CLARE COMMUNITY

PRIMARY SCHOOL

Year 6 SATs 2023: A Guide for Parents/Carers

What are SATs?

- Standardised Assessment Tests
- ***Statutory*** tests for all state-educated Year 6 children
- Based on the English and Maths curriculum *throughout* Key Stage 2 (Years 3-6)
- The government uses these to measure and compare progress between schools
- The SATs are based on a **small** part of our wider school curriculum and our Year 6 provision

When is SATS Week?

- SATs Tests for Year 6 pupils will take place between Tuesday 9th May and Friday 12th May 2023 (N.B. Monday 8th is a Bank Holiday)

- **Please do not book holidays, dental appointments etc. during this time.**

What are children tested on and how are the tests structured?

- Year 6 children will sit tests in: Reading, Maths Spelling, Punctuation and Grammar.
- These tests will be both set and marked externally, and the results will be used to measure your child's progress and the school's performance.
- Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment in End of Year Reports.

Test Timetable

Tuesday 9th May	1. English GPS (Grammar, Spelling and Punctuation- 45 minutes) 2. Spelling (approx 15 minutes)
Wednesday 10th May	1. Reading (60 minutes)
Thursday 11th May	Mathematics, Paper 1, arithmetic test (30 minutes) Mathematics, Paper 2, reasoning (40 minutes)
Friday 12th May	Mathematics Paper 3, reasoning (40 minutes)

Key Stage 2 Spelling, Punctuation and Grammar

The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.

The grammar and punctuation test will include two sub types of questions:

- Selected response, e.g. 'Identify the adjectives in the sentence below'
- Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Changes to Terminology

Terminology not used in the test	Terminology used in the test
Speech marks	Inverted commas
Connectives (e.g. *and, but, so, because, when*)	Co-ordinating conjunctions (e.g. *or, and, but, so*) Subordinating conjunctions (e.g. *when, if, because*)
Connectives (e.g. *on the other hand, in addition, furthermore, therefore*)	Adverbs (words, e.g. *therefore*)/Adverbials (words or groups of words, e.g. *on the other hand*)
Time connectives (e.g. *next, then, first, second*)	Adverbs (of time)
Connectives (e.g. *after, before*)	Subordinating conjunctions, e.g. *I went to the cinema after I had eaten my dinner* (used to introduce a subordinate clause). Prepositions (of time), e.g. *Entry is free after 5pm in the evening.*
Embedded clause/'Dropped in' clause	Subordinate clause

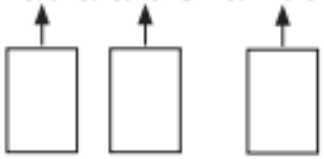
13 Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

1 mark

25 Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Nadia ate strawberries.



1 mark

17 Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, who was nine years old, loved to play tennis.		
Billie's mum bought her a tennis racket so that she could play more often.		
Billie could not play tennis with her friend Lana because Lana did not have a racket.		

1 mark

44 Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

Qu.	Spelling	Mark	Content domain coverage
1	discover	1	S41 – Prefixes
2	mission	1	S47 – Endings which sound like / ʃən /, spelt *–tion, –sion, –ssion, –cian*
3	loose	1	S61 – Homophones, near homophones and other words that are often confused
4	sign	1	S60 – Words with 'silent' letters
5	country	1	S40 – The / ʌ / sound spelt *ou*
6	gymnastics	1	S39 – The / *i* / sound spelt *y* other than at the end of words
7	edible	1	S56 – Words ending in *–able* and *–ible* Words ending in *–ably* and *–ibly*
8	posture	1	S44 – Words with endings sounding like / ʒə / or / tʃə /
9	sleigh	1	S52 – Words with the / eɪ / sound spelt *ei*, *eigh*, or *ey*
10	delicious	1	S46 – The suffix *–ous*

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11	scent	1	S51 – Words with the / *s* / sound spelt *sc*
12	illusion	1	S45 – Endings which sound like / ʒən /
13	re-enter	1	S41– Prefixes
14	parachute	1	S49 – Words with the / ʃ / sound spelt *ch*
15	abundance	1	S55 – Words ending in *–ant*, *–ance*, *–ancy*, *–ent*, *–ence*, *–ency*
16	unavoidably	1	S56 – Words ending in *–ably* and *–ibly*
17	dissolve	1	S41 – Prefixes
18	ominous	1	S46 – The suffix *–ous*
19	drawer	1	S61 – Homophones, near homophones and other words that are often confused
20	possession	1	S47 – Endings which sound like / ʃən /, spelt *–tion*, *–sion*, *–ssion*, *–cian*

