



Year 6 SATs Information

March 2023



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 Tuesday 9th May 2023 ending on Friday 12th May 2023.

The SATs papers consist of:

- Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Tuesday 9th May
- Spelling, punctuation and grammar (paper 2: Spelling test) – Tuesday 9th May
- Reading – Wednesday 10th May
- Maths (paper 1: Arithmetic) – Thursday 11th May
- Maths (paper 2: Reasoning) – Thursday 11th May
- Maths (paper 3: Reasoning) – Friday 12th May

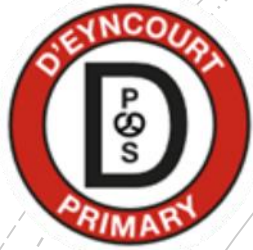
Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

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 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 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.



What sort of results are reported?

- 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.
- When the scaled score is given, it is given in a range from 80 to 120.
- **A scaled score of 100 or more is meeting the national standard.**
- There are no separate tests for higher achieving pupils; however, **a scaled score close to 120 would show that a child is working above the national standard.**



Spelling, punctuation and Grammar

Tuesday 9th May – 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 1

Paper 1:

The children will 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.

Grammar, Punctuation and Spelling (Paper 1)

Example questions:

1

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

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

1 mark

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark



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:

19. Omar put the cutlery back in the _____.

20. Ellen's gold bracelet was her most treasured _____.

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

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

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

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.





Reading

Wednesday 10th May 2023 – Reading

The assessment has been designed to measure whether children's comprehension of age-appropriate reading material meets the national standard.

- It has a standard timing of **60 minutes**, including reading the texts and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.
- The Reading paper focuses on the following areas known as Content Domains:
 - 2a) give/explain the meaning of words in context;*
 - 2b) retrieve and record information/identify key details from fiction and non-fiction;*
 - 2c) summarise main ideas from more than one paragraph;*
 - 2d) make inferences from the text/explain and justify inferences with evidence from the text;*
 - 2e) predict what might happen from details stated and implied;*
 - 2f) identify/explain how information/content is related and contributes to meaning as a whole;*
 - 2g) identify/explain how meaning is enhanced through choice of words and phrases;*
 - 2h) make comparisons within the text.*
- The Year 6 Reading SATs paper requires a range of answering styles, including responding to **multiple choice questions, one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.

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



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?

1 mark

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 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">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></tbody></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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Reading

Example question, based on Text 3 – *The Lost World*:

Examples of 2 mark responses:

- *A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.*
- *I think they will journey on to try to locate some more creatures, for in the text it says 'what other creatures might there not be ready to pounce upon us from their lair among the rocks and brushwood'*

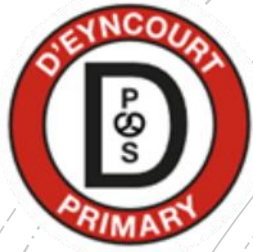
36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

2e) *predict what might happen from details stated and implied*



Content domain reference	
2a	give/explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Since the current testing format for the Year 6 SATs began in 2016, there has been a tendency for the number of marks to go in favour towards three particular types of content domain / questions.

These are 2a – Word meaning, 2b – Retrieval, 2d - Inferences

KS2 Reading SATs papers analysis Percentage of questions by content domain					
Content domain	2016	2017	2018	2019	2022
2a	20	20	20	12	10
2b	30	28	26	42	38
2c	2	4	6	2	4
2d	36	44	44	36	44
2e	6	0	0	0	2
2f	2	2	0	0	2
2g	4	2	0	6	0
2h	0	0	4	2	0



Reading

So, **when reading with your child at home**, try asking questions like:

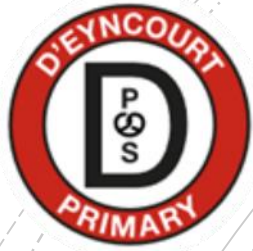
- What does this word mean?
- What is [character] doing when [event] happened?
- Find a word in this paragraph that is closest in meaning to 'provide word – e.g. annoyed' (2a);
- In what year did 'provide fact – e.g. the French authorities make it illegal for people to swim from France to England'? (2b);
- In the last paragraph, X does not want to Y. Give two reasons why X does not want Y. (2d)



Mathematics

The maths assessments consist of three tests.

