

# Year 6 SATs 2024.25 Presentation for Parents

# 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 12<sup>th</sup> May to Thursday 15<sup>th</sup> May** The SATs papers consist of:
  - English grammar, punctuation and spelling (GPS) papers 1 (questions) and 2 (spelling)
  - English reading paper
  - Mathematics papers 1 (arithmetic) and 2 (reasoning)
  - Mathematics paper 3 (reasoning)
  - 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

# Things to remember about SATs

SATs is not a Year 6 test - it is a Key Stage 2 test.

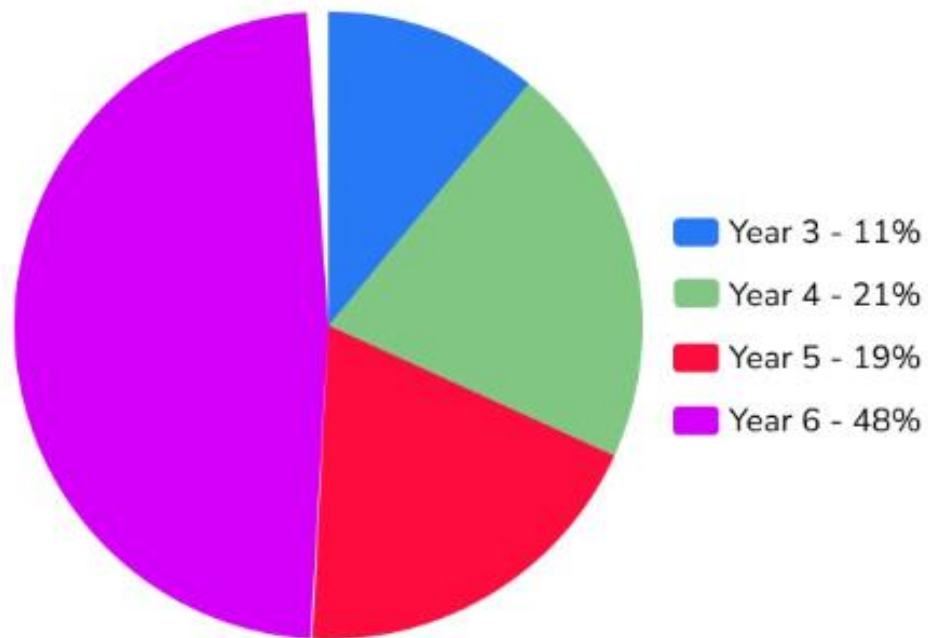
## KS2 Maths SATs papers analysis

Percentage of questions from each year group curriculum across  
Arithmetic and Reasoning

Year	2017	2018	2019	2022	2023	2024
3	7%	9%	10%	8%	12%	11%
4	24%	18%	22%	23%	20%	21%
5	24%	26%	20%	32%	32%	19%
6	45%	47%	47%	37%	36%	48%

## KS2 Maths SATS papers analysis (2024)

Percentage of questions from each year group curriculum across Arithmetic and Reasoning



# 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.

## Spelling, Punctuation and Grammar:

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (spelling, punctuation and grammar). 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).



# Spelling, Punctuation and Grammar: Paper I

The children have been working hard 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 I

## 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.

# 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 (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 1–13 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><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none"><li>• <i>just about to tuck into his tea and toast</i></li><li>• <i>having his breakfast</i></li><li>• <i>drinking tea.</i></li></ul>	1m

