

Year 6 SATs 2024

Presentation for Parents and Carers



What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2. These are statutory tests.
- The SATs take place over four days, starting on **Monday 13th May** ending on **Thursday 16th May**. The SATs papers consist of:
 - Grammar, punctuation and spelling (paper 1: GPS) – Monday 13th May
 - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 13th May
 - Reading – Tuesday 14th May
 - Maths (paper 1: Arithmetic) – Wednesday 15th May
 - Maths (paper 2: Reasoning) – Wednesday 15th May
 - Maths (paper 3: Reasoning) – Thursday 16th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions, in the classrooms.
- 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:
 - 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

Access arrangements for SATs

Some pupils may be allotted specific arrangements to support their access to the tests, including:

- Additional time;
- Tests being opened early to be modified;
- An adult to scribe for them;
- An adult to read for them;
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

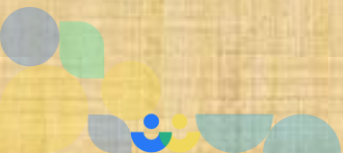
Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed).

Special considerations may apply for certain circumstances.

Grammar, Punctuation and Spelling: Monday 13th May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). 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 (pupils should be given as much time as they need to complete the test).



Grammar, Punctuation and Spelling: Paper 1 (GPS)

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.

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

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

4

Which sentence must end with a **question mark**?

Tick one.

Shall we go round the fitness trail in the park ☒

We could go tomorrow if you like ☐

What I really like is the rope bridge ☐

Let me know what you would like to do ☐

1 mark

37

Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. Although, While
_____ it rained all afternoon, the picnic was a success.

1 mark

32

The teacher wants to write a sign to remind children to turn the lights off.

Write the **command** that the teacher might use on the sign.
Remember to punctuate your answer correctly.

e.g. Switch off the lights! Please turn off the lights

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling

1. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.

2022 Spelling script

Spelling 1: The word is **ordering**.

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

Spelling 2: The word is **disrespect**.

Do not show **disrespect** to anyone.

The word is **disrespect**.

Spelling 3: The word is **special**.

I was given a **special** award.

The word is **special**.

Reading: Tuesday 14th 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.

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–11 are about *The Parsnips* (pages 4–6)

1 Veronika's football team has two names.

What are the **two** names?

1. _____
2. _____

THE CLUB – THE FACTS

Name: Parrs Under 11s, also known as "The Parsnips"

Ground: Lornton FC, Low Road, Lornton

Capacity: 500

Plays in: The Nettie Honeyball Women's League

Sponsor: Sweet Peas Garden Centre, Mowborough

Coach: Hannah Preston

Assistant coach: Katie Regan

Qu.	Requirement	Mark
1	<p>Veronika's football team has two names.</p> <p>What are the two names?</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to Parrs Under 11s and The Parsnips, e.g.</p> <ul style="list-style-type: none">• <i>The Parsnips</i>• <i>Parsnips</i>• <i>Parrs under 11s</i>• <i>Parrs</i>.	1m

Reading

Example questions:

Based on text 2: My Circus Life

17 Look at page 9.
Vladik is always changing his *Dralion* performance.
Give **two** ways that these changes to his performance happen.

1. _____
2. _____

2 marks

Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Qu.	Requirement	Mark
17	<p>Look at page 9.</p> <p>Vladik is always changing his <i>Dralion</i> performance.</p> <p>Give two ways that these changes to his performance happen.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">Vladik's performance changing naturally / without him knowing how it happens, e.g.<ul style="list-style-type: none"><i>changes happen naturally</i><i>he just does the changes and he doesn't even realise.</i>Vladik deliberately making changes to his performance, e.g.<ul style="list-style-type: none"><i>he modifies them on purpose</i><i>they happen deliberately.</i>Vladik adding a trick, e.g.<ul style="list-style-type: none"><i>putting in a new trick.</i>	Up to 2m

Reading

Example questions: Based on the whole text

33 Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

Give **two** impressions, using evidence from the text to support your answer.

