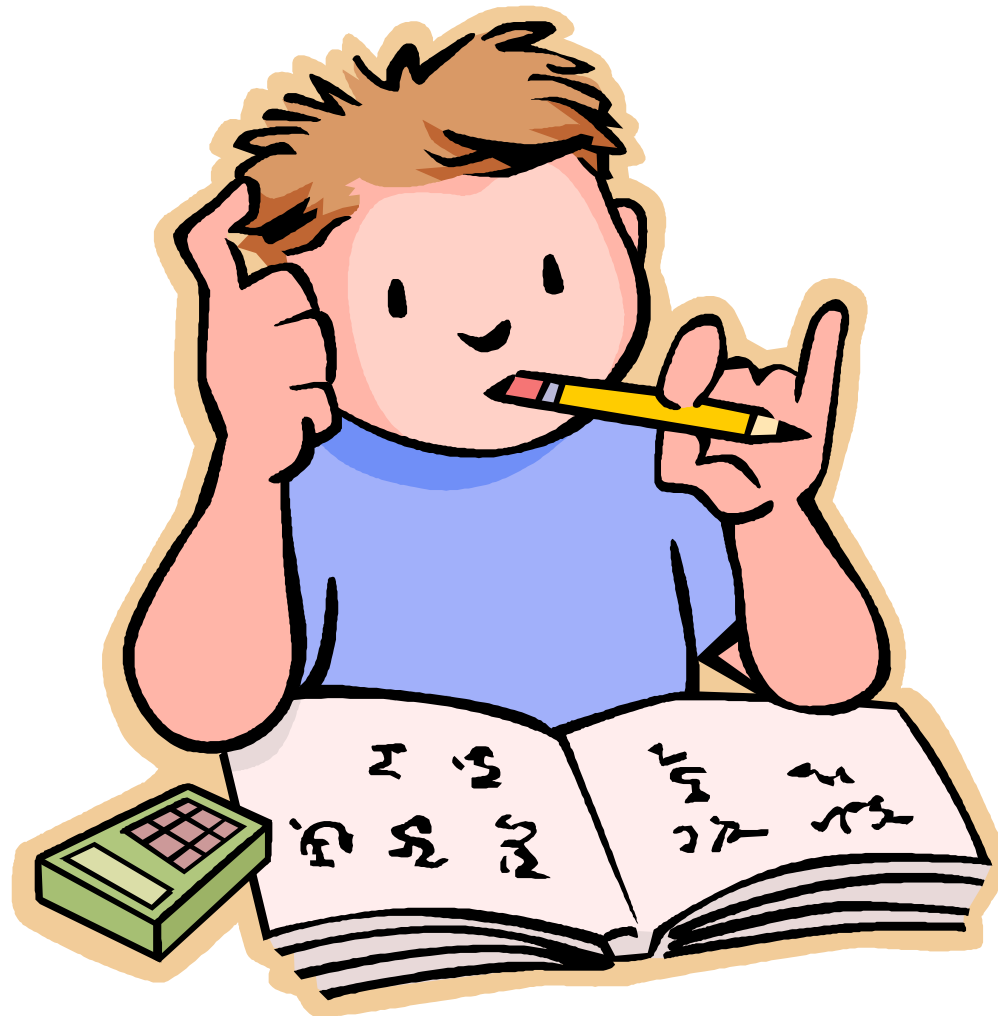


Amateurs call
it genius.
Masters call
it practice.

@ThierryHenry



We hope you find the Year 6 2023 SATs information presentation informative.





When are the SATs tests?

| Date | Test | Timings |
|------------------------------|---|--|
| Tuesday 9th May 9:30am | English grammar, punctuation and spelling test | Paper 1: short answer questions – 45 minutes Paper 2: spelling task – 15 minutes (not strictly timed) |
| Wednesday 10th May 9:30am | English reading test | 60 minutes |
| Thursday 11th May 9:30am | Mathematics Arithmetic Paper | 30 minutes |
| Thursday 11th May 11:30am | Mathematics paper 2 - Reasoning | 40 minutes |
| Friday 12th May 9:30am | Mathematics Paper 3 - Reasoning | 40 minutes |

English Grammar, Punctuation and Spelling paper (SPAG)



The English grammar, punctuation and spelling (SPAG) test has two components, worth a total of 70 marks:

- a booklet of short-answer questions (50 marks)
- a spelling task (20 marks)

Paper 1, the short-answer questions, consists of between 40 and 50 questions assessing grammar, punctuation and vocabulary. There is a great emphasis on grammatical terminology.

