



SATs Assessments in Year 6

Information for parents

March 2024



End of KS2 Assessments - SATs

SATs are the Standardised Assessments Tests that are given to children at the end of Key Stage 2.

Monday 13th May – Grammar, Punctuation and Spelling

Tuesday 14th May – Reading Comprehension

Wednesday 15th May – Maths: Paper 1 (Arithmetic) and 2 (Reasoning 1)

Thursday 16th May – Maths: Paper 3 (Reasoning 2)



End of KS2 Assessments - SATs

- 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



End of KS2 Assessments - SATs

- Differentiated questions
- Test set and marked externally
- Scaling / Scoring for tests
 - 'Expected standard achieved'
 - 'Expected standard not achieved'
 - Greater Depth standard
 - Converted score – 100 to pass, 110 for Greater Depth
- Writing is assessed using evidence collected throughout Year 6.



Grammar, Punctuation and Spelling: Monday 13th May

- Grammar, punctuation and spelling consists of two papers.
- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for 45 minutes.
 - Short answer paper
 - Understanding of terminology
 - Ability to recognise
- Paper 2 consists of a spelling test only. It should take approximately 15 minutes, although this is not a set amount of time. Words from Statutory lists and covering spelling rules.



Grammar, Punctuation and Spelling: Paper 1

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**.

_____ 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.

1 mark



Grammar, Punctuation and Spelling: Paper 2

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.

Reading: Tuesday 14th May

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. _____

2 marks

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

A Noise in the Night

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



Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"> 1. Priya's heart beating fast, e.g. <ul style="list-style-type: none"> • <i>Priya's heart started to race</i> • <i>her heart was beating really quickly.</i> 2. Priya taking a deep breath / trying to calm herself down, e.g. <ul style="list-style-type: none"> • <i>she took a deep breath</i> • <i>Priya was trying to calm herself</i> • <i>she must be nervous because she needs to calm down.</i> 3. Priya telling herself there is nothing to worry about, e.g. <ul style="list-style-type: none"> • <i>she tells herself it must be something harmless</i> • <i>she tries to reassure herself.</i> 4. Priya waking with a start, e.g. <ul style="list-style-type: none"> • <i>she woke with a start.</i> 	Up to 2m



Reading: Tuesday 14th May

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

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



Maths Paper 1 Arithmetic

7	<input type="text"/> = 4,500 + 600	<input type="text"/>
		<input type="text"/>
12	$\frac{62}{100} - \frac{38}{100} =$	<input type="text"/>
		<input type="text"/>
		1 mark

- A total of 40 marks and lasts for 30 minutes.
- The test covers the four operations, BODMAS, percentages of amounts and calculating with decimals and fractions.

19	$29.5 - 16.125 =$	<input type="text"/>
		<input type="text"/>
		1 mark

20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	<input type="text"/>
Show your method		<input type="text"/>
		2 marks

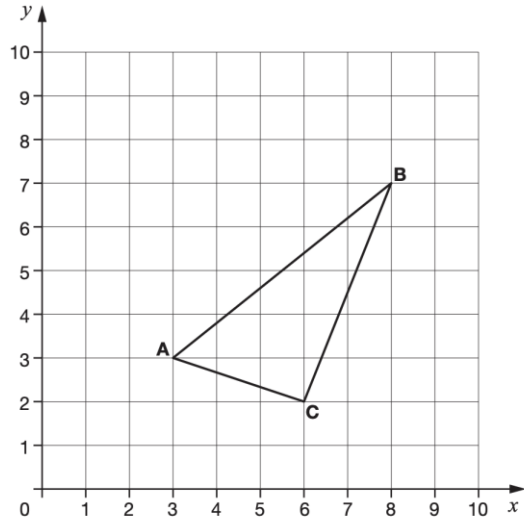


Maths Paper 2 and 3 Reasoning

- 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.

Maths Paper 2 and 3 Reasoning

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

9

Jack says,

I multiplied a whole number by 3
My answer was 32



Explain why Jack is **not** correct.

1 mark

17

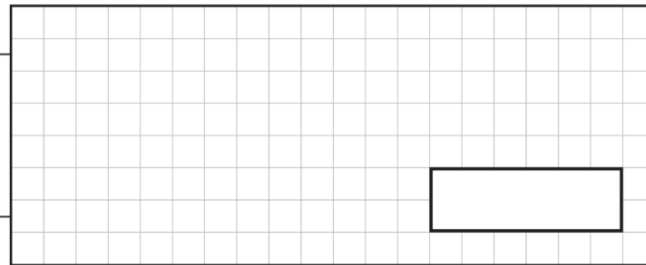
The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show your method



2 marks



Writing

- No Test
- Teacher Assessment
- Class work evidence
- Independent work
- Across a range of genre
- Final assessment made in June 2024
- Internally and externally moderated

