



# Year 6 SATs 2023

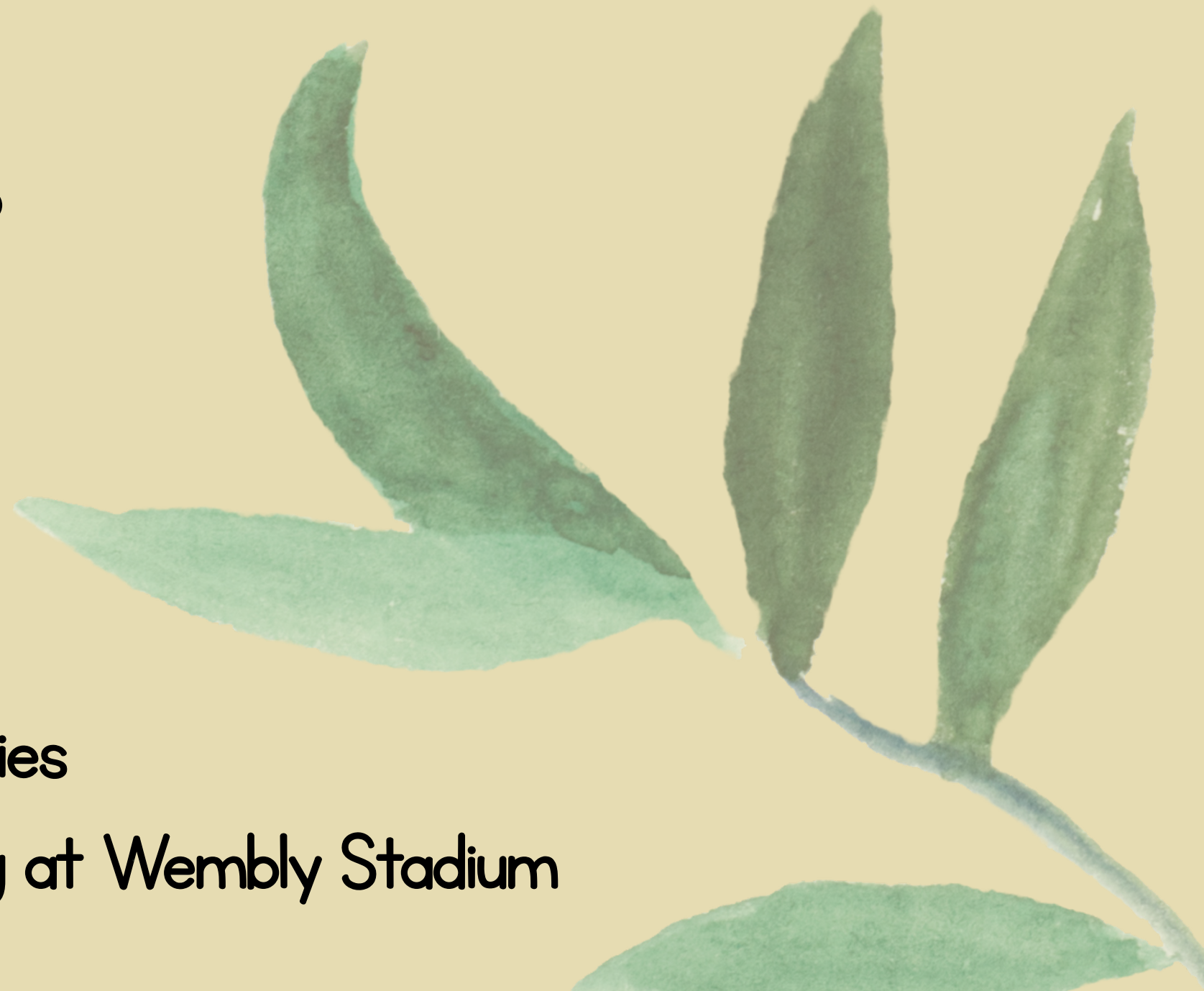
## Presentation for Parents



# Learning Overview

We want our Year 6 to follow a broad curriculum to prepare them for secondary school.

