

*Year 6 SATs 2020*

*Information for  
Parents*

## What are the SATs?

- SATs is a term people use to refer to End of Key Stage 2 Assessments;
- It lasts for four days beginning on **Monday 11<sup>th</sup> May 2020** and ending on **Thursday 14<sup>th</sup> May 2020**;
- Children will sit the following SATs papers:
  - Grammar, Punctuation and Spelling (Paper 1) – Monday 11<sup>th</sup> May 2020;
  - Grammar, Punctuation and Spelling (Paper 2) – Monday 11<sup>th</sup> May 2020;
  - Reading – Tuesday 12<sup>th</sup> May 2020;
  - Maths Paper 1 (Arithmetic) – Wednesday 13<sup>th</sup> May 2020;
  - Maths Paper 2 (Reasoning) – Wednesday 13<sup>th</sup> May 2020;
  - Maths Paper 3 (Reasoning) – Thursday 14<sup>th</sup> May 2020.
- Writing is assessed using evidence collected by your child's teacher throughout Year 6, so **there is no Year 6 SATs writing test.**
- Subject to LA monitoring visits

*\*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.*

## **What are the SATs?**

### **Science Sampling**

Pupils at the end of the KS2 programme of study do not routinely sit a science test, as their performance is ordinarily measured using teacher assessment judgements.

Every 2 years however, in order to gauge the overall performance of the national population, a sample of pupils sit tests in science.

Whole cohorts do not take the tests. Instead, we select a sample of approximately 1,900 schools to participate. In each of the selected schools we select up to 5 pupils to take the tests, so that approximately 9,500 pupils participate in the sampling tests. The sample is selected in such a way as to ensure it is representative of the population.

The KS2 science sampling tests are not subject to local authority monitoring visits.

Selected pupils will sit the tests on a single day during a 2-week period at the start of June.

Each test consists of 3 papers, and each paper will take no longer than 25 minutes to complete. Schools selected are notified in April.

## When and how are the SATs carried out?

- The tests will 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 after the test has ended
- Afterwards, the completed papers are sent away to be marked externally
- The children's results are sent back to school early in July
- The standard timings of tests differ but last no more than 60 minutes:
  - **Grammar, Punctuation and Spelling (Paper 1) – 45 minutes;**
  - **Grammar, Punctuation and Spelling (Paper 2) – 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 provision in their day-to-day learning at school**, may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to read for them;
- An adult to scribe (write) for them;
- Written or spoken translations of the mathematics reasoning papers;
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

*\*Pupils with an EHC plan 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 markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

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 of >110 would show that a child is working above the national standard.**

## Grammar, Punctuation and Spelling

Grammar, Punctuation and Spelling is made up of two papers which will take place on **Monday 11<sup>th</sup> May 2020**:

- Paper 1 is the longer paper lasting 45 minutes, **children will be tested on grammar, punctuation and spelling generally**;
- Paper 2 is a shorter paper lasting 15 minutes, where **children will be tested on spelling only** – they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.

## Grammar, Punctuation and Spelling (Paper 1)

Grammar, Punctuation and Spelling (Paper 1) is the longer paper lasting 45 minutes, which takes place on **Monday 11<sup>th</sup> May 2020**.

Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:

- Grammatical terms/word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This paper requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but **does not require longer formal answers**.



## Grammar, Punctuation and Spelling (Paper 1)

### Example questions:

1

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

What I wanted had already sold out

☐

Ask Ryan what he thinks about it

☐

What time will the film start

☐

I didn't know what to say

☐

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

1 mark

23

Draw a line to match each word to its correct **antonym**.

**Word**

meandering

sympathetic

evade

plausible

**Antonym**

confront

unfeeling

unbelievable

straight

1 mark

## Grammar, Punctuation and Spelling (Paper 1)

Example questions:

47

Circle the three **determiners** in the sentence below.

William didn't have any cereal in the house, so he went out to buy some cornflakes.

45

What is the grammatical term for the underlined words in the sentence below?

The new paintbrushes are in the box.

39

Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The wind damaged the fence.

## **Grammar, Punctuation and Spelling (Paper 2)**

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting 20 minutes, which takes place on **Monday 11<sup>th</sup> May 2020**.

Example questions:

**19.** Omar put the cutlery back in the \_\_\_\_\_.

**20.** Ellen's gold bracelet was her most treasured \_\_\_\_\_.

**Spelling 19:** The word is **drawer**.

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

**Spelling 20:** The word is **possession**.

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.

## Reading

The Year 6 Reading SATs paper will be sat on **Tuesday 12<sup>th</sup> May 2020**.