- **Paper 1: Arithmetic (30 minutes) – Thursday 11th May**
- **Paper 2: Reasoning (40 minutes) – Thursday 11th May**
- **Paper 3: Reasoning (40 minutes) – Friday 12th May**



Mathematics – Arithmetic

Thursday 11th May 2023 – Paper 1 Arithmetic

- It has a standard timing of **30 minutes** and is worth a total of **40 marks**. Some questions are worth one mark, others two marks.
- It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

Example question:

23		8 3 6
	×	2 7
Show your method		
	2 marks	

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> <p>• $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$</p> <p>OR</p> <p>• $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$</p>	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> <p style="text-align: right;">$\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$</p>



Mathematics – Arithmetic

Example questions:

31 $20 - 4 \times 2 =$

$20 - 8 = 12$

12

1 mark

29

Show your method

$$\begin{array}{r} 678 \\ \times 54 \\ \hline 2712 \\ 33900 \\ \hline 36612 \end{array}$$

36,612

2 marks

27 95% of 240 =

$10\% = 240 \div 10$
 $10\% = 24$
 $5\% = 24 \div 2$
 $5\% = 12$
 $95\% = 240 - 12 = 228$

228

1 mark



Mathematics – Reasoning

Thursday 11th May 2023 – Paper 2 – Reasoning

Friday 12th May 2022 – Paper 3 – Reasoning

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Paper 2 requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

- Questions focus on the following Mathematical topic areas:
 - Number and place value– including Roman Numerals;
 - Addition, subtraction, multiplication and division (calculations);
 - Geometry – properties of shapes;
 - Geometry – position and direction;
 - Statistics;
 - Measurement – including length, perimeter, mass (weight), volume, time and money;
 - Algebra;
 - Ratio and proportion;
 - Fractions, decimals and percentages.
- The questions get harder throughout the paper.

Example questions:

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

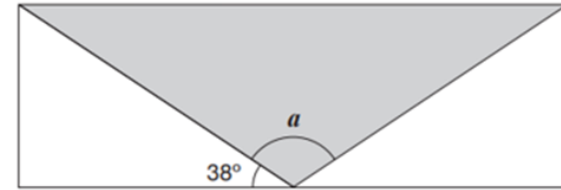
7 minutes to 9 or

8:53

1 mark

15

A shaded isosceles triangle is drawn inside a rectangle.



Calculate the size of angle a .

Show your method

$$38 \times 2 = 76$$

$$180 - 76 = 104$$

a is 104°

2 marks

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

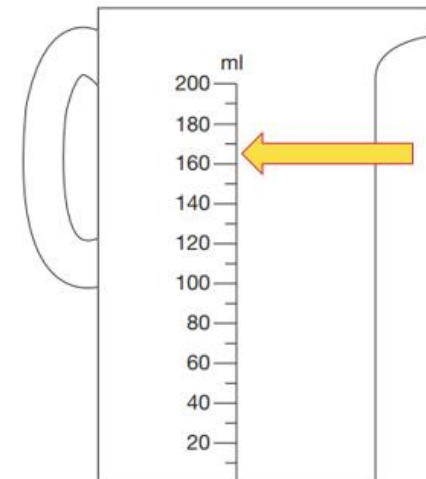
115

1 mark

5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



1 mark

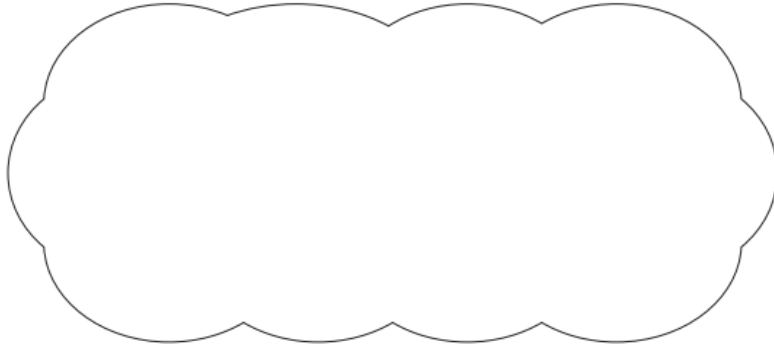
18

Circle the **prime** number.

