At Horsell C of E Junior School we believe that we are all made in the ' image of God'. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.

We are READY - RESPECTFUL - SAFE

YEAR 6 SATS 2023

Presentation for Parents, Carers & Guardians

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 Tuesday 9th May ending on Friday 12th May. Monday 8th May is a bank holiday this year.
- The SATs papers consist of:
  - *Grammar, punctuation and spelling (paper 1: GPS) – Tuesday 9th May*
  - *Grammar, punctuation and spelling (paper 2: Spelling) – 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 the SATs are completed

- The tests take place during normal school hours, under exam conditions.
- After the tests are completed, the papers are sent away to be marked externally.
- The results are then sent to the school in July.
  - *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*

Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time
- Tests being opened early to be modified
- An adult to transcribe
- An adult to read for them
- The use of prompts or rest breaks

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed).

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 whether 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: **Tuesday 9th 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.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

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 (GPS)

Example questions:

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

e.g. Although, While _____ it rained all afternoon, the picnic was a success.

1 mark

4 Which sentence must end with a **question mark**?

Tick **one**.

Shall we go round the fitness trail in the park ☑

We could go tomorrow if you like ☐

What I really like is the rope bridge ☐

Let me know what you would like to do ☐

1 mark

32 The teacher wants to write a sign to remind children to turn the lights off.

Write the **command** that the teacher might use on the sign. Remember to punctuate your answer correctly.

e.g. Switch off the lights!   Please turn off the lights

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:

Spelling

1. The children were _____ the objects from smallest to largest.

2. Do not show _____ to anyone.

3. I was given a _____ award.

2022 Spelling script

Spelling 1: The word is **ordering**.
The children were `ordering` the objects from smallest to largest.
The word is **ordering**.

Spelling 2: The word is **disrespect**.
Do not show `disrespect` to anyone.
The word is **disrespect**.

Spelling 3: The word is **special**.
I was given a `special` award.
The word is **special**.

Reading: **Wednesday 10ᵗʰ 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 1–11 are about *The Parsnips* (pages 4–6)

1 Veronika's football team has two names.

What are the **two** names?

1. _____

2. _____

THE CLUB – THE FACTS

Name: Parrs Under 11s, also known as "The Parsnips"

Ground: Lornton FC, Low Road, Lornton

Capacity: 500

Plays in: The Nettie Honeyball Women's League

Sponsor: Sweet Peas Garden Centre, Mowborough

Coach: Hannah Preston

Assistant coach: Katie Regan

Qu.	Requirement	Mark
1	Veronika's football team has two names. What are the **two** names? **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to Parrs Under 11s **and** The Parsnips, e.g. • *The Parsnips* • *Parsnips* • *Parrs under 11s* • *Parrs.*	1m

Reading

Example questions:
Based on text 2: My Circus Life

17 Look at page 9.

Vladik is always changing his *Dralion* performance.

Give **two** ways that these changes to his performance happen.

1. _____

2. _____

2 marks

Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Requirement	Mark
Look at page 9. Vladik is always changing his *Dralion* performance. Give **two** ways that these changes to his performance happen. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: 1. Vladik's performance changing naturally / without him knowing how it happens, e.g. • *changes happen naturally* • *he just does the changes and he doesn't even realise.* 2. Vladik deliberately making changes to his performance, e.g. • *he modifies them on purpose* • *they happen deliberately.* 3. Vladik adding a trick, e.g. • *putting in a new trick.*	Up to 2m

Reading

Example questions:
Based on the whole text

33 Think about the whole text.

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.

1. _____

_____

_____

2. _____

_____

_____

Qu.	Requirement	Mark
33	Think about the whole text. 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. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Acceptable points:** 1. curious 2. imaginative 3. confused 4. unafraid 5. solitary / content with her own company 6. observant **Award 3 marks** for **two** acceptable points, at least **one** with evidence, e.g. • *1. She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.* [AP2 + evidence] *2. That she is good at noticing things that go on.* [AP6] • *1. I think she is just a curious girl who wants to know everything that is going on.* [AP1] *2. She is very confused. 'I never felt them touch me and this gave me a curious sensation.'* [AP3 + evidence] **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence, e.g. • *1. Brave because she did the right thing in the situation.* [AP4] *2. She was a person who definitely kept herself to herself.* [AP5] • *1. She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'* [AP4 + evidence] **Award 1 mark** for **one** acceptable point, e.g. • *1. She likes to find out about other people.* [AP1]	Up to 3m

Maths: **Thursday 11th May** and **Friday 12th May**

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

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 requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

32 $\quad 2\frac{1}{2} - \frac{2}{3} =$

1 mark

33

| | 4 | 0 | 7 | 8 |
| × | | | 6 | 7 |

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ **OR** $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an **exact** decimal equivalent, e.g. 1.8$\dot{3}$ (accept any unambiguous indication of the recurring digits). **Do not** accept rounded or truncated decimals.
33	Award **TWO** marks for the correct answer of 273,226. If the answer is incorrect, award **ONE** mark for a formal method of long multiplication with no more than **ONE** arithmetic error, e.g. 4078 × 67 28546 244680 273126 *(error)* **OR** 4078 × 67 28544 *(error)* 244680 273224	Up to 2m	Working must be carried through to reach a final answer for the award of **ONE** mark. **Do not** award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: 4078 × 67 28546 24468 *(place value error)* 53014

16

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

6 6.48 + 8.6 =

$$\begin{array}{r} 6.48 \\ +\ 8.6 \\ \hline 15.08 \\ \tiny 1 \end{array}$$

15.08

1 mark

15 ☐ 4,172 = 596 × 7

$$\begin{array}{r} 596 \\ \times\ \ 7 \\ \hline 4172 \\ \tiny 6\ 4 \end{array}$$

1 mark

27 15% of 3,200 =

10% of 3,200 = 320
5% of 3,200 = 160
15% of 3,200 = 480

480

1 mark

35 6 + 4 ÷ 2 =

4 ÷ 2 = 2
6 + 2 = 8

8

1 mark

Maths Paper 1 (Arithmetic)

Example 2 mark question:

29 | 7 3 | 3 0 6 6

Show your method

29	Award **TWO** marks for the correct answer of 42	Up to 2m	
	If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e.		Working must be carried through to reach a final answer for the award of **ONE** mark.