Key Stage 2 Reading

- The reading test will be a single paper with questions based on one 800-word text and two passages of 300 words.
- Your child will have one hour, including reading time, to complete the test. There will be a selection of question types, including:
- **Ranking/ordering**, e.g. ‘Number the events below to show the order in which they happen in the story’
- **Find and copy**, e.g. ‘Find and copy one word that suggests what the weather is like in the story’.
- **Short written response**, e.g. ‘What does the bear eat?’.
- **Open-ended response**, e.g. ‘Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.

11 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

13 *Find out when a meteor shower is due and arrange to go star spotting with an adult…*

In this sentence, the word *arrange* is closest in meaning to…

Tick **one**.

- set out. ☐
- meet. ☐
- pack up. ☐
- plan. ☐

1 mark

8 Look at Anousheh's blog entry for September 25th.

Find and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

_____

_____

1 mark

36 Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

_____

_____

_____

_____

_____

2 marks

Common Challenges

- Reading at speed- getting to the end of the paper;
- Reading the question properly;
- Using evidence from the text to answer the question, and making and developing several points in the longer answers;
- Identifying single words or a phrase;

How to help your child with Reading

- **Make sure your child is reading daily.**
- Focus on developing an enjoyment and love of reading- listen to their enthusiasms.
- Enjoy stories **together** – reading stories to your child at KS2 is equally as important as listening to your child read.
- 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. Children need to have a broad and rich vocabulary.
- **All** reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - **it's free!**

Key Stage 2 Maths

Children will sit three papers in maths:

- **Paper 1: Arithmetic**, 30 minutes for 40 marks (written)
- **Papers 2 and 3: Reasoning**, mathematical fluency, solving problems and reasoning, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division, fractions, etc

Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Closed questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- More open 'reasoning' questions, where children will have to explain their approach for solving a problem.

23

$$\begin{array}{r} 54 \\ \times\ 23 \\ \hline \end{array}$$

Show your method

2 marks

29

$$\begin{array}{r} 678 \\ \times\ 54 \\ \hline \end{array}$$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
29	Award **TWO** marks for the correct answer of 36612 If the answer is incorrect, award **ONE** mark for the formal method of long multiplication which contains no more than **ONE** arithmetical error, e.g. • 678 × 54 = 33900 + 2712 = wrong answer	**Up to 2m**	**Do not** award any marks if: • the error is in the place value, e.g. the omission of the zero when multiplying by tens, i.e. 678 × 54 = 3390 + 2712 = wrong answer • the final (answer) line of digits is missing. Working must be carried through to reach an answer for the award of **ONE** mark.
30	$25\frac{1}{2}$	**1m**	Accept equivalent fractions or an **exact** decimal equivalent, e.g. 25.5
31	12	**1m**	
Question 31 commentary: Pupils are expected to use their knowledge of the order of operations to carry out calculations involving the four operations (6C9) in this case to evaluate 4 × 2 first and then to subtract that product from 20			
32	1	**1m**	Accept equivalent fractions or an **exact**

