Year 6 SATs 2024 Sats Workshop
for Parents & Carers

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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 12th May ending on Thursday 15th May.
- The SATs papers consist of:
    - Grammar, punctuation and spelling (paper 1: GPS) – Monday 12th May
    - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 12th May
    - Reading – Tuesday 13th May
    - Maths (paper 1: Arithmetic) – Wednesday 14th May
    - Maths (paper 2: Reasoning) – Wednesday 14th May
    - Maths (paper 3: Reasoning) – Thursday 15th May
- Writing is assessed using evidence collected throughout Year 6.
  There is no Year 6 SATs writing test.

When and how the SATs are completed

- We aim for the tests to take place during normal school hours.
- They take place under strict 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.
- Timings:
  - 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

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.

Grammar, Punctuation and Spelling: Monday 12th May

Grammar, punctuation and spelling consists of two papers.

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

Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children have already 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 (GPS)

Example questions:

1 Which sentence is a **command**?

Tick **one**.

The relay race will be next.	☐
I hope I don't drop the baton.	☐
Run as fast as you can.	☑
I know you can win this race.	☐

39 Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. Although, while _____ football is his favourite sport, James also enjoys

1 mark

watching tennis on TV.

49 Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The Romans invaded Britain over two thousand years ago.

e.g. Over two thousand years ago, Britain was invaded by the Romans.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling

1. There was a _____ in the field.

2. I kept in _____ with my old friends when we moved.

3. The questions were _____ from one to ten.

2023 Spelling script

Spelling 1: The word is **lamb**.
There was a **lamb** in the field.
The word is **lamb**.

Spelling 2: The word is **touch**.
I kept in **touch** with my old friends when we moved.
The word is **touch**.

Spelling 3: The word is **numbered**.
The questions were **numbered** from one to ten.
The word is **numbered**.

Reading: Tuesday 13th May

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 1–12 are about *A Noise in the Night*
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing*, she told herself strictly. *It's a hedgehog, or a mole. It's something nice and harmless.*

Qu.	Requirement	Mark
1	Look at the first paragraph. How can you tell Priya was feeling nervous? Write **two** ways. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of 2 marks: 1. Priya's heart beating fast, e.g. • *Priya's heart started to race* • *her heart was beating really quickly.* 2. Priya taking a deep breath / trying to calm herself down, e.g. • *she took a deep breath* • *Priya was trying to calm herself* • *she must be nervous because she needs to calm down.* 3. Priya telling herself there is nothing to worry about, e.g. • *she tells herself it must be something harmless* • *she tries to reassure herself.* 4. Priya waking with a start, e.g. • *she woke with a start.*	Up to 2m

Reading

Example questions:
Based on text 2: Bats Under the Bridge

22 Draw **four** lines to match an amount on the left to a fact on the right.

thousands	people visiting the Congress Avenue Bridge each year
a few	bats living in one cave
ten	months baby bats need to develop before travelling
fifteen million	tonnes of insects eaten by bats each night

1 mark

Section 2: Bats Under the Bridge

Qu.	Requirement	Mark
22	Draw **four** lines to match an amount on the left to a fact on the right. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for all correctly matched: thousands → people visiting the Congress Avenue Bridge each year a few → bats living in one cave ten → months baby bats need to develop before travelling fifteen million → tonnes of insects eaten by bats each night	1m

Reading

Example questions:
3 mark question

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence

3 marks

Section 3: A Howl at Dusk

Qu.	Requirement	Mark
38	Look at the paragraph beginning: *Innis sat up…* to the end of the text. Innis meets the boy. What do you learn about the boy's personality? Give **two** things, using evidence from the text to support your answer. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 3 marks** for **two** acceptable points, at least **one** with evidence. **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence. **Award 1 mark** for **one** acceptable point.	Up to 3m

Acceptable points (personality)	Likely evidence
1. he is unfriendly / rude / surly	• *unfriendly eyes* • *'What's it to you?'* • *strode off without another word* • *didn't bother to look at Innis whilst replying* • *he didn't look at him when he replied.*
2. he is independent / brave / calm	• *he was on his own* • *not concerned he might be walking towards the wolf* • *he didn't seem to be shocked that there was a wolf about.*
3. he is curious	• *the only questions asked were about wolves* • *'How far?'* • *'Where exactly?'* • *he stops when Innis mentions the wolf.*
4. he is mysterious / strange	• *he doesn't talk much* • *he wiped the snow off, turned and strode off* • *he appeared out of nowhere* • *he didn't tell Innis much about himself.*
5. he is secretive / defensive	• *he didn't tell Innis anything about himself* • *strode off without another word* • *'What's it to you?'*
6. he is determined / single-minded / self-centred	• *was only interested in the wolf* • *strode off without another word* • *he only paid attention to what he was interested in* • *he only interacted when he realised that Innis had useful information.*

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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 2023 Reading SATs paper,
- 18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 46% 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.