The questions are:

- selected response items (such as multiple choice questions) or
- short, open response items, in which children may have to write a word, a few words or a sentence.



1

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

Tick **one**.

What I wanted had already sold out

☐

Ask Ryan what he thinks about it

☐

What time will the film start

☐

I didn't know what to say

☐

1 mark

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark

1

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

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☐

Ask Ryan what he thinks about it

☐

What time will the film start

☒

I didn't know what to say

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1 mark



English Grammar, Punctuation and Spelling paper (SPAG)

Paper 2, the spelling task (20 spellings, not necessarily from the 100 words list, using the rules and patterns that have been taught during Key Stage 2).

Paper 2 is a shorter paper lasting around 15 minutes, where **children will be tested on spelling only** – they are asked to fill in a blank within a sentence, attempting to spell the word being tested in context.

18. The grey clouds looked _____ in the sky.

19. Omar put the cutlery back in the _____.

20. Ellen's gold bracelet was her most treasured _____.

Spelling 19: The word is **drawer**.

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

Spelling 20: The word is **possession**.

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.



Reading

The booklet usually contains three texts. According to documentation, the least demanding text will come first with the following texts increasing in level of difficulty.

Children will have a total of one hour to read the texts and complete the questions at their own pace.

The questions are:

- shorter, closed response items (such as multiple choice and matching questions);
- shorter, open response items; and
- longer, open response items that require children to explain and comment on the texts in order to demonstrate a full understanding.
- There is a greater focus on narrative (fiction) writing.

Reading paper

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

1 mark

Reading

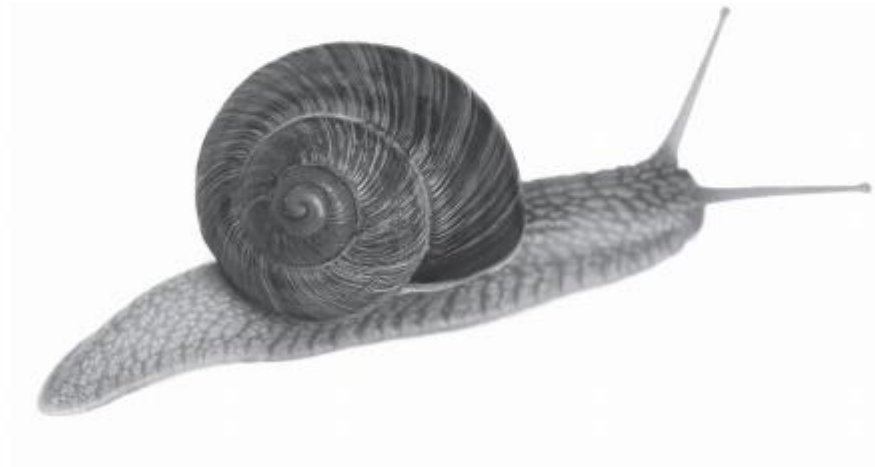
How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun

17

Gentle, and small, and frail

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



1 mark

Reading

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

Reading

There has been a tendency for the number of marks to go in favour towards three particular types of content domain / questions.

For example, in 2017:

- **20% of marks** could be gained by answering questions where children had to **give/explain the meaning of words in context** (Content Domain 2a);
- **Over a quarter of marks** could be gained by answering questions where children had to give **details from the texts** (2b);
- **Almost half of the marks** were allotted to questions requiring children to **make inferences from a text, justifying inferences with text evidence** (2d).



Reading

When reading with your child at home, try asking questions like:

- Find a word in this paragraph that is closest in meaning to.....
- In what year didhappen?
- In the last paragraph,does not want to
Explain why does not want to giving evidence from the text.

The Mathematics Test



The test consists of:

- an arithmetic paper of 36 questions with a possible mark of 40. Two marks will be awarded for 'long' multiplication and 'long' division answers if recorded using a formal method. These questions are usually found towards the end of the paper.
- two reasoning papers, each lasting 40 minutes. These papers will expect children to use and apply their mathematical knowledge to answer the questions. They are often very wordy and require multiple steps to answer. Because of this, children can ask to have individual questions read to them on a one-to-one basis. We also encourage the children to text mark the questions to ensure they have fully understood them. Highlighter pens may be used to highlight parts of questions.