25

1 3 3 0 1 6

Show your method

2 marks

34

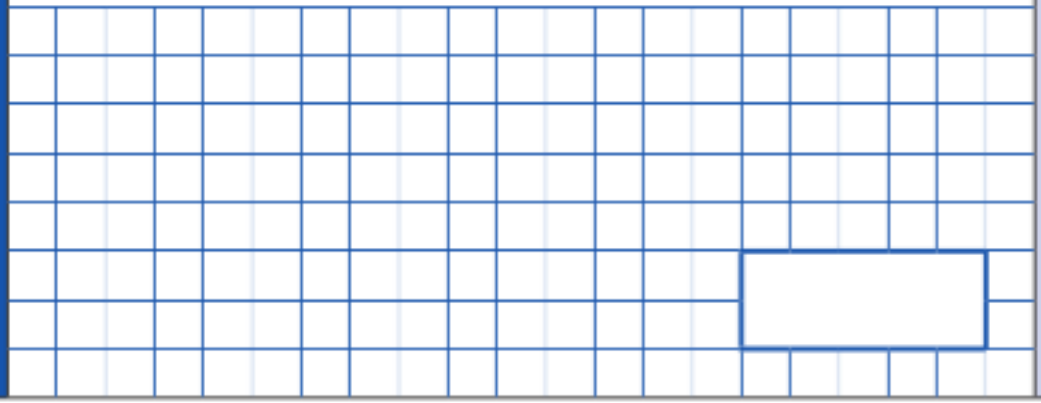
3 7 2 3 3 1

Show your method

2 marks

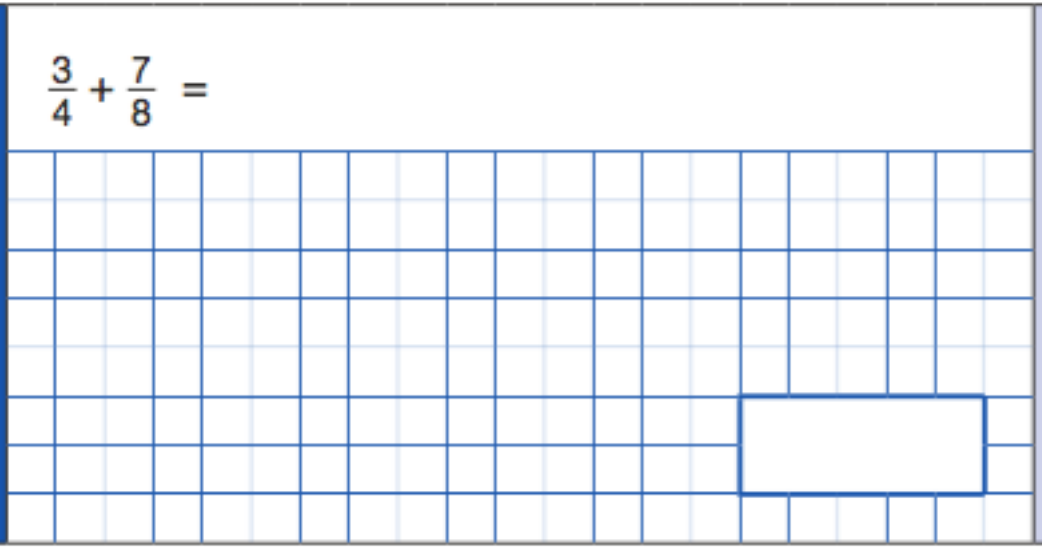
Qu.	Requirement	Mark	Additional guidance
25	Award **TWO** marks for the correct answer of 232 If the answer is incorrect, award **ONE** mark for the formal methods of division which contains no more than **ONE** arithmetical error, e.g. • long division algorithm wrong answer 13 | 3016 26 41 – 39 26 – 26 0 • short division algorithm wrong answer 13 | 3 0^{4}1^{2}6	**Up to 2m**	Working must be carried through to reach an answer for the award of **ONE** mark. **Do not** award any marks if the final (answer) line of digits is missing. 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.
Question 25 commentary: Two marks are awarded for the correct answer. However, if the answer is incorrect, one mark can only be awarded if the pupil has used one of the formal methods of long or short division. An appropriate carrying figure in short division must be less than 13 in this instance.			
26	$\frac{1}{32}$	**1m**	Accept equivalent fractions or the **exact** decimal equivalent, e.g. 0.03125