The assessment has been designed to measure whether children's comprehension of age-appropriate reading material meets the national standard.

It a standard timing of **60 minutes**, including reading the texts and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.

The Year 6 Reading SATs paper requires a range of answering styles, including responding to **multiple choice questions, one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.

The Reading paper focuses on the following areas known as Content Domains:

**2a) *give/explain the meaning of words in context;***

**2b) *retrieve and record information/identify key details from fiction and non-fiction;***

**2c) *summarise main ideas from more than one paragraph;***

**2d) *make inferences from the text/explain and justify inferences with evidence from the text;***

**2e) *predict what might happen from details stated and implied;***

**2f) *identify/explain how information/content is related and contributes to meaning as a whole;***

**2g) *identify/explain how meaning is enhanced through choice of words and phrases;***

**2h) *make comparisons within the text.***

## Reading

Example question, based on Text 1 – *Space Tourism*:

### **How would you get to your space hotel?**

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

**2**

How would you get from the spacecraft to the space hotel?

---

---

1 mark

*2b) retrieve and record information/identify key details from fiction and non-fiction*

## Reading

Example question, based on  
Text 2 – *Giants*:

17

*Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



1 mark

How would you like it –  
Supposing that you were a snail,  
And your eyes grew out on threads,  
Gentle, and small, and frail –  
If an enormous creature,  
Reaching almost up to the distant skies,  
Leaned down, and with his great finger touched  
Your eyes  
Just for the fun

2b) retrieve and record information/identify key details from fiction and non-fiction

## Reading

Example question, based on Text 3 – *The Lost World*:

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

**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

*2e) predict what might happen from details stated and implied*



## Reading

Since the current testing format for the Year 6 SATs began in 2016, there has been a tendency for the number of marks to go in favour towards three particular types of content domain / questions.

For example, in 2017:

- **20% of marks** could be gained by answering questions where children had to **give/explain the meaning of words in context** (Content Domain 2a);
- **Over a quarter of marks** could be gained by answering questions where children had to **retrieve/record information or details from the texts** (2b);
- **Almost half of the marks** were allotted to questions requiring children to **make inferences from a text, justifying inferences with text evidence** (2d).

So, **when reading with your child at home**, try asking questions like:

- Find a word in this paragraph that is closest in meaning to ‘provide word – e.g. annoyed’ (2a);
- In what year did ‘provide fact – e.g. the French authorities make it illegal for people to swim from France to England’? (2b);
- In the last paragraph, X does not want to Y.  
Give two reasons why X does not want Y. (2d)

# Maths Paper 1 (Arithmetic)

Maths Paper 1 (Arithmetic) will take place on **Wednesday 13th May 2020.**

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 question:

25	1 3 3 0 1 6									
	Show your method									

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Example question:

[illegible]



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Example question:

<b>31</b>	$20 - 4 \times 2 =$																			
																				
																				
1 mark																				

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### Example question:

27	95% of 240 =	

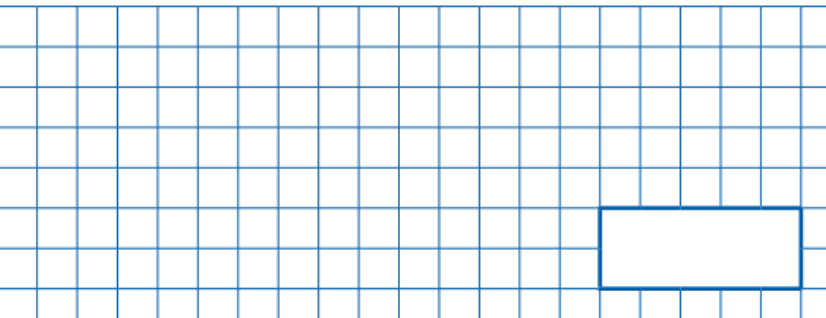
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Example question:

24	15.4 – 8.88 =	<input type="text"/> 1 mark
		

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### Example question:

[illegible]

## **Maths Papers 2 & 3 (Reasoning)**

Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.

Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.

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.

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.**

The questions get harder throughout the paper.

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



## Maths Paper 2 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.

Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark

## Maths Paper 2 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.  
Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.  
Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

## Maths Paper 2 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.

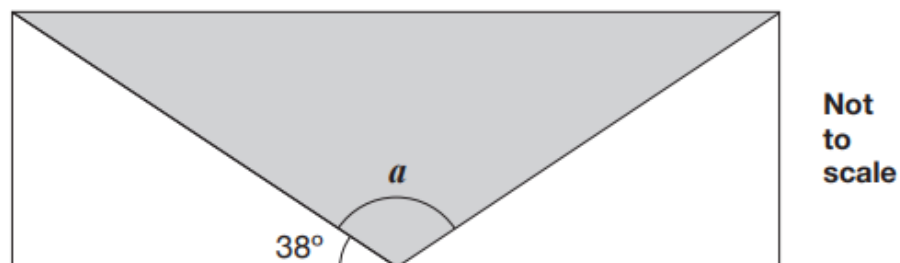
Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

15

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



Calculate the size of angle  $a$ .

