

YEAR 6 SATs PARENT INFORMATION

SATs 2023

What are SATs?

- A group of tests taken at the end of KS1 (Year 2) and at the end of KS2 (Year 6)
- Maths (three papers)
- Reading (one paper)
- Spelling and Grammar (one spelling paper, one grammar and punctuation paper)
- Writing (continuous assessment/teacher assessment)
- Science - sampling tests

2023

- ▶ Monday 8th - Grammar, Punctuation and Spelling test.
- ▶ Tuesday 9th May - Reading test.
- ▶ Wednesday 10th May - Maths Paper One (arithmetic) Maths Paper Two (reasoning).
- ▶ Thursday 11th May - Maths Paper Three (reasoning).

Assessment and Reporting

- ▶ Since 2016, test scores have been reported to parents as ‘scaled scores’.
- ▶ 100 will always represent the national standard as a scaled score... (80 lowest, 120 highest).
- ▶ Children who have taken the tests receive in July:
 - a) A raw score
 - b) A scaled score in each subject tested
 - c) Confirmation of whether or not they had attained the national standard (NS, AS)

Maths

- ▶ Arithmetic paper (30 minutes, **40 marks**)
- ▶ Reasoning paper 1 (40 minutes, **35 marks**)
- ▶ Reasoning paper 2 (40 minutes, **35 marks**)

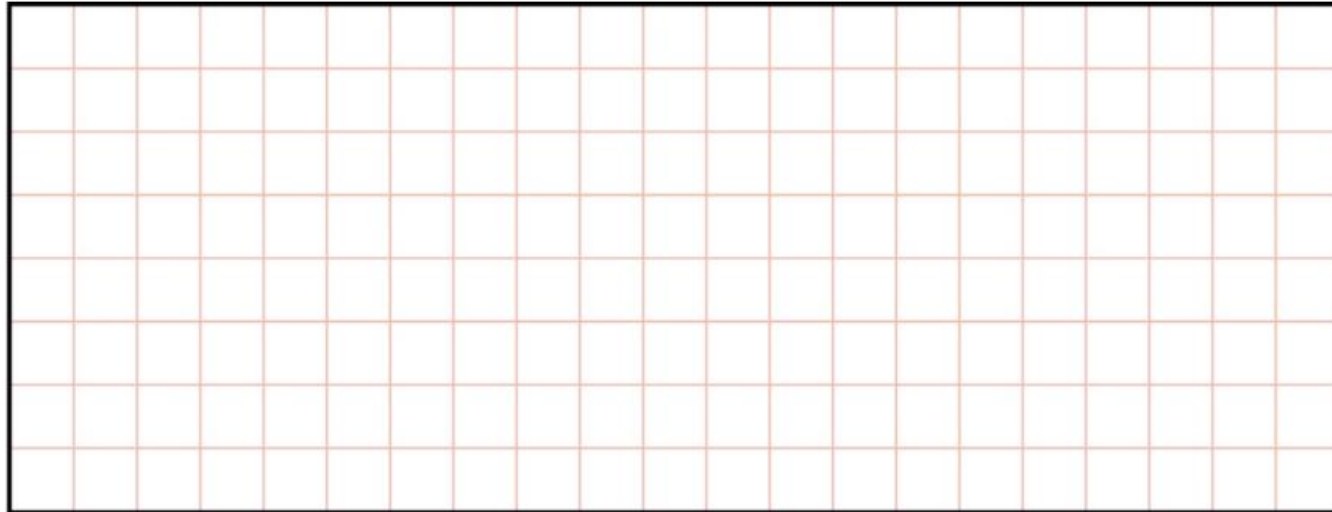
- ▶ Combined total of the three papers = **110 marks**

- ▶ **A total score of around 62/110 - Expected**
- ▶ **A total score of around 98/110 - Greater Depth**
- ▶ **(The level boundaries change each year.)**

Paper 1: Arithmetic

$5.87 + 3.123 =$

Gets
trickier!