- Learning Quest focus – World War Two
- Art/DT in the Creative Hub
- Twice weekly PE
- Competitive Sporting activities
- Weekly PSHE, RE, Music and Computing
- Public Speaking and Debating opportunities
- Young Voices Project – Choir performing at Wembley Stadium



# What are the SATs?

The SATs take place over four days, starting on **Tuesday 9<sup>th</sup> May** ending on **Friday 12<sup>th</sup> May**.

The SATs papers consist of:

Tuesday 9 <sup>th</sup> May 2023	Wednesday 10th May 2023	Thursday 11th May 2023	Friday 12th May 2023
<b>English</b> – Grammar, Punctuation and Spelling Paper 1 <b>45 minutes</b>	<b>English</b> – Reading Paper 1 <b>60 minutes</b>	<b>Maths</b> – Arithmetic Paper 1 <b>30 minutes</b>	<b>Maths</b> – Reasoning Paper 3 <b>40 minutes</b>
<b>English</b> – Grammar, Punctuation and Spelling Paper 2 <b>10 minutes</b>		<b>Maths</b> – Reasoning Paper 2 <b>40 minutes</b>	

Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test





# Writing – Ways to help at home

- Practice and learn weekly spelling lists – try and make it fun.
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, writing in the style of their favourite author, stories and poems.
- Write together – be a good role model for writing.
- Enter writing competitions.
- Encourage the use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Remember that good readers become good writers. Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).



# When and how are SATs carried out?

- The tests will 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 after the test has ended.
- Afterwards, the completed papers are sent away to be marked externally.
- The children's results are sent back to school at some point in July.
- The standard timings of tests differ but last no more than 60 minutes:
  - Grammar, Punctuation and Spelling (Paper 1) – 45 minutes
  - Grammar, Punctuation and Spelling (Paper 2) – 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:

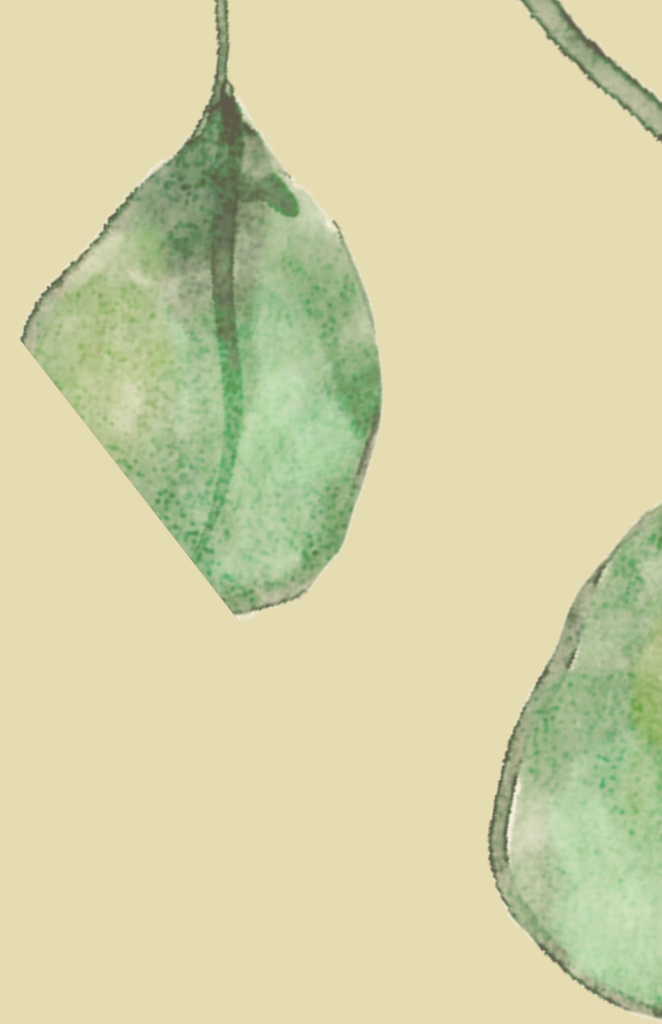
Children with additional needs, who have similar provision in their day-to-day learning at school, may be awarded specific arrangements, including:

- Additional (extra) time
- Tests being opened early to be modified
- An adult to read for them
- An adult to scribe (write) for them
- Written or spoken translations of the mathematics reasoning papers
- The use of prompts or rest breaks
- Arrangements for children who are ill or injured at the time of the tests

\*Pupils with an EHC plan are automatically allowed up to 25% additional time . Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.



# What sort of results are reported?



Once marked, the tests will be given the following scores:

- A raw score (the total number of marks achieved for each paper)
- A scaled score (which is explained below)
- A judgement of whether the National Standard has been met

After marking each test, the external markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

When the scaled score is given, it is given in a range from 80 to 120.

A scaled score of 100 or more is meeting the national standard.

There are no separate tests for higher achieving pupils; however, a scaled score close to 120 would show that a child is working above the national standard.



# Grammar, Punctuation and Spelling

Grammar, Punctuation and Spelling is made up of two papers which will take place on Tuesday 9<sup>th</sup> May 2023:

- Paper 1 is the longer paper lasting 45 minutes, children will be tested on grammar, punctuation and spelling generally.
- Grammar, Punctuation and Spelling (Paper 1) requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers.
- Paper 2 is a shorter paper lasting 15 minutes, where children will be tested on spelling only – they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.

# Grammar, Punctuation and Spelling (Paper 1)

Grammar, Punctuation and Spelling (Paper 1) is the longer paper lasting 45 minutes.

The children will be prepared so they are equipped with a good knowledge of the technical vocabulary needed to identify and describe various aspects of grammar and punctuation marks.

- Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:
  - Grammatical terms/word classes
  - Functions of sentences
  - Combining words, phrases and clauses
  - Verb forms, tenses and consistency
  - Punctuation
  - Vocabulary
  - Standard English and formality



# Grammar, Punctuation and Spelling (Paper 1)

Example questions:

1

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

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

Tick **one**.

☐

☐

☒

☐

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	Antonym
meandering	confront
sympathetic	unfeeling
evade	unbelievable
plausible	straight

1 mark



# Grammar, Punctuation and Spelling (Paper 2)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting 15 minutes.

Example questions:

## Spelling task

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

There is a spelling script that accompanies this.

Example:

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

The word is creature.



# Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11)

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht







# Reading

The Year 6 Reading SATs paper will be sat on Wednesday 10<sup>th</sup> May 2022.

The assessment has been designed to measure whether children's comprehension of age-appropriate reading material meets the national standard.

It a standard timing of 60 minutes, including reading the texts and answering questions. There are three different set texts for the children to read, which could be any combination of non-fiction, fiction and/or poetry.

The paper requires a range of answering styles, including responding to multiple choice questions, one-word answers, and multiple mark questions which require more formal paragraph-length answers.



# 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  
dripping in sour rhubarb jam when there was a  
clatter from the letterbox as an important-  
brown envelope landed on the mat. ‘Bit early  
the post isn’t it?’ Mum said. ‘Ooh, it says  
Delivery.’ Mum opened it, and unfolded the

Qu.	Requirement
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>

# Reading

Example questions:

Based on text 2: Fact Sheet: About Bumblebees



### 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.

19

In what way is *buzz pollination* more useful than other forms of pollination?

