

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central text is positioned on a white background that is partially framed by these green shapes.

Year 6 Parents SATs Workshop 2023

What are 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 **Tuesday 9th May** ending on **Friday 12th May** (beginning on Tuesday due to the bank holiday)
- ▶ The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) - **Tuesday 9th May**
 - Spelling, punctuation and grammar (paper 2: Spelling test) - **Tuesday 9th May**
 - Reading - **Wednesday 10th May**
 - Maths (paper 1: Arithmetic) - **Thursday 11th May**
 - Maths (paper 2: Reasoning) - **Thursday 11th May**
 - Maths (paper 3: Reasoning) - **Friday 12th May**
- ▶ Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

The key stage 2 tests will be taken on set dates unless your child is absent due to EXTENUATING CIRCUMSTANCES, in which case they may be able to take them up to 5 school days afterwards.

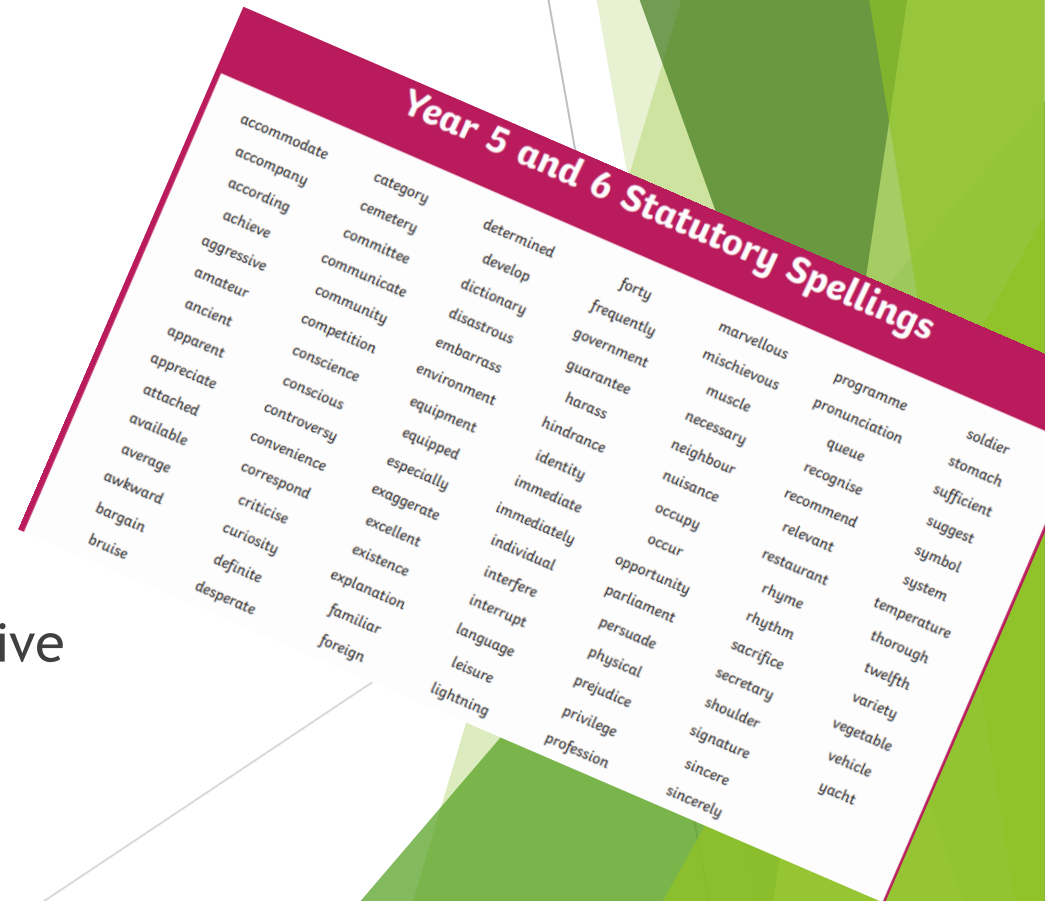
When and how are the SATs completed?

- ▶ 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 (you will receive them with your child's report).
- ▶ 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

Spelling, Punctuation and Grammar (SPaG) Paper

Tuesday 9th May: Spelling, Punctuation and Grammar consists of two papers.