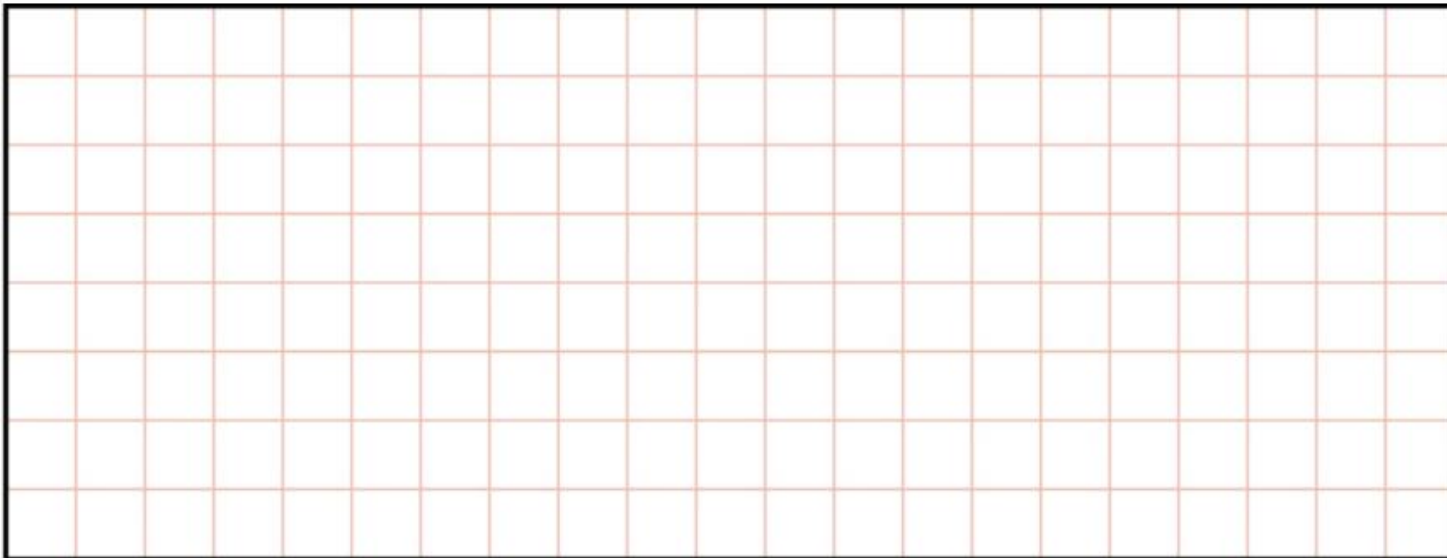
A large rectangular grid with a black border and light red grid lines. The grid is 15 columns wide and 10 rows high, providing space for students to show their work for the addition problem.

1 mark

Paper 1: Arithmetic

$60 \div (30 - 24) =$

BIDMAS

A large grid for working out the calculation, consisting of 20 columns and 10 rows of small squares.

1 mark

Paper 1: Arithmetic

$$\frac{1}{5} + \frac{3}{4} =$$

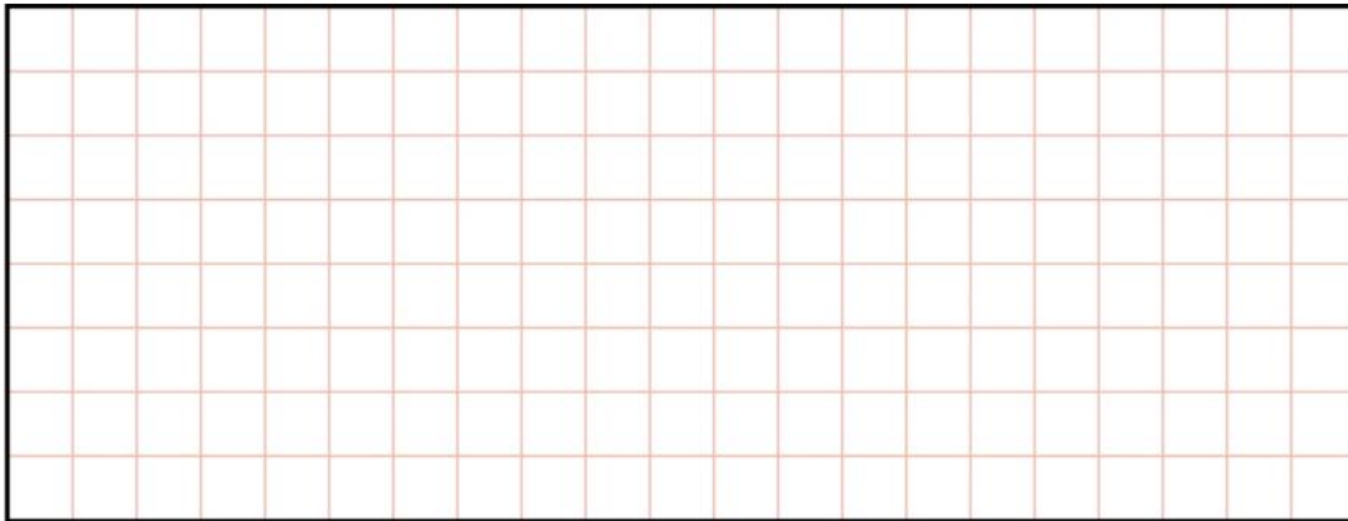
Lots and lots of
fractions
questions.



