KS2 SATs Parent Information

Tuesday 27th February

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DATES, SUBJECTS, AND SCORING

EVERYTHING

YOU NEED TO
KNOW ABOUT
YEAR 6
SATS 2024:

What are 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)
  - Grammar, punctuation and spelling (paper 2: Spelling)
  - Reading
  - Maths (paper 1: Arithmetic)
  - Maths (paper 2: Reasoning)
  - Maths (paper 3: Reasoning)
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

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When are SATs completed?

Monday 13th May	Grammar, punctuation and spelling (paper 1: GPS) Grammar, punctuation and spelling (paper 2: Spelling)
Tuesday 14th May	Reading
Wednesday 15th May	Maths (paper 1: Arithmetic) Maths (paper 2: Reasoning)
Thursday 16th May	Maths (paper 3: Reasoning)

How are SATs completed?

- The tests take place during normal school hours.

- Children will either be in their classrooms or the school hall.

- 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.

How long is each test?

Grammar, punctuation and spelling (paper 1: GPS)	45 minutes
Grammar, punctuation and spelling (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

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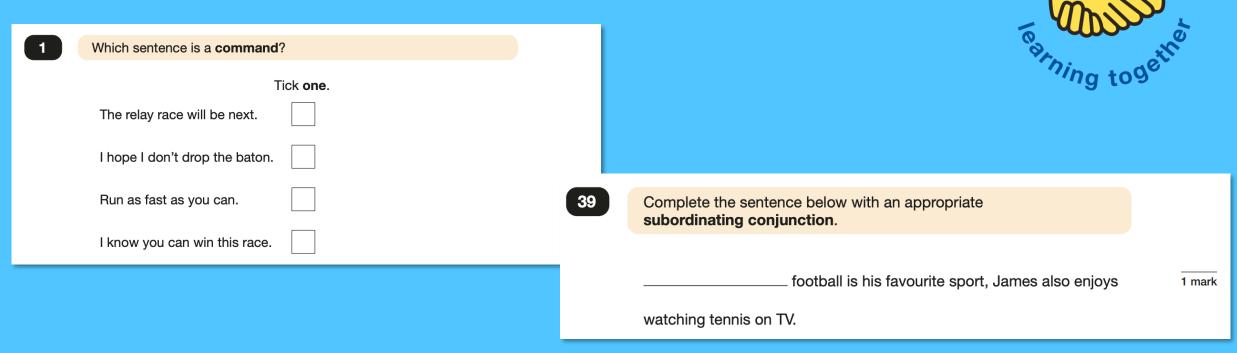
Grammar, Punctuation and Spelling: Paper 1 (GPS)

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.

- This test is marked out of 50 with the score being added to the paper 2 spelling score.

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**.

_____ 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.

_____

1 mark

Grammar, Punctuation and Spelling: Paper 2 Spelling

- Paper 2 is a shorter paper which focuses purely on spelling.
- Marked out of 20 and added to the paper 1 score.

Spelling

1. There was a _____ in the field.

2. I kept in _____ with my old friends when we moved.

3. The questions were _____ from one to ten.

2023 Spelling script

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.

Reading

- 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 the children to read. These could be any combination of non-fiction, fiction and/ or poetry.
- The test is marked out of 50.

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?
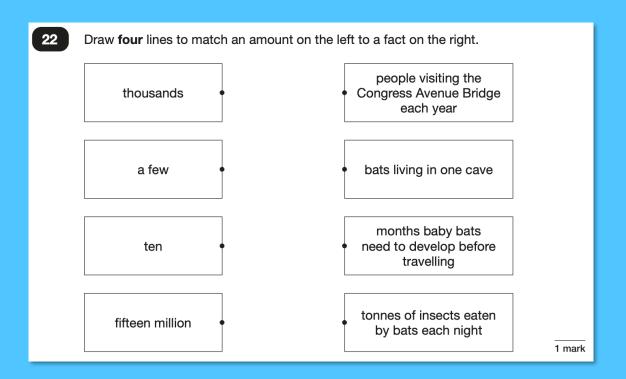
Write **two** ways.