19 $\frac{1}{9} + \frac{4}{9} =$



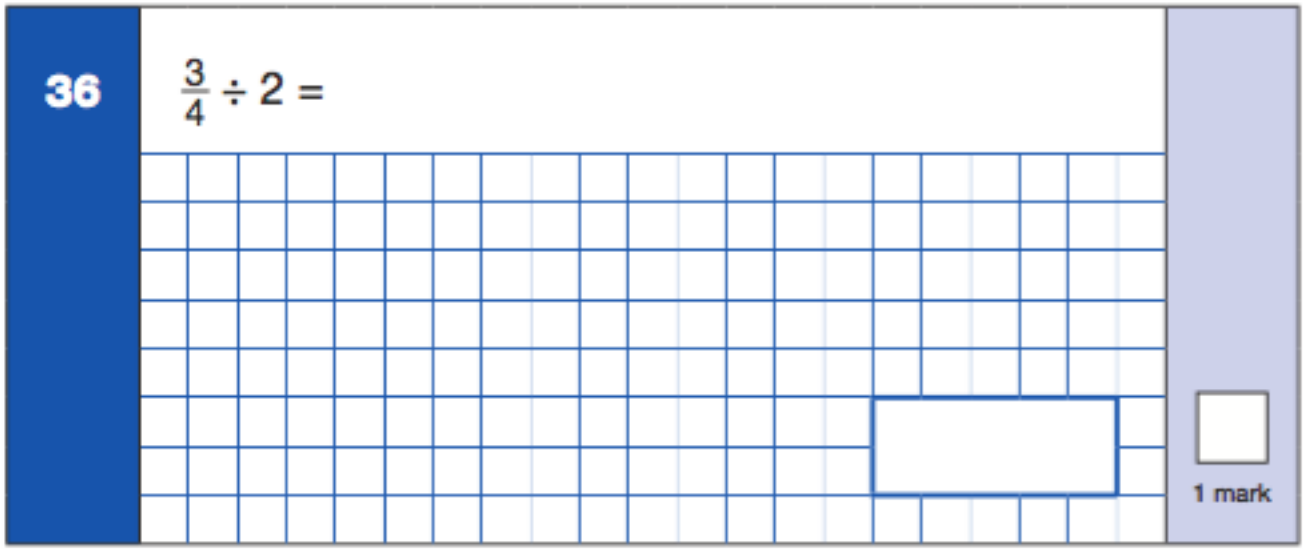
1 mark

35 $\frac{3}{4} + \frac{7}{8} =$



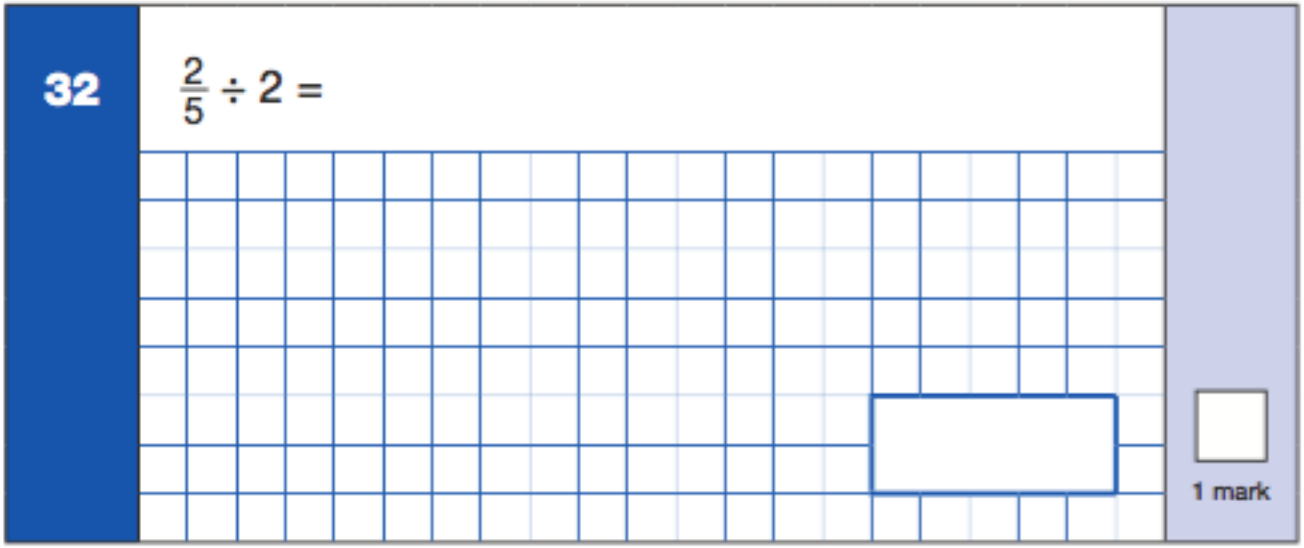
1 mark

36 $\frac{3}{4} \div 2 =$



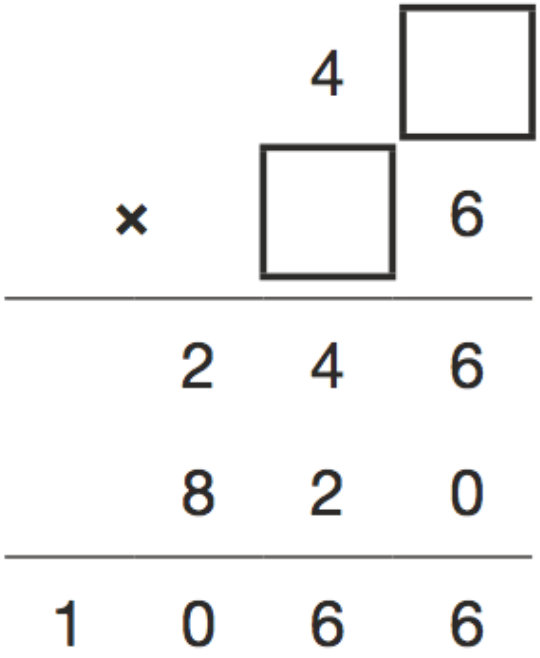
1 mark

32 $\frac{2}{5} \div 2 =$



1 mark

10 Write the two missing digits to make this **long multiplication** correct.

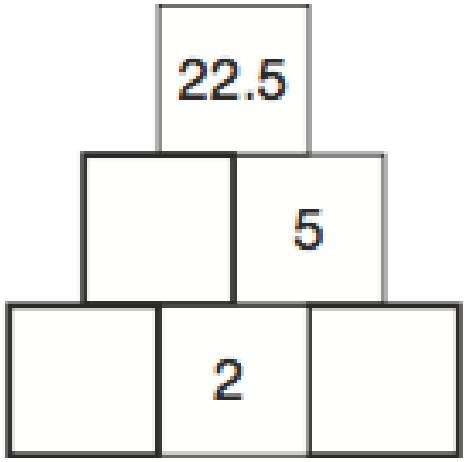


2 marks

14 Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

Maths Paper 2 / Paper 3 : Reasoning

16 Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show your method

£

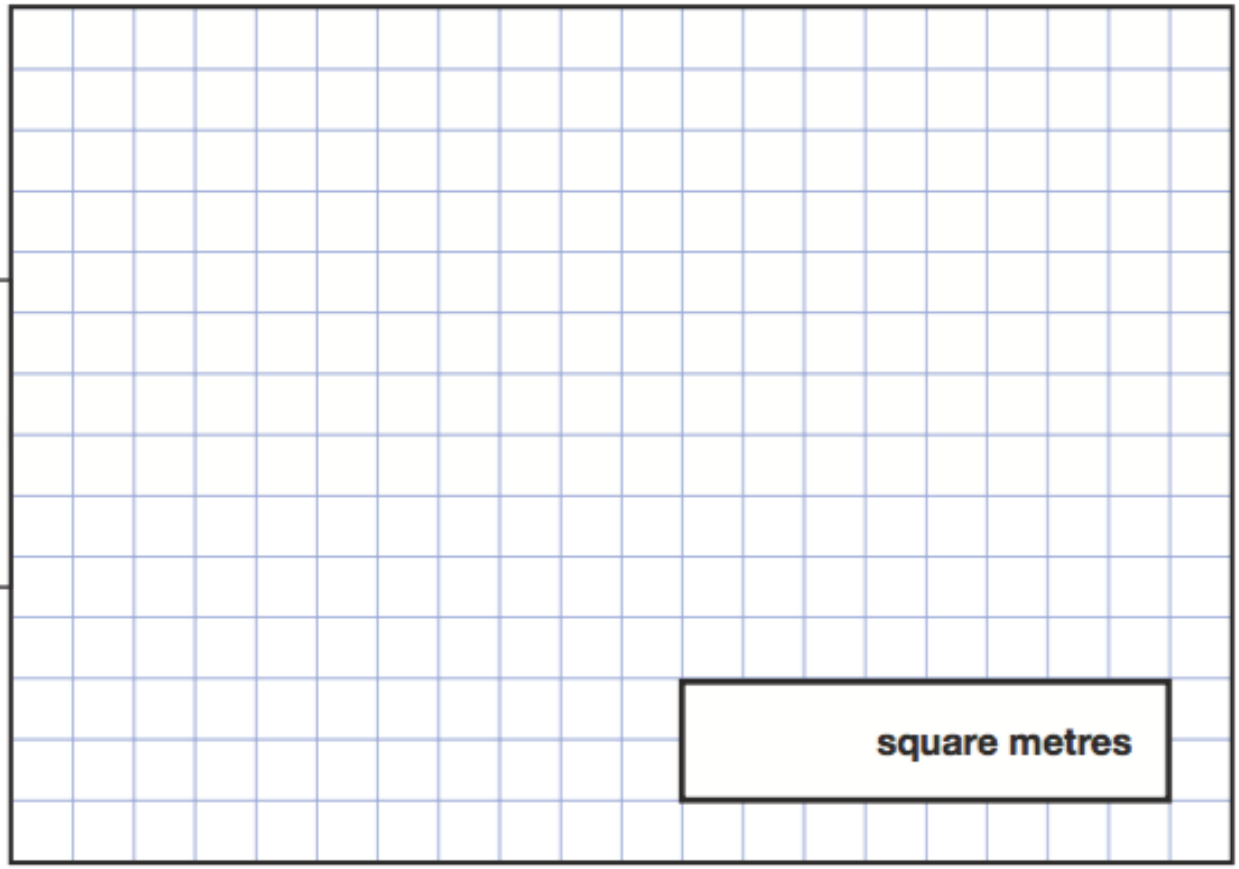
2 marks

19 The area of a rugby pitch is 6,108 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?

Show your method



square metres

3 marks

Avoiding common errors

- **Estimate** before you calculate - this will help to decide whether an answer makes mathematical *sense* or not
- Missing out the correct **unit of measurement** in the answer
- Silly mistakes – **incorrectly copying** a number or an answer
- Numbers **not clearly formed** e.g. '0' looking like a '6'
- **Decimal points** – missing them out or making them look like a comma
- 2 step problems – make sure you **follow the whole question** through
- Recording the **monetary values** incorrectly e.g. must be £8.90 not £8.9
- Check your answer against your estimate: **does it make 'sense'?**

How to help your child with Maths

- Play times tables games