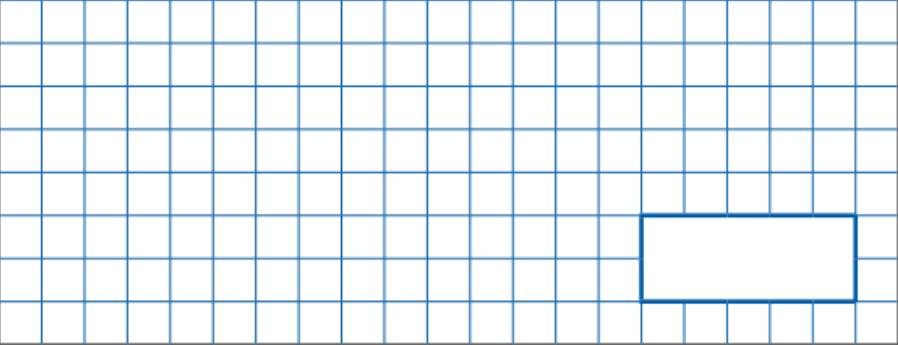


- [illegible]

This would be a 2 mark question.

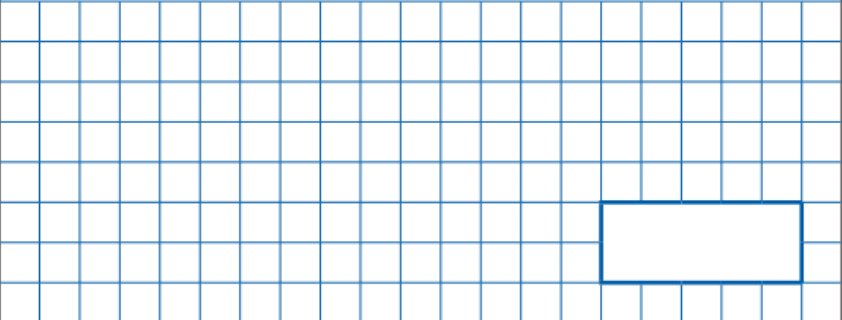


Paper 1: Arithmetic

| | | |
|-----------|--|--------------------------------|
| 31 | $20 - 4 \times 2 =$ | <input type="text"/> 1 mark |
| |  | |

This question uses the Bidmas rule.

Finding percentages of amounts.

| | | |
|-----------|---|--------------------------------|
| 27 | $95\% \text{ of } 240 =$ | <input type="text"/> 1 mark |
| |  | |

Paper 1: Arithmetic



Calculations
with decimal
numbers

24

$$15.4 - 8.88 =$$

1 mark

30

$$17 \times 1\frac{1}{2} =$$

1 mark

Calculations
using
fractions

Reasoning papers

- The reasoning papers require the pupils to use and apply their mathematical understanding in a range of contexts. Different concepts are being tested throughout the paper, so if a child is unable to answer a question, he or she should **move on to the next one** as it will be testing something unrelated. Some questions are rather ‘wordy’ which is why we encourage children to ask for questions to be read to them on a one-to-one basis if they are finding them hard to read. We cannot **ever** explain meanings of words or symbols – readers are merely allowed to read what is on the page.

Papers 2 & 3: Reasoning

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark

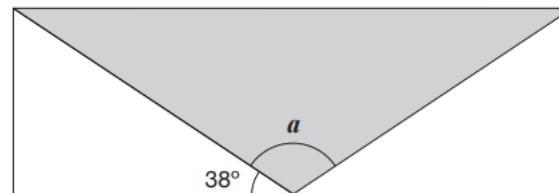
Applying an understanding of time

Finding the missing angle

Note: If a child did not understand the word 'isosceles', we would not be permitted to explain it – we could only read the word to him/her.

15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle a .

Show your method

| | | |
|--------|----------------------|---|
| a is | <input type="text"/> | ° |
|--------|----------------------|---|

2 marks

Papers 2 & 3: Reasoning

10

A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show
your
method

2 marks

Multi-step question using and applying an understanding of division and subtraction

How are the tests marked?



