



**Welcome to Abbey Hey Primary's  
Year 6 SATs Information Meeting**

**Tuesday 22<sup>nd</sup> March**

# 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
- What we are doing in school
- How you can help
- Any questions you have



- As of 2014, the 'old' national curriculum levels (e.g. level 3, 4, 5) were abolished as set out in government guidelines.
- The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.
- Since 2016, test scores have been reported as 'scaled scores'.
- Despite the pandemic, the expectations have not changed and this cohort will be sitting the first paper since 2019.



## Why we do them:

- 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 schools use them to set at secondary school.
- Caveat: this year, the government will not publish league tables.



# The Timetable

Date	Activity
Monday 9 <sup>th</sup> May	English grammar, punctuation and spelling Paper 1: questions
	English grammar, punctuation and spelling Paper 2: spelling
Tuesday 10 <sup>th</sup> May	English reading
Wednesday 11 <sup>th</sup> May	Mathematics Paper 1: arithmetic
	Mathematics Paper 2: reasoning
Thursday 12 <sup>th</sup> May	Mathematics Paper 3: reasoning

In addition, **writing** teacher assessment is reported in June.

# How they are marked:



- Each pupil receives:
  - a raw score (number of raw marks awarded);
  - a scaled score in each tested subject;
  - confirmation of whether or not they attained the national standard.
- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- Using the scaled score, the lowest a child can score is 80, with the highest being 120.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests. A score of 110 + will be judged as Greater Depth.

# How they are marked:

- In the past, Key Stage 2 tests were aimed at children achieving levels 3-5 (with a national expectation to reach at least level 4).
- This meant that additional level 6 tests were produced for children who demonstrated higher than expected attainment (above level 5).
- Under the new system, there are not any separate tests for the most-able children.
- Instead, each test will have scope for higher-attaining pupils to show their strengths.
- This means that some questions towards the end of the tests may be more difficult for many children, but they should be encouraged to attempt as much of the test as they can.

# 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. These will be words are taken from or use the spelling rules throughout Key Stage 2, with the trickier spellings nearer the end focusing on the Year 5/6 spelling list.
- Marks for these two tests are added together to give a total raw score for Spelling, Punctuation and Grammar.



# Sample Questions:

30

a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.

After they left Jon Sally and Bob went to the cinema.

          
1 mark

b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.

After they left Jon Sally and Bob went to the cinema.

          
1 mark

33

Replace the underlined word or words in each sentence with the correct **possessive pronoun**.

That bike belongs to me. That bike is \_\_\_\_\_ .

This house is owned by us. This house is \_\_\_\_\_ .

These video games belong to my brother. These games  
are \_\_\_\_\_ .

1 mark

38

Write a sentence using the word point as a **verb**.  
Do not change the word.  
Remember to punctuate your sentence correctly.

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1 mark

Write a sentence using the word point as a **noun**.  
Do not change the word.  
Remember to punctuate your sentence correctly.

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1 mark

# Spelling:

15. Jasmine's \_\_\_\_\_ expression showed how happy she felt.

16. The children needed \_\_\_\_\_ rucksacks for the visit.

17. I needed to fill in my \_\_\_\_\_ on the form.

18. My mum painted the \_\_\_\_\_ blue.

19. There is a great \_\_\_\_\_ in accents across Britain.

20. The mother swan \_\_\_\_\_ guarded her nest.

**Spelling 15:** The word is **facial**.

Jasmine's **facial** expression showed how happy she felt.

The word is **facial**.

**Spelling 16:** The word is **lightweight**.

The children needed **lightweight** rucksacks for the visit.

The word is **lightweight**.

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

I needed to fill in my **nationality** on the form.

The word is **nationality**.

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

My mum painted the **ceiling** blue.

The word is **ceiling**.

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

There is a great **variation** in accents across Britain.

The word is **variation**.

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

The mother swan **ferociously** guarded her nest.

The word is **ferociously**.

# Reading

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

# Sample Questions:

*Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.*

## *The Lost Queen*

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.

Questions 1–11 are about *The Lost Queen* (pages 4–5)

**1** Look at the paragraph beginning: *Glancing nervously...*

Find and copy one word meaning relatives from long ago.

\_\_\_\_\_

1 mark

**2** *The struggle had been between two rival families...*

Which word most closely matches the meaning of the word *rival*?

Tick one.

equal

neighbouring

important

competing

1 mark

**3** Look at page 4.

How can you tell that Maria was very keen to get to the island?

\_\_\_\_\_

# Sample Questions:

39

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. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 marks

17

Look at the section headed: ***What's so different about the bumblebee?***

The text refers to the bumblebees' *cousins*.

Who are their *cousins*?