Maths: Wednesday 14th May and Thursday 15th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 14th May

- Paper 2: Reasoning (40 minutes) – Wednesday 14th May

- Paper 3: Reasoning (40 minutes) – Thursday 15th May

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks and lasts for 30 minutes.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations), percentages of amounts and calculating with decimals and fractions.

Example questions:

19 $29.5 - 16.125 =$

1 mark

20

$$\begin{array}{r} 5\ 0\ 8 \\ \times\ \ \ \ 7\ 4 \\ \hline \end{array}$$

Show your method

2 marks

19	13.375	1m	
20	Award **TWO** marks for the correct answer of 37,592	Up to 2m	
	If the answer is incorrect, award **ONE** mark for the formal method of long multiplication with no more than **ONE** arithmetic error, e.g.		Working must be carried through to reach a final answer for the award of **ONE** mark.
	• $\begin{array}{r}508\\ \times\ \ \ 74\\ \hline 2032\\ 35560\\ \hline 37582\ \textit{(error)}\end{array}$		**Do not** award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.
	OR		$\begin{array}{r}508\\ \times\ \ \ 74\\ \hline 2032\\ 3556\ \textit{(place value error)}\\ 5588\end{array}$
	• $\begin{array}{r}508\\ \times\ \ \ 74\\ \hline 2032\\ 35060\ \textit{(error)}\\ \hline 37092\end{array}$		

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Maths Paper 1 (Arithmetic)

Example 1 mark questions:

7 $7.8 + 6.953 =$

$$\begin{array}{r} 7.800 \\ + 6.958 \\ \hline 14.758 \\ {}^{1} \end{array}$$

14.758

1 mark

12 $801 - \boxed{6} = 795$

Mental method:
Count on from 795 to 801

1 mark

16 $\frac{3}{16} + \frac{5}{8} =$

$\frac{5}{8} = \frac{10}{16}$

$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$

$\frac{13}{16}$

1 mark

23 $70 + 48 \div 6 =$

$48 \div 6 = 8$
$70 + 8 = 78$

78

1 mark

Maths Paper 1 (Arithmetic)

Example 2 mark question:

25

$4\ 7\ \overline{|\ 6\ 1\ 1}$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	Award **TWO** marks for the correct answer of 13 If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e. • long division algorithm, e.g. $\quad\quad\quad 15\ r25$ $47\ \overline{|\ 611}$ $\quad -\ \underline{470}$ $\quad\quad 260\ (error)$ $\quad\ -\ \underline{235}$ $\quad\quad\ 25$ **OR** $\quad\quad\quad 18\ (error)$ $47\ \overline{|\ 611}$ $\quad -\ \underline{470}\quad\quad 10 \times 47$ $\quad\quad 141$ $\quad\ -\ \underline{141}\quad\quad 3 \times 47$ $\quad\quad\quad 0$ • short division algorithm, e.g. $\quad\quad 1\ \ 5\ r\ 6\ (error)$ $47\ \overline{|\ 61^{24}1}$	Up to 2m	Working must be carried through to reach a final answer for the award of **ONE** mark. 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.

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Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 14th May and paper 3 will take place on Thursday 15th May. These tests have a total of 35 marks each and lasts for 40 minutes 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,
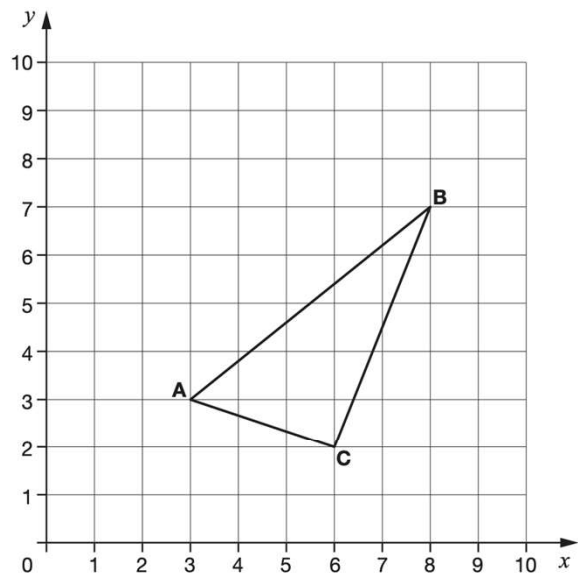
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Papers 2 (Reasoning)

Example questions:

3

ABC is a triangle.