- The tests are marked online.
- The children need to ensure they write within the given area. Responses in the margins or the grey zones **will not be marked**.
- The children are given special, dark pencils to use for the mathematical papers. They need to use black or dark blue ink for all written parts of the tests – any other colours cannot be scanned.
- They must not rub out answers (unless they were in the form of drawings in a maths reasoning paper) because rubbed out answers can still be scanned and cause confusion (this has happened to us in previous years). Incorrect answers must be crossed out with a line and the new, correct answer, written next to it.
- Each booklet will have a barcode. Pupils must not colour it in or write on it as this is how their script is identified.
- Children must not write on or around the lines at the top and bottom of a page.



Is science tested?

Previously, a sample of students throughout the country were tested in science every other year. There will no longer be any science sampling tests.

Science will be assessed at the end of the year by the class teacher. The assessment will be included as part of your child's end of year report.



How is writing assessed?

Children are not required to sit writing papers. Instead, their writing has been assessed throughout the year and for most children, one of three awards are given:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard.

The assessments are made using the 'Teacher Assessment Framework' provided by the Standards and Testing Agency. The children need to have been fully assessed by 27th June. From 5th – 27th June, an external moderator could be sent to school to validate our assessments. At least 25% of schools will be moderated.



Working at the expected standard

The pupil can:

- **write for a range of purposes and audiences (including writing parts of a short story)**
- **describe settings, characters and atmosphere**
- **integrate dialogue in stories to convey the character and advance the action**
- **select vocabulary and grammatical structures that reflect the level of formality required**

Working at the expected standard

The pupil can:

- use a range of cohesive devices, including adverbials of time and place, pronouns and synonyms within and across sentences and paragraphs
- use passive and modal verbs mostly appropriately
- use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and make some correct use of semi-colons, dashes, colons and hyphens
- spell most words correctly (year 5 and 6 list in particular)
- maintain legibility in joined handwriting when writing at speed.

When will we know the SATs tests results?



The school receives the results in July. You will receive them in your child's report.

Sometimes, we need to challenge results. This only happens rarely but if we do want the marking reviewed, we need to apply before the end of term and will know the outcome by early September. You will be informed if we are challenging a result. If there is a change in the overall mark, you will be informed early in the Autumn term.

What will the results look like?

The children will be given:

- a raw score (the number of marks awarded).
- a scaled score

(A scaled score of 100 or above is considered to show your child is working at the expected standard. We consider a scaled score of 110+ to show attainment at 'greater depth' than the expected standard. This, however, will not be shown on your child's report as the official documentation just gives confirmation of whether or not they have attained the expected standard.)

| English reading | |
|-----------------|---------------------|
| Raw score | Scaled score |
| 0 | No scaled score (N) |
| 1 | |
| 2 | |
| 3 | 80 |
| 4 | 82 |
| 5 | 83 |
| 6 | 85 |
| 7 | 86 |
| 8 | 87 |
| 9 | 88 |
| 10 | 89 |
| 11 | 90 |
| 12 | 91 |
| 13 | 92 |
| 14 | 93 |

| English reading | |
|-----------------|--------------|
| Raw score | Scaled score |
| 17 | 96 |
| 18 | 97 |
| 19 | 98 |
| 20 | 99 |
| 21 | 100 |
| 22 | 100 |
| 23 | 101 |
| 24 | 102 |
| 25 | 103 |
| 26 | 104 |
| 27 | 104 |
| 28 | 105 |
| 29 | 106 |
| 30 | 107 |
| 31 | 108 |

| English reading | |
|-----------------|--------------|
| Raw score | Scaled score |
| 34 | 110 |
| 35 | 111 |
| 36 | 112 |
| 37 | 113 |
| 38 | 114 |
| 39 | 115 |
| 40 | 116 |
| 41 | 117 |
| 42 | 118 |
| 43 | 119 |
| 44 | 120 |
| 45 | 120 |
| 46 | 120 |
| 47 | 120 |
| 48 | 120 |

Preparation

- **At school**
- **From your child**
- **At home**





At school:

- Small, targeted booster groups to ensure each child receives as much support as needed. Some children are also supported 1:1 with reading. We have twice weekly booster groups for maths.

Booster Group Teachers:

Mr Bassett, Mrs Peters, Mr Banham,
Mrs Kerr, Miss Ward and Mrs Belli.