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</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 either of the following:</p> <ol style="list-style-type: none"><li>it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><li><i>because it releases trapped pollen that they wouldn't have been able to get out</i></li><li><i>it makes a buzz that gets more pollen than other bees do</i></li><li><i>it helps release more pollen.</i></li></ul></li><li>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><li><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i></li><li><i>it means we can buy more common foods cheaper</i></li><li><i>it would be harder to grow beans.</i></li></ul></li></ol>	1m



# Reading

Example questions:

Based on text 3: Music Box

32

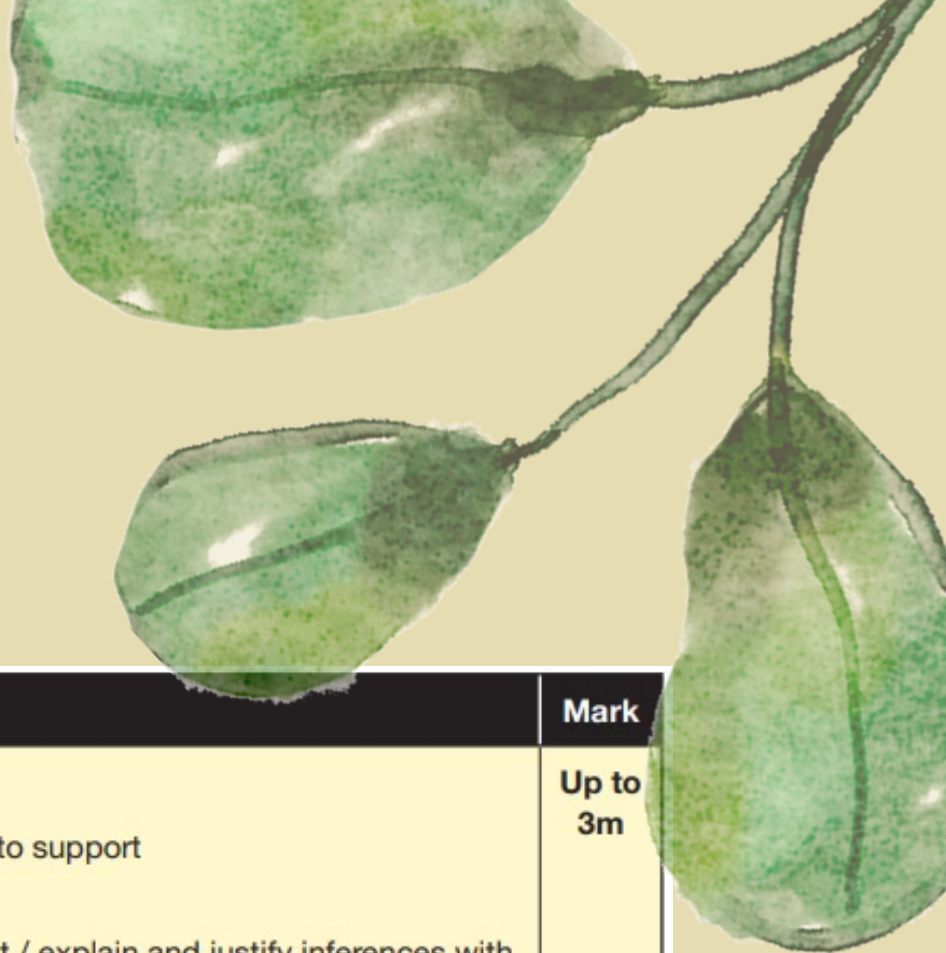
What impressions do you get of Piper's house?

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><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"><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></table> <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>	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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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;