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.
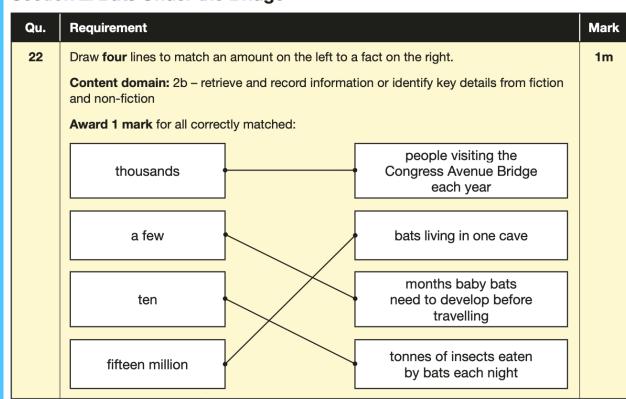
A Noise in the Night

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	Look at the first paragraph. How can you tell Priya was feeling nervous? Write **two** ways. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of 2 marks: 1. Priya's heart beating fast, e.g. • *Priya's heart started to race* • *her heart was beating really quickly.* 2. Priya taking a deep breath / trying to calm herself down, e.g. • *she took a deep breath* • *Priya was trying to calm herself* • *she must be nervous because she needs to calm down.* 3. Priya telling herself there is nothing to worry about, e.g. • *she tells herself it must be something harmless* • *she tries to reassure herself.* 4. Priya waking with a start, e.g. • *she woke with a start.*	Up to 2m

Example questions:
Based on text 2: Bats Under the Bridge

22 Draw **four** lines to match an amount on the left to a fact on the right.

thousands		people visiting the Congress Avenue Bridge each year
a few		bats living in one cave
ten		months baby bats need to develop before travelling
fifteen million		tonnes of insects eaten by bats each night

1 mark

Section 2: Bats Under the Bridge

Qu.	Requirement	Mark
22	Draw **four** lines to match an amount on the left to a fact on the right. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for all correctly matched:	1m

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	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. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 3 marks** for **two** acceptable points, at least **one** with evidence. **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence. **Award 1 mark** for **one** acceptable point.	Up to 3m

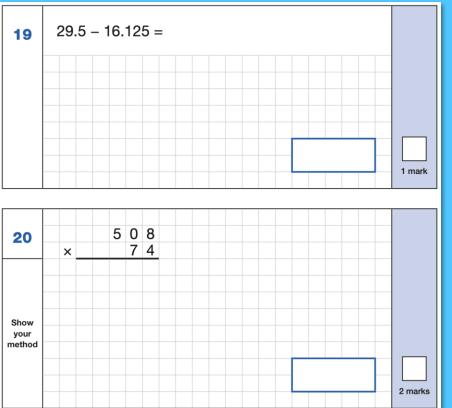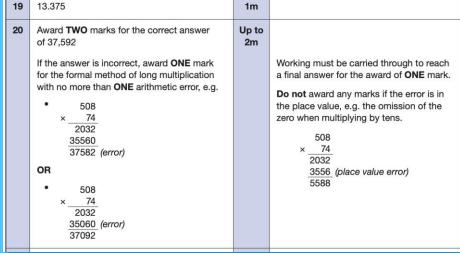| Acceptable points (personality)	Likely evidence
1. he is unfriendly / rude / surly	• *unfriendly eyes* • *'What's it to you?'* • *strode off without another word* • *didn't bother to look at Innis whilst replying* • *he didn't look at him when he replied.*
2. he is independent / brave / calm	• *he 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	• *the only questions asked were about wolves* • *'How far?'* • *'Where exactly?'* • *he stops when Innis mentions the wolf.*
4. he is mysterious / strange	• *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	• *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	• *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.*

Maths Paper 1 (Arithmetic)

- The maths arithmetic paper has a total of 40 marks..

