



YEAR 6
SATS MEETING 2024



TESTS

Children will sit tests in:

- *Reading*
- *Maths*
- *Grammar, Punctuation and Spelling*

These tests are marked externally

TIMETABLE

<i>Date</i>	<i>Test</i>
<i>Monday 13th May</i>	<i>English - Grammar, Punctuation and Spelling Paper 1: questions English - Grammar, Punctuation and Spelling Paper 2: Spelling</i>
<i>Tuesday 14th May</i>	<i>English Reading</i>
<i>Wednesday 15th May</i>	<i>Mathematics Paper 1: Arithmetic Mathematics Paper 2: Reasoning</i>
<i>Thursday 16th May</i>	<i>Mathematics Paper 3: Reasoning</i>

The tests will be administered in the order of the timetable and on the date shown.

Most children will sit the tests in the classrooms normally used each day for their learning. The children will be split into smaller groups in line with normal classroom practice. This is done so that the children are comfortable and familiar with their surroundings and so that they can be spaced out appropriately.

Each room will have enough staff to ensure the correct administration of the test and the staff involved will have been given training on test format and style, their role and what they may or may not read to a pupil in a particular test including any subject specific issues that might occur. During the Reading test, no part of the test may be read to a student.

GPS PAPER

The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and a spelling test of 20 words, lasting around 15 minutes.

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

GPS PAPER 1

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction

adverb

verb

determiner

Rewrite the sentence below in the **active**.
Remember to punctuate your answer correctly.

The vital clues were discovered by the detective.

1 mark

GPS PAPER 2 - SPELLING

1. Sam is _____ to play football at playtime.
2. Use a ruler to draw a _____ line.
3. Being dizzy is a strange _____.
4. Lauren was _____ before her first swimming lesson.
5. The bird found a _____ of bread.

READING PAPER

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

In the 2023 Reading SATs paper,

18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;

32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;

46% 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.

Pace!

1 According to the text, approximately how many giant pandas currently live in the wild?

1 mark

5 Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.

The first one has been done for you.

A cub eats bamboo for the first time.

A cub leaves its mother.

A cub develops black spots.

A cub weighs 31 to 36 kilograms.

A cub weighs about the same as an apple.

38 Look at page 10.

What impressions do you get of Em Sharp at this point in the extract?

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

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

3 marks

MATHS

Children sit three papers in maths:

Paper 1: arithmetic, 30 minutes

Papers 2 and 3: reasoning, 40 minutes per paper

*These assessments will include learning from Year 3
– Year 6*

ARITHMETIC

This test will only be 30 minutes

40 marks

Four operations (including the order of operations),
fractions, decimals and percentages

Speed!

7

$7,064 - 502 =$

1 mark

30

$99\% \text{ of } 200 =$

1 mark

8

$6^2 + 10 =$

1 mark

31

$\frac{1}{4} \div 2 =$

1 mark

REASONING PAPER 2 AND 3

40 minutes each

35 marks

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.

SATS SCORES

You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the expected standard set by the Department for Education.

The range of scaled scores available for each KS2 test is:

80 (the lowest scaled score that can be awarded)

120 (the highest scaled score)

The expected standard for each test is a scaled score of 100 or more. If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.

110 tends to be the scaled score needed to achieve GDS.

WRITING

Teacher Assessed

Working Towards Standard

Working At Expected Standard

Greater Depth Standard

Children will complete assessed pieces of writing throughout the year which are marked against a criteria (features which need to be included)

Working towards the expected standard

Criteria	1	2	3	4	5	6
• using paragraphs to organise ideas						
• describing settings and characters						
• using some cohesive devices* within and across sentences and paragraphs						
• using different verb forms mostly accurately						
• using co-ordinating and subordinating conjunctions						
• using mostly correctly:	capital letters					
	full stops					
	question marks					
	exclamation marks					
	commas for lists					
	apostrophes for contraction					
• spelling most words correctly* (year 3 and 4)						
• spelling some words correctly* (year 5 and 6)						
• producing legible joined handwriting.						

Working at the expected standard

Criteria	1	2	3	4	5	6
• creating atmosphere, and integrating dialogue to convey character and advance the action						
• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly						
• using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs						
• using passive and modal verbs mostly appropriately						
• using a wide range of clause structures, sometimes varying their position within the sentence						
• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision						
• using mostly correctly:	inverted commas					
	commas for clarity					
	punctuation for parenthesis					
• making some correct use of:	semi-colons					
	dashes					
	colons					
	hyphens					
• spelling most words correctly* (year 5 and 6)						
• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.						

Working at greater depth within the expected standard

Criteria	1	2	3	4	5	6
<ul style="list-style-type: none"> • managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures 						
<ul style="list-style-type: none"> • selecting verb forms for meaning and effect 						
<ul style="list-style-type: none"> • using the full range of punctuation taught at key stage 2 mostly correctly, including: 	semi-colons to mark the boundary between independent clauses					
	colons to mark the boundary between independent clauses					

HOW TO SUPPORT YOUR CHILD

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

Tips:

Don't use past papers as they are used in school to prepare the children.

Talk to your child about what they have been learning in school.

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.

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

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.

Support your child with completing revision tasks.

Further tips:

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.

Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.

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 revision light.

As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.



SATS BREAKFAST

From Monday to Thursday during assessment week we will be offering breakfast to children before school.

Further information will be sent out in due course.

ATTENDANCE AND PUNCTUALITY

Please ensure that your child is in school promptly and that no appointments are made for your child during this week.

If your child is absent for an assessment, they will not be able to mix with any of the children in the year group until they have caught up with the assessments.

ANY QUESTIONS

Please record any questions you have on a post-it note and we will circulate responses across the year group.

THANK YOU!