

Statutory Assessment Tests 2022



Year 6 SATs 2022 Presentation
for Parents, Carers & Guardians

KEEP
CALM
AND
DO YOUR
BEST!

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 9th May** ending on **Thursday 12th May**.

The SATs papers consist of:

Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Monday 9th May

Spelling, punctuation and grammar (paper 2: Spelling test) – Monday 9th May

Reading – Tuesday 10th May

Maths (paper 1: Arithmetic) – Wednesday 11th May

Maths (paper 2: Reasoning) – Wednesday 11th May

Maths (paper 3: Reasoning) – Thursday 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.
- 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.
- Each test lasts no longer than 60 minutes:
 - 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 scribe (write) for them;

Using word processors independently;

An adult to read for them (including a translator);

The use of prompts or rest breaks;

Arrangements for children who are ill or injured at the time of the tests.



Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

What sort of results are reported?



Once marked, the tests will be given the following scores:

- A raw score (the total number of marks achieved for each paper);
- A scaled score (which is explained below);
- A judgement of 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.

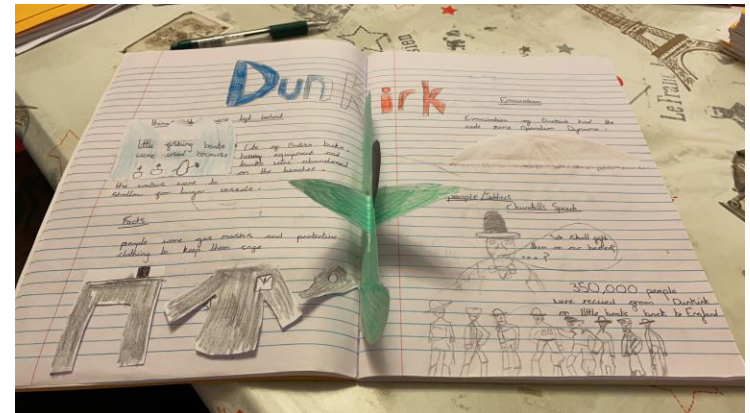
When the scaled score is given, it is given in a range from 80 to 120.

A scaled score of 100 or more is meeting the national standard.

There are no separate tests for higher achieving pupils; however, **a scaled score over 110 would show that a child is working above the national standard.**

Spelling, Punctuation and Grammar consists of two papers.

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



The children will have been working hard with their class teacher 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.



Spelling, Punctuation and Grammar: Paper 1

Example questions:

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing ☐

I wonder what time the next train arrives ☐

Did she play tennis on your team last year ☒

He asked if he could use my pen ☐

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

e.g. that, which

Everyone loved the music _____ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and the
second sentence is about three people.

1 mark

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

Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

Reading



The Reading paper will take place on **Tuesday 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**.

Retrieval and inference questions made up **39 of the 50** marks available.

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

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 2019 Reading SATs paper,

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 36% 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.



Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	What is Ajay doing when the post arrives? Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction Award 1 mark for reference to him eating (his breakfast), e.g. • <i>just about to tuck into his tea and toast</i> • <i>having his breakfast</i> • <i>drinking tea.</i>	1m

Example questions:

Based on text 3: Music Box

32 What impressions do you get of Piper's house?

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

Impression	Evidence

3 marks

Qu.	Requirement	Mark																
32	What impressions do you get of Piper's house? Give two impressions, using evidence from the text to support your answer. Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td> - there are widening cracks in the planks in the ceiling </td></tr><tr><td>2. it is small / tiny</td><td> - she wishes she had a bigger work space - she has to eat at the same table that she works at </td></tr><tr><td>3. it is warm / cosy</td><td> - there is a fire / stove <i>comfortable nest</i> </td></tr><tr><td>4. it is untidy / cluttered</td><td> <i>Piston rings, bolts, and cylinders littered its surface</i> </td></tr><tr><td>5. it is old fashioned</td><td> - no electricity / kerosene lamps / cast-iron stove </td></tr><tr><td>6. it is isolated</td><td> - it is situated among fields <i>to go outside and watch the fields</i> </td></tr><tr><td>7. it is safe</td><td> - the storm coming outside is dangerous </td></tr></table>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	there are widening cracks in the planks in the ceiling	2. it is small / tiny	- she wishes she had a bigger work space - she has to eat at the same table that she works at	3. it is warm / cosy	- there is a fire / stove <i>comfortable nest</i>	4. it is untidy / cluttered	<i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	no electricity / kerosene lamps / cast-iron stove	6. it is isolated	- it is situated among fields <i>to go outside and watch the fields</i>	7. it is safe	the storm coming outside is dangerous	Up to 3m
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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.

