\begin{array}{r} 32 \text{ (error)} \\ 73 \overline{) 3066} \\ - \underline{730} \quad 10 \times 73 \\ 2336 \\ - \underline{2190} \quad 30 \times 73 \\ 146 \\ \underline{146} \quad 2 \times 73 \\ 0 \end{array}$ <ul style="list-style-type: none"> <li>• short division algorithm, e.g.</li> </ul> $\begin{array}{r} 41 \text{ r}71 \text{ (error)} \\ 73 \overline{) 306}^{\text{14}}6 \end{array}$	<b>Up to 2m</b>	Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.
	<ul style="list-style-type: none"> <li>• short division methods <b>must</b> be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure <b>must</b> be less than the divisor.</li> </ul>		

# Maths Papers 2 and 3 (Reasoning)

- Paper 2 will take place on Wednesday 15<sup>th</sup> May and paper 3 will take place on Thursday 16<sup>th</sup> 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 2 (Reasoning)

6

Emma has a 5 litre bag of compost.



She uses 2.75 litres.

How much compost does Emma have left?

2.25 litres

1 mark

7

In a race, Ali completes a swim, a run and a bicycle ride.

The swim is  $\frac{1}{10}$  of the total distance.

The run is  $\frac{3}{10}$  of the total distance.

What fraction of the total distance is the **bicycle ride**?

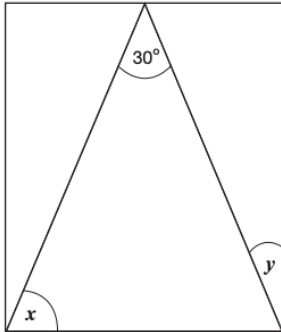
$\frac{6}{10}$

1 mark

# Maths Paper 2 (Reasoning)

24

Here is an **isosceles** triangle inside a rectangle.



Not to scale

Calculate the sizes of angles  $x$  and  $y$ .

Show your method

$x =$

°

$y =$

°

2 marks

24

Award **TWO** marks for the correct answer of  $x = 75$  **AND**  $y = 15$

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

- $180 - 30 = 150$   
 $150 \div 2 = 70$  (*error*)  
 $90 - 70$

**OR**

Award **ONE** mark for either correct  $x$  **OR**  $y$ .

Up to 2m

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

If there is no evidence of an appropriate method and the values for  $x$  **AND**  $y$  are incorrect, accept for **ONE** mark  $x + y = 90$ , unless  $x$  is between 65–69 (inclusive) **AND**  $y$  is between 21–25 (inclusive).

# Maths Paper 3 (Reasoning)

19

Jack says,

When you square a prime number, the answer has only two factors.



Explain why Jack is **not** correct.

1 mark

19

Award **ONE** mark for a correct explanation, e.g.

- It has 3 factors – the prime number, 1 and the square of the prime number.
- The prime number has 2 factors; the squared prime number will be divisible by one, itself and the prime number.
- All prime numbers squared have 3 factors.

**OR**

A correct explanation that gives a counter example, e.g.

- 5 is prime  
 $5^2 = 25$   
25 has 3 factors: 1, 5 and 25, not two
- $7^2$  has more than 2 factors – 1, 7 and 49
- $121 = 1 \times 121 = 11 \times 11$
- $3^2 = 9$   
 $9 = 1, 9, 3$
- $5^2 = 25$   
Factors of 25 = 1, 5, 25  
All squared primes have 3 factors.

1m

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

- A square number doesn't have 2 factors (repeat of the question)
- $2^2 = 4$  (incomplete)
- Prime numbers have 2 factors only (incomplete)
- Prime numbers squared have more than 2 factors (vague)

**Do not** accept explanations which include incorrect mathematics or incorrect information relevant to the explanation, e.g.

- $49 = 1, 7, 49$
- 5 squared is 25  
1, 5, 5, 25  
25 has four factors
- All prime numbers squared have more than 3 factors



# Maths common errors:

- 'Just add zero'
- Column subtraction
- How many more... and Find the difference... questions
- Unfamiliar representations of fractions
- Confusion with exchanged digits
- Adding fractions
- Converting units of measure
- Pictograms

# 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:
  - Don't use past papers as they are used in school to prepare the children.
  - 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 worries. Don't forget that a small amount of worry 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.

# 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 can induce a certain degree of worry but there is, of course, a tipping point.
- SATs worry 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 worry and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your child with strategies 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 worries or views about the SATs
- Children can be very intuitive. If they see that you are worried, this could add to their worries. Similarly, if you don't believe in SATs, your child may reflect this view.

# Contacts:

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# Advice for Year 6 children

- Listen to your teacher.
  - The adults you work with all want you to do your best.
  - Get plenty of sleep and eat well, this will help your brain.
  - Read all the questions carefully. This can help you to avoid silly mistakes.
  - Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
  - Remember that the Year 6 SATs last for 4 days out of your whole life!
- 
- *"Stay focused in class so you don't have loads of extra studying to do at home!" – Year 7 pupil's advice.*