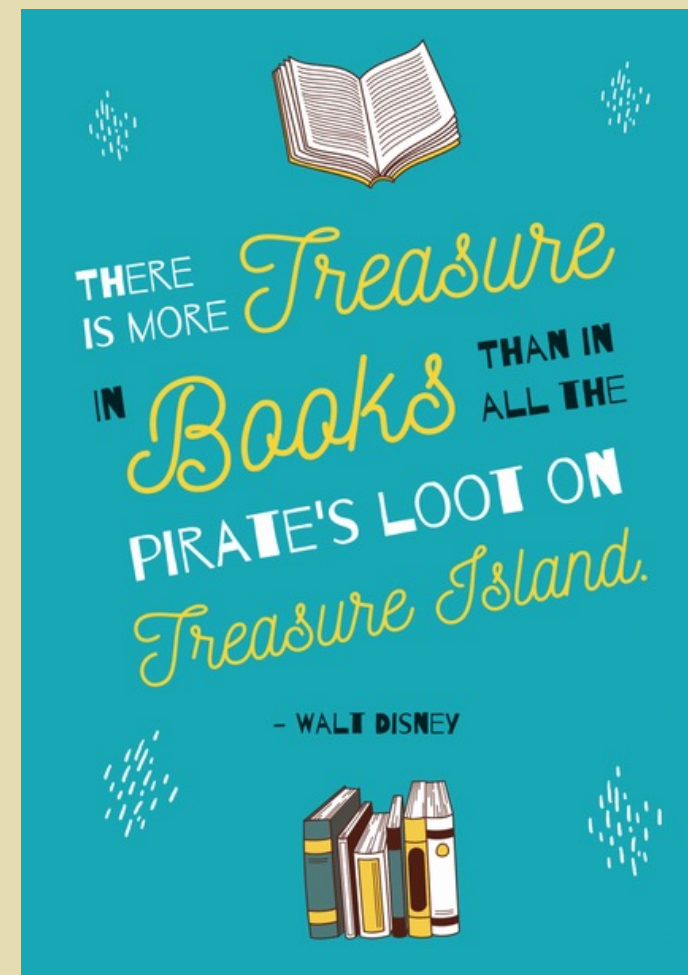
36% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

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?







# Reading – Ways to help at home

- Listening to your child read can take many forms.
- First and foremost, focus on developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time. Children should be reading for at least 20 minutes at home every day, from a wide variety of text types.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library – it's free.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.





Fantastic book  
recommendations for  
Upper Key Stage 2 (9+)



Maths: Thursday 11<sup>th</sup> May and Friday 12<sup>th</sup> May


The maths assessments consist of three tests.

Paper 1: Arithmetic (30 minutes) – Thursday 11<sup>th</sup> May

Paper 2: Reasoning (40 minutes) – Thursday 11<sup>th</sup> May

Paper 3: Reasoning (40 minutes) – Friday 12<sup>th</sup> May





# Maths Paper I (Arithmetic)

Maths Paper I (Arithmetic) will take place on Wednesday 11<sup>th</sup> May 2022.

It has a standard time of 30 minutes and is worth a total of 40 marks.

It covers the four operations (division, multiplication, addition, subtraction and mixed operation calculations requiring BIDMAS), as well as number properties, calculating percentages of amounts, calculations using decimals, and calculations using fractions.

This is the easiest way for a child to gain a higher proportion of marks.



# Maths Paper I (Arithmetic)

## Example question:

25	$  \begin{array}{r}  232 \\  13 \overline{) 3016} \\  \underline{-26} \phantom{00} \\  41 \phantom{00} \\  \underline{-39} \phantom{00} \\  26 \phantom{00} \\  \underline{-26} \phantom{00} \\  0  \end{array}  $										<div style="border: 1px solid black; padding: 5px; display: inline-block;">232</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	2 marks
	Show your method												

1 - 13

2 - 26

3 - 39

4 - 52

5 - 65

6 - 78

7 - 91

8 - 104

9-117

10 – 130

# Maths Paper I (Arithmetic)

Example question:

8	$5.87 + 3.123 =$	$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$	<input type="text" value="8.993"/>	1 mark
11	$\boxed{22} = 87 - 65$	$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$	<input type="text"/>	1 mark
15	$60 \div (30 - 24) =$	$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$	<input type="text" value="10"/>	1 mark
18	$20\% \text{ of } 3,000 =$	$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$	<input type="text" value="600"/>	1 mark

These are examples of how children could solve the calculations. There are some that could/ should be solved mentally as it is far quicker that way (40 marks in 30 minutes does not allow for 1 minute + per mark). Answers should always be given in their simplest form unless stated otherwise (e.g. for question 11,  $20 + 2$  would not be accepted as a correct answer).

