



Year 6 SATs Information

09-03-2022

Welcome!

Aims of this Presentation

- ▶ Share the timetable for the KS2 SATs 2022
- ▶ Explain how they are marked
- ▶ Share the expectations for each subject
- ▶ Look at examples
- ▶ What we are doing in school
- ▶ How you can help

Timetable

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

- Writing is assessed using evidence collected by your child's teacher throughout Year 6, so **there is no Year 6 SATs writing test.**
- There will be no Science sampling for Year 6 this year.
Therefore, **no Year 6 Science SATs Paper in 2022.**

**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.*

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 9th May and ending on Thursday 12th May.
- ▶ There are tests for Grammar, Spelling, Reading and Maths.
- ▶ Writing is assessed using evidence collected throughout Year 6.
There is no Year 6 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.

Administration

- ▶ A timetable is issued to school, telling us on which days tests must be administered.
- ▶ We can determine at what time tests begin.
- ▶ All children must sit the tests at the same time.
- ▶ Most children will sit their tests in their classroom, with any displays that may help covered over.
- ▶ A smaller group of children will be supported by the use of readers and applications for extra time. These children will sit the test in a different room e.g. the study.
- ▶ The Local Authority monitor 10% of schools per year.
- ▶ Attendance is essential.

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 slightly. 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.

When and how are the SATs carried out?

- ▶ The tests will 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 after the test has ended;
- ▶ Afterwards, the completed papers are sent away to be marked externally;
- ▶ The children's results are sent back to school at some point in July;
- ▶ The standard timings of tests differ but last no more than 60 minutes:
 - Grammar, Punctuation and Spelling (Paper 1) - 45 minutes;
 - Grammar, Punctuation and Spelling (Paper 2) - 15 minutes;
 - Reading - 60 minutes;
 - Maths Paper 1 (Arithmetic) - 30 minutes;
 - Maths Paper 2 (Reasoning) - 40 minutes;
 - Maths Paper 3 (Reasoning) - 40 minutes.

Special Arrangements

- ▶ In the reading test, children must read the text and questions by themselves, but *may* have help recording their answers (a scribe).
- ▶ During the maths and SPaG tests, teachers can read questions to any child who asks; some children will have the whole paper read to them (1:1).
- ▶ Teachers can encourage, but they cannot guide or say that an answer is correct or incorrect.
- ▶ Words on a test paper can be transcribed where a marker may not be able to read a child's answer.

Special Arrangements

- ▶ Additional (extra) time (25%);
- ▶ Tests being opened early to be modified;
- ▶ Written or spoken translations of the mathematics reasoning papers;
- ▶ The use of prompts or rest breaks;
- ▶ Arrangements for children who are ill or injured at the time of the tests.

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.

Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Spelling, Punctuation and Grammar: Paper 1

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.

Spelling, Punctuation and Grammar: Paper 1

Example questions:

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing ☐

I wonder what time the next train arrives ☐

Did she play tennis on your team last year ☒

He asked if he could use my pen ☐

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

e.g. that, which

Everyone loved the music _____ was played last night.

1 mark

34

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.

e.g. The first sentence is about two people
_____ and the second sentence is about three
_____ people.

1 mark

Spelling, Punctuation and Grammar: Paper 2

- Paper 2 is a shorter paper that focuses solely on spellings.
- Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

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

Reading: Tuesday 10th May

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 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 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m

Reading

Example questions: Based on text 2: Fact Sheet: About Bumblebees

19 In what way is *buzz pollination* more useful than other forms of pollination?

1 mark



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i>	1m

Reading

Example questions: Based on text 3: Music Box

32 What impressions do you get of Piper's house?

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

Impression	Evidence

3 marks

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none">there are widening cracks in the planks in the ceiling</td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at</td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove</td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none">the storm coming outside is dangerous</td></tr></table> <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>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none">there are widening cracks in the planks in the ceiling	2. it is small / tiny	<ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at	3. it is warm / cosy	<ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i>	4. it is untidy / cluttered	<ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	<ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove	6. it is isolated	<ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i>	7. it is safe	<ul style="list-style-type: none">the storm coming outside is dangerous	Up to 3m
Acceptable points (impressions)	Likely evidence																	
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6. it is isolated	<ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i>																	
7. it is safe	<ul style="list-style-type: none">the storm coming outside is dangerous																	

Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2019 Reading SATs paper,

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 36% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

Mathematics

The maths assessments consist of three tests:

Paper 1: Arithmetic (30 minutes) - Wednesday 11th May

Paper 2: Reasoning (40 minutes) - Wednesday 11th May

Paper 3: Reasoning (40 minutes) - Thursday 12th May

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 question:

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	
Show your method		<div style="border: 1px solid black; width: 150px; height: 50px; margin: 0 auto;"></div> <div style="text-align: right; margin-top: 10px;">2 marks</div>

Qu.	Requirement	Mark	Additional guidance
23	<p>Award TWO marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ <p>OR</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$	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> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

5.87
+ 3.123
<hr/>
8.993

☐ 1 mark

11 $= 87 - 65$

87
- 65
<hr/>
22

☐ 1 mark

15 $60 \div (30 - 24) =$

$60 \div (30 - 24)$
$60 \div 6 = 10$

☐ 1 mark

18 $20\% \text{ of } 3,000 =$

$10\% \text{ of } 3,000 = 300$
$20\% \text{ of } 3,000 = 600$

☐ 1 mark

Maths Paper 1 (Arithmetic)

Example questions:

22	$1\frac{3}{7} - \frac{4}{7} =$	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> $\frac{6}{7}$ </div>	<input type="checkbox"/> 1 mark
	$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$		

25	3 7 8 8 8	<div style="border: 1px solid black; width: 100px; height: 30px;"></div>	<input type="checkbox"/> 2 marks
	Show your method		