It has a standard timing of **30 minutes** and is worth a total of **40 marks**.

It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

Example questions:

Example questions:

25

1 3 3 0 1 6

Show your method

29

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

31

$20 - 4 \times 2 =$

1 mark

30

$17 \times 1\frac{1}{2} =$

1

$979 + 100 =$

2 marks

24

$15.4 - 8.88 =$

1 mark

27

$95\% \text{ of } 240 =$

1 mark

Maths Papers 2 & 3 (Reasoning)

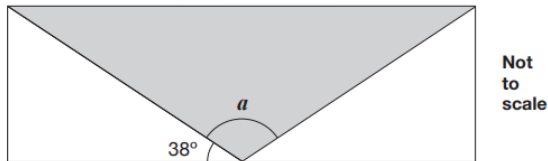


Maths Paper 2 (Reasoning) will take place on **Wednesday 11th May**.
Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May**.
Both have standard timings of **40 minutes** and are worth **35 marks** each.

Paper 2 requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

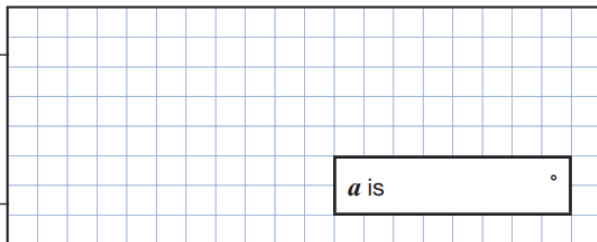
15

A shaded **isosceles** triangle is drawn inside a rectangle.



Calculate the size of angle a .

Show
your
method



2 marks

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark



Questions focus on the following Mathematical topic areas:

- Number and place value– including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry – properties of shapes;
- Geometry – position and direction;
- Statistics;
- Measurement – including length, perimeter, mass (weight), volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Take a
look!

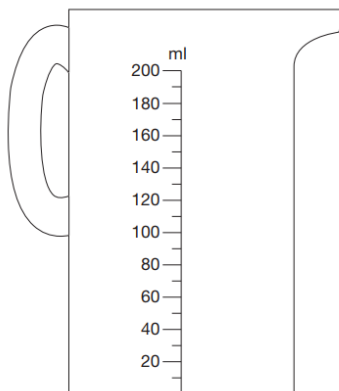
The questions get harder throughout the paper.

It is not unusual for a child to be unable to complete the entire paper in time.

5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



7

Write the number 53,148 in **words**.

1 mark

10

A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show
your
method

2 marks



http://www.camelford.cornwall.sch.uk/learning/overview_curriculum_topics/maths.html

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Ensuring Everyone Counts!

At Camelford Primary School, we realise the importance of Mathematics as an important, everyday life skill. We understand that it is integral to all aspects of the and with this in mind, we endeavour to ensure that children develop a positive, enthusiastic and resilient attitude towards mathematics.

methods for calculating the four operations, which follows our calculation policy

- ensure children have an efficient range of strategies to solve mental calculations

We want all children to benefit from an

Year 6 SAT revision

Here are some helpful documents to help you revise.

	001-BODMASBIDMAS	[pdf 480KB]	
	002-ColumnMethodsAdd+Subtract	[pdf 2MB]	
	003-Decimals	[pdf 431KB]	
	004-Division	[pdf 821KB]	
	005-Factors,Primes+Squares	[pdf 339KB]	
	006-FractionAdding	[pdf 237KB]	
	007-FracDecPercEquivalence	[pdf 756KB]	
	008-FractionofaQuantity	[pdf 530KB]	
	009-FractionsofShapes	[pdf 497KB]	
	010-MultiplyDivideby10,100,1000	[pdf 375KB]	
	011-LongMultiplication	[pdf 331KB]	
	012-MultiplyingandMultiplies	[pdf 1MB]	



Y6 SATs Column Methods Add & Subtract Help Code : 002

RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)

BOOSTER

1 The numbers in the two triangles add up to the number in the square.

10 15 25

2013A KS2 Q1

Using the same rule, write in the missing numbers.

