



# St. Peter's CE Primary Academy, Hednesford

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Year 6 SATS Information Presentation

January 2024

# SATS Week 2024

The tests for 2024 will take place in the week commencing 13<sup>th</sup> May.

DATE	EXAM
Mon 13 <sup>th</sup> May	Grammar, Spelling & Punctuation (Paper 1) Grammar, Spelling & Punctuation (Paper 2)
Tue 14 <sup>th</sup> May	English Reading
Wed 15 <sup>th</sup> May	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thu 16 <sup>th</sup> May	Maths Paper 3 (Reasoning)

# English: Grammar, Punctuation and Spelling

## English grammar, punctuation and spelling test

The English grammar, punctuation and spelling test focuses on the relevant elements of the [English programmes of study](#)<sup>18</sup>.

Paper 1: questions is a combined question and answer booklet. Pupils will have 45 minutes to answer the questions, which are worth 50 marks in total.

Paper 2: spelling consists of a test transcript to be read by the test administrator and an answer booklet in which pupils write 20 spellings. The paper takes approximately 15 minutes but is not strictly timed. The spellings are worth 20 marks in total.

2022 national curriculum tests

# Key stage 2

## English grammar, punctuation and spelling

### Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



2022 national curriculum tests

# Key stage 2

## English grammar, punctuation and spelling

### Paper 2: spelling

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



3

Draw a line to match each **prefix** to the correct word to make a new word.

Prefix	Word
en	cover
de	large
dis	frost

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

44

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

1 mark

45

Tick one box in each row to show if the statement about the **apostrophe** is **true** or **false**.

Sentence	The apostrophe shows that...	True	False
The boys' lunch was delicious.	there is only one boy.	<input type="checkbox"/>	<input type="checkbox"/>
Gina put out the cats' food.	there is more than one cat.	<input type="checkbox"/>	<input type="checkbox"/>
The girl's party is this afternoon.	there is more than one girl.	<input type="checkbox"/>	<input type="checkbox"/>
The trees' leaves were green.	there is only one tree.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

## Spelling

1. The children were \_\_\_\_\_ the objects from smallest to largest.
2. Do not show \_\_\_\_\_ to anyone.
3. I was given a \_\_\_\_\_ award.
4. We spent a \_\_\_\_\_ of hours at the shops.
5. You should \_\_\_\_\_ your fabric carefully.
6. The dust in the air made me \_\_\_\_\_.
7. Rosie used a sewing \_\_\_\_\_ to make her dress.
8. The spy used \_\_\_\_\_ ink to write his message.
9. Chewing gum is \_\_\_\_\_ in school.
10. We watched a film on \_\_\_\_\_ last night.

# English: Reading

## English reading test

The English reading test focuses on the comprehension elements of the English programmes of study and includes a mixture of text types. The test is designed so that the texts are presented in increasing level of difficulty.

The test consists of a reading booklet and a separate answer booklet. Pupils will have one hour to read the 3 texts in the reading booklet and complete the questions, which are worth 50 marks in total.



**The Parsnips**



**My Circus Life**



**A Traveller in Time**

# Reading Booklet

2022 key stage 2 English reading booklet

2022 national curriculum tests

## Key stage 2

### English reading

Reading answer booklet

First name					
Middle name					
Last name					
Date of birth	Day		Month		Year
School name					
DfE number					





This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

## A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.

She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full floating skirts which took all the stairway. I never felt them touch me, and this gave me a curious sensation. Soundlessly she swayed down the stairway, and I stood watching her, smelling the sweet, faint odour of her dress, seeing the pallor of the hands which held her ruffled skirts, yet hearing nothing at all.



24 Look at the first paragraph, beginning: *Ours was a steep...*

Penelope's description of the stairway makes it seem...

Tick **one**.

damp and dark.

cramped and unsafe.

old and dusty.

stylish and never used.

1 mark

25 Why did Penelope like sitting in the stairway?

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1 mark

26 Look at the first paragraph, beginning: *Ours was a steep...*

Find and copy **one** word that shows that the evening was getting dark.

---

1 mark

29 Look at the top of page 11.

Give **three** ways you can tell things have gone back to normal.

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

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

3. \_\_\_\_\_

2 marks

30

Choose the best group of words to fit the sentences.

Draw a circle around your choice.

(a) When Penelope saw the lady, she described...

- why the lady was there.
- what she could see and smell.
- who the lady was.
- what she could touch and taste.

1 mark

(b) As soon as the lady went away, Penelope...

- felt frightened.
- looked for her mother.
- felt relieved.
- looked for the lady.

