



**Welcome to St Paul's
Year 6 SATs Information Meeting**

Tuesday 18 April 2023

Purposes of the Meeting:

- Share the timetable for the KS2 SATs tests
- Explain how they are marked
- Share the expectations for each subject
- Look at examples
- See what we are doing in school
- Consider how you can help
- Answer any questions



Why we do SATs:

- It is a statutory requirement for Year 6 pupils.
- SATs help teachers – and you – learn more about your child's strengths and weaknesses.
- Teachers can compare how well each child is doing with their peers, both in their school and across the country.
- They can also measure how much each child improves from one Key Stage to another and are used to predict the likelihood of children achieving specific results in their GCSEs.
- Some secondary schools use them to organise teaching groups.

The Timetable

Date	Activity
Tuesday 9 th May	English Grammar, Punctuation and Spelling Paper 1: Questions
	English Grammar, Punctuation and Spelling Paper 2: Spelling
Wednesday 10 th May	English : Reading
Thursday 11 th May	Mathematics Paper 1: Arithmetic
	Mathematics Paper 2: Mathematical Reasoning
Friday 12 th May	Mathematics Paper 3: Mathematical Reasoning

SATs normally run from Monday to Thursday. However, this year, because of the King's coronation, they will run Tuesday to Friday.

In addition, **writing** teacher assessments are reported towards the end of June.

How they are marked:

- The tests are marked externally.
- Children receive a raw score.
- It is then 'scaled' between 80 and 120.
- A score of 100 marks the national average.
- If children score 100 or more, they will have reached the 'expected' standard. A higher score is classed as working at 'Greater Depth' and a lower score as 'Working towards'.
- Your child will receive this information with their end of year reports.

English reading

Raw score	Scaled score		
		20	94
		21	95
0 - 2	No scaled score	22	95
		23	96
3	80	24	97
4	80	25	97
5	80	26	98
6	82	27	99
7	83	28	100
8	84	29	100
9	85	30	101
10	86	31	102
11	87	32	102
12	88	33	103
13	89	34	104
14	89	35	105
15	90	36	106
16	91	37	106
17	92	38	107
18	92	39	108
19	93	40	109
20	94	41	110

Spelling, Punctuation and Grammar

- Part 1 - Punctuation, Vocabulary and Grammar.
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Part 2 - Spelling test containing 20 words, lasting approximately 15 minutes.

Grammar, Punctuation and Spelling

- Marks for these two tests – the grammar test is out of 50 and the spelling out of 20 - are added together to give a total for Spelling, Punctuation and Grammar.
- To meet the expected standard in 2022, children needed to score at least 35/70; to achieve greater depth, they needed to score at least 55/70.
- In 2019, the scores needed were 36/70 for the expected standard and 55/70 for the greater depth standard.

Punctuation, Vocabulary and Grammar

- Punctuation, vocabulary and grammar content domains.

	G1	G2	G3	G4	G5	G6	G7
Qu.	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality

In which sentence is lock a **verb**?

Tick **one**.

Aisha closed the box and fastened the lock.

Make sure you lock the gate before you leave.

I think I need to buy a new bike lock.

The lock can only be opened with this special key.

Write the **contracted form** of the underlined words in the box below.

We shall not do that again!



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

The wind damaged the fence.

Tick one box to show where a **hyphen** is needed in the sentence below.

The class teacher praised the well behaved and helpful group of

year six children.

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.

Insert an **apostrophe** in the correct place in the sentence below.

Pupils coats should be hung on the pegs.

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.

17. Everyone sang the _____ loudly.
18. I burnt my _____ on the hot soup.
19. Sarah _____ spilled water all over the table.
20. The criminal tried to _____ the police.

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

The dragon is an imaginary **creature**.

The word is **creature**.

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

There was **enough** food for everyone.

The word is **enough**.

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

My little brother is _____.

The word is **reception**.

Spelling 4: The word is **numb**.