1 mark

Paper 1: Arithmetic

$$\frac{2}{3} \div 3 = \boxed{}$$



1 mark

Paper 1: Arithmetic

The children will have been taught all of the skills they need to complete the arithmetic paper by Christmas.

We practise by completing a paper each week of the year.

Papers 2&3: Reasoning

Developing mastery with greater depth is characterised by pupils' ability to:

- solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination;
- independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

How do we challenge pupils to enable them to achieve greater depth?

- Encourage flexible thinking
- Encourage multiple methods
- Challenge them to spot patterns and make connections
- Support creative thinking

Papers 2&3: Reasoning

These papers also start easy, but are wordy in comparison to Paper 1.

What number is 1,000 **less** than 9,072?

1 mark

Children can have ANY of the paper read to them, although no further help or explanation can be given.

Papers 2&3: Reasoning

Order the numbers starting with the **largest**.

Match each number with its order.

1,009,909

1st

largest

1,023,065

2nd

1,009,099

3rd

1,230,650

4th

smallest

1 mark

There are different styles
of answering.

Papers 2&3: Reasoning

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

Multiply by 2, and then add 3

Write the missing numbers.

<input type="text"/>	25	53	<input type="text"/>
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2 marks

**Harder questions are
worth 2 marks.**

Papers 2&3: Reasoning

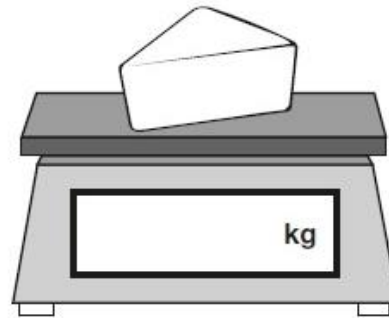
Amina is shopping.

She says,



I would like to buy **one-quarter** of a kilogram of cheese.

Write one-quarter on the scales as a decimal.



1 mark

The cheese costs £1.35

Amina pays with a £2 coin.

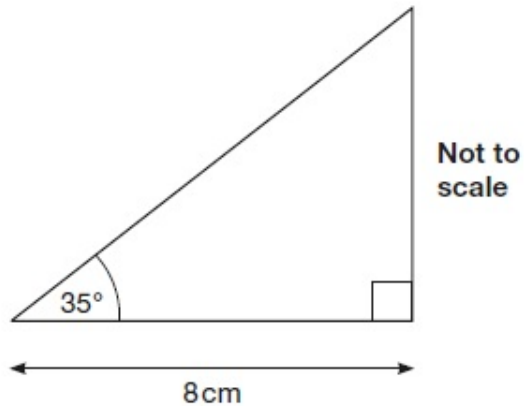
How much change should Amina get?

1 mark

Papers 2&3: Reasoning

Here is a sketch of a triangle.

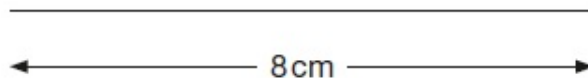
It is not drawn to scale.



Draw the full-size triangle **accurately** below.

Use an angle measurer (protractor) and a ruler.

One line has been drawn for you.



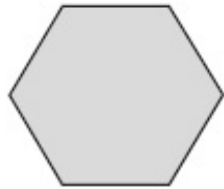
Each child has
a pencil,
ruler, rubber,
mirror and
protractor to
use.

