



# Year 6 SATs Presentation

April 2023

# During this presentation we will cover:

- **Key dates**
- **What are SATs?**
- **Grammar, Punctuation and Spelling (GPS)**
- **Reading**
- **Maths**
- **Writing and Science**
- **The Week of SATs**
- **Scores and results**
- **Supporting your child**

# What are SATs?

- SATs stand for Standardised Assessment Tests
- All children in Year 2 and Year 6 must take the SATs. In Year 6, children are tested on:
  - Grammar, Punctuation and Spelling
  - Reading Comprehension
  - Maths (arithmetic and reasoning).
- Year 6 SATs tests are sent away to be marked by external markers.
- Year 6 children are also assessed for their writing although there is no test.



# Scores and Results

SATs are completed for three main reasons:

- To support the school's judgement on how your child is doing compared to any other child in the class, in Richmond or in the country.
- To provide an official 'peg in the road' of a child's progress through the key stages.
- To find out how the school is doing compared to other schools, locally and nationally.

SATs do not give us information on your child in other areas of the curriculum such as the **foundation** subjects (Art, PE, Humanities etc.) They also do not give information on the many **personal qualities and attributes of your child** - we are always keen to recognise children for achievements outside of SATs as well!

# Key Dates

Year 6 SATs week is w/c 9<sup>th</sup> May 2023 nationally

Date	Activity
Tuesday 9 <sup>th</sup> May	English Grammar, Punctuation and Spelling papers 1 and 2
Wednesday 10 <sup>th</sup> May	English – Reading Paper
Thursday 11 <sup>th</sup> May	Maths – Paper 1 (Arithmetic) and Paper 2 (Reasoning 1)
Friday 12 <sup>th</sup> May	Maths Paper 3 (Reasoning 2)

# Grammar Punctuation and Spelling (GPS)

**Tuesday 9<sup>th</sup> May**, the children will sit **two papers** for GPS:

- Paper 1: Grammar and Punctuation (short answer)
- Paper 2: Spelling.

Paper 1 : Short Answer Paper	Paper Two: Spelling
<p>Time: 45 minutes Marks: 50 marks</p> <p><i>Note: Accurate spelling and punctuation is required throughout the paper, e.g. capital letters and correct spelling of words used.</i></p>	<p>Time: Teacher led Marks: 20 marks (20 spellings)</p> <p><i>Note: Word list will be a mix of 'common exception words' and spelling rules taught throughout KS2.</i></p>
The overall GPS assessment is out of 70 marks	

# Reading

**Wednesday 10<sup>th</sup> May**, the children will sit **one paper** for reading to test their reading comprehension.

## Reading Paper: Reading Comprehension

Time: One hour

Marks: 50 marks

The children will have one hour to read 3 texts (a range of genres - usually one non-fiction and perhaps a poem, as well as fiction) and answer related questions.

*Note: They need to use a variety of skills: retrieval, inference, opinion, vocabulary and wider context.*

# Maths

**Thursday 11<sup>th</sup> May and Friday 12<sup>th</sup> May**

The children will sit **three papers** for maths:

Wednesday 11<sup>th</sup> May – Paper 1 **Arithmetic**

Wednesday 11<sup>th</sup> May – Paper 2 **Reasoning**

Thursday 12<sup>th</sup> May – Paper 3 **Reasoning**

Paper 1 Arithmetic	Paper 2 Reasoning	Paper 3 Reasoning
Time: 30 minutes Marks: 40 marks	Time: 40 minutes Marks: 35 marks	Time: 40 minutes Marks: 35 marks

The overall maths assessment is out of 110 marks

*Note: The three papers are to cover the breadth of the maths curriculum: they do not get progressively more difficult.*

# Writing and Science

- There will be no SATs testing for your child in writing or science. Instead, your child will be assessed throughout the year by the Year 6 teachers.
- In **writing**, the teachers will assess whether your child is working towards, working at or working above expectations. To ensure consistency of standards, the school may be selected for external moderation.
- For **science**, the grading is either 'met' or 'not met'. There is no greater depth in science for end of KS2.