Show  
your  
method

$a$  is

°

## Maths Paper 2 (Reasoning)

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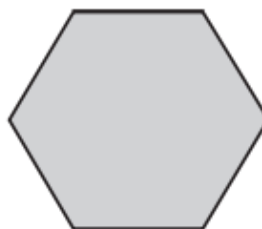
Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

17

These two shapes have the **same** perimeter.

regular hexagon



square



**Not actual size**

The length of each side of the **hexagon** is **8** centimetres.

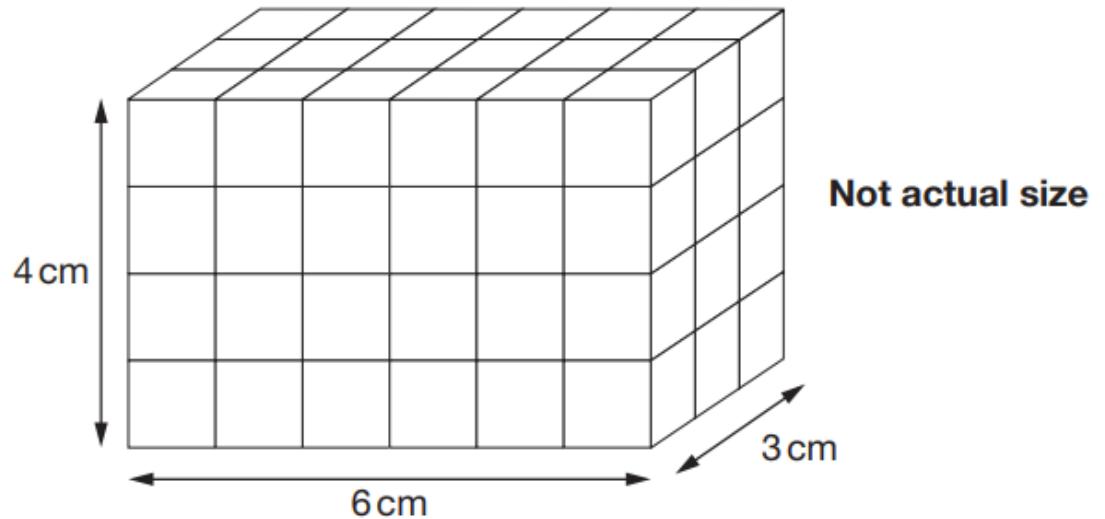
Calculate the **area** of the **square**.

## Maths Paper 2 (Reasoning)

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23

Amina made this cuboid using centimetre cubes.



Stefan makes a cuboid that is 5 cm longer, 5 cm taller and 5 cm wider than Amina's cuboid.

What is the **difference** between the number of cubes in Amina's and Stefan's cuboids?

## How can I support my child?

Encourage them to complete their homework on time and to a high standard

Look through the past papers available online to familiarise YOURSELF with the types and level of questions children will encounter

Reading & talking about reading

**Keep it light** – practise key skills like **times tables** and **practise mental maths in real-world scenarios**, like adding up prices in the shops, working out discount deals, and asking questions like, *“If there are 1,300 grams of flour in this pack, what is that in kilograms?”*

Parents evening in March / April – Mock SATs scores and ways to help at home

## **Remember this about SATs:**

### **SATs focus on what they know about Maths and English**

They won't reflect how talented they are at 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.

## **Advice for Year 6 children!**

- Make sure you get plenty of sleep and stay well fed – sleep and food help keep the brain moving;
- Read the questions carefully. This can help to avoid any silly mistakes!
- Don't worry if there's something you can't answer. Take a deep breath! You can always move on and go back later but it's better to write something rather than nothing;





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## Assessment at St Peter's

### Overview

At St Peter's teachers use assessments to gain an overview of what each child already understands in each subject area and to identify their next steps in order to progress further; this information will inform teachers' planning for each subject area.

Teachers' assessment takes a variety of forms including:

- Observation (listening to / watching pupils undertaking independent activities)
- Direct Questioning
- Marking / Feedback from daily tasks completed in lessons
- Small group work
- One to One work with pupils
- Pre and post learning tasks