- 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.
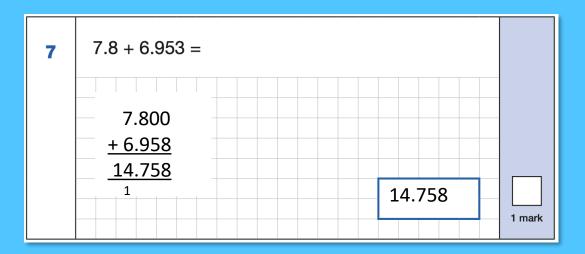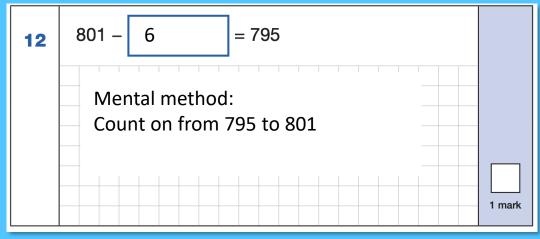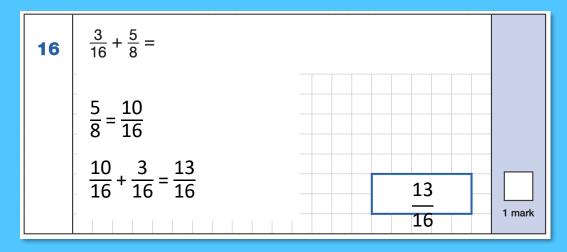
Example questions:

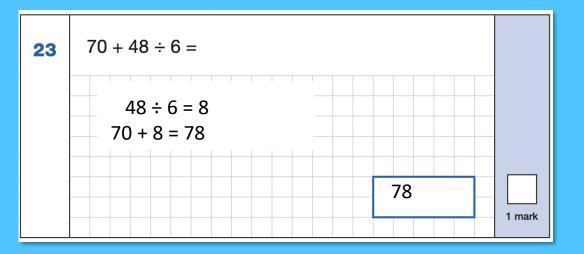| 19	$29.5 - 16.125 =$	1 mark

20	$\begin{array}{r} 5\ 0\ 8 \\ \times \quad 7\ 4 \\ \hline \end{array}$ Show your method	2 marks

19	13.375	1m	
20	Award **TWO** marks for the correct answer of 37,592	Up to 2m	Working must be carried through to reach a final answer for the award of **ONE** mark.
	If the answer is incorrect, award **ONE** mark for the formal method of long multiplication with no more than **ONE** arithmetic error, e.g.		**Do not** award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.
	• $\begin{array}{r} 508 \\ \times\quad 74 \\ \hline 2032 \\ 35560 \\ \hline 37582\ (error) \end{array}$ **OR** • $\begin{array}{r} 508 \\ \times\quad 74 \\ \hline 2032 \\ 35060\ (error) \\ \hline 37092 \end{array}$		$\begin{array}{r} 508 \\ \times\quad 74 \\ \hline 2032 \\ 3556\ (place\ value\ error) \\ \hline 5588 \end{array}$

13

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

7 $7.8 + 6.953 =$

$$
\begin{array}{r}
7.800 \\
+ 6.958 \\
\hline
14.758 \\
{\scriptstyle 1}
\end{array}
$$

14.758

1 mark

12 $801 - \boxed{6} = 795$

Mental method:
Count on from 795 to 801

1 mark

16 $\frac{3}{16} + \frac{5}{8} =$

$\frac{5}{8} = \frac{10}{16}$

$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$

$\frac{13}{16}$

1 mark

23 $70 + 48 \div 6 =$

$48 \div 6 = 8$
$70 + 8 = 78$

78

1 mark

14

Maths Paper 1 (Arithmetic)

Example 2 mark question:

Qu.	Requirement	Mark	Additional guidance
25	Award **TWO** marks for the correct answer of 13 If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e. • long division algorithm, e.g. $$\begin{array}{r} 15\ \text{r}25 \\ 47\overline{)611} \\ -\ \underline{470} \\ 260\ \textit{(error)} \\ -\ \underline{235} \\ 25 \end{array}$$ **OR** $$\begin{array}{r} 18\ \textit{(error)} \\ 47\overline{)611} \\ -\ \underline{470}\qquad 10\times47 \\ 141 \\ -\ \underline{141}\qquad 3\times47 \\ 0 \end{array}$$ • short division algorithm, e.g. $$\begin{array}{r} 1\ \ 5\,\text{r}\,6\ \textit{(error)} \\ 47\overline{)61^{24}1} \end{array}$$	Up to 2m	Working must be carried through to reach a final answer for the award of **ONE** mark. Short division methods **must** be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure **must** be less than the divisor.

Maths Papers 2 and 3 (Reasoning)

- Paper 2 and Paper 3 are each marked out of 35.
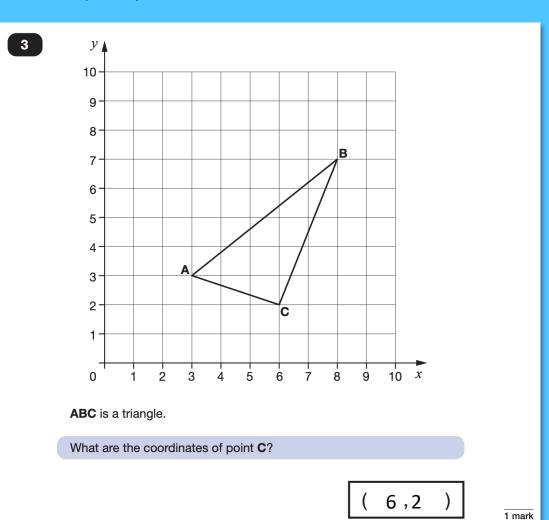- All three maths marks are then added together to create a combined score.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and show 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:

3

ABC is a triangle.

What are the coordinates of point **C**?

(6 , 2)

1 mark

8 In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark

17

Maths Papers 2 (Reasoning)

Example questions:

17

The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show your method

2 marks

17	Award **TWO** marks for the correct answer of 33	Up to 2m	
	If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.		Answer need not be obtained for the award of **ONE** mark.
	• 4 × 50 = 200 200 ÷ 6 = 30 (*error*)		If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g.
	OR		
	• 50 ÷ 6 = 8 r2 (8 r 2) × 4 = 32 r 8		• 200 ÷ 6 = 31 r 8
	OR		Acceptable rounded answers would be 31 **OR** 32
	Award **ONE** mark for sight of:		For the 'sight of' mark, accept equivalent fractions.
	• $33\frac{1}{3}$ **OR** $33.\dot{3}$ **OR** 33.33 r **OR** 33.3 **OR** 33 r 2		
	(as evidence of completing 200 ÷ 6 correctly without interpreting the remainder in context)		Award **ONE** mark for an answer of 34.

Maths Papers 3 (Reasoning)

Example questions:

9 Jack says,

I multiplied a whole number by 3 My answer was 32

Explain why Jack is **not** correct.

1 mark

---

9 Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g.

- 32 is not in the 3× table
- $32 \div 3 = 10\,r2$ or 10.66 (which are not whole numbers)
- if you count in multiples of 3 from 0, you won't get 32
- $3 + 2 = 5$, 5 is not a multiple of 3 so he is wrong.

OR

For a description that includes one or both of the multiples of 3 either side of 32, e.g.

- if you do $10 \times 3 = 30$ and $11 \times 3 = 33$ there is no 32
- $10 \times 3 = 30$ and 32 is 2 away.

1m

Do not accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.

Do not accept vague or incomplete explanations, e.g.

