

Year Six Parents' Meeting on SATs



What are the SATs?

Standardised Assessment Tests taken in the week commencing 13th May by all Year Six children in state primary schools in England.

The results of the tests are a way for the Department for Education (DfE) to measure how well pupils in primary schools are learning.

They help to measure the effectiveness of schools.


They help inform parents on how their child is performing in comparison with the national average.



SATs Timetable

It is very important that
your child is in school for
all these days

Date	Subject	Test papers
Monday 13 May	English grammar, punctuation and spelling	Paper 1: Questions Paper 2: Spelling
Tuesday 14th May	English Reading	English Reading
Wednesday 15th May	Mathematics	Paper 1: Arithmetic Paper 2: Reasoning
Thursday 16th May	Mathematics	Paper 3: Reasoning



The SATs are designed to test the children on what they have learnt throughout KS2.

During this year, your child has experienced taking past SATs papers. This has enabled us to identify areas to work on with your child.

The class teachers have tailored the curriculum to cover areas the children have not been as strong in.

Some children have received additional support in booster sessions.

English Grammar, Punctuation and Spelling

Paper 1 tests the children on grammar and punctuation and lasts for 45 minutes.

Rewrite the question below as a **statement**.
Use only the words given.
Remember to punctuate your answer correctly.

Is art Tariq's favourite subject?

_____ **1 mark**

Complete each sentence with a word from the same **word family** as proud.

We _____ represented our school in the competition.

↑
proud

We took _____ in representing our school in the competition.

↑
proud

_____ **1 mark**

Paper 2 is a spelling test that lasts for approximately 15 minutes. The teacher reads out the script and the children have to correctly spell the missing words.

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**.

Reading

- **This test lasts for one hour. The children have a booklet of up to 3 age-appropriate texts, and another booklet with comprehension questions for each of the texts.**
- **The different text types can include non-fiction, fiction or poetry.**
- **It is important that children read the questions carefully.**
- **Some questions are focused on getting children to explain the meaning of words in context.**
- **Many questions involve retrieval directly from the text.**
- **Many questions involve making or justifying inferences.**

What the Reading test is assessing

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.

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

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">1. 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>2. 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>3. 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. _____

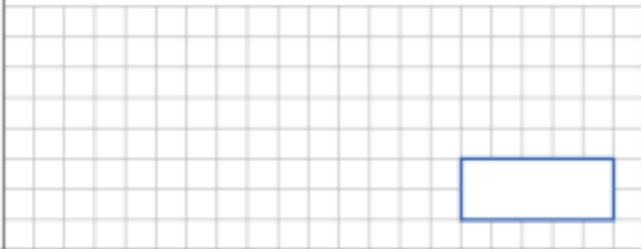

2. _____

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 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 and division), percentages of amounts and calculating with decimals and fractions.

32	$2\frac{1}{2} - \frac{2}{3} =$ 	<input type="text"/> 1 mark
33	$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$ Show your method 	<input type="text"/> 2 marks

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: $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 24468 \text{ (place value error)} \\ \hline 53014 \end{array}$

6

$6.48 + 8.6 =$

$$\begin{array}{r} 6.48 \\ + 8.6 \\ \hline 15.08 \\ 1 \end{array}$$

15.08

1 mark

15

$4,172 = 596 \times 7$

$$\begin{array}{r} 596 \\ \times 7 \\ \hline 4172 \\ 64 \end{array}$$

1 mark

27

$15\% \text{ of } 3,200 =$

$$\begin{array}{l} 10\% \text{ of } 3,200 = 320 \\ 5\% \text{ of } 3,200 = 160 \\ 15\% \text{ of } 3,200 = 480 \end{array}$$

480

1 mark

35

$6 + 4 \div 2 =$

$$\begin{array}{l} 4 \div 2 = 2 \\ 6 + 2 = 8 \end{array}$$

8

1 mark

Maths Papers 2 and 3 - Reasoning

Each paper lasts for 40 minutes. They require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover:

- **Number and place value**
- **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**

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.

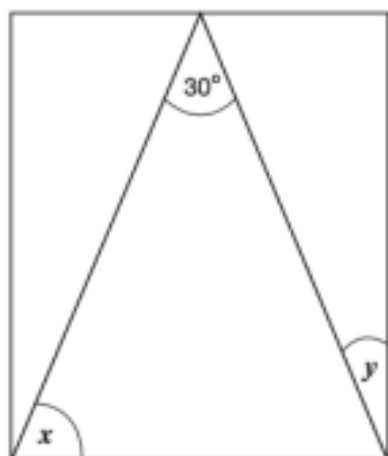
What fraction of the total distance is the **bicycle ride**?