Playing in the snow _____.

The word is **numb**.

Spelling 17: The word is **chorus**.

Everyone sang the **chorus** loudly.

The word is **chorus**.

Spelling 18: The word is **tongue**.

I burnt my **tongue** on the hot soup.

The word is **tongue**.

Spelling 19: The word is **accidentally**.

Sarah **accidentally** spilled water all over the table.

The word is **accidentally**.

Spelling 20: The word is **deceive**.

The criminal tried to **deceive** the police.

The word is **deceive**.

Reading

- The Reading Test consists of a single test paper incorporating three reading texts.
- Children are given 60 minutes to read the texts and answer questions relating to them.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

Music Box

Look at the last paragraph, beginning: 'Yeah, it'll look smart.'

Find and **copy one** word that suggests that the sound coming from Micah's music box is unpleasant.

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

2

The word *slung* suggests that Piper put on the brown coat...

Tick **one**.

carelessly.

slowly.

tidily.

thoughtfully.

Look at page 8.

Why is the boy *huddled* in the doorway while he waits for Piper to open the door?

Reading

- To meet the expected standard in 2022, children needed to score at least 29/50 and they needed 41/50 to achieve greater depth.
- In 2019, the expected standard was 28/50 and the greater depth standard was 41/50.

Mathematics

- Children will sit three tests.
- Paper 1: Arithmetic - lasts for 30 minutes, covering calculation methods for all operations, including the use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3: Problem Solving and Reasoning - each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Mathematics

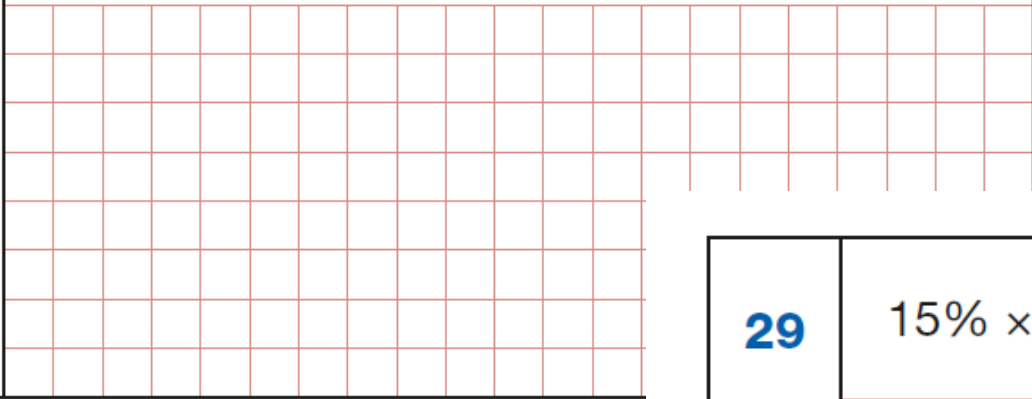
Content domains:

- Number and place value
- Addition, subtraction, multiplication and division (calculations)
- Fractions, decimals and percentages
- Ratio and proportion
- Algebra
- Measurement
- Geometry – properties of shape
- Geometry – position and direction
- Statistics

Paper 1: Arithmetic

17

$$125.48 - 72.3 =$$



29

$$15\% \times 440 =$$



1 mark



Papers 2 and 3 – Reasoning

Jack chose a number.

He multiplied the number by 7

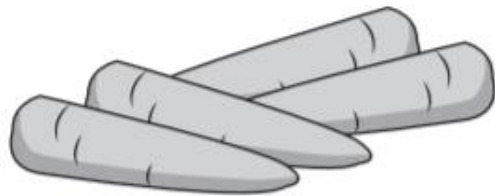
Then he added 85

His answer was 953

What number did Jack choose?