# Maths Papers 2 & 3 (Reasoning)

Maths Paper 2 (Reasoning) will take place on Thursday 11<sup>th</sup> May 2022.

Maths Paper 3 (Reasoning) is scheduled for Friday 12<sup>th</sup> May 2022.

Both have standard timings of 40 minutes and are worth 35 marks each.

Papers 2 and 3 require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.





Questions focus on the following Mathematical topic areas:

- Number and place value- including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry – properties of shapes;
- Geometry – position and direction;
- Statistics;
- Measurement – including length, perimeter, mass (weight), volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

The questions get harder throughout the paper.

It is not unusual for a child to be unable to complete the entire paper in time.



# Maths Paper 2 and 3 (Reasoning)

Example questions:

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

115

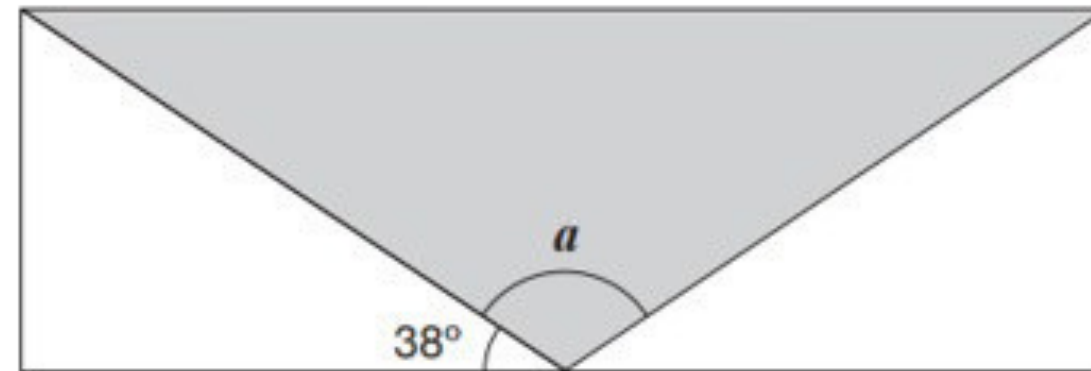
1 mark

# Maths Paper 2 and 3 (Reasoning)

Example questions:

15

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



Not  
to  
scale

Calculate the size of angle  $a$ .

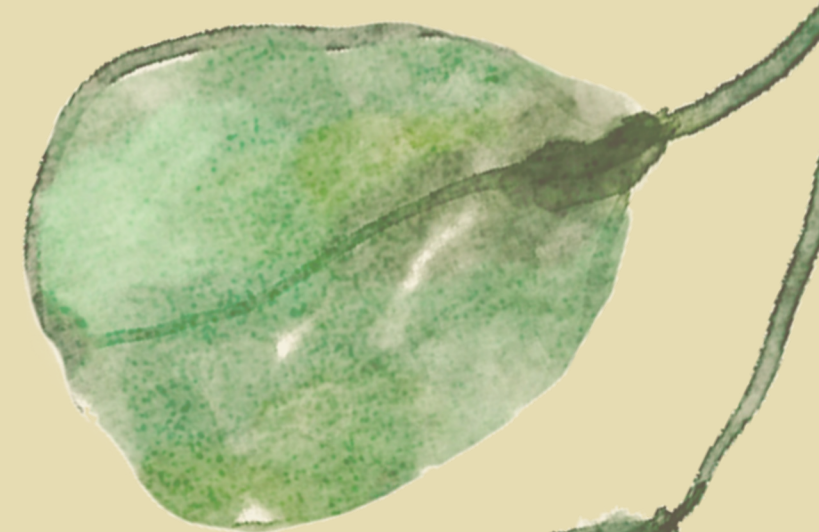
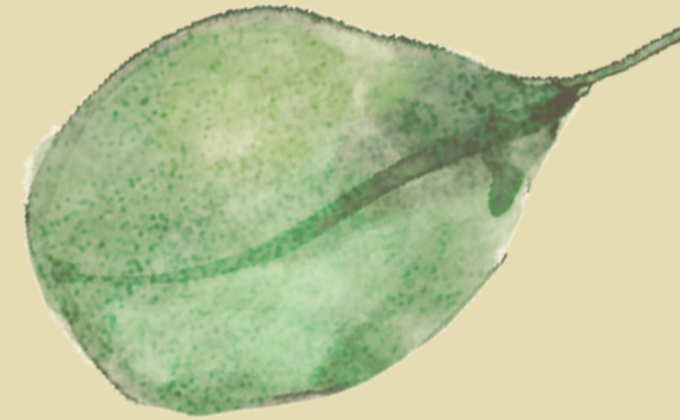
Show  
your  
method

