



Year 6 SATs  
Parent Workshop  
11.1.24

# Aims of this meeting

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- Explain what the SATs are and the process
- Share the timetable for the week - May 2024
- Share examples of SAT content and the writing criteria
- Explain access details
- Share how teachers support your child
- Share how parents can support their child
- SATs Companion

# What are the SATs? And why?

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SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2 (Year 6) nationally.

Predominantly used for both parents and teachers to learn more about their child's academic strengths and weaknesses.

Provide schools with the chance to see how children are doing in comparison to their peers not only within the same school, but also nationally.

Useful tool to see how well a child has progressed from EYFS to KS1 to KS2. The tests cover content from Year 1 - 6.

Headteachers, Local Authorities and the Department for Education also uses SATs data to identify which primary schools are excelling, and which may be in need of support.

# Grading

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80-99	The child has <b>not met</b> the expected standard
100	The child has <b>met</b> the expected standard
101-120	The child has <b>exceeded</b> the expected standard

All papers children take for Key Stage 2 SATs are marked externally.

From 2016, National Curriculum levels were abolished and instead children will now receive a scaled score. Their raw score (the actual number of marks they get) is translated into a scaled score.

Tests are set each year to the same specification, but because questions must be different, the difficulty of tests may vary slightly each year. For this reason, raw scores are converted into scaled scores to ensure accurate comparisons of pupil performance over time.

A scaled score of 100 or more means a child is working at the expected standard, while a score below 100 indicates that a child hasn't reached the government expected standard.

The maximum score possible is 120, and the minimum is 80.

To meet government expectations, pupils must achieve 100 in their scaled scores. However, this equates to different marks for each paper (maths; reading; grammar, punctuation and spelling) and can change each school year.

# Reporting outcomes to parents

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School receive in July

Shared in Summer Report Summary with parents

# Will the SATs results be used by secondary schools?

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Secondary school teachers will be told the incoming pupils' SATs scaled scores.

The way these scores will be used will vary between schools; some will use scaled scores to set year 7 pupils in **maths and English**, others may use a combination of SATs results and year 7 CATs (Cognitive Ability Tests) or their own internal tests at the start of secondary school.

# When will the SATs take place?

## Monday 13th May

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- English paper 1: SPAG test (grammar and punctuation) - 45 minutes
- English paper 2: SPAG test (spelling) - 15-20 minutes

## Tuesday 14th May

- English paper 3: Reading test - 60 minute

## Wednesday 15th May

- Maths paper 1: arithmetic - 30 minutes
- Maths paper 2: reasoning - 40 minutes

## Thursday 16th May

- Maths paper 3: reasoning - 40 minutes

# What that week will look like

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- Familiar - they will have done with at least twice before in practice week
- Breakfast will be provided for all pupils in the hall each day
- Small groups with familiar adults
- Brain breaks, as needed
- Encouraging and supportive
- Test conditions, completed during school time



# Spelling, Punctuation and Grammar: Paper 1

## Example questions:

e.g. that, which

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.

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1 mark

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

# Spelling, Punctuation and Grammar: Paper 2

Example questions:

## Spelling task

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

We can repeat the words as many times as they need

There is a spelling script that accompanies this.

Example:

The word is creature. The dragon is an imaginary creature. The word is creature.

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

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

# Maths Paper 1 (Arithmetic)

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	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$
	<div style="border: 1px solid blue; width: 80px; height: 30px; margin: 20px auto;"></div> <div style="text-align: right; border: 1px solid gray; width: 20px; height: 20px; display: inline-block;"></div> 2 marks
Show your method	

Qu.	Requirement	Mark	Additional guidance
23	<p>Award <b>TWO</b> marks for the correct answer of 22,572</p> <p>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.</p> <ul style="list-style-type: none"><li><math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}</math></li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li><math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}</math></li></ul>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p><b>Do not</b> award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ \hline 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

# Maths Papers 2 (Reasoning)

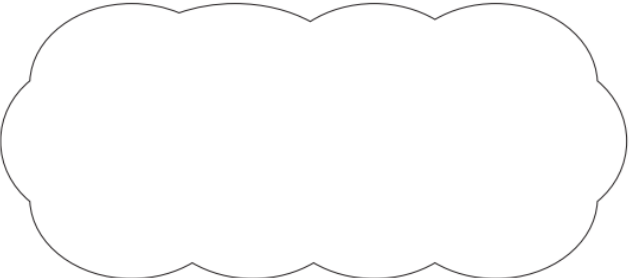
## Example question:

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.