2 marks

Papers 2&3: Reasoning

These two shapes have the **same** perimeter.

regular hexagon



square

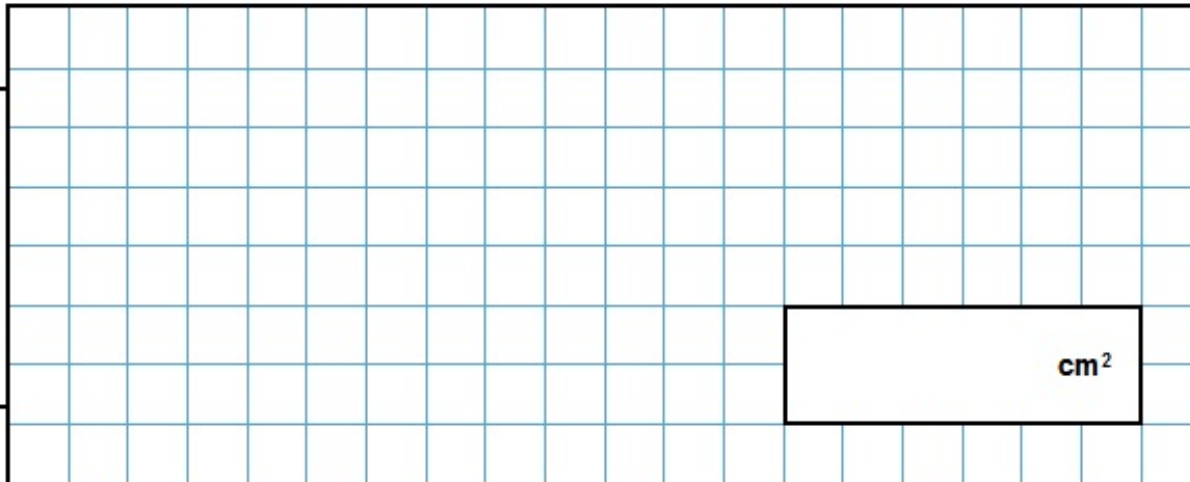


Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

Show
your
method

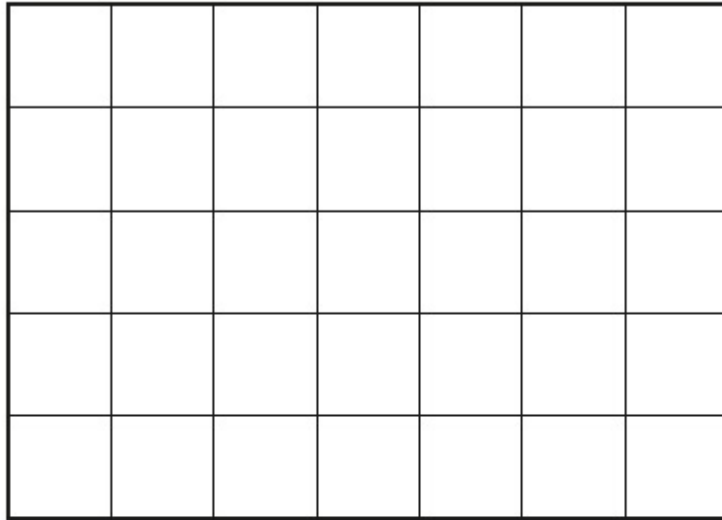


A large grid for showing the method to calculate the area of the square. The grid is 20 units wide and 10 units high. A small box is drawn in the bottom right corner of the grid, containing the text "cm²".

2 marks

Papers 2&3: Reasoning

Adam has this rectangular piece of card. It is marked with grid lines.



Adam makes two straight cuts along the grid lines.

The two cuts divide the rectangle into 3 shapes:

- 2 squares of **different** size, and
- 1 rectangle.

Using the grid lines, draw **two** lines that show where Adam could have made his cuts.

Use a ruler.

Some questions are extremely puzzling! The children are taught to miss out ones they can't do and come back to them at the end.

1 mark

Papers 2&3: Reasoning

It takes all the time we have between September and May to cover all of the Year 6 maths content.

It's really important that your child attends school every day, completes their MyMaths homework and knows their times tables really well.

Please keep on accessing Times Tables Rock Stars. The easier their recall of the times tables facts, the more working memory pupils have to devote to solving the problems in front of them.