# Reading

## Example questions:



### 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.

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

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1 mark

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

# Reading

## Example questions:

**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																
<b>32</b>	<p>What impressions do you get of Piper's house?</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 / explain and justify inferences with evidence from the text</p> <table border="1"><thead><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr></thead><tbody><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none"><li>there are widening cracks in the planks in the ceiling</li></ul></td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none"><li>she wishes she had a bigger work space</li><li>she has to eat at the same table that she works at</li></ul></td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none"><li>there is a fire / stove</li><li><i>comfortable nest</i></li></ul></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><li><i>Piston rings, bolts, and cylinders littered its surface</i></li></ul></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none"><li>no electricity / kerosene lamps / cast-iron stove</li></ul></td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none"><li>it is situated among fields</li><li><i>to go outside and watch the fields</i></li></ul></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none"><li>the storm coming outside is dangerous</li></ul></td></tr></tbody></table>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none"><li>there are widening cracks in the planks in the ceiling</li></ul>	2. it is small / tiny	<ul style="list-style-type: none"><li>she wishes she had a bigger work space</li><li>she has to eat at the same table that she works at</li></ul>	3. it is warm / cosy	<ul style="list-style-type: none"><li>there is a fire / stove</li><li><i>comfortable nest</i></li></ul>	4. it is untidy / cluttered	<ul style="list-style-type: none"><li><i>Piston rings, bolts, and cylinders littered its surface</i></li></ul>	5. it is old fashioned	<ul style="list-style-type: none"><li>no electricity / kerosene lamps / cast-iron stove</li></ul>	6. it is isolated	<ul style="list-style-type: none"><li>it is situated among fields</li><li><i>to go outside and watch the fields</i></li></ul>	7. it is safe	<ul style="list-style-type: none"><li>the storm coming outside is dangerous</li></ul>	<p><b>Up to 3m</b></p>
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	<p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>																	

# Reading

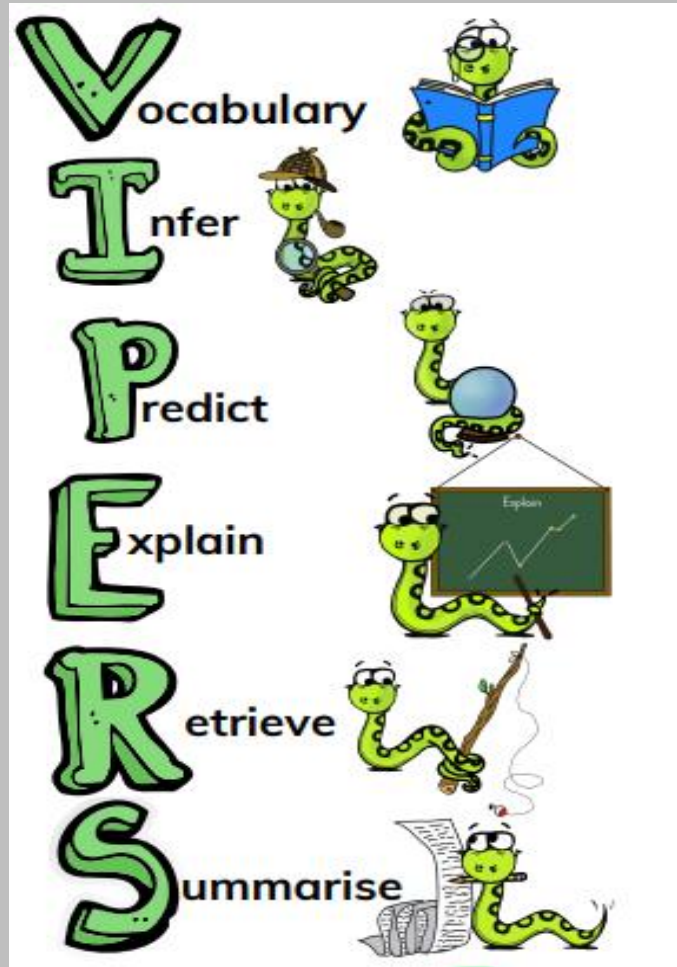
Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

KS2 Reading SATs papers analysis by @_MissieBee % of questions by content domain							Content domain reference 	
Content domain	'17	'18	'19	'22	'23	'24		
2a	20	20	12	10	18	10	2a	give/explain the meaning of words in context
2b	28	26	42	38	32	38	2b	retrieve and record information/identify key details from fiction and non-fiction
2c	4	6	2	4	2	2	2c	summarise main ideas from more than one paragraph
2d	44	44	36	44	46	44	2d	make inferences from the text/explain and justify inferences with evidence from the text
2e	0	0	0	2	0	0	2e	predict what might happen from details stated and implied
2f	2	0	0	2	2	0	2f	identify/explain how information/narrative content is related and contributes to meaning as a whole
2g	2	0	6	0	0	0	2g	identify/explain how meaning is enhanced through choice words and phrases
2h	0	4	2	0	0	6	2h	make comparisons within the text

