Welcome to our Y6 SATs meeting

What are the SATs?

- SATs are the Standardised Assessment Tests that all Year 6 children complete at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 11th May** ending on **Thursday 14th May**.
- The SATs papers consist of:
  - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Monday 11th May
  - Spelling, punctuation and grammar (paper 2: Spelling test) – Monday 11th May
  - Reading – Tuesday 12th May
  - Maths (paper 1: Arithmetic) – Wednesday 13th May
  - Maths (paper 2: Reasoning) – Wednesday 13th May
  - Maths (paper 3: Reasoning) – Thursday 14th 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 through illness, 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.
- 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 (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- 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.

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.

Scaled Scores

Raw score	Scaled score
56	99
57	99
58	99
59	99
60	99
61	100
62	100
63	100
64	100
65	101
66	101
67	101
68	101
69	102
70	102
71	102
72	102
73	103

Raw score	Scaled score
93	108
94	109
95	109
96	110
97	110
98	110
99	111
100	111
101	112

Scaled scores are based on the outcomes of all children taking part in the SATs across the country. As a result, the mark needed to gain expected standard and greater depth, change every year.

Maths

Year	Expected Standard	Greater Depth
2019	58	95
2022	58	96
2023	56	94
2024	54	93
2025	58	95

Spelling, Punctuation and Grammar: Monday 11th 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

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.

e.g. that, which

Everyone loved the music __which__ 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.

e.g. The first sentence is about two people and the second sentence is about three people.

1 mark

Example questions:

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 12th 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
1	What is Ajay doing when the post arrives? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to him eating (his breakfast), e.g. • *just about to tuck into his tea and toast* • *having his breakfast* • *drinking tea.*

Reading

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.

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

Qu.	Requirement	Mark
19	In what way is *buzz pollination* more useful than other forms of pollination?	1m
	Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction	
	Award 1 mark for reference to either of the following:	
	1. it releases pollen that would otherwise stay inside the flower, e.g.	
	• *because it releases trapped pollen that they wouldn't have been able to get out*	
	• *it makes a buzz that gets more pollen than other bees do*	
	• *it helps release more pollen.*	
	2. key produce is more expensive / harder to get without it, e.g.	
	• *it makes some vegetables we eat easier to produce and sell a lot cheaper*	
	• *it means we can buy more common foods cheaper*	
	• *it would be harder to grow beans.*	

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	What impressions do you get of Piper's house?	Up to 3m

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

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Acceptable points (impressions)	Likely evidence
1. it is rickety / old	• there are widening cracks in the planks in the ceiling
2. it is small / tiny	• 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	• there is a fire / stove • *comfortable nest*
4. it is untidy / cluttered	• *Piston rings, bolts, and cylinders littered its surface*
5. it is old fashioned	• no electricity / kerosene lamps / cast-iron stove
6. it is isolated	• it is situated among fields • *to go outside and watch the fields*
7. it is safe	• the storm coming outside is dangerous

Award 3 marks for **two** acceptable points, at least **one** with evidence.

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

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.

Example questions to ask at home:

- What does this word mean?
- Which word in this paragraph is the closest in meaning to…?
- What [character] doing when [event] happened?
- True or false questions about a paragraph/ text.
- Why do you [character] did [event]? Can you think of another reason?

Maths: Wednesday 13th May and Thursday 14th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 13th May

- Paper 2: Reasoning (40 minutes) – Wednesday 13th May

- Paper 3: Reasoning (40 minutes) – Thursday 14th 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 BODMAS), percentages of amounts and calculating with decimals and fractions.

Example question:

Qu.	Requirement	Mark	Additional guidance
23	Award **TWO** marks for the correct answer of 22,572	Up to 2m	
	If the answer is incorrect, award **ONE** mark for a formal method of long multiplication with no more than **ONE** arithmetic error, e.g.		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:

•
```
       836
  ×     27
      5852
     16720
     22602  (error)
```

OR

•
```
       836
  ×     27
      5612  (error)
     16720
     22332
```

```
       836
  ×     27
      5852
      1672  (place value error)
      7524
```

6 5.87 + 3.123 =

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

8.993

1 mark

11 22 = 87 − 65

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

15 60 ÷ (30 − 24) =

60 ÷ (30 - 24)
60 ÷   6   = 10

10

1 mark

18 20% of 3,000 =

10% of 3,000 = 300
20% of 3,000 = 600

600

1 mark

Maths Paper 1 (Arithmetic)

22

$1\dfrac{3}{7} - \dfrac{4}{7} =$

$$\dfrac{10}{7} - \dfrac{4}{7} = \dfrac{6}{7}$$

$\dfrac{6}{7}$

1 mark

25

$$3\ 7\ \overline{)\ 8\ 8\ 8}$$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	Award **TWO** marks for the correct answer of 24	Up to 2m	
	If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e.		Working must be carried through to reach a final answer for the award of **ONE** mark.