Preparation at school:



- A structured timetable to cover the main areas of reading, writing, grammar and maths.
- Regular practice tests to teach strategies for completing a test and to measure progress to ensure your child is on track. We complete tests on a rolling programme, one subject each week, in order to ensure the rest of the curriculum is not affected.

NB: The requirements of the curriculum mean that a huge amount of knowledge is required for these tests. There is very limited time available for revision. It is essential that children complete their homework on time and complete any extra tasks they are given over the **Easter holiday**. Please ensure children use any revision aids they are given.



Preparation from Pupils:

- Try their best in all areas.
- Complete all homework on time.
- Continue to read to an adult at home. Read at home for at least 20 minutes five times per week. Ask for support with the comprehension homework – this really helps children to understand what the questions require. Remember to text mark – particularly the questions.
- Learn spellings – particularly those from the 100 word list.
- Go to bed on time, without the distraction of mobile devices, and ensure you have had breakfast before coming to school.
- Attend school every day.
- Take responsibility for catching up if you are absent.



Preparation from Home

- Encourage and support your child. A positive attitude goes a long way – so as much encouragement and support as possible.
- Be involved in their learning – ensure they complete all homework. Help your child with their comprehension homework and encourage him/her to text mark - particularly the questions.
- Ensure your child completes the 10-4-10 maths homework which will be sent home for them to complete over Easter, and the SATs-style reading test he/she will be given.
- Listen to your child read and ask questions about the text.
- Learn spellings from the 100 word list and times tables up to 12 X 12 (including their inversions and place value).
- Encourage your child to write (especially stories). Ensure words from the 100 word list are spelt properly.
- Ensure your child attends any extra-curricular booster lessons they may be invited to.
- **Ensure your child has plenty of sleep and eats breakfast before coming to school.**



Preparation from home

- **PLEASE DO NOT USE PAST PAPERS from 2015 onwards**— if your child has a tutor, insist they do not use them – we will be using them in school!
- Give your child opportunities to go outside and avoid overuse of screens - this can apply to leisure pursuits as well as how they study;
- Try to provide a quiet corner of the house for homework and study, that's as free from distractions as possible;
- Plan something pleasant and fun for the weekends before and after SATs – this will help your child start the week well and also give them something to look forward to.



SATS week

- Breakfast Club available at 8:15 am each day that week. The children will be provided with a breakfast and morning workout at no charge – it will be funded by the HSA and school.
- Bring water bottles into school.
- Ensure your child goes to bed at a reasonable time each night.
- Recognise that your child may feel a little more stressed than usual – be ready to support and encourage.
- Ensure your child is at school on time every day and that no days are missed.
- **Please do not make dental or non-emergency doctor appointments during the week of the 8th May.**

Things to remember



SATs focus on what they know about Maths and English

- They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.

SATs results don't always tell the whole story

- The results will say they DID or DIDN'T meet a certain standard, but not necessarily by what margin. Additionally, the thresholds tend to change each year according to overall national performance, so what was classed as 'did meet the expected standard' in 2017 may have been considered a 'did not' in 2018. We may be able to provide you with more detailed feedback, so don't let your child see SATs as a simple case of 'pass' or 'fail'.

SATs last for one week

- In reality it's just one or two papers lasting 30-60 minutes each day. You can't emphasise enough the importance of keeping that in perspective.

My child has special needs. Will he/she sit the SATs papers?

The answer is 'yes'. It is rare for a child to be excluded from the tests and you would already have been informed if your child was not going to sit them. We have strict guidance telling us who should take the papers, and if your child has been working at Key Stage 2 standard (even if the work is mainly year 3 work), he or she is expected to take the tests. However, there are many access arrangements we may apply for or arrange, and we have been testing the children who we think may need them to assess the support they may require. For some children, this may be as simple as ensuring their tests are printed on coloured paper. For others, we may need to use scribes etc. You will be informed if your child would benefit from any of these measures.



Life After SATs

We understand that this is a hard time for your child/ children, but we more than compensate for this with the activities after and during SATs week! Things to look forward to include:

- Additional sports
- Year group trips
- Our production
- Preparation for Leavers' Assembly
- Year 6 disco

We generally find that the children actually enjoy SATs week! They love being together for breakfast, appreciate the extra sport that week and feel unfazed by the tests as they are very aware of the format and expectations by then.

ANY QUESTIONS?



If you have any questions, please ask your child's class teacher(s) via Seesaw.