# Reading

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

<https://primarysite-prod-sorted.s3.amazonaws.com/abbey-gates-primary-school/UploadedDocument/a705a2e3-4elb-499e-8f30-42f9971c8c6c/vipers-questions-packs-for-parents.pdf>



## Maths:

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes)
- Paper 2: Reasoning (40 minutes)
- Paper 3: Reasoning (40 minutes)



# Maths Paper I (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:

<b>23</b>	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<input style="width: 50px; height: 20px;" type="text"/> 2 marks
Show your method	<div style="border: 1px solid blue; width: 100px; height: 40px; margin: 0 auto;"></div>	

Qu.	Requirement	Mark	Additional guidance
<b>23</b>	<p>Award <b>TWO</b> marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award <b>ONE</b> mark for a formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.</p> <p>•</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ <p><b>OR</b></p> <p>•</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$	<b>Up to 2m</b>	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p><b>Do not</b> 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 I (Arithmetic)

Example questions:

**6**  $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

1 mark

**11**  =  $87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

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

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

1 mark

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

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

1 mark



## Maths Papers 2 and 3 (Reasoning)

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,

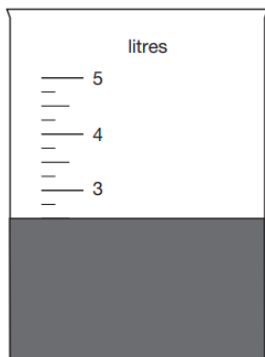
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

# 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 Papers 2 (Reasoning)

## Example question:

18

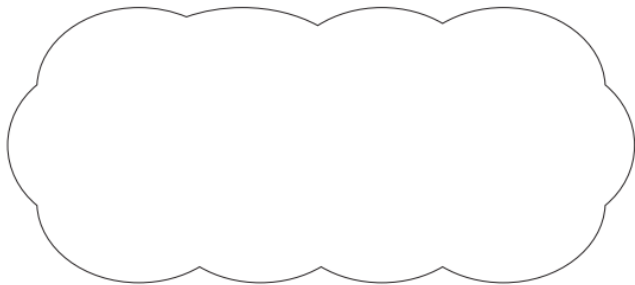
Circle the **prime** number.

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.

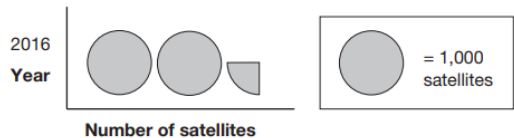
- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

# Maths Papers 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



# Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

## Tips:

- 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.

# Homework: Preparing for Secondary School and to improve children confidence ahead of their KS2 SATs assessments.

## SATs support



Maths



Reading



SPaG



Writing

- At least one a week.
- Children to work on the area most important for them and their confidence.
- Children to self-mark.
- Bring in to show me and discuss any area unsure on or struggled with.

## Maths Homework

- Weekly homework - printed copy and emailed copy.
- Set Friday. Brought in following Friday and marked in class.
- Focusing on key arithmetic skills based on previous learning.

# Year 6



**Discover –  
Autumn Term**



**Explore –  
Spring Term**



**Create –  
Summer  
Term**



**Learning  
Links**



**Homework**



**P.E.**



**French**



**Gallery**



**Letters**



**Additional**



**SATs**

## Homework



**Aim High  
Homework**



**Pick and Mix  
Homework**



**Sticky  
Question**



**Spellings**



**Reading**



**Maths**



**SATs support**

# Things to remember about SATs

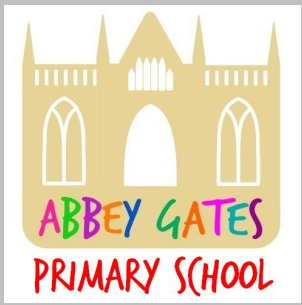
SATs focus on what children know about Maths and English.

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 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.





Any questions?

## Advice for Year 6 children

- The adults you work with all want you to do your best.
- *Get plenty of sleep and eat well, this will help your brain.*
- Read all the questions carefully. This can help you to avoid silly mistakes.
- *Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.*
- Remember that the Year 6 SATs last for 4 days out of your whole life!

*“Stay focused in class so you don't have loads of extra studying to do at home!” - Year 7 pupil's advice.*