What are the coordinates of point **C**?

(6 , 2)

1 mark

8 In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark

Maths Papers 2 (Reasoning)

Example questions:

17 The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show your method

2 marks

| 17	Award **TWO** marks for the correct answer of 33	Up to 2m	

	If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.
	
	• 4 × 50 = 200
	  200 ÷ 6 = 30 (*error*)
	
	OR
	
	• 50 ÷ 6 = 8 r2
	  (8 r 2) × 4 = 32 r8
	
	OR
	
	Award **ONE** mark for sight of:
	
	• $33\frac{1}{3}$ **OR** 33.$\dot{3}$ **OR** 33.33 r **OR** 33.3
	  OR 33 r 2
	
	(as evidence of completing 200 ÷ 6 correctly without interpreting the remainder in context)
			Answer need not be obtained for the award of **ONE** mark.
			
			If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g.
			
			• 200 ÷ 6 = 31 r8
			
			Acceptable rounded answers would be 31 **OR** 32
			
			For the 'sight of' mark, accept equivalent fractions.
			
			Award **ONE** mark for an answer of 34.

Maths Papers 3 (Reasoning)
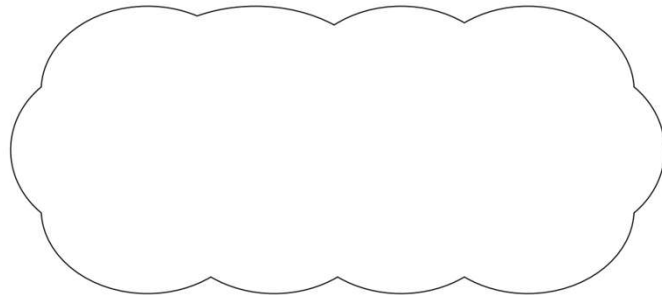
Example questions:

9   Jack says,

I multiplied a
whole number by 3
My answer was 32
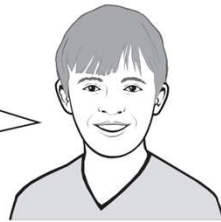
Explain why Jack is **not** correct.

1 mark

| 9 | Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g.

 • 32 is not in the 3× table
 • 32 ÷ 3 = 10 r2 or 10.66 (which are not whole numbers)
 • if you count in multiples of 3 from 0, you won't get 32
 • 3 + 2 = 5, 5 is not a multiple of 3 so he is wrong.

 OR

 For a description that includes one or both of the multiples of 3 either side of 32, e.g.

 • if you do 10 × 3 = 30 and 11 × 3 = 33 there is no 32
 • 10 × 3 = 30 and 32 is 2 away. | 1m | **Do not** accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.

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

 • If you multiply by 3 you will get 30, not 32
 • 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
 • 32 is not a factor of 3

 Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation. |

Maths Papers 3 (Reasoning)

Example question:

21 There are 25 classes in a school.

Each class has 34 pupils.

62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

Show your method

| | pupils |

3 marks

Qu.	Requirement	Mark	Additional guidance
21	Award **THREE** marks for the correct answer of 323 Award **TWO** marks for: • An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. $$\begin{array}{r} 25 \\ \times\ 34 \\ \hline 100 \\ 750 \\ \hline 950 \end{array}$$ *(error)* 62% of 950 = 589 950 − 589 = 361 **OR** • 34 × 25 = 950 *(error)* 95 × 3 = 285 9.5 × 8 = 76 285 + 76 = 361 **OR** • sight of 527 (as evidence of calculating 62% of 850) Award **ONE** mark for: • evidence of an appropriate method with more than one error. **OR** • sight of 850 (as evidence of the multiplication step completed correctly)	Up to 3m	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. **TWO** marks will be awarded if an appropriate method with the misread number is followed through correctly. **ONE** mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error. Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded **TWO** marks. Answer need not be obtained for the award of **ONE** mark.

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How to Help…

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:
- Ensure your child has the best possible attendance at school.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Don't use past papers as they are used in school to prepare the children.
- Talk to your child's class teacher if you have any concerns rather than worry your child.
- 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 their Sats Companion assignments.
- Give your child time to go outside and reduce screen time.

Supporting with Reading

- 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.
- Visit the local library - it's free!

Supporting with GPS

- 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!

Supporting with Maths

- Play times tables games including using TT Rock Stars!

- Support your child with their Sats Companion homework

- Play mental maths games

- Encourage opportunities for telling the time.

- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.

- 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.