



Y6 SATs Parent Workshop

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 9th May** ending on **Thursday 12th May**.
- The SATs papers consist of:
 - Spelling, punctuation and grammar 9th May
 - Reading – Tuesday 10th May
 - Maths (paper 1: Arithmetic) – Wednesday 11th May
 - Maths (paper 2: Reasoning) – Wednesday 11th May
 - Maths (paper 3: Reasoning) – Thursday 12th May

Why are they important?

Most secondary schools look at Year 6 SATs results as **part of the decision process when grouping students into sets or streams.**

SATs results will help your child's secondary school to put them in the right set to ensure that they get the most from their time there.

When are they? How do we deliver them?

- 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:

Grammar, punctuation and spelling (Paper 1)	45min
Grammar, punctuation and spelling (Paper 2)	15min
Maths Paper 1 (Arithmetic)	30min
Maths Paper 2 (Reasoning)	40min
Maths Paper 3 (Reasoning)	40min
Reading	60min

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.

Results are sent to the school in July.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

Spelling, Punctuation and Grammar: Monday 9th May

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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.

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.

Everyone loved the music _____ 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.

1 mark

Paper 2 consist 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 task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

Reading: Tuesday 10th 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.

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?

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	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m

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	<p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none">there are widening cracks in the planks in the ceiling</td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at</td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove</td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none">the storm coming outside is dangerous</td></tr></table> <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>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none">there are widening cracks in the planks in the ceiling	2. it is small / tiny	<ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at	3. it is warm / cosy	<ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i>	4. it is untidy / cluttered	<ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	<ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove	6. it is isolated	<ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i>	7. it is safe	<ul style="list-style-type: none">the storm coming outside is dangerous	Up to 3m
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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.

Maths: Wednesday 11th May and Thursday 12th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 11th May
- Paper 2: Reasoning (40 minutes) – Wednesday 11th May
- Paper 3: Reasoning (40 minutes) – Thursday 12th May

Mathematics Paper 1

- Example questions (2019)
- 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:

23	x	8 3 6
		2 7
Show your method		

Qu.	Requirement	Mark	Additional guidance
23	<p>Award TWO marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <p>•</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ <p>OR</p> <p>•</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Mathematics Paper 2 and 3 (Reasoning)



Paper 2 will take place on Wednesday 11th May and paper 3 will take place on Thursday 12th 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,

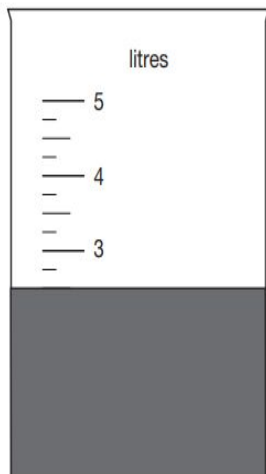
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Mathematics Paper 2 and 3

Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

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.

25

53

1 mark

1 mark

Mathematics Paper 2 and 3

Example questions:

18

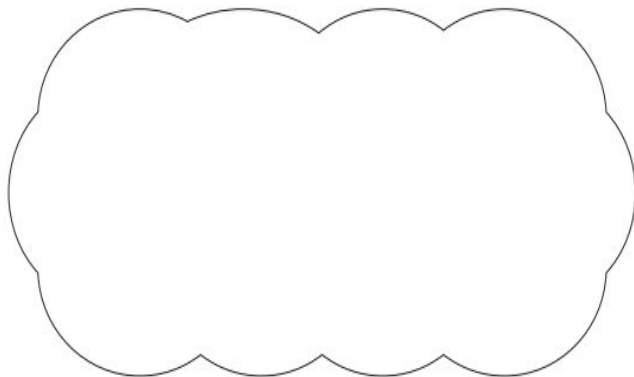
Circle the **prime** number.

95

89

87

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



1 mark

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

Supporting you child in preparation for SATs



Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can.

Tips:

- 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.
- Ensure your child attends as many of the free booster sessions they have been invited to as they can:
 - Arithmetic booster before school
 - Maths and Reading booster after school
 - Saturday school
- Not all children will meet the expected standard or GDS as they all learn and progress at their own pace. We only ask that they work hard and try their best to reach their full potential.

Questions?