\_\_\_\_\_

1 mark

# Mathematics

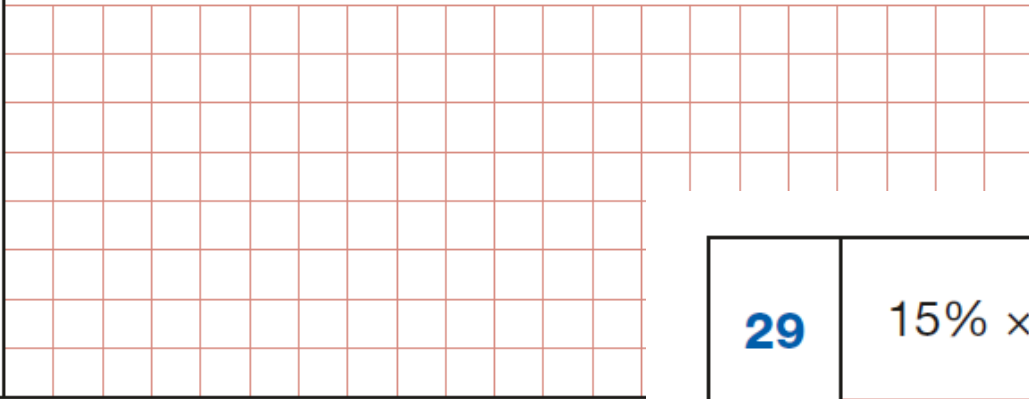
- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover '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.



# Sample Questions (arithmetic):


17

$$125.48 - 72.3 =$$



29

$$15\% \times 440 =$$



1 mark

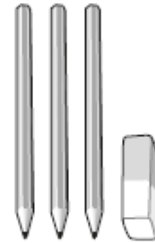
# Sample Questions (paper 2 and 3):

9

6 pencils cost £1.68

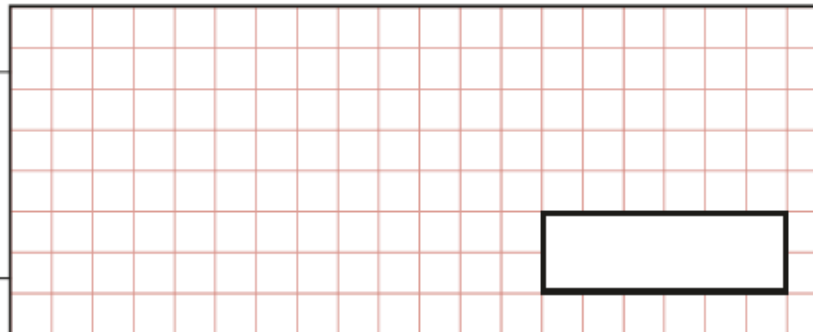


3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show  
your  
method



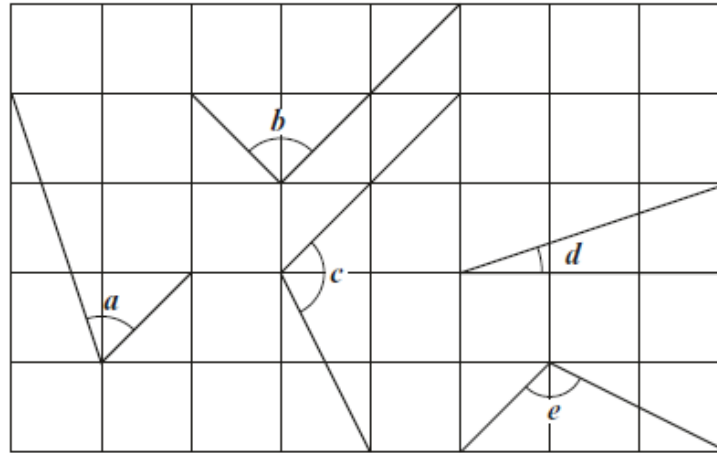
A large grid for showing the method. The grid is 10 units wide and 10 units high. A small rectangular box is drawn in the bottom right corner of the grid, spanning 2 units wide and 2 units high.

2 marks

# Sample Questions (paper 2 and 3):

7

Here are five angles marked on a grid of squares.



Write the letters of the angles that are **obtuse**.

\_\_\_\_\_

1 mark

Write the letters of the angles that are **acute**.

\_\_\_\_\_

1 mark

# Writing: Assessed by the class teacher

## 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 correctly<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

# 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 writing<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# How we will help your child?

- Use careful planning and assessment.
- A timetable filled with Reading, Grammar and Maths teaching/revision.
- Intervention groups.
- The purchase of revision books.
- Home work club.
- Breakfast club during SAT's week.
- The opportunity for children to attend school one day in the Easter holiday. Date TBC.



# How can you 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.
- Support your child with any homework tasks: Conquer Maths, revision guides, Accelerated Reading/MyOn.
- Reading, spelling and arithmetic (e.g. times tables, mental calculations, number bonds) are always good to practise.
- 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!
- Excellent resources available in shops/internet.

# How can you help your child with Reading...

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- 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.



# How can you help your child with Writing...

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- 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 can you help your child with Maths...

- Play times tables games.
- 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.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

Any questions?