- If you multiply by 3 you will get 30, not 32
- 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
- 32 is not a factor of 3

Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.

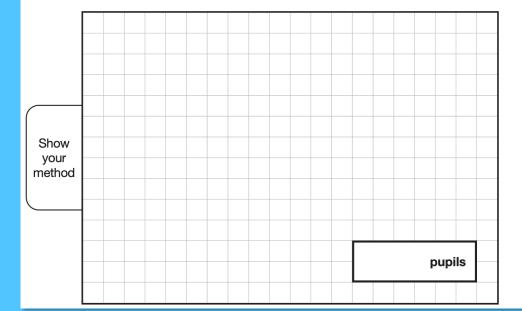# Maths Papers 3 (Reasoning)

Example question:

21 There are 25 classes in a school.

Each class has 34 pupils.

62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

Show your method

pupils

3 marks

Qu.	Requirement	Mark	Additional guidance
21	Award **THREE** marks for the correct answer of 323 Award **TWO** marks for: • An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. $\begin{array}{r} 25 \\ \times\ 34 \\ \hline 100 \\ 750 \\ \hline 950 \end{array}$ *(error)* 62% of 950 = 589 950 − 589 = 361 **OR** • 34 × 25 = 950 (*error*) 95 × 3 = 285 9.5 × 8 = 76 285 + 76 = 361 **OR** • sight of 527 (as evidence of calculating 62% of 850) Award **ONE** mark for: • evidence of an appropriate method with more than one error. **OR** • sight of 850 (as evidence of the multiplication step completed correctly)	Up to 3m	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. **TWO** marks will be awarded if an appropriate method with the misread number is followed through correctly. **ONE** mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error. Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded **TWO** marks. Answer need not be obtained for the award of **ONE** mark.

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;

- A judgement against the National Standard being 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 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.

Scaled score examples

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	80
6	81
7	82
8	82
9	83
10	84
11	84
12	85
13	85
14	86
15	86
16	87
17	87
18	88
19	88
20	89
21	89
22	89
23	90
24	90
25	91
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93	109
94	109
95	110
96	110
97	110
98	111
99	111
100	112
101	112
102	113
103	113
104	114
105	115
106	116
107	117
108	118
109	120
110	120

What are the results for?

- They measure the progress a child has made since SATs in KS1.

- They give an indication to secondary schools as to those children who may require additional challenge or support (we also have a discussion with secondary schools to pass on a full picture of each child).

- Secondary schools use SATs results to work out their 'Progress 8 score', which is a measure of performance between Year 6 and Year 11.

Writing Assessment

Since 2012, writing has been assessed by teacher assessment only. These results are submitted in June.
We assess writing using the following:

- Looking for key pieces of writing throughout the year that show off exactly what the children can do.
- Ensuring writing is independent work and unaided.
- Utilising work from across the curriculum.

SATs week

- Ensure your child is in school every day.

- Be at school on time – there will be toast being served!

- Make sure your child has plenty of sleep – they will find completing the tests tiring.

- Keep extra workload to a minimum – too much last-minute revision can cause anxiety.

- When the tests are over, we will have a SATs party – more information to follow.

How have we prepared children?

- Keeping a broad and balanced curriculum.

- Practice papers each half term.

- Going over practice papers.

- Intervention and booster groups.

- Exposing children to SATs style questions during lesson time.

- Setting weekly home learning tasks.

How can you help?

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- Be positive.

- Encourage your child to complete their homework to the best of their ability.

- Encourage your child to ask at school for help if there is anything they don't understand.

- Spend time reading with your child.

- Attend Parents' Evening in March.

- Make use of resources, such as revision guides and planners.

- Make sure your child gets plenty of sleep, limited gadget/ gaming time and comes to school with a positive attitude and ready to work!

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 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.

- SATs are only four days out of a whole Primary School career.
There's one or two papers each day that last 30 to 60 minutes.

This isn't about removing the reality of SATs but rather equipping your child with the ability to better cope with the situation.

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