55 75 25 120

3 Circle the number that is closest to 300

338 3030 288 313 130

12 These are the prices of cheese in a shop.

Cheddar cheese 82p for 100 grams
Edam cheese 66p for 100 grams
Cottage cheese 45p for 100 grams

Mina buys 200g of Cheddar cheese and 150g of Edam cheese.

How much does she pay altogether?

2012A KS2 Q12

4 The table shows the cost of a new football kit.

Item	Cost
Shirt	£8.75
Shorts (1 pair)	£5.95
Socks (1 pair)	£4.15

Altogether, how much does the complete football kit cost?

2013A KS2 Q8

5 Kirsty, Seb and Mina made toffee apples to sell at the school fair.

They made 80 toffee apples altogether.

Kirsty sold 12 toffee apples.
Seb sold 25 toffee apples.
Mina sold 17 toffee apples.

2012A KS2 Q4

How many toffee apples were left?

7 Calculate 507 - 291

2012A KS2 Q7

How can I support my child in preparing for their SATs?



Firstly, a positive attitude goes a long way – so as much encouragement and support as possible (but we don't need to tell you that)!

Some further tips:

- Attend any meetings the school holds about SATs;
- Direct any questions or concerns you have about SATs to your child's teacher, rather than worry your child with them;
- Give your child opportunities to go outside and avoid overuse of screens - this can apply to leisure pursuits as well as how they study;
- Try to provide a quiet corner of the house for homework and study, that's as free from distractions as possible;
 - Encourage your child to talk to their teacher or another adult they trust if they express persisting anxieties about SATs. Remember that a small amount of anxiety is normal and not harmful;
- If your child is unwilling to talk to their teacher, talk to them yourself;
- Plan something nice and fun for the weekends after SATs – this will help your child give them something to look forward to;
- Ensure your child is eating and drinking well, and getting a suitable amount of sleep.

Revision guides

English,
Maths,
Spelling, Punctuation and Grammar.

Buy for £2.50 (£5.99 online) each

Borrow (£2.50 deposit, which is returned
providing the book is in good condition)



Practice Books

Buy at £2.50

Take a look / complete the letter

Remember this about SATs:



SATs focus on what they know about Maths and English

They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.

SATs results don't always tell the whole story

The results will say they DID or DIDN'T meet a certain standard, but not necessarily by what margin. Additionally, the thresholds tend to change each year according to overall national performance, so what was classed as 'did meet the expected standard' in 2016 may have been considered a 'did not' in 2015 so don't let your child see SATs as a simple case of 'pass' or 'fail'.

SATs last for one week

In reality it's just one or two papers lasting 30-60 minutes each day. You can't emphasise enough the importance of keeping that in perspective.

What should I do if I'm worried about my child?

It would be unnatural for SATs not to induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs should not:

- affect a child's appetite;
- affect a child's ability to sleep;
- alter a child's personality;
- induce panic, tears or disengagement from lessons;
- be a reason not to attend school.

Steps to take:

Talk to the school

Is your child showing the same symptoms at school as they are at home? Is there anything else going on at home which may be contributing to your child's overall level of stress? Work with the school so everyone concerned can be offering the support that's needed.

Spend time with your child

Try to understand what aspect of SATs concerns them most. Is it the worry of 'failing'? Is it the worry of getting stuck on a paper? If your child can pinpoint what's bothering them most, you can take specific steps to help reassure them.

Try not to project your own anxieties or views on the SATs

If you don't believe in SATs, or do not think your child should be doing them, then neither will they.

Encourage your child to talk to their teacher

SATs are obviously linked to school, so don't be surprised if they favour the reassurance of teachers above family members.