1 mark

34

The extract you have read is the beginning of a longer story.

Which of these is **most likely** to happen next?

Tick **one**.

Penelope will forget all about the lady.

Penelope's mother will ask lots of questions about the lady.

Penelope will try to find out about the lady.

Penelope and her mother will search the house for the lady.

1 mark

35

Think about the whole text.

How is a mysterious atmosphere created?

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

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

3 marks

# Maths: Arithmetic and Reasoning

## Mathematics test

The mathematics test focuses on the assessable elements of the [mathematics programmes of study](#)<sup>19</sup> and comprises of 2 components, arithmetic and reasoning, presented to pupils as 3 test papers.

Paper 1 assesses arithmetic. Pupils will have 30 minutes to answer the questions, which are worth 40 marks in total.

Papers 2 and 3 assess reasoning. For each paper, pupils will have 40 minutes to answer the questions, which are worth 35 marks per paper.

2022 national curriculum tests

# Key stage 2

## Mathematics

### Paper 1: arithmetic

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



2022 national curriculum tests

# Key stage 2

## Mathematics

### Paper 3: reasoning

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



2022 national curriculum tests

# Key stage 2

## Mathematics

### Paper 2: reasoning

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



**10**

$1,010 \times 10 =$

1 mark

**23**

$8 - 5.123 =$

1 mark

**11**

$560 \div 7 =$

1 mark

**24**

$\frac{1}{8} \div 2 =$

1 mark

**12**

$6 \times 10 \times 11 =$

1 mark

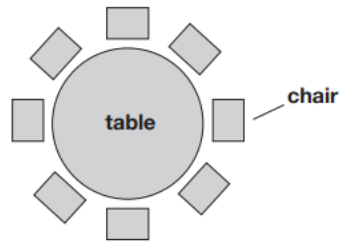
**25**

$\frac{1}{2} + \frac{1}{3} =$

1 mark

2

One table can seat 8 people.



How many tables are needed to seat 40 people?

tables

1 mark

3

Write the missing number to make this **addition** correct.

$$400,000 + \boxed{\phantom{00000}} + 70 = 430,070$$

1 mark

23

Adam has a bag of fruit that weighs **1.25 kilograms**.



He takes out a banana. Now the bag of fruit weighs **1.1 kg**.

Next, he takes out an orange. Now the bag weighs **920 g**.

How much **more** does the orange weigh than the banana?

Show  
your  
method

g

2 marks



# How are school preparing for SATS?

The children are completing the KS2 programme of study in English and Maths, ensuring any gaps from missed learning are addressed as best they can be.

Interventions and grouped teaching will be delivered between now and the tests to help prepare children at the level they are currently working, focusing on skills and test technique.

School staff are leading a series of revision sessions after school which you can sign your child up to attend – letter sent separately.

All pupils are being loaned revision guides for English and Maths to help them revise over the coming weeks at home. We hope these will be useful! They will be required to be returned to school in June 2024.



# SATS revision resource area

To help our pupils get ready for their SATS and to be secondary ready for their transition to high school, we have also created a new area on our website full of resources, links and websites which can be used to help revise for the SATS this year.

There are past papers, mark schemes and revision guides available through links on the website too. Please do not use 2023 papers with children as we will be using these in school in the coming weeks.

The resource area can be found from the Pupils tab on the academy homepage.

