



Year 6 SATs 2023  
Presentation for Parents,  
Carers & Guardians

- 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 Tuesday 9<sup>th</sup> May ending on Friday 12<sup>th</sup> May.
- Monday 8<sup>th</sup> May is a bank holiday.

- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – Tuesday 9<sup>th</sup> May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Tuesday 9<sup>th</sup> May
  - Reading – Wednesday 10<sup>th</sup> May
  - Maths (paper 1: Arithmetic) – Thursday 11<sup>th</sup> May
  - Maths (paper 2: Reasoning) – Thursday 11<sup>th</sup> May
  - Maths (paper 3: Reasoning) – Friday 12<sup>th</sup> May
- Writing is assessed using evidence collected throughout Year 6 - not through a writing 'assessment'.

*The SATs will be administered on the set dates – if your child is absent, 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 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

## Extra provision:



Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Working in a smaller room or 1:1 if possible;
- 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.



Some key points to remember:



SATs focus on what pupils know about Maths and English.

They will not reflect how talented they are across other areas of the curriculum and what they are like as a person.

We want Avenue's Year 6 cohort to succeed and do the very best that they can – partly to prepare them for their continuing education journey – and to develop further skills such as resilience.

SATs do not 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.

What **we will do** is celebrate the **achievements** and **progress** that all pupils have made when we come to July of this year.





SATs can induce a certain degree of worry or anxiety, but we are very mindful of this.

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, SATs may be causing an excessive degree of anxiety and your child may benefit from some additional support.

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



# The marking of the SATs

- Tests are marked externally.
- Once marked, the tests will be given the following:
  - A raw score (total number of marks achieved for each paper);
  - A scaled score (see below);
  - A judgement whether 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 so the scaled score ensures of this.



## Grammar punctuation and spelling



- Grammar, punctuation and spelling consists of two papers.
- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS).
- Paper 2 consists of a spelling test only. It should take approximately **15 minutes**, although there is not a set amount of time.

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.





## Reading



- 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:

- 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.



## Some example questions:

# 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

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. \_\_\_\_\_

Qu.	Requirement	Mark
1	<p>Veronika’s football team has two names. What are the <b>two</b> names?</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to Parrs Under 11s <b>and</b> The Parsnips, e.g.</p> <ul style="list-style-type: none"> <li>• <i>The Parsnips</i></li> <li>• <i>Parsnips</i></li> <li>• <i>Parrs under 11s</i></li> <li>• <i>Parrs.</i></li> </ul>	1m



## Example questions that are 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 <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"><li>1. curious</li><li>2. imaginative</li><li>3. confused</li><li>4. unafraid</li><li>5. solitary / content with her own company</li><li>6. observant</li></ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"><li>• 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]</li><li>• 2. <i>That she is good at noticing things that go on.</i> [AP6]</li><li>• 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]</li><li>• 2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence]</li></ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>Brave because she did the right thing in the situation.</i> [AP4]</li><li>• 2. <i>She was a person who definitely kept herself to herself.</i> [AP5]</li><li>• 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence]</li></ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>She likes to find out about other people.</i> [AP1]</li></ul>	Up to 3m



In the 2022 Reading SATs paper:

- 10% of marks could be gained from answering questions explaining the meaning of words in context;
- 38% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 44% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

Since the current testing formation for the SATs began in 2016, three types of questions have been the most popular.

To support your child's comprehension skills when you are reading with them, some strategies we recommend:

- Asking questions focused on word meaning;
- Asking pupils to find information within a text;
- Ask them to use evidence to justify what they have inferred to support their understanding.

## Maths paper 1, 2, 3:

Maths  
paper 1, 2  
& 3  
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There are key areas that will support pupils, which includes:

- The four operations (addition, subtraction, multiplication, division) using formal methods.
- Fractions, decimals and percentages including percentages of amounts.
- Place value – the value of digits up to seven-figure numbers and multiplying and dividing by 10, 100, 1000, 10,000.
- Focus on fluency in the times tables - up to 12x12 which will help to support the completion of multiplication higher than this. For example, to solve  $79 \times 16$ , you may use your knowledge of the 8 times tables to help solve  $80 \times 16$ , multiply it by 10 and then subtract 16.



Further  
websites  
that will help  
your child at  
home:

### Maths:

- Corbett Maths – lots of questions and explanations on methods in all areas of math
- Maths Bot – a website that supports key mathematical concepts.

### Reading:

- LoveReading4Kids – a website that has snippets of many books that will support comprehension and access to new titles.
- <https://clpe.org.uk/> - resources to help with comprehension and creative writing.
- Joining the local library for free access to an unlimited number of books.

### Grammar:

- BBC bitesize has a number of clear videos that will support understanding of key terms.
- Grammar Pop – an app that is suitable for all year groups but very much beneficial for Year 6 pupils.

# Thank you for your support this year so far and your ongoing support!



- 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.
- 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.
- If possible, plan something relaxing or fun for the weekends around SATs.
  
- The Year 6 team are here for the next 10-15 minutes if you would like to come and ask us any questions.
- Please look through the example questions so you're familiar with some of the different question types.