- long division algorithm, e.g.

```
        41 r67
73 | 3066
  −  2920
       140  (error)
   −    73
        67
```

OR

```
        32  (error)
73 | 3066
  −   730        10 × 73
     2336
  −  2190        30 × 73
      146
      146         2 × 73
        0
```

- short division algorithm, e.g.

```
        41 r71  (error)
73 | 306^14 6
```

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.

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Thursday 11th May and paper 3 will take place on Friday 12th 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:

6 Emma has a 5 litre bag of compost.

COMPOST
5 litres

She uses 2.75 litres.

How much compost does Emma have left?

2.25 **litres**

1 mark

7 In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the **bicycle ride**?

$\frac{6}{10}$
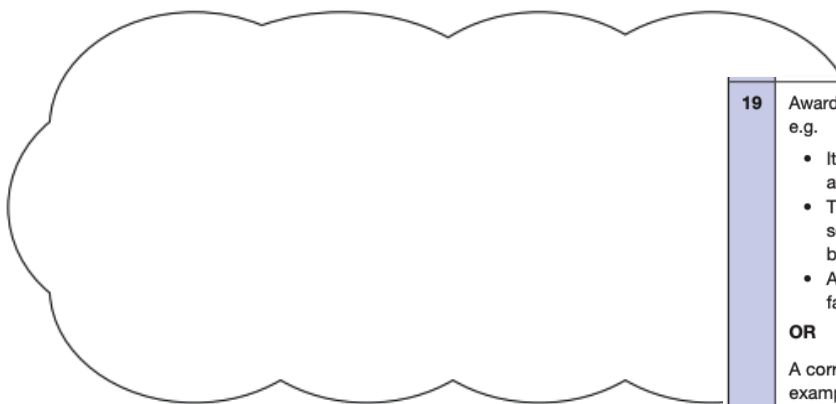
1 mark

Maths Papers 3 (Reasoning)

Example questions:

19 Jack says,

When you square a prime number, the answer has only two factors.

Explain why Jack is **not** correct.

19	Award **ONE** mark for a correct explanation, e.g.	**1m**	**Do not** accept vague or incomplete explanations, e.g.

	• It has 3 factors – the prime number, 1 and the square of the prime number.
	 • The prime number has 2 factors; the squared prime number will be divisible by one, itself and the prime number.
	 • All prime numbers squared have 3 factors.
	 OR
	 A correct explanation that gives a counter example, e.g.
	 • 5 is prime
	   $5^2 = 25$
	   25 has 3 factors: 1, 5 and 25, not two
	 • 7^2 has more than 2 factors – 1, 7 and 49
	 • $121 = 1 \times 121 = 11 \times 11$
	 • $3^2 = 9$
	   9 – 1, 9, 3
	 • $5^2 = 25$
	   Factors of 25 = 1, 5, 25
	   All squared primes have 3 factors.
			• A square number doesn't have 2 factors (repeat of the question)
			 • $2^2 = 4$ (incomplete)
			 • Prime numbers have 2 factors only (incomplete)
			 • Prime numbers squared have more than 2 factors (vague)
			
			 Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation, e.g.
			 • 49 = 1, 7, 49
			 • 5 squared is 25
			   1, 5, 5, 25
			   25 has four factors
			 • All prime numbers squared have more than 3 factors

Maths Papers 3 (Reasoning)

Example question:

20 This table shows how many people finished the New York Marathon in each of the first four decades it was held.

New York Marathon	
Decade	**Total number of people who finished**
1st decade	24,863
2nd decade	170,932
3rd decade	282,420
4th decade	350,824

What is the mean number of people who finished the marathon per decade? Round your answer to the **nearest hundred**.

Show your method

	people

3 marks

Qu.	Requirement	Mark	Additional guidance
20	Award **THREE** marks for the correct answer of 207,300 If the answer is incorrect, award **TWO** marks for: • evidence of an appropriate complete method which contains no more than one error, e.g. 24,863 170,932 282,420 + 350,824 828,939 *(error)* 828,939 ÷ 4 = 207,234 r3 Rounded to the nearest hundred = 207,200 **OR** • sight of 207,259 r3 **OR** 207,259 $\frac{3}{4}$ **OR** 207,259.75 Award **ONE** mark for: • evidence of an appropriate method with more than one error.	Up to 3m	Answer need not be obtained or rounded for the award of **ONE** mark. 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.

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:
- 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 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.

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 don't tell the whole story.**
Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

- **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.

What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:
● Affect a child's appetite
● Affect a child's sleep
● Affect a child's personality
● Induce panic, tears or disengagement from lessons or hobbies
● Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.

What to do if you are worried about your child

Talk to the school
Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.
Talk to your child
Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.
Encourage your child to talk to their teacher
SATs are obviously linked to school. Don't be surprised if your child would prefer seek reassurance from teachers over family members.
Try not to project your own anxieties or views about the SATs
Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties.

THANK YOU!

If you have any questions, you can contact your class teacher.

- k.chadburn@horsell-junior.surrey.sch.uk - Cherry Class Teacher (Acting Head of Year)
- h.parker@horsell-junior.surrey.sch.uk Spruce Class teacher
- j.page@horsell-junior.surrey.sch.uk - Willow Class Teacher