1. _____

2. _____

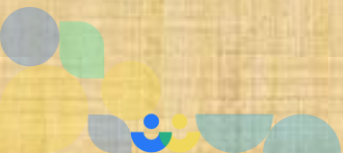
3 marks

Qu.	Requirement	Mark
33	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Acceptable points:</p> <ol style="list-style-type: none">1. curious2. imaginative3. confused4. unafraid5. solitary / content with her own company6. observant <p>Award 3 marks for two acceptable points, at least one with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence]• 2. <i>That she is good at noticing things that go on.</i> [AP6]• 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]• 2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence] <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>Brave because she did the right thing in the situation.</i> [AP4]• 2. <i>She was a person who definitely kept herself to herself.</i> [AP5]• 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence] <p>Award 1 mark for one acceptable point, e.g.</p> <ul style="list-style-type: none">• 1. <i>She likes to find out about other people.</i> [AP1]	Up to 3m

Maths: Wednesday 15th and Thursday 16th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15th May
- Paper 2: Reasoning (40 minutes) – Wednesday 15th May
- Paper 3: Reasoning (40 minutes) – Thursday 16th May



Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks** and lasts for **30 minutes**.

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 questions:

32	$2\frac{1}{2} - \frac{2}{3} =$	<input type="text"/>	1 mark

33	$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$	<input type="text"/>	2 marks
Show your method			

Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ OR $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an exact decimal equivalent, e.g. 1.8 $\bar{3}$ (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.
33	Award TWO marks for the correct answer of 273,226 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. • $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 244680 \\ \hline 273126 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28544 \text{ (error)} \\ 244680 \\ \hline 273224 \end{array}$	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: $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 24468 \text{ (place value error)} \\ \hline 53014 \end{array}$

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

6 $6.48 + 8.6 =$

6.48
+ 8.6
<hr/>
15.08
1

15.08

☐ 1 mark

15 **4,172** $= 596 \times 7$

596
x 7
<hr/>
4172
64

4,172

☐ 1 mark

27 15% of 3,200 =

10% of 3,200 = 320
5% of 3,200 = 160
15% of 3,200 = 480

480

☐ 1 mark

35 $6 + 4 \div 2 =$

$4 \div 2 = 2$
$6 + 2 = 8$

8

☐ 1 mark

29	<div>73 3066</div>
Show your method	<div></div>

16

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15th May and paper 3 will take place on Thursday 16th May. These tests have a total of 35 marks each and lasts for 40 minutes 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 2 (Reasoning)

Example questions:

6

Emma has a 5 litre bag of compost.



She uses 2.75 litres.

How much compost does Emma have left?

2.25 litres

1 mark

7

In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the **bicycle ride**?

$\frac{6}{10}$

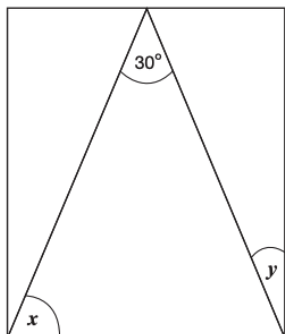
1 mark

Maths Papers 2 (Reasoning)

Example question:

24

Here is an **isosceles** triangle inside a rectangle.



Not to scale

Calculate the sizes of angles x and y .

Show your method

$x =$

°

$y =$

°

2 marks

24

Award **TWO** marks for the correct answer of $x = 75$ **AND** $y = 15$

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method calculating both angles, e.g.

- $180 - 30 = 150$
 $150 \div 2 = 70$ (error)
 $90 - 70$

OR

Award **ONE** mark for either correct x **OR** y .

Up to 2m

Answer need not be obtained for the award of **ONE** mark.