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- 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 or chess.
- Encourage estimation – how heavy, how long etc.

What help can the children have?

- **Reading paper** – children have to read text and answer questions independently

- **Maths paper-** teachers can read questions to the children when they ask. Some children will take the test in a small groups. This is the same for the **grammar paper**

Teachers can encourage, give time reminders, but not guide or correct

Key Stage 2 Writing

- Children will not be tested on their writing during SATs Week. Instead, the children will be assessed on their writing in May and June by Mr. Davies.
- After being ‘Teacher Assessed’, children’s writing will be moderated in school by Mrs Stranger.

How to help your child with Writing

- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or 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.
- Insist on cursive handwriting and the best presentation
- Remember that **good readers become good writers**! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

Key Stage 2 Science

There is no longer a Science SAT – children will be assessed by the Teacher for their attainment in Science, and schools will submit these levels to DfE.

How are the tests assessed and reported?

- Children will be given **standardised scores**
- Final judgements will be reported to parents/carers along with the result of all other assessments in July and passed onto their secondary school.
- You will be given your child's score, alongside a 'performance descriptor' of the expected standard for Key Stage 2 pupils
- The standardisation changes each year.

MARK	*DESCRIPTION*
BELOW 100	BELOW EXPECTED STANDARD
100	AT EXPECTED STANDARD
ABOVE 100	ABOVE EXPECTED STANDARD
ABOVE 110	GREATER DEPTH

How are we preparing for SATs?

- We have been preparing throughout the whole of Year 6- *half-termly practice tests; familiarisation with question formats; shared criteria for writing*;
- Specialist teaching input;
- Mr Davies' Maths Whizz Club;
- Maths Grand Masters club;

We are determined not to `*teach to the test*`, so SATs preparation is just a part of the rich curriculum we offer at Clare Community Primary School, which we feel will be of more long-term benefit to our children.

How can we work together to support our Year 6 children?

- **First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. The SATs are a very small part of your children's primary experience and we do not want them to feel that these are all-encompassing. Praise and encourage wherever possible!**
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are essential to practise.
- Helping them to remain healthy and get plenty of sleep.
- Keep up hobbies, daily routines and other interests.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