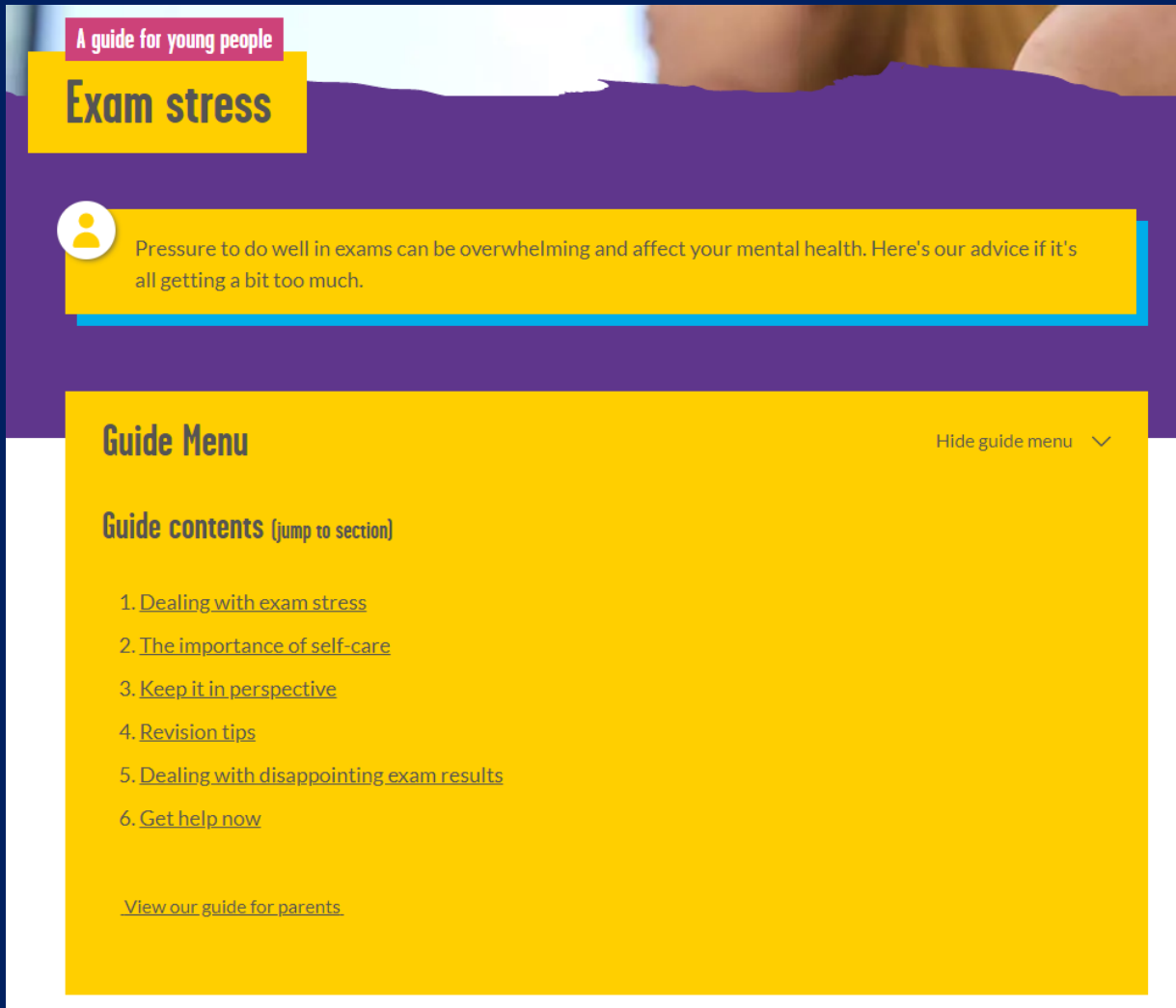
# How can you help your child prepare?

Helping to prepare your child for their SATS, and most especially building their confidence, is really important over the next few weeks.

Top tips:


- A little revision regularly is a much better way to practice for the SATS than long, infrequent sessions. 10 to 20 minute sessions on a topic or theme a few times a week is plenty.
- Use the Revision Guides and resources on the website to keep learning fresh and help to cover all the areas they will be tested on.
- Try to start with areas your child feels confident with and then move on to something more tricky. Avoid going over what they can already do.
- In Maths, practice the worded reasoning and 2 step problems so that the information can be broken down and followed. Talk these through out loud and break them down.
- With reading, practice getting the children to find the word, find the phrase or locate supporting evidence. Get them in the habit of starting an answer with “in the text it says...”
- The most important way to help your child is to be positive, believe in them and keeping them calm. Approach the SATS as a way to show what you can do.

# Looking after your child's wellbeing



A guide for young people

## Exam stress

 Pressure to do well in exams can be overwhelming and affect your mental health. Here's our advice if it's all getting a bit too much.

### Guide Menu

Hide guide menu ▾

#### Guide contents (jump to section)

1. [Dealing with exam stress](#)
2. [The importance of self-care](#)
3. [Keep it in perspective](#)
4. [Revision tips](#)
5. [Dealing with disappointing exam results](#)
6. [Get help now](#)

[View our guide for parents](#)

<https://www.youngminds.org.uk/young-person/coping-with-life/exam-stress/>

**YOUNGMINDS**  
fighting for young people's mental health

# The week of the SATS

In the lead up to SATS:

- Encourage your child to get plenty of sleep and avoid late nights
- Try to keep them calm and not worry about the tests themselves
- Eat well
- Build in time for exercise, fun and enjoyment – especially with friends and family
- Build confidence by encouraging children to do their best

# How a typical SATS day will go

The children will meet in school to share a drink, some fruit and to complete the register. Staff will greet all the children and put them at ease.

Warm up activities and top tips will be shared to make sure the pupils are ready to sit the paper.

