



SATs Meeting
30.11.2023

Year 6 Team

Mrs Lavorini
Mrs Vasco
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Today's meeting

- ▶ What are the SATs and how are they organised?
- ▶ What are we doing at school to help children?
- ▶ What can you do to support your children at home?

What are the 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 **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.

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

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 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

Specific arrangements for SATs

Some children will receive reasonable adjustments to support them in accessing the test. These will be children who have similar support as part of day-to-day learning in school.

Arrangements may include:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- 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). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

What to do if your child is unwell.

- If your child has a cold, they can still come into school and take the test. They will NOT have the opportunity to take the test on a different day.
- If they are not well enough to stay in school after the test, we will let your child go home and rest once the test has been completed.
- If your child is unwell and completes the test, the school will let the marker know so that they can make an allowance for your child.
- If you are unsure about what to do, please call school and we will help you in any way that we can. We are all here to help your child to achieve the best that they can.

Avoid booking appointments or holidays during SATs week

Absence

- If your child is too poorly to be in school during SATs week, please contact the school.
- Should they miss a test, they will have up to 5 days to complete it. They will not be able to go into a classroom with their peers or go out to play with the others until they have completed the test in order to avoid sharing test content.
- They will complete the test individually with an adult which might be different than they have practised.

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:

1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

39

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

e.g. Although,
while _____ football is his favourite sport, James also enjoys
watching tennis on TV.

1 mark

49

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

The Romans invaded Britain over two thousand years ago.

e.g. Over two thousand years ago, Britain
was invaded by the Romans.

1 mark

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 1–12 are about *A Noise in the Night*
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing*, she told herself strictly. *It's a hedgehog, or a mole. It's something nice and harmless.*



Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</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">Priya's heart beating fast, e.g.<ul style="list-style-type: none"><i>Priya's heart started to race</i><i>her heart was beating really quickly.</i>Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none"><i>she took a deep breath</i><i>Priya was trying to calm herself</i><i>she must be nervous because she needs to calm down.</i>Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none"><i>she tells herself it must be something harmless</i><i>she tries to reassure herself.</i>Priya waking with a start, e.g.<ul style="list-style-type: none"><i>she woke with a start.</i>	Up to 2m

Example questions: 3 mark question

38

Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence
_____	_____
_____	_____
_____	_____

3 marks

Section 3: A Howl at Dusk

Qu.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give two things, 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>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>	Up to 3m														
	<table border="1"> <thead> <tr> <th>Acceptable points (personality)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. he is unfriendly / rude / surly</td> <td> <ul style="list-style-type: none"> unfriendly eyes 'What's it to you?' strode off without another word didn't bother to look at Innis whilst replying he didn't look at him when he replied. </td> </tr> <tr> <td>2. he is independent / brave / calm</td> <td> <ul style="list-style-type: none"> he was on his own not concerned he might be walking towards the wolf he didn't seem to be shocked that there was a wolf about. </td> </tr> <tr> <td>3. he is curious</td> <td> <ul style="list-style-type: none"> the only questions asked were about wolves 'How far?' 'Where exactly?' he stops when Innis mentions the wolf. </td> </tr> <tr> <td>4. he is mysterious / strange</td> <td> <ul style="list-style-type: none"> he doesn't talk much he wiped the snow off, turned and strode off he appeared out of nowhere he didn't tell Innis much about himself. </td> </tr> <tr> <td>5. he is secretive / defensive</td> <td> <ul style="list-style-type: none"> he didn't tell Innis anything about himself strode off without another word 'What's it to you?' </td> </tr> <tr> <td>6. he is determined / single-minded / self-centred</td> <td> <ul style="list-style-type: none"> was only interested in the wolf strode off without another word he only paid attention to what he was interested in he only interacted when he realised that Innis had useful information. </td> </tr> </tbody> </table>	Acceptable points (personality)	Likely evidence	1. he is unfriendly / rude / surly	<ul style="list-style-type: none"> unfriendly eyes 'What's it to you?' strode off without another word didn't bother to look at Innis whilst replying he didn't look at him when he replied. 	2. he is independent / brave / calm	<ul style="list-style-type: none"> he was on his own not concerned he might be walking towards the wolf he didn't seem to be shocked that there was a wolf about. 	3. he is curious	<ul style="list-style-type: none"> the only questions asked were about wolves 'How far?' 'Where exactly?' he stops when Innis mentions the wolf. 	4. he is mysterious / strange	<ul style="list-style-type: none"> he doesn't talk much he wiped the snow off, turned and strode off he appeared out of nowhere he didn't tell Innis much about himself. 	5. he is secretive / defensive	<ul style="list-style-type: none"> he didn't tell Innis anything about himself strode off without another word 'What's it to you?' 	6. he is determined / single-minded / self-centred	<ul style="list-style-type: none"> was only interested in the wolf strode off without another word he only paid attention to what he was interested in he only interacted when he realised that Innis had useful information. 	
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Maths: Wednesday 15th May 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:

19	$29.5 - 16.125 =$		<input type="text"/> 1 mark
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20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$		<input type="text"/> 2 marks
Show your method			

19	13.375	1m
20	<p>Award TWO marks for the correct answer of 37,592</p> <p>If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> • $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35060 \text{ (error)} \\ \hline 37092 \end{array}$ 	Up to 2m
		<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.</p> $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \text{ (place value error)} \\ \hline 5588 \end{array}$

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.

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.



SATs results are issued to schools
on **4th July 2024**.

Teachers will give this information
to parents shortly afterwards.

Things to remember about SATs

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 last year. Your school may be able to provide you with more detailed feedback.

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.

How we are preparing our children

Maths

- ▶ Power Maths ensures there is a build up progression. It ensures all required content is taught before the tests. All content on the SATs have been covered in Year 6 or previously.
- ▶ Questions focus on fluency and reasoning. These will come up in the tests.
- ▶ Arithmetic lessons allow children to consolidate methods, and learn new ones. Questions are presented in the same way as they would be on the test.

Reading



- Reading lessons expose children to a range of texts.
- Vocabulary is explored and children are taught a range of techniques to find the meaning of words.
- Each week there is a different focus: retrieve, define, inference, summarise, compare, predict, explore.
- The teacher models how to answer these different types of questions. Children have an opportunity to answer questions that are presented the same as a SATs paper.
- Two comprehension lessons a week that focus on a specific skill and a mixture of the skills.

Spelling, Punctuation and Grammar

- ▶ Regular spelling lessons through SCODE.
- ▶ Integrated grammar and punctuation lessons as part of the writing cycles that are linked to each genre.
- ▶ Teachers modelling spelling, punctuation and grammar. Pupils can see the use of these in context and can apply these in writing lesson as well as across the curriculum. Pupils are given feedback on these.

Interventions

- ▶ We have two tutors that provide pupils with targeted intervention.
- ▶ Targeted intervention clears misconceptions, fills gaps in learning and challenges pupils.
- ▶ Interventions are aimed at all children working across Year 6.
- ▶ Our morning mentoring sessions provide 1:1 maths sessions that support targeted pupil.

How you can help your child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school – bring your child into school on time, every day!
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

How you can help your child

- As a school, we have invested in a few websites that your child has been given the logins for to enhance their knowledge.
- Children will also be given CGP books to complete at home, these have examples of tests created by them and resources to support them with their learning- these will be going out closer to the tests
- All children have received a login for doodle learning that has been sent home. To use this, the children will need access to an electronic device where they can go on the internet. They go onto doodlelearning.com or google 'Doodle learning'. <https://doodlelearning.com/> Please see your child's teacher if there are any issues.

How you can help your child- Reading

- First and foremost, focus developing an enjoyment and love of reading. Each child should have a reading book and a book from the library to read at home.
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Use websites such as Doodle Learning

How you can help your child- Maths

- We have access to websites such as TTRockstars and Doodle Learning which have maths games and activities within them.
- Other websites such as Nrich and BBC Bitesize contains lots of maths content for your child
- Play mental maths games, including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time. Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- If you're looking to support your child further with maths at home, there are lots of good websites with free Year 6 revision resources. Start with [thirdspacelearning.com/blog/category/for-parents/](https://www.thirdspacelearning.com/blog/category/for-parents/) or register free for the Third Space Learning Maths Hub (mathshub.thirdspacelearning.com)


How you can help your child- SPAG

- Doodle learning have DoodleSpell and DoodleEnglish- Both of which will benefit your child.
- Websites such as BBC bitesize, Rolama and SpookySpellings all contain spelling and SPAG games.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

How you can help your child- Mental Health

- Your child's wellbeing is the most important thing to us- if your child has any worries or concerns , please let your class teacher know.
- 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.
- 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.

How you can help your child



Please avoid using past papers when revising, we will use these in school to assess their progress and see where they need further support.