If there is no evidence of an appropriate method and the values for x **AND** y are incorrect, accept for **ONE** mark $x + y = 90$, unless x is between 65–69 (inclusive) **AND** y is between 21–25 (inclusive).

Maths Papers 3 (Reasoning)

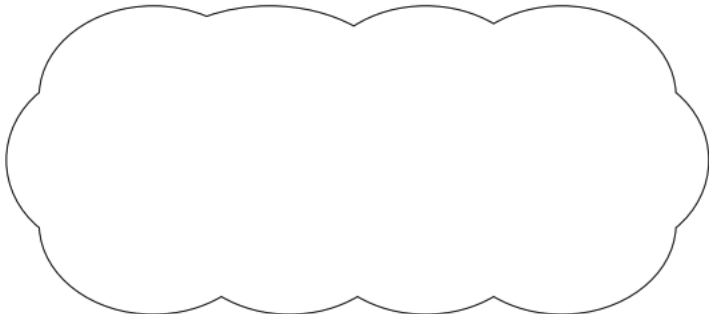
Example questions:

19 Jack says,

When you square a prime number, the answer has only two factors.



Explain why Jack is **not** correct.



1 mark

19	Award ONE mark for a correct explanation, e.g. <ul style="list-style-type: none">• It has 3 factors – the prime number, 1 and the square of the prime number.• The prime number has 2 factors; the squared prime number will be divisible by one, itself and the prime number.• All prime numbers squared have 3 factors. OR <p>A correct explanation that gives a counter example, e.g.</p> <ul style="list-style-type: none">• 5 is prime $5^2 = 25$ 25 has 3 factors: 1, 5 and 25, not two• 7^2 has more than 2 factors – 1, 7 and 49• $121 = 1 \times 121 = 11 \times 11$• $3^2 = 9$ 9 – 1, 9, 3• $5^2 = 25$ Factors of 25 = 1, 5, 25 All squared primes have 3 factors.	1m	Do not accept vague or incomplete explanations, e.g. <ul style="list-style-type: none">• A square number doesn't have 2 factors (repeat of the question)• $2^2 = 4$ (incomplete)• Prime numbers have 2 factors only (incomplete)• Prime numbers squared have more than 2 factors (vague) Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation, e.g. <ul style="list-style-type: none">• $49 = 1, 7, 49$• 5 squared is 25 1, 5, 5, 25 25 has four factors• All prime numbers squared have more than 3 factors
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Maths Papers 3 (Reasoning)

Example question:

20

This table shows how many people finished the New York Marathon in each of the first four decades it was held.

New York Marathon	
Decade	Total number of people who finished
1st decade	24,863
2nd decade	170,932
3rd decade	282,420
4th decade	350,824

What is the mean number of people who finished the marathon per decade? Round your answer to the **nearest hundred**.

Show your method

3 marks

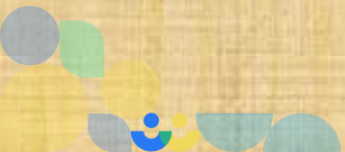
Qu.	Requirement	Mark	Additional guidance
20	<p>Award THREE marks for the correct answer of 207,300</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none"> evidence of an appropriate complete method which contains no more than one error, e.g. $\begin{array}{r} 24,863 \\ 170,932 \\ 282,420 \\ + 350,824 \\ \hline 828,939 \text{ (error)} \end{array}$ $828,939 \div 4 = 207,234 \text{ r}3$ <p>Rounded to the nearest hundred = 207,200</p> <p>OR</p> <ul style="list-style-type: none"> sight of $207,259 \text{ r}3$ OR $207,259 \frac{3}{4}$ OR 207,259.75 <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one error. 	Up to 3m	<p>Answer need not be obtained or rounded 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 error.</p>

Teachers can...

- Read the questions/ words in GPS and maths tests if children request it
- Prompt and encourage to keep going or provide rest breaks
- Transcribe parts of the test we feel will be unreadable by the marker
- Further access arrangements can be made for some pupils, e.g. additional time or reader

Teachers can't...