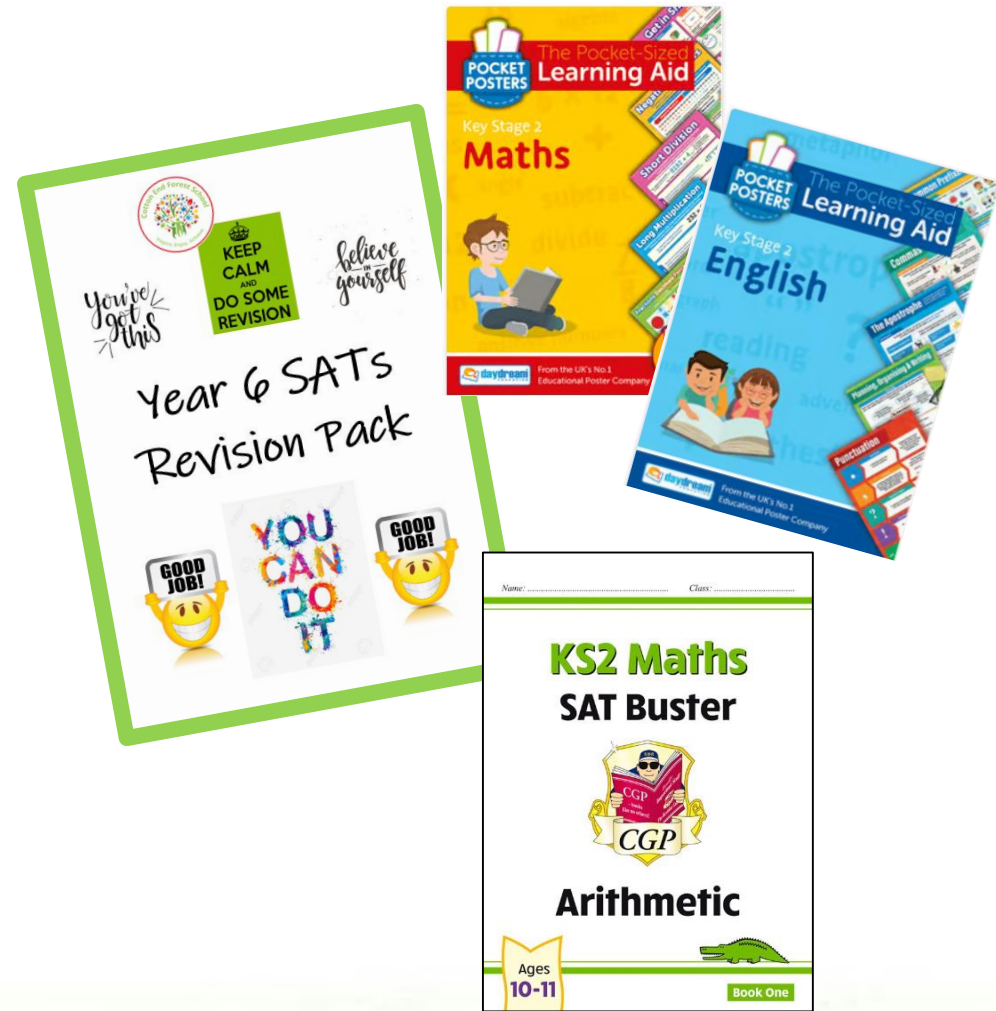


What does it mean for learning in class?

- Familiarisation
- Exam technique
- Increasing work pace – timing
- Number sense – making choices about efficient methods
- Greater independence – esp in writing
- Knowing GPS terminology
- Reading comprehension
- Additional opportunities to revisit and revise

How can you help at home?

- Home Learning
 - Revision
 - Fact recall – Times Tables
 - Reading – listen to your child read and ask questions about what they've read. Check the meaning of words they are unsure of.
- Comprehension practice
- Practise
 - CGP books
 - Homework tasks – show workings
 - SATs revision pack – sent home at Easter





How can you help at home?

- If children are struggling to understand concepts they can access videos for Maths and English via the links. The video explains the concept and has practice questions to check understanding.

<https://www.youtube.com/watch?v=KHIA0Mlv-7M&list=PLemcx8qcUKRzuffFg639mK9ZvJBYXZo9Im>

<https://www.youtube.com/watch?v=wd6O4EMf9Ds&list=PLemcx8qcUKRwB-lToorjBhoHvyMhQeXWz>

- There is some additional practice activities on the website which you can complete at home with your children.



How can you help at home?

- Help your child revise is the topic(s) that they struggle the most with
 - ask Miss Joseph which gaps would be best to work on too.
- Look at practice papers, find out what sorts of questions come up.
- Practice exam techniques such as:
 - Cross of items
 - Drawings
 - Mnemonics
 - Highlight/Underline key information in questions and comprehension texts.
- Celebrate your child's successes.
- Encourage your child to read questions carefully.



SATs Week

- Breakfast club – come in early
- Revision sessions
- Mindfulness
- Other curriculum activities



If you are worried

Talk to us

- 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 adults in school.



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 SATs last for 4 days out of your whole life!

Questions