potatoes
£1.50 per kg



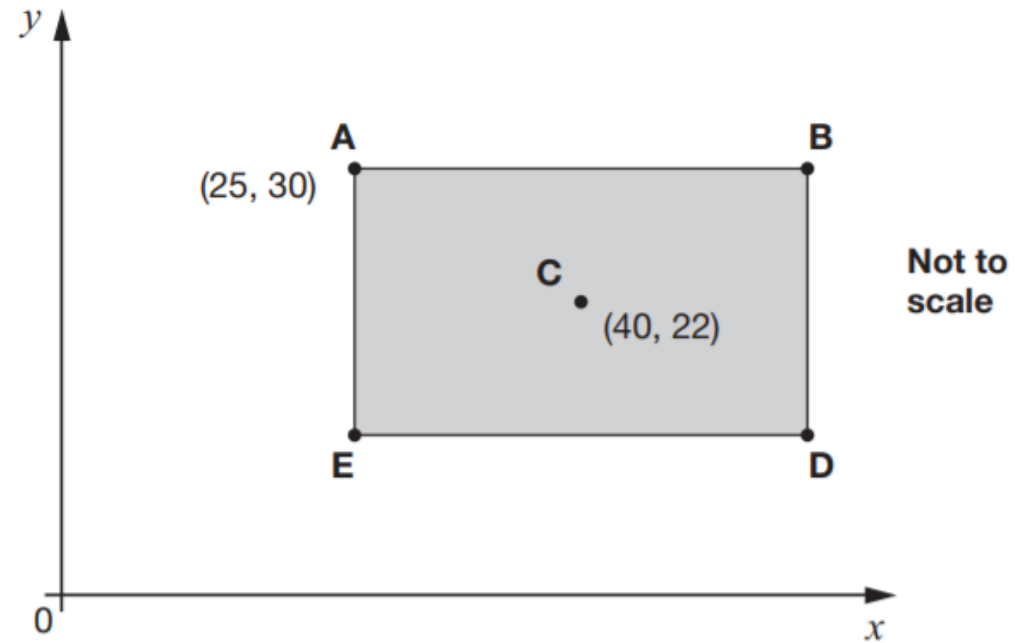
carrots
£1.80 per kg

A machine pours 250 millilitres of juice every 4 seconds.

Jack buys $1\frac{1}{2}$ kg of potatoes and $\frac{1}{2}$ kg of carrots.

How many **litres** of juice does the machine pour every **minute**?

How much **change** does he get from **£5**?



Point **C** is the centre of the rectangle.

What are the coordinates of **B** and **D**?

B is

D is

Mathematics

- There are a total of 110 marks available, made up of 40 marks for the Arithmetic and 35 for each of the reasoning papers.
- To meet the expected standard in 2022, children needed to score at least 58/110; to achieve greater depth, they needed to score at least 96/110.
- In 2019, the scores required were 58/110 for the expected standard and 95/110 for the greater depth standard.

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 commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling to check the spelling of uncommon or more ambitious words
- maintain legibility in joined handwriting when writing at speed

Writing: Assessed by the class teacher

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

How we will help your child before SATs week.

- Using careful planning, based on formal and in class assessment, to address areas of need
- Continued focus on grammar within English lessons
- In reading, 20 minute tests and focused reviewing alongside normal guided reading
- Daily arithmetic revision in maths lessons
- Familiarisation with SATs-style questions
- ‘What went wrong?’ discussions in all subject areas
- Teaching of exam technique
- Practice tests to help familiarise children with the testing experience, including recognition of timings

How we will help your child during SATs week.

- SATs breakfast
- Tests taken together in the hall
- Meditations and regular calming activities as part of PSHE program

How can you help your child?

- First and foremost, support and reassure your child that all they need do is to try their best. Praise and encouragement should abound.
- Support your child with the homework tasks.
- Reading, spelling and arithmetic (e.g. times tables, mental calculations, number bonds) are always good to practise.
- Continue to read with your child and discuss the texts.
- Make sure your child has a good sleep and healthy breakfast every morning!
- Revision resources are available in shops/internet.

Any questions?