- Read any questions or words on the reading test
- Explain the meaning of any words they don't understand or maths symbols
- Say if an answer is correct or not



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.

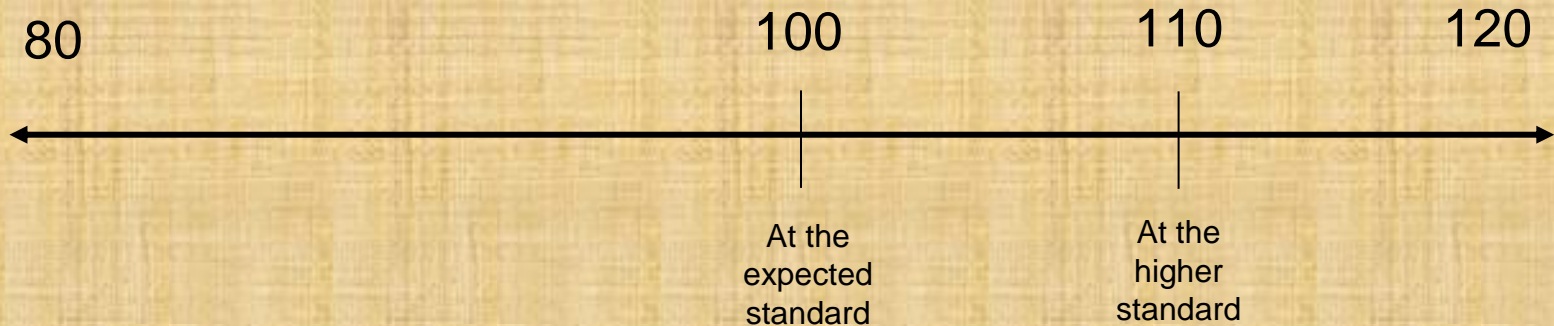
After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over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

Scaled scores range from 80 to 120. A scaled score of 100 or more shows the pupil is meeting the national expected standard.

- Grammar and spelling – out of 70
- Reading – out of 50
- Maths – out of 110

Scaled score:

The raw score that equates to 100 changes every year



Previous thresholds

		Reading	GPS	Maths
2016	Expected standard	21/50	43/70	60/110
	High standard	34/50	61/70	98/110
2017	Expected standard	26/50	36/70	57/110
	High standard	39/50	56/70	95/110
2018	Expected standard	28/50	38/70	61/110
	High standard	40/50	56/70	96/110
2019	Expected standard	28/50	36/70	58/110
	High standard	41/50	55/70	95/110
2022	Expected standard	29/50	35/70	58/110
	High standard	41/50	55/70	96/110
2023	Expected standard	24/50	36/70	56/110
	High standard	38/50	55/70	94/110

Writing expectations

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 correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Supporting your child

A positive attitude goes a long way. Give them as much encouragement, reassurance and support as you can (but we don't need to tell you that)!

Tips:

- Avoid using past papers as they are used in school to prepare the children.
- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- If you have any anxiety or strong views about SATs, don't share with your child.
- Give your child a quiet, distraction free space to complete home learning.
- Get your child into the great outdoors/ reduce screen time.
- Ensure your child is eating and **drinking** well and getting a good amount of sleep. **All pupils are invited to breakfast club!**
- Plan something nice and fun for the weekends before and after SATs. This will give them something to look forward to.

Things to 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 goalposts move each year – after the tests are completed

Their results will say if they did or did not meet a certain standard on that day this academic year. The 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.

SATs are 'snapshot'.

In reality, there's one or two papers each day that last 30 to 60 minutes and pupil achievement for KS2 is judge on this.

Thank you for attending

Please feel free to speak to your child's class teacher before you leave if you have any questions.

We will see you all at our parent-teacher meetings next week.