WRITING

- ▶ No externally marked test. Teacher assessment.
- ▶ Either **working below** the standard, **working towards** the standard, **working at** (meeting) the required standard or **working at greater depth** within the expected standard.
- ▶ Aiming to use variety of punctuation (used accurately), sentence structure and vocabulary, and adapt their writing for different purposes (vary level of formality).

READING

- 1 hour
- 3 texts
- Increasing in difficulty

READING

- ▶ Achieve a mark (2022 needed 29/50 marks to achieve the expected standard).
- ▶ 2022 three text types: 2 stories & 1 non-fiction fact sheet.
- ▶ Different types of questions:
- ▶ Lots of **inference** questions (22/50 marks).
- ▶ E.G. *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.*
- ▶ P.E.: POINT then EVIDENCE. “ I think.... because it says...”

READING

- ▶ Explain the meaning of words in context (5/50 marks) : *Find and copy one word which shows that Yuri was not very careful when he put Veronika's bag down.*
- ▶ Information retrieval questions (19/50 marks):
- ▶ *What two skills did Vladik show a natural talent for as a child?*

GRAMMAR AND PUNCTUATION TEST

- ▶ 2022 needed 35/70 marks (20 of those marks for the spelling test) to reach expected standard.

- ▶ Previously:

The girl jumped fearlessly over the lazy lion.

Identify the nouns, verb, adjective, adverb, preposition, articles.

- ▶ Post-2014 test more challenging. Knowledge of a greater range of grammatical terms required.

2022 GRAMMAR AND PUNCTUATION TEST

Rewrite the sentence below in the active.

Remember to punctuate your answer correctly.

The dog was fed by Bill.

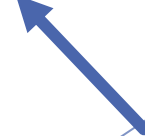
OBJECT



VERB



SUBJECT



ANSWER

Bill fed the dog.

2022 GRAMMAR AND PUNCTUATION TEST

- Use the information in the box to complete the sentence below with a relative clause. Remember to punctuate your answer correctly.

- My grandma, _____ , went on

My grandma loves travelling.

holiday to Spain.

ANSWER

- ▶ **My grandma, who loves travelling, went on holiday to Spain.**

2022 GRAMMAR AND PUNCTUATION TEST

Q39. Rewrite the sentence
below in the **passive**.

Remember to punctuate
your answer correctly.

The wind damaged the
fence.

ANSWER

The fence was damaged **by**
the wind.

2022 GRAMMAR AND PUNCTUATION TEST

What is the grammatical term for the underlined words in the sentence below?

The majestic lioness under the shady tree watched her cubs play.

Tick one.

a fronted adverbial

a subordinate clause

a main clause

a noun phrase

2022 GRAMMAR AND PUNCTUATION TEST

What is the grammatical term for the underlined words in the sentence below? ANSWER

The majestic lioness under the shady tree watched her cubs play.

Tick one.

a fronted adverbial

a subordinate clause

a main clause

a noun phrase

2022 GRAMMAR AND PUNCTUATION TEST

- ▶ Insert a semi-colon in the correct place in the sentence below.

The suitcase was heavy the box was lighter but more awkward to carry.

2022 GRAMMAR AND PUNCTUATION TEST

- ▶ Insert a semi-colon in the correct place in the sentence below.
- ▶ ANSWER

The suitcase was heavy; the box was lighter but more awkward to carry.

2022 GRAMMAR AND PUNCTUATION TEST

Know and understand the meaning and use of (amongst other things):

- ▶ Modal verbs
- ▶ Subordinate and main clauses
- ▶ Subjunctive
- ▶ Past progressive verb form (*was/is dancing*)
- ▶ Present perfect form (has/have been)

SPELLING TEST

2014 curriculum spelling
word lists. Year 5/6:

accommodate, accompany,
according, achieve, aggressive
,amateur, ancient,

apparent, appreciate, attached,
available, average, awkward,
etc.

SPELLING

- ▶ BJS spelling programme: OUP Read, Write, Inc.
- ▶ Orange words (statutory words).
- ▶ Pupil booklets.
- ▶ Words in their planner on Monday, spelling video every Tuesday, daily work in booklets, tested on Fridays.
- ▶ Test in May: 20 words. 2022 SATs spelling test:
- ▶ **Receipt, transferred, scenic, syrup, character, invisible.**

HOW PARENTS CAN HELP

MATHS:

- ▶ MyMaths, Times Tables Rock Stars, number bonds, weekly homework, CGP workbooks:

<https://www.cgpbbooks.co.uk/>

SPELLING:

- ▶ Spelling Shed, test them daily, check their SaCaWaCing.