# The Week of the SATs

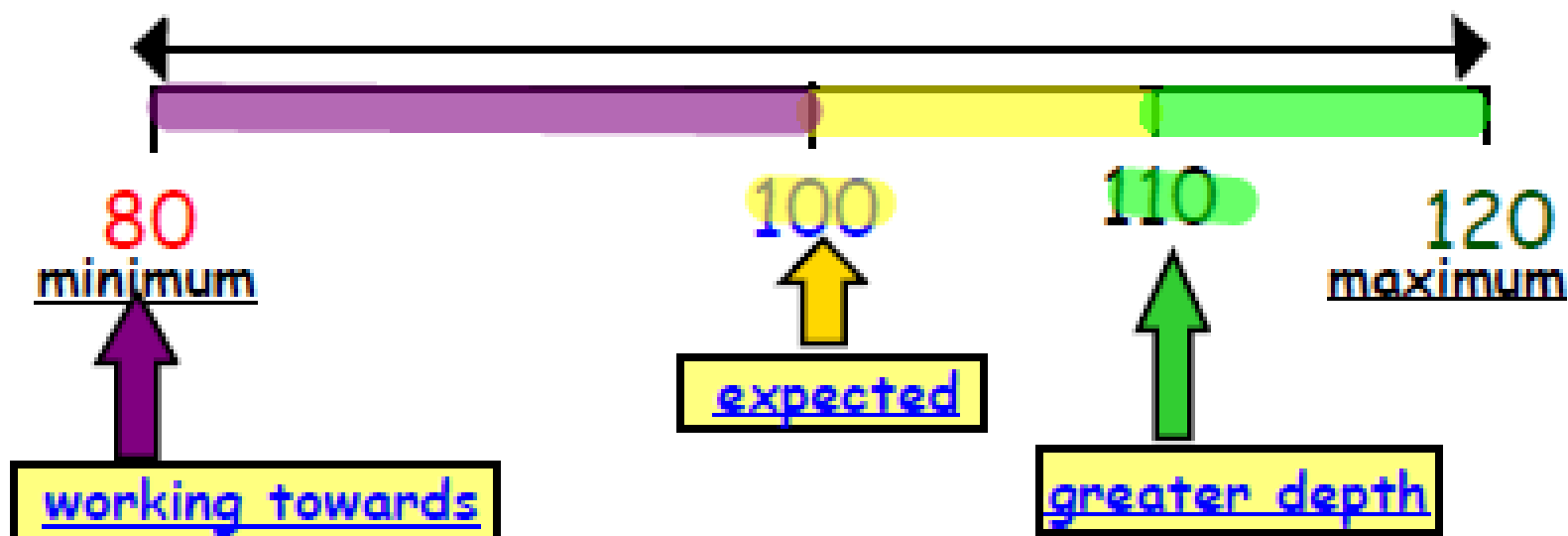
- It is essential that your child arrives at school **on time**. All children should be in by **8.40am** at the latest of that week (9-12<sup>th</sup> May) in order to create a calm and focussed start to each day.
- We really hope to avoid any absences during the test days. In the event of illness, we are able to apply for the child to sit their SATs at another time (within 5 school days) as a timetable variation; however, this requires the child not to have contact with others whom have sat the test during that time and they will need to sit their rescheduled test alone – so not ideal. If your child is unwell but well enough to come and complete the test, they can do so then go home afterwards to recuperate and also avoid further disruption.

# The Week of the SATs

- Most children will sit their SATs in their classroom. Their class teacher will be present alongside one other adult (a stipulated requirement).
- Children who have 1:1 support, or for whom extra time is granted, will sit in rooms around the Junior Site. There will always be at least two adults in the room at all times.
- *The children are very familiar with these arrangements.*
- During SATs week, other adults (such as Mrs. Abrahams and some of the Governors) will be observing the assessments. This is a requirement.
- It is possible an external moderator will check we are adhering to all rules. They will not enter a room once an assessment has started.

# Scores and Results

For all the exams, your child will receive a scaled score.



Your child's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test. This will be converted into a scaled score:

eg:  $\frac{26}{50} = 100$  (2018)

$\frac{40}{50} = 110$  (2018)

# Example Results Notification

**Name:** Example

GPS		WTS: 0-35	EXS: 36-50	GD: 51-70
Grammar:	Spelling:			

Reading		WTS: 0-27	EXS: 28-40	GD: 41-50

Maths			WTS: 0-57	EXS: 58-94	GD: 95-110
Arithmetic (40):	Reasoning 1 (35):	Reasoning 2 (35):			

**Key:**

WTS: Working towards Year 6 expectations

EXS: Working at Year 6 expectations

GD: Greater Depth (exceeding Year 6 expectations)

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The school will receive the results in mid-July. These will be sent home with the annual school report for parents/carers to discuss with their children (i.e. these will not be communicated in school).



# Supporting your child

Please continue to provide the support you have been doing throughout the year.

## Maths

- Times table practice (e.g. Times Table Rock Stars).
- Resources on Google Classroom (uploaded for Easter homework).

## Reading

- Read with them regularly (aloud, asking questions, discussing vocabulary and checking understanding).
- Encourage them to read other genres – not just their favourite!
- General knowledge – have discussions about current affairs, history, places in the world, etc.

## GPS

- Encourage them to learn their spelling rules and practise with them.
- Help them to remember specific terminology from their English 'homework books', e.g. antonyms/synonyms, determiners, passive voice, subject and object, co-ordinating conjunctions, subordinating conjunctions and clauses.



# How else can I support my child at home?

- Reinforce a calm and measured approach.
- Support and encourage your child to revise – small amounts and often.
- Help them to stay focused and positive.
- Encourage resilience and independence.
- Manage food, sleep and screens!

Do you have  
any  
Questions? 😊

# Grammar & Punctuation (short answer paper)

## Example Questions

2

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

Come and see me tomorrow I will not have time to see  
you today.