- ▶ Paper 1 focuses on all three elements (spelling, punctuation and grammar). The paper lasts for **45 minutes**.
- ▶ Paper 2 consists of a spelling test only. It should take approximately **15 minutes**, although this is not a set amount of time.
- ▶ These words are taken directly from, or match the spelling rules from, the Year 5/6 spelling list.
- ▶ Marks from these two papers are added together to give an overall SPaG score.



Spelling, Punctuation and Grammar (SPaG) Paper

The children will have been working hard in class 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.



This test requires a range of answer types but does not require longer formal answers.

Spelling, Punctuation and Grammar (SPaG) Paper

Paper 1 examples:

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 ^{e.g. that, which} _____ 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.

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

1 mark

Spelling, Punctuation and Grammar (SPaG) Paper

Paper 2 example:

1. The word is creature.
The dragon is an imaginary creature.
The word is creature.
2. The word is enough...

Spelling task

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

Reading Paper

Wednesday 10th May: There is one reading test that lasts for 60 minutes where 50 marks are available.

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.



Reading Paper

The reading SATs paper requires a range of answer styles.

Example questions:

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.

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

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

Reading Paper

Example questions - 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?

1 mark

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

Reading Paper

Example questions - Text 3: The 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 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">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></tbody></table>	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
Acceptable points (impressions)	Likely evidence																	
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7. it is safe	<ul style="list-style-type: none">the storm coming outside is dangerous																	
	<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>																	

Reading Paper

Since the current testing format for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2022 Reading SATs paper,

- ▶ 10% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- ▶ 38% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- ▶ 44% 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 as follows...

Reading Paper

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 think [character] did [event]? Can you think of another reason why?



Maths Papers

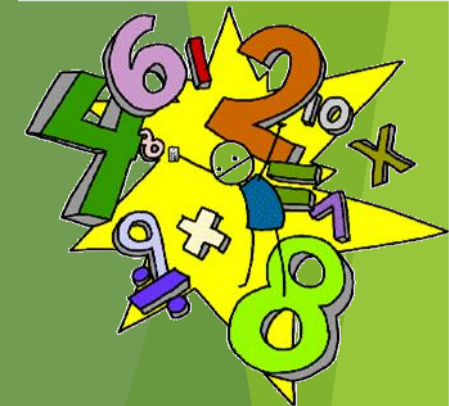
The maths assessments consist of three tests.

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



Maths Papers

Maths Paper 1 (Arithmetic)



The maths arithmetic paper will take place on **Wednesday 11th May**.

It has 36 questions and 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.

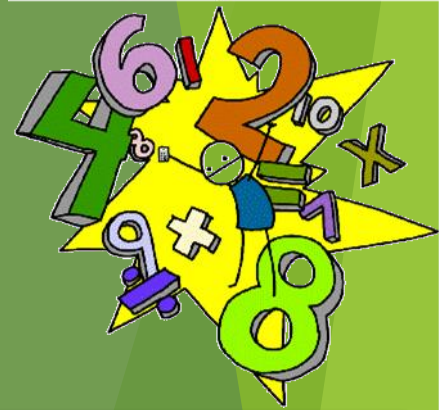
Example question:

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<div style="border: 1px solid blue; width: 80px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: inline-block;"></div> 2 marks
Show your method		

Qu.	Requirement	Mark	Additional guidance
23	Award TWO marks for the correct answer of 22,572 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. <ul style="list-style-type: none"> • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$ 	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Maths Papers

Maths Paper 1 (Arithmetic)



Example questions:

6 $5.87 + 3.123 =$

1 mark

11 $= 87 - 65$

1 mark

15 $60 \div (30 - 24) =$

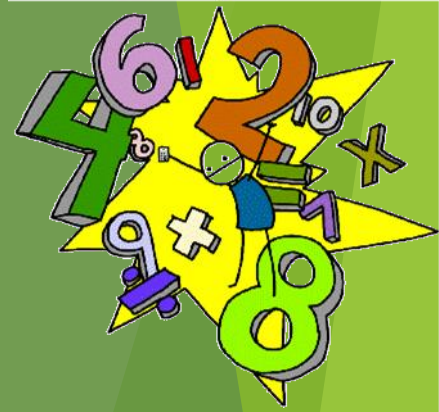
1 mark

18 $20\% \text{ of } 3,000 =$

1 mark

Maths Papers

Maths Papers 2 and 3 (Reasoning)