$$38 \times 2 = 76$$

$$180 - 76 = 104$$

$a$  is  $104^\circ$

2 marks





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

Question 15: This shows that children will need to know how to convert but they do not need to remember the conversion fact.

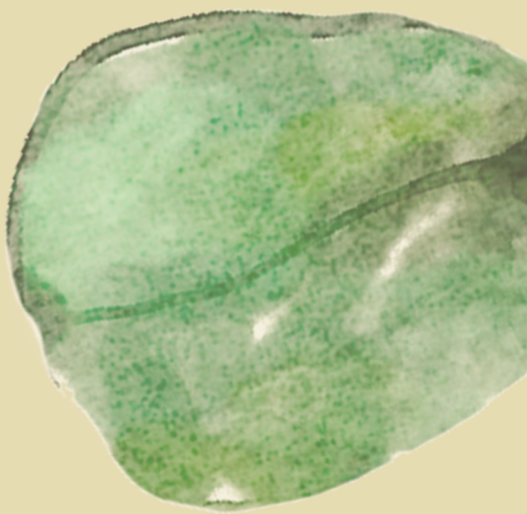
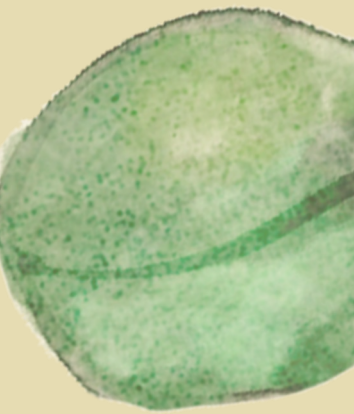


# Maths – Ways to help at home

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

# How can I support my child in preparing for their SATs?

- Firstly, a positive attitude goes a long way – so as much encouragement and support as possible.
- Ensure your child has the best possible attendance at school.
- Try to provide a quiet corner of the house for homework and study, that's as free from distractions as possible and support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning.
- Direct any questions or concerns you have about SATs to your child's teacher.
- Give your child opportunities to go outside and avoid overuse of screens – this can apply to leisure pursuits as well as how they study





# How can I support my child in preparing for their SATs?

- Encourage your child to talk to their teacher or another adult they trust if they express persisting anxieties about SATs. Remember that a small amount of anxiety is normal and not harmful
- If you feel it would be useful, create a revision timetable that works for you and your child – for some children and families, a couple of 10 – 20 minute activities a day works best; for others, a longer study session on a Saturday or Sunday might be better.
- Avoid using past papers – there are plenty of inexpensive or free SATs practice materials for parents – [matr.org](https://www.matr.org) is a good place to start
- Keep it light – practise key skills like times tables and practice mental maths in real world scenarios, like adding up prices in the shops, working out discount deals, and asking questions like, “If there are 1,300 grams of flour in this pack, what is that in kilograms?”





# 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, or 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 school 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 are one or two papers each day that last 30 to 60 minutes.



**Key Stage 2 tests**