$\frac{6}{10}$

1 mark

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).

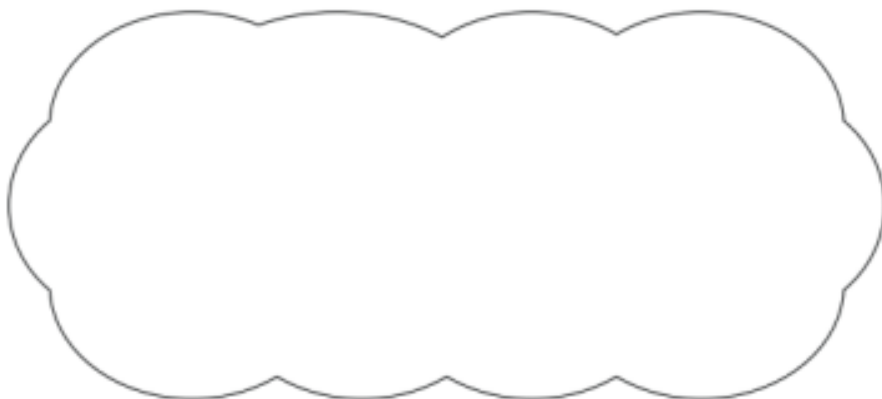
19

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.

- 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

A correct explanation that gives a counter example, e.g.

- 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.

- 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.

- $49 = 1, 7, 49$
- 5 squared is 25
1, 5, 5, 25
25 has four factors
- All prime numbers squared have more than 3 factors

Writing

There is no SATs writing test. Writing is assessed using evidence collected throughout Year Six. This year, the children have had lots of opportunities to write in a range of genres, as you will have seen when you looked at their English books during parents' evening.

Teachers assess the children's writing using set criteria from the DfE.

A sample of schools have their writing assessments moderated by their Local Authority. We are expecting to be moderated this year.

Specific arrangements for SATs

Children with additional needs may receive the following support:

- **Additional time - requires a successful application from the school to the STA (Standards & Testing Agency)**
- **An adult to scribe for them**
- **An adult to read for them (not for the Reading test)**
- **A translator (for a child at the early stage of learning English as an additional language)**
- **Use of prompts or rest breaks**

There are strict guidelines for implementing any of the above.

When and how the SATs are 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 school gets the results in July. The results are shared with parents with the end of year reports.

The results

After marking each test, the external marker will convert the raw score to a scaled score.

Each year, the difficulty of the tests may vary. The scaled scores ensure 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. A scaled score of 110+ shows the pupil is operating at Greater Depth.

Supporting your child in preparing for the SATs

Do give your child as much encouragement and support as you can.

Your child should read every day for at least 20 minutes.


Do get your child to complete exercises on Spelling Shed for 20 minutes 3 times a week.

If your child still does not know their times tables, get them to practise on Times Tables Rock Stars for 20 minutes 3 times a week.

If your child does know their times tables, then get them to complete exercises on Mathletics for 20 minutes 3 times a week.

PLEASE DO NOT USE PAST SATS PAPERS AS THEY ARE USED IN SCHOOL TO PREPARE THE CHILDREN. You can purchase SATs practice materials that are just as good for preparing your child.

Additional tips for supporting your child



- If your child has any anxieties, encourage them to talk to their teacher or a trusted adult (including yourself). Remember, a small amount of anxiety is normal and not harmful.




- Give your child a quiet, distraction free space to complete homework.



- Give your child time to go outside and take part in leisure activities.



- Do make sure your child is eating and drinking well and getting a good night's sleep.



- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

What to do if you are worried about your child

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 or hobbies**
- **Be a reason not to attend school.**

If any of the above are evident, your child may benefit from some additional support to help cope with the situation.

What to do if you are worried about your child

Talk to your child. Find out what aspect of SATs concerns them the most. If you can pinpoint what it is, you can take specific steps to help reassure them.

Talk to your child's class teacher or Ms Alder. We will do all we can to help allay your child's concerns and worries.

How we will
help prepare
your child from
now until the
week of the
SATs.



In school, in the run-up to SATs week, your child will have lots of opportunities to prepare for the tests, so they will not be so daunting.



We will give the children a fun sports slot at the end of each day to help them release any stress.



On the days when the children take the tests, we will provide breakfast bars, fruit and milk to drink as soon as your child comes into school.



Important to remember

- **SATs do not tell the whole story - they only 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 will not highlight all the children's amazing personal characteristics.**
- **SATs are only four days out of a whole primary school career.**



Any
Questions?