Pupils will be grouped and sit their paper(s) in different areas of the academy.

Once papers are finished, pupils who have completed the paper will meet and have some 'wind down' time.

Further preparation for other papers will continue in the afternoons.

# Access Arrangements

For a small number of pupils, the academy can implement access arrangements to help them participate in SATS such as a reader, scribe or extra time. These must reflect normal practice in school and are based on strict criteria set by the Standards and Testing Agency (STA).

All pupils who have an Education Health Care Plan (EHCP) automatically qualify for 25% additional time. School will make other applications for additional times for pupils who have identified needs and meet the criteria set by STA.

If you have any questions about access arrangements, please speak to your child's class teacher or Mr Stevens.

# How are SATS marked?

Your child's SATS papers are marked externally and are marked on-screen. The papers are scanned in and submitted to the marker electronically.

This means that pupils need to follow the test instructions carefully (not covering the barcodes or writing at the side of the paper). They also need to write legibly so that answers are clear. If your child's joined handwriting is not neat, they will be encouraged to write in print for the tests.

Where they have made an error, we always encourage crossing through rather than rubbing out in case marks for working out can be given.

# How are SATS results used?

Your child's SATS results will be published in July 2024 around the time of their final school report. They will also be published to your child's secondary school to help them group pupils ready for Year 7, along with teacher assessment grades from school and any other tests that pupils may sit as part of transition activities with their new school.



# How are SATS results calculated?

Since 2016 children have been given scaled scores. To calculate a child's scaled score, their raw score –the actual number of marks they achieved across the paper(s) – is converted into a scaled score. This is used to show whether the child has achieved the national standard for that subject. It also allows for comparisons of pupil performance over time as every scaled score represents the same level of attainment, whether a child has taken the test in 2018 or in 2024.

In KS2 SATs, the papers are marked externally. Each child will be awarded a raw score and a scaled score, and receive confirmation of whether or not they achieved the national standard. 'AS' means the expected standard was achieved and 'NS' means the expected standard was not achieved.

The range of scaled scores available for each KS2 test is the same, this year and in future years: 80 is the lowest possible scaled score with 120 the highest possible.

A scaled score of 100 or more means that the child has met the expected standard in each test.

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	80
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	89
15	90
16	91

17	92
18	92
19	93
20	94
21	95
22	95
23	96
24	97
25	97
26	98
27	99
28	100
29	100
30	101
31	102
32	102
33	103
34	104

35	105
36	106
37	106
38	107
39	108
40	109
41	110
42	111
43	113
44	114
45	115
46	117
47	118
48	120
49	120
50	120

# Reporting Results

Component	Description	Result	Meaning
<b>English</b>			
RD1	Reading Test 1	39	
RSS	Reading Result Scaled	108	
REM	Reading Outcome	AS	Achieved Standard
<b>Mathematics</b>			
MTC	Mathematics Multiplication Tables Check		
MAR	Mathematics Arithmetic	37	
MRE	Mathematics Reasoning paper 1	29	
MRE	Mathematics Reasoning paper 2	30	
SUB	Mathematics Total	96	
MSS	Mathematics Scaled	110	
MAM	Mathematics Outcome	AS	Achieved Standard
<b>Grammar, Punctuation, Vocabulary, Spelling</b>			
GPV	Grammar, Punctuation and Vocabulary	33	
SPE	Spelling	13	
GPS	Grammar, Punctuation Vocabulary and Spelling	46	
GSS	Grammar, Punctuation and Spelling Scaled	105	
GPM	Grammar, Punctuation and Spelling Outcome	AS	Achieved Standard
<b>Teacher Assessments</b>			
Please note as per the DfE requirements for 2019, KS2 teacher assessments for reading and maths are no longer required for those pupils working at the expected standard.			
WRI	Teacher Assessment Writing	EXS	Working at the expected standard
SCI	Teacher Assessment Science	EXS	Working at the expected standard

# Writing Assessment

In addition to the SATS tests in May, pupils are also teacher assessed on their writing ability. There are a set of criteria for which children must independently and across a range of evidence pieces demonstrate their ability in writing.

Your child's class teacher (and possibly external moderators) will assess the evidence gathered in order to make a separate judgement of your child's writing. This outcome will also be reported to you with your child's SATS results.

## Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# Contact Us

If you have any questions about the SATS or how to best help your child, please do not hesitate to contact the Y6 staff or Mr Stevens.

Your help and support in preparing for SATS is very much appreciated and, working together, we will help all our pupils to Reach for the Sky in this year's tests.

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- [www.stpeters-keys.com](http://www.stpeters-keys.com)