- long division algorithm, e.g.

$$\begin{array}{r} 23\ r29 \\ 37\overline{)888} \\ -\ 740 \\ \hline 140\ \textit{(error)} \\ -\ 111 \\ \hline 29 \end{array}$$

OR

$$\begin{array}{r} 42\ \textit{(error)} \\ 37\overline{)888} \\ -\ 740\qquad 20 \times 37 \\ \hline 148 \\ -\ 148\qquad 4 \times 37 \\ \hline 0 \end{array}$$

- short division algorithm, e.g.

$$\begin{array}{r} 2\ 3\ r27\ \textit{(error)} \\ 37\overline{)88^{14}8} \end{array}$$

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 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13th May and paper 3 will take place on Thursday 14th 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.

7 Jack pours some dark paint into a container.

litres

— 5
—
—
— 4
—
—
— 3
—
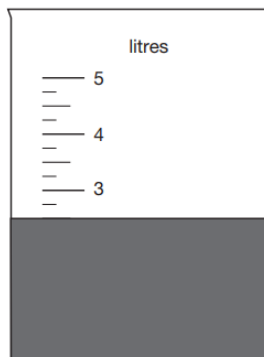
In litres, how much paint is in the container?

2.5 or 2 ½ ☐ 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.

1 mark

| 11 | 25 | 53 | 109 |

1 mark

Maths Papers 2 (Reasoning)
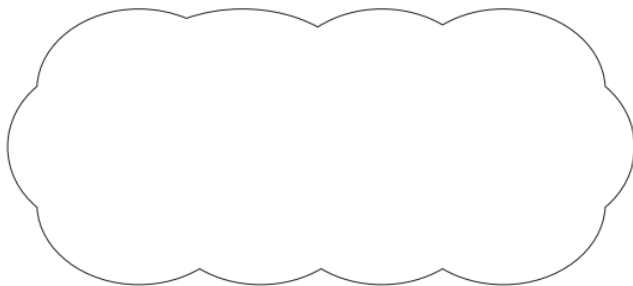
18 | Circle the **prime** number.

95   89   87

Explain how you know the other numbers are **not** prime.

1 mark

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18 | Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 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

1m | No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

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

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

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

- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

Maths Papers 3 (Reasoning)

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

2016 **Year**

Number of satellites
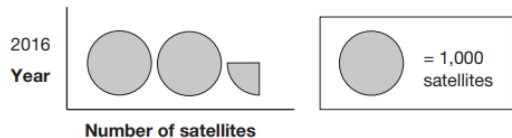
◯ = 1,000 satellites

How many satellites were above the Earth in 2016?

2,250

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.

400 **km**

1 mark

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 If the answer is incorrect, award **TWO** marks for: • evidence of an appropriate complete method which contains no more than one arithmetic error, e.g. $$\begin{array}{r} 53 \\ \times\ \underline{68} \\ 3504\ \textit{(error)} \end{array} \qquad \begin{array}{r} 105 \\ \times\ \underline{34} \\ 3570 \end{array}$$ $3{,}504 + 3{,}570 = 7{,}074$ Award **ONE** mark for: • evidence of an appropriate method with more than one arithmetic error. **OR** • sight of 3,604 as evidence of long multiplication step (68 × 53) completed correctly. **OR** • 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. A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified. **TWO** marks will be awarded if an appropriate method with the misread number is followed through correctly. **ONE** mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one arithmetic error.

Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way.

Tips:
- Please don't use past papers as they are used in school to prepare the children.
- 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.

Supporting your child in preparing for the SATs

- 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.

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, please avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.

Things to remember about SATs

SATs focus on what children know about Maths and English.
They will not reflect how talented they are at science, geography, art, PE…, and they certainly won't highlight all of their amazing personal characteristics.

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

SATs are only four days out of a whole Primary School career.
In reality, there's one or two papers each day that last 30 to 60 minutes.

What to do if you are worried about your child

Talk to school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to us 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.

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.

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!

What does SATs week look like at Fulfen?

- Breakfast club for the children each morning during SATs week.
- Extended breaks to relax after a test.
- 'Pub Quiz' revision afternoons with snacks.
- Calm, relaxed and familiar environments.
- Lots of support from lots of members of staff in school
- Treat Day on the following Friday to celebrate.

- SATs is a nice way to introduce your children to testing conditions. It is a way for us to demonstrate to them that testing weeks are not a daunting experience and it helps prepare them for their life ahead in secondary school.

Revision Books

- We strongly encourage you to order some revision books for you child to help prepare them for the test style questions that they will meet on the SATs tests.

- We have a range of the books here tonight for you to browse through, if you wish to do so

- We have the opportunity for you to purchase them at a discounted price by displaying the books tonight! However, there is also the option for you to source them yourselves.

- We recommend CGP books and will use these in school – these are the ones we have here for you this evening.

Revision Books

- If these are of interest to you and you are not sure which books to order, please speak to your child's class teacher and they can inform you.

- We would recommend that all people who are interested in purchasing the books select the expected standard books for reading, grammar and maths these are available via our order form.

- Order forms will be sent out with your child tomorrow and if you are interested in ordering, all orders need to be returned by Friday 30th January.