1 mark

41

Circle the two words that are **synonyms** in the passage below.

The café serves delicious snacks and cakes until noon.

After midday, you can also order hot lunches, sandwiches  
or soup.

1 mark

# Spelling (teacher-led) Example Questions

## Spelling

**Spelling 1:** The word is **disorder**.

Jordan's messy room was in a state of **disorder**.

The word is **disorder**.

**Spelling 2:** The word is **knock**.

David gave a **knock** on the door before entering.

The word is **knock**.

**Spelling 3:** The word is **polishing**.

Anita was **polishing** her shoes.

The word is **polishing**.

**Spelling 4:** The word is **washable**.

The coat was made from a **washable** fabric.

The word is **washable**.

The teacher will read out this

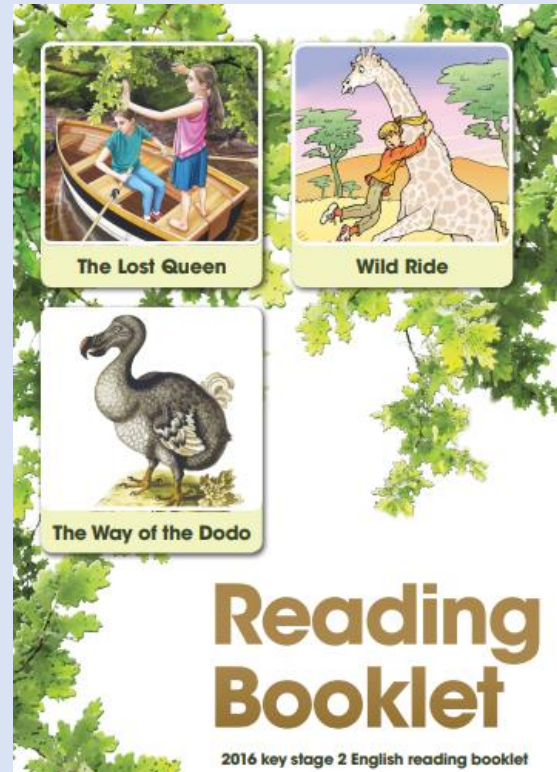
And the children will answer on this answer paper

1. Jordan's messy room was in a state of \_\_\_\_\_.
2. David gave a \_\_\_\_\_ on the door before entering.
3. Anita was \_\_\_\_\_ her shoes.
4. The coat was made from a \_\_\_\_\_ fabric.

# Reading Comprehension Example Questions

## Using a variety of comprehension skills:

- Literal answers  
(fact retrieval)
- Inference  
(reading between the lines)
- Opinion questions
- Vocabulary questions
- Wider context
- General knowledge –  
linked to text



## Inference

*...they crossed the glassy surface of the lake.*

Give **two** impressions this gives you of the water.

1. \_\_\_\_\_
2. \_\_\_\_\_

## Vocabulary

*The mud flats would have formed a freshwater oasis in an otherwise **parched** environment.*

Give the meaning of the word *parched* in this sentence.

## Opinion – using evidence from text

In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.

# Maths Paper 1 - Arithmetic

## Example Questions

<b>15</b>	$\frac{4}{6} \times \frac{3}{5} =$
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<b>26</b>	$\frac{1}{4} + \frac{1}{5} + \frac{1}{10} =$
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### Straight Calculations including:

- Four main operations
- Column Addition/Subtraction
- Adding/Subtracting Fractions
- Multiplying/Dividing Fractions
- Fractions of amounts
- Percentages
- Long division/multiplication
- Place value (x/ by 10, 100, 1000)
- Missing number problems
- Decimals
- Squared/cubed numbers

<b>25</b>	$37.8 - 14.671 =$
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<b>8</b>	$6^2 + 10 =$
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<b>10</b>	<div style="border: 1px solid black; width: 100px; height: 40px; display: inline-block;"></div> $- 10 = 298$
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<b>27</b>	$3.9 \times 30 =$
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<b>34</b>	$28\% \text{ of } 650 =$
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# Maths Paper 2 & 3 - Reasoning Example Questions

## Choosing which calculations to use to find out the answer:

- Often multi-step problems
- Need to read the questions carefully – what information is actually required?
- Measurement
- Time
- Shape
- Angles
- Statistics
- Symmetry
- Translation/Rotation
- Co-ordinates

There are 28 pupils in a class.

The teacher has 8 litres of orange juice.

She pours 225 millilitres of orange juice for every pupil.



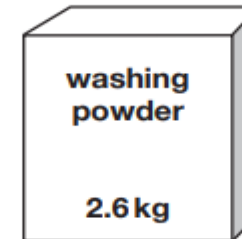
How much orange juice is left over?

A book has 276 pages.

Amina has read  $\frac{1}{3}$  of the book.

How many pages are **left** for Amina to read?

A box contains 2.6 kg of washing powder.



Jack uses 65 grams of powder for each wash.

He uses all the powder.

How many washes did Jack do?