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for the correct answer of 24</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none"> long division algorithm, e.g. <div> $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{)888} \\ \underline{-740} \\ 140 \text{ (error)} \\ \underline{-111} \\ 29 \end{array}$ </div> <p>OR</p> <div> $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{)888} \\ \underline{-740} \\ 148 \\ \underline{-148} \\ 0 \end{array}$ <div> 20×37 4×37 </div> </div> <ul style="list-style-type: none"> short division algorithm, e.g. <div> $\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{)888} \end{array}$ </div> 	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>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.</p>

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 11th May and paper 3 will take place on Thursday 12th May. These tests have a total of 35 marks 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:

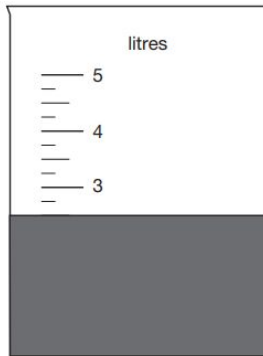
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

In general, the questions get progressively harder throughout the paper. As this is the case, it is not unusual for children to be unable to complete the entire paper in the given time. Maths Paper 1 (Arithmetic)

Maths Papers 2 (Reasoning)

Example questions:

7 Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½

litres

1 mark

8 In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark

Maths Paper 2 (Reasoning)

Example question:

18

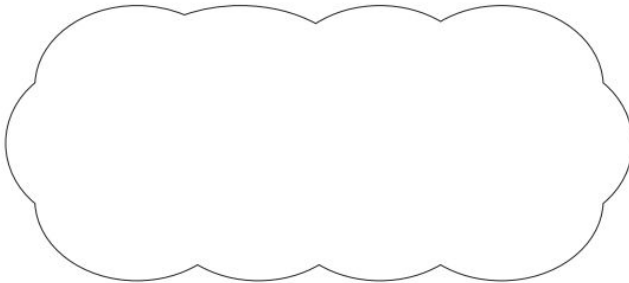
Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.



1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$ and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

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

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

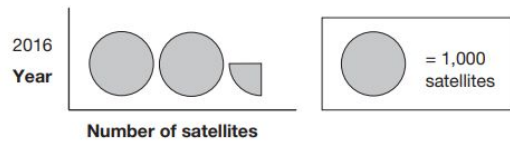
This question is an example where pupils will need to justify their answer.

Maths Paper 3 (Reasoning)

Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

2,250

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark

Maths Paper 3 (Reasoning)

Example question:

19 Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.



Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?

Show
your
method

beads

3 marks

Qu.	Requirement	Mark	Additional guidance
19	<p>Award THREE marks for the correct answer of 7,174</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none"> evidence of an appropriate complete method which contains no more than one arithmetic error, e.g. $\begin{array}{r} 53 \\ \times 68 \\ \hline 3504 \text{ (error)} \end{array} \quad \begin{array}{r} 105 \\ \times 34 \\ \hline 3570 \end{array}$ $3,504 + 3,570 = 7,074$ <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one arithmetic error. <p>OR</p> <ul style="list-style-type: none"> sight of 3,604 as evidence of long multiplication step (68×53) completed correctly. <p>OR</p> <ul style="list-style-type: none"> sight of 3,570 as evidence of long multiplication step (105×34) completed correctly. 	Up to 3m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>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.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one arithmetic error.</p>

What does teacher assessment involve and is it different from testing?

- ▶ Teacher assessment draws together everything the teacher or teachers know about a child, including observations, marked work and school assessments.
- ▶ Teacher assessment is not a ‘snapshot’ like tests and is therefore more reliable.
- ▶ There can be a difference between teacher assessment results and test levels.

Explanation of Attainment

- ▶ WTS: Working towards the expected standard
- ▶ EXS: At the expected standard
- ▶ GDS: Working at greater depth within the expected standard

Teacher Assessments

Writing

This is continuously assessed throughout the year and is assessed against the government TAF (Teacher Assessment Framework).

Science

Children will be awarded a level for science based on teacher assessment.

Although there are no formal science SATs for all, 'science sampling' was reintroduced in 2014.

How we are preparing children for the tests.

- ▶ Mock SATs week:
Tuesday 22nd February - Friday 25th February 2022
- ▶ Continuous Assessment
- ▶ Intervention sessions
- ▶ Focused Maths Lessons
- ▶ Focused Spelling Lessons
- ▶ Focused SPaG Lessons
- ▶ Homework Materials
- ▶ Guided / independent / whole class reading

How can you help?

- ▶ 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 and to arrive punctually.
- ▶ Support your child with any homework tasks.
- ▶ Direct any questions or concerns you have about SATs to your child's teacher, rather than worry your child with them.
- ▶ Give your child opportunities to go outside and avoid overuse of screens
- ▶ 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.

Remember this about SATs:

- ▶ SATs focus on what they know about Maths and English.
- ▶ They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.
- ▶ SATs results don't always tell the whole story.
- ▶ The results will say they DID or DIDN'T meet a certain standard, but not necessarily by what margin.
- ▶ SATs last for one week.
- ▶ In reality, it's just one or two papers lasting 30-60 minutes each day. You can't emphasise enough the importance of keeping that in perspective.

Breakfast Club

A breakfast club will run every morning of the tests

- ▶ 8:15 - 8:45am
- ▶ We will be asking for volunteers nearer the time
- ▶ Cost TBC
- ▶ It is a time for the children to chat, listen to music and relax before the tests and has proved very popular in previous years.

And finally...

If you have any further questions, please email your child's teacher at the class email address.

elder@grovejm.herts.sch.uk

acer@grovejm.herts.sch.uk

redwood@grovejm.herts.sch.uk

Thank you for attending tonight. 😊