HOW PARENTS CAN HELP

READING:

- ▶ Encourage them to read widely, read to your child, hear them read aloud (3X a week), ask questions (especially inference and discussing the meaning of words). Use the 2 bookmarks school has sent out (one includes relevant questions, the other is to sign to say you have heard them read aloud).
- ▶ Reading comprehension strategies: visualisation, questioning, summarising (“so basically...”), inference etc.
- ▶ Good readers need to read challenging books. Pie Corbett: “Deep reading inspires great writing.”
- ▶ Important to regularly hear your child read aloud, even if they appear to be confident readers. Activities to improve fluency.

ACTIVITIES FOR PARENTS TO IMPROVE READING FLUENCY

1. Repeated Reading

▶ All ages of children benefit from rereading texts to gain confidence and improve fluency.

2. Copy Reading

▶ This is where an adult models how to read a page of text with expression and fluency, paying attention to punctuation. Your child should then read the same text. You can discuss how punctuation affects how you read.

3. Echo Reading

▶ The adult reads a sentence and then your child reads it back to you in exactly the same way.

4. Reading Gym

▶ Set a timer for a minute and challenge your child to see how much they can read aloud in that time. Repeat this reading workout over time to see if they can beat their personal best.



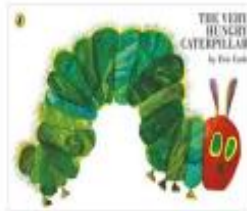
Supporting Readers at Home



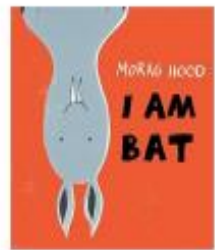
Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Children who read, and are supported as readers, develop strong reading skills and do better at school.



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



For more ideas see the OU website: www.ourfp.org



A Guide to Book Chat

Research indicates that parents who regularly read with their children at home lay solid foundations for language and literacy development. It's a precious time for you both to relax, share your thoughts and feelings, have fun and chat together. Whilst sharing books, your child has your undivided attention, and the conversation, connection and enjoyment they experience is invaluable.

To promote children's pleasure in reading and foster the habit, we need to read to children and **with** them and to **talk** to them about books. These conversations are crucial as they help children to engage and think deeply.

There are several ways to prompt book chat, these are our Top Tips.

Watch and listen carefully to follow their interests

Observe and respond: Pay attention to what captures your child's attention and build on their interests, for example, 'Oh, you've spotted the...!'

Leave pauses: So they can look closely and think, this will lead to comments on the pictures or questions. Respond to their lead and let the book chat flow.

Invite your child to get involved

Pose questions: Open questions encourage thinking and discussion, such as, 'How do you think the boy is feeling?'. Try to avoid closed questions, such as 'What colour is that?'; these have a single answer and don't keep the conversation going.

Draw attention to illustrations: Encourage your child to notice details in the pictures and think what they might mean, for example, 'Look! What's that hiding, what do you think it might be?'

Wonder and connect to your lives

Ponder and wonder: Encourage your child to think about what might happen, using phrases such as, 'I wonder if/ whether /who/ why/ what ...!'

Make personal connections: Picture storybooks not only allow children to empathise with the experiences of fictional characters but enable them to make sense of events in their own lives. Talk about connections, for example, 'That reminds me of when...!'

Share your emotional responses!

Comment on your feelings: By sharing your emotional response to a character or something that's happened you encourage your child to do the same, helping them engage and learn to express their emotions.

Keep it light and enjoyable!

Your combined pleasure counts: Bring the story to life with facial expression, actions and sounds, encouraging your child to join in! Do offer information to help with unfamiliar words, such as 'That's the hencoop, it's where the hens live', but keep the focus on fun.



Book chat develops language, comprehension and pleasure



<https://ourfp.org/supporting-rah/book-chat-reading-with-your-child/>

CGP WORKBOOKS

- ▶ We would recommend purchasing these for your child.
- ▶ The school can order them at a reduced price.
- ▶ Please see CGP SAT Revision Guides Weduc for how to order.