**18** Circle the **prime** number.

95                      89                      87

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



1 mark

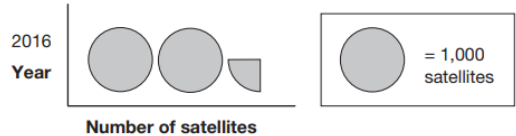
<b>18</b>	Award <b>ONE</b> mark for a correct explanation of why the 95 <b>AND</b> 87 are <b>NOT</b> prime, e.g. <ul style="list-style-type: none"><li>• 87 is divisible by 3 and/or 29 <b>AND</b> 95 is divisible by 5 and/or 19</li><li>• 87 is in the 3 times table <b>AND</b> 95 is in the 5 times table</li><li>• 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</li><li>• <math>8 + 7 = 15</math> and 15 is divisible by 3 <b>AND</b> 95 is divisible by 5</li></ul>	<b>1m</b>	No mark is awarded for circling '89' alone.  Both non-primes must be explained correctly for the award of the mark.  <b>Do not</b> accept vague or incomplete explanations, e.g. <ul style="list-style-type: none"><li>• The other 2 numbers have more than 2 factors (vague)</li><li>• 87 is divisible by 3 (incomplete).</li></ul> <b>Do not</b> accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g. <ul style="list-style-type: none"><li>• <math>3 \times 27 = 87</math></li><li>• 89 has three factors</li><li>• no numbers go into 89</li></ul>
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# Maths Papers 3 (Reasoning)

## Example questions:

9

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



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.

1 mark

# Writing

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Writing is teacher assessed, using descriptors set by the government.

Children must show evidence of work that meet the descriptors in a range of samples in their writing.

Writing is assessed over a longer period of time - Mid June



## Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# What happens if my child needs additional support?

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Children with additional needs may be allotted specific arrangements, including:

- Additional (extra) time
- An adult to scribe (write) for them
- An adult to read for them (including a translator)

There is a set criteria which needs to met to be awarded these arrangements.

These will be offered to those children in the practice papers, should they met that criteria.

# How is your child supported by us?

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Recaps embedded into daily lesson

Already teaching gaps identified in tests or lesson

Intervention groups daily

SATs companion time and access in school

Exposure to questions styles, modelling how to complete, check and practising time management skills

Targeted homework

Varied timetable to ensure SATs does not become all children do - 4 days is not a reflection of your child's academic journey at Sudbourne and we will not narrow our curriculum offer to pupils

Knowing your children and ways to support, encourage and prepare them

# How can you support your child?

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Use evenings / weekends / half terms to complete homework and use SATs Companion to help your child prepare, in a way that works for you

Encourage them to read for pleasure

Talk to them about how they feel

Attend parents evenings and act on next steps in the Spring report. Talk to your child's class teacher about any concerns.

Make sure they have early nights, healthy diets and plenty of water

It is essential that you child attends school every day on time - missed days = missed learning

The weeks leading up to SATs week, encourage them to revise during the time they have available (no more than an hour)

The weekend before the test - help your child to relax

# What to do if you are worried about your child?

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SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and your child may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.

# Why SATs Companion and how will it support my child?

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There are tutorial videos for children to watch - teaching content and skills

There are a bank of questions for your child to answer on a topic to consolidate learning

Marks the work straight away and provides detailed feedback

Highlights what your child did well in and which areas need to be practised

You have access to see how well your child is doing

Works effectively on a laptop or ipad