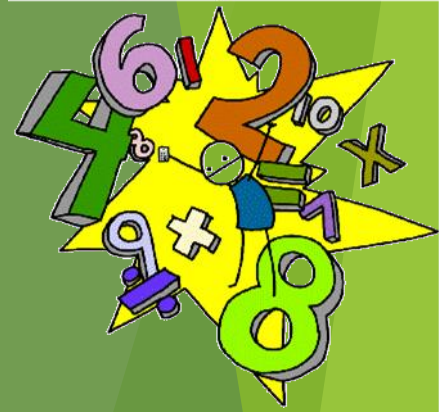
Paper 2 will take place on Thursday 11th May and paper 3 will take place on Friday 12th May. These tests have a total of 35 marks each.

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.

Maths Papers

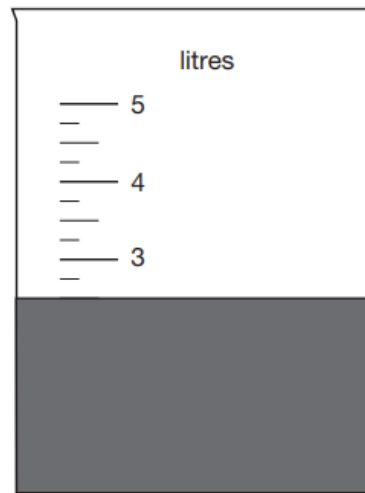
Maths Papers 2 and 3 (Reasoning)



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

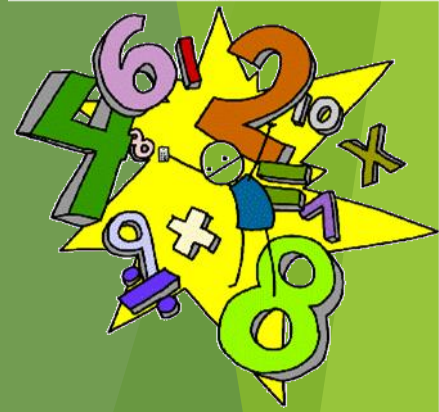
53

1 mark

1 mark

Maths Papers

Maths Papers 2 and 3 (Reasoning)



Example question - some questions will ask children to justify their answer:

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.

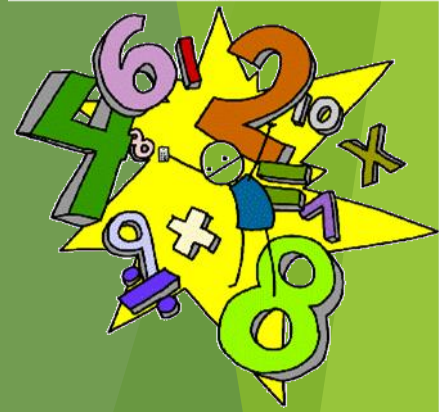
- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

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

Maths Papers

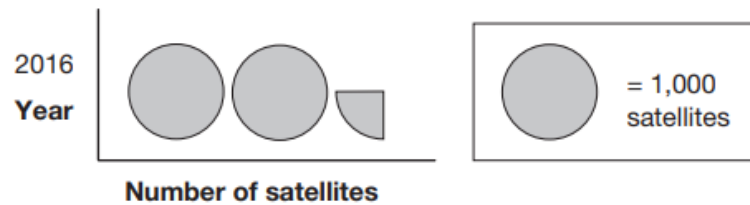
Maths Papers 2 and 3 (Reasoning)



Example questions:

9

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



How many satellites were above the Earth in 2016?

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**?