95

89

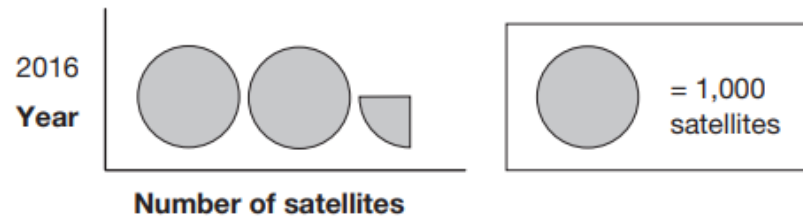
87

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

1 mark

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

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

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

KS2 Maths SATs papers analysis					
Percentage of questions by content domain					
Content domain	2016	2017	2018	2019	2022
Number & PV	17	9	10	9	9
Calculations	17	22	29	30	38
FDP	15	14	14	24	25
Ratio & proportion	4	9	6	8	6
Algebra	8	9	9	6	3
Measurement	15	14	13	9	7
Shapes	12	9	10	7	6
Pos. & direction	4	3	4	3	2
Statistics	8	11	6	4	3

The two most content-heavy domains have pretty much almost been calculations and fractions, decimals and percentages (FDP).

So much so that, with the expected standard in 2022 being 53%, children could have achieved EXS on that paper by just answering questions related to calculations and FDP alone.



Test week – Breakfast Club

During test week, we will be offering a SATs breakfast club for all year 6 children to attend. The children can come in at 8am to the school hall each morning. We serve toast and juice and the children complete some fun, brain teasing activities to warm them up and have a chance to relax with their friends before the school day begins. This is completely free run by our year 5/6 team.



How can I support my child?

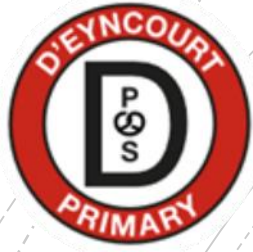
- Firstly, a positive attitude goes a long way – so as much encouragement and support as possible. Reassure your child that there is nothing to worry about and they should always just try their best.
- Ensure your child has the best possible attendance and punctuality at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise. TTRS!
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- 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 - this can apply to leisure pursuits as well as how they study.
- Try to provide a quiet corner of the house for homework and study, that's as free from distractions as possible.
- Encourage your child to talk to your or their teacher or another adult they trust if they express persisting anxieties about SATs. Remember that a small amount of anxiety is normal and not harmful.
- Plan something nice and fun for the weekends before and after SATs – this will help your child start the week well and also give them something to look forward to.
- Ensure your child is eating and drinking well, and getting a suitable amount of sleep.



Further tips...

Some further tips:

- Create a revision timetable that works for you and your child – for some children and families, a couple of 10 – 20 minute activities a day works best; for others, a longer study session one day a week might be better.
- **Keep revision light** – practise key skills like **times tables** and **practise mental maths in real world scenarios**, like adding up prices in the shops, working out discount deals, and asking questions like, *“If there are 1,300 grams of flour in this pack, what is that in kilograms?”*
- Come along to Maths Booster on Wednesday morning and English booster on Thursday morning from 8am– all children are welcome to attend!



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. Additionally, the thresholds change each year according to overall national performance, so what was classed as 'did meet the expected standard' this year might not be the same as last year. Plus, we have had a global pandemic!

SATs last for one week

In reality, it's just one or two papers lasting 30-60 minutes each day. We can't emphasise enough the importance of keeping that in perspective.



Advice for Year 6 pupils...

- Listen to what your teacher says.
- We are all cheering you on and want you to do your best.
- Make sure you get plenty of sleep and stay well fed – sleep and food help keep the brain moving.
- Read the questions carefully - this can help to avoid any silly mistakes.
- Don't worry if there's something you can't answer - take a deep breath! You can always move on and go back later but it's better to write something rather than nothing.
- Keep in mind, year 6 SATs are just 4 days of your entire life.



Any questions?