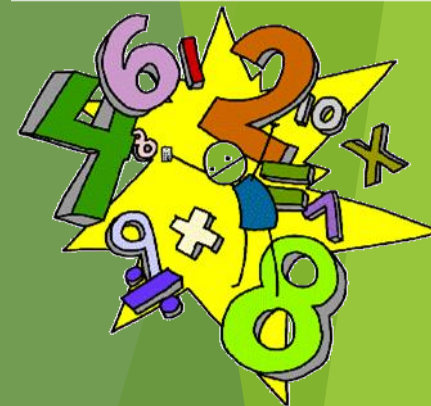
Use 8 kilometres equals 5 miles.

 km

1 mark

Maths Papers

Maths Papers 2 and 3 (Reasoning)




Example question - 3 mark multi step question:

19 Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.



Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?

Show your method

beads

3 marks

Qu.	Requirement	Mark	Additional guidance
19	<p>Award THREE marks for the correct answer of 7,174</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none"> evidence of an appropriate complete method which contains no more than one arithmetic error, e.g. $\begin{array}{r} 53 \\ \times 68 \\ \hline 3504 \text{ (error)} \end{array} \quad \begin{array}{r} 105 \\ \times 34 \\ \hline 3570 \end{array}$ $3,504 + 3,570 = 7,074$ <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one arithmetic error. <p>OR</p> <ul style="list-style-type: none"> sight of 3,604 as evidence of long multiplication step (68×53) completed correctly. <p>OR</p> <ul style="list-style-type: none"> sight of 3,570 as evidence of long multiplication step (105×34) completed correctly. 	Up to 3m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one arithmetic error.</p>

Reporting the 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.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

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

Reporting the Results

On publication of the test results in July:

- A child awarded a scaled score of less than 100 (80-99) is judged to have not yet met the national standard and performed below expectation for their age.
- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
- There is no separate test that would indicate a pupil is working above the national standard.
- A child awarded a scaled score of more than 100 (110 - 120) is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.

Mathematics	
Raw score	Scaled score
75	104
76	104
77	104
78	105
79	105
80	105
81	105
82	106
83	106
84	106
85	106
86	107

Helping at home

- ▶ Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can.
- ▶ Ensure your child has the best possible attendance at school and any boosters offered.
- ▶ Don't use past papers as they are used in school to prepare the children.
- ▶ Talk to us if you have any concerns about the tests rather than worry your child.
- ▶ Encourage your child to talk to us or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal.
- ▶ Give your child a quiet, distraction free space to complete homework or revision tasks.
- ▶ 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.
- ▶ Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep it this way.
- ▶ 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.

Helping at home

These will be sent home over the Easter break.

Please encourage your child to complete them for a short period of time each day. e.g. Half an hour - 10mins SPaG, 10mins Reading, 10mins Maths.

Take time to go through the work together after (the answers and methods are included).

SATs Survival Year 6
Parents' Practice and Revision
**Arithmetic Activity
Booklet**



SATs Survival Year 6 Parents'
**Grammar,
Punctuation and
Vocabulary**
Practice and Revision
Activity Booklet

SATs Survival Year 6 Parents'
Reading
Practice and Revision
Activity Booklet

SATs Survival: Year 6
**Parents' Spelling
Practice and
Revision Activity
Booklet**

KS2 SATs Assessment
**Parent and Carer
Information Sheet**



SATs Breakfast Club

As a reward for children's efforts (and an incentive to get them all into school on time and their 'brains in gear') we will be offering a free Breakfast Club from 8.15 to 8.45 on the Tuesday, Wednesday, Thursday and Friday morning of the SATs week.

Children will be able to come and enjoy a breakfast of cereals, toast and juice with their friends and then go into class on time with a positive frame of mind.

We hope that your children will take advantage of this treat - they deserve it!



Remember...

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, 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 pre-Covid (for better or worse!).

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

Worried?

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 reluctance in lessons

Be a reason not to attend school

If any of the above are evident, SATs may be causing an excessive degree of anxiety. Together, we cannot remove the reality of SATs but try to equip your child with the ability to cope with the situation.

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 can offer 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 their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer seek reassurance from teachers over family members.

Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in the value of SATs, your child may reflect this view in their performance.

Advice for our 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 unnecessary 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. Remember that the Year 6 SATs last for 4 days out of your whole life!

“Keep working in class so you don't have loads of extra studying to do at home!” - Year 7 pupil's advice.

Have a look through the example test and questions provided for Reading, SPaG and Mathematics....



Any questions?
Queries? Worries?

