

# SATs Meeting

Friday 26<sup>th</sup> January 2024



“Be happy. Be proud. Shine!”

# Welcome

- SAT Timetable May 2024
- Maths
- English
  - Reading
  - Writing
  - G.P.S. (Grammar, Punctuation & Spelling)
- Working together

# Key Dates

SATs are from:

**Monday 13<sup>th</sup> May – Thursday 16<sup>th</sup> May 2024**

ALL children must attend school across these days. It is a government requirement.

# Timetable

Monday 13 <sup>th</sup> May	Tuesday 14 <sup>th</sup> May	Wednesday 15 <sup>th</sup> May	Thursday 16 <sup>th</sup> May	Friday 17 <sup>th</sup> May
Grammar, Punctuation & Spelling Paper 1: GPS 45 minutes 50 marks	Reading 60 minutes 50 marks	Maths Paper 1: Arithmetic 30 minutes 40 marks	Maths Paper 3: Reasoning 40 minutes 35 marks	No tests
Paper 2: Spelling 15 minutes 20 marks		Maths Paper 2: Reasoning 40 minutes 35 marks		

Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

# 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.

# 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.

# Grammar, Punctuation and Spelling:

## Monday 13<sup>th</sup> May

- Paper 1
  - 40 -50 short answer questions covering grammar, punctuation & vocabulary (45 mins)
- Paper 2
  - Spelling test with 20 questions

# Grammar, Punctuation and Spelling:

## Monday 13<sup>th</sup> May

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.



3

Draw a line to match each **prefix** to the correct word so that it makes a new word.

**Prefix**

re

de

mis

im

il

**Word**

mature

understood

legible

frost

do

1 mark

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

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

---

 1 mark

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: Tuesday 14<sup>th</sup> May

- One paper (1 hour)
  - 3 different texts (non-fiction, fiction and/or poetry)
- 3 sets of questions

# 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	<p>Veronika's football team has two names.</p> <p>What are the <b>two</b> names?</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to Parrs Under 11s <b>and</b> The Parsnips, e.g.</p> <ul style="list-style-type: none"><li>• <i>The Parsnips</i></li><li>• <i>Parsnips</i></li><li>• <i>Parrs under 11s</i></li><li>• <i>Parrs</i>.</li></ul>	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]

Qu.	Requirement	Mark
17	<p>Look at page 9.</p> <p>Vladik is always changing his <i>Dralion</i> performance.</p> <p>Give <b>two</b> ways that these changes to his performance happen.</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of <b>2 marks</b>:</p> <ol style="list-style-type: none"><li>1. Vladik's performance changing naturally / without him knowing how it happens, e.g.<ul style="list-style-type: none"><li>• <i>changes happen naturally</i></li><li>• <i>he just does the changes and he doesn't even realise.</i></li></ul></li><li>2. Vladik deliberately making changes to his performance, e.g.<ul style="list-style-type: none"><li>• <i>he modifies them on purpose</i></li><li>• <i>they happen deliberately.</i></li></ul></li><li>3. Vladik adding a trick, e.g.<ul style="list-style-type: none"><li>• <i>putting in a new trick.</i></li></ul></li></ol>	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. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 marks

Qu.	Requirement	Mark
33	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>curious</li> <li>imaginative</li> <li>confused</li> <li>unafraid</li> <li>solitary / content with her own company</li> <li>observant</li> </ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"> <li>1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence]</li> <li>2. <i>That she is good at noticing things that go on.</i> [AP6]</li> <li>1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]</li> <li>2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence]</li> </ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"> <li>1. <i>Brave because she did the right thing in the situation.</i> [AP4]</li> <li>2. <i>She was a person who definitely kept herself to herself.</i> [AP5]</li> <li>1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence]</li> </ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"> <li>1. <i>She likes to find out about other people.</i> [AP1]</li> </ul>	Up to 3m

# Maths: Wednesday 15<sup>th</sup> May & Thursday 16<sup>th</sup> May

- Paper 1 – Arithmetic (30 mins)
- Paper 2 & 3 - Reasoning (40 mins)



Addition and Subtraction		Improper Fractions and Mixed Numbers	Transformations (reflection and translation)
Multiplication and Division		Fractions Decimals and Percentages	Time
Money		Finding Fractions and Percentages of Amounts	Ratio and Scale
Solving Multiplication and Division Problems		Place Value	3D shapes and Nets
Solving Problems using Mixed Operations		Rounding	Perimeter and Area
Algebra		Ordering Whole Numbers and Decimals	Order of Operations
Representations of Data		Measures	2D Shapes
Decimal Calculations		Negative Numbers and Coordinates	Volume
Comparing and Ordering Fractions		Angles	
Calculating with Fractions		Multiples Factors and Prime Numbers	
		Number Sequences	

13

$4^2 =$

1 mark

16

$1,440 \div 12 =$

1 mark

14

$50,000 - 500 =$

1 mark

17

$20\% \text{ of } 1,500 =$

1 mark

15

$100 \times 100 =$

1 mark

18

$1.52 \times 6 =$

1 mark

# Maths Paper 1 (Arithmetic)

Example 1 mark questions:

**6**  $6.48 + 8.6 =$

6.48
+ 8.6
<hr/>
15.08
1

15.08

☐ 1 mark

**15**  $4,172 = 596 \times 7$

596
$\times 7$
<hr/>
4172
64

☐ 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**  $6 + 4 \div 2 =$

$4 \div 2 = 2$
$6 + 2 = 8$

8

☐ 1 mark



# Maths Paper 1 (Arithmetic)

## Example 2 mark question:

29	7 3   3 0 6 6										
Show your method											<div>2 marks</div>

29	<p>Award <b>TWO</b> marks for the correct answer of 42</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetic error, i.e.</p> <ul style="list-style-type: none"><li>long division algorithm, e.g.</li></ul> <div><math display="block">\begin{array}{r} 41 \text{ r}67 \\ 73 \overline{) 3066} \\ \underline{- 2920} \phantom{00} \\ 140 \text{ (error)} \\ \underline{- 73} \phantom{00} \\ 67 \end{array}</math></div> <p>OR</p> <div><math display="block">\begin{array}{r} 32 \text{ (error)} \\ 73 \overline{) 3066} \\ \underline{- 730} \phantom{00} \\ 2336 \\ \underline{- 2190} \phantom{00} \\ 146 \\ \underline{- 146} \phantom{00} \\ 0 \end{array} \quad \begin{array}{l} 10 \times 73 \\ 30 \times 73 \\ 2 \times 73 \end{array}</math></div> <ul style="list-style-type: none"><li>short division algorithm, e.g.</li></ul> <div><math display="block">\begin{array}{r} 41 \text{ r}71 \text{ (error)} \\ 73 \overline{) 3066} \end{array}</math></div>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Short division methods <b>must</b> be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure <b>must</b> be less than the divisor.</p>
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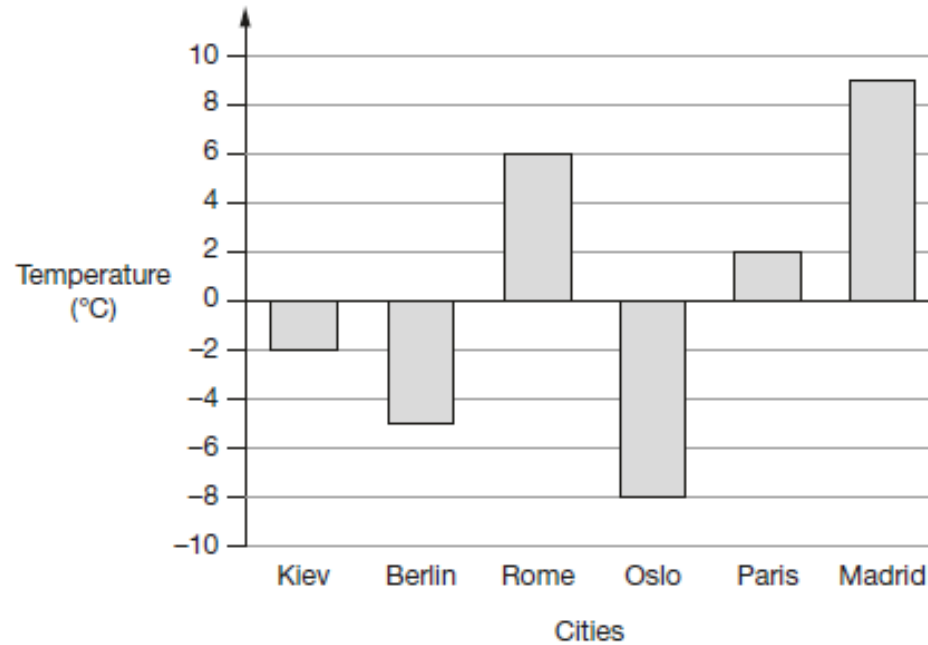
# Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15<sup>th</sup> May and paper 3 will take place on Thursday 16<sup>th</sup> 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.

3

This graph shows the temperature in six cities on one day in January.



Which city was 4 degrees **warmer** than Kiev?

\_\_\_\_\_

1 mark

What was the **difference** between the temperature in Oslo and the temperature in Berlin?

°C

1 mark

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

# Support in school

- Small group work
- 1:1 work
- Targeted class revision
- Practise weeks half termly
- Mock SATs week w/c 29<sup>th</sup> April



# Support at home

- Regular reading
- Revision books
- Homework books
- Spellings & Times tables
- Structure & routine
- Spelling Shed & Maths Shed

# Working together

- Don't use past papers as they are used in school.
- Keep revision light.
- Talk to us if you have any concerns.
- Attendance
- Home support packs – little & often
- Increased focus – exam technique
- Appropriate balance

# 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. Your school may be able to provide you with more detailed feedback.

**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.

# Thank you for coming

Feel free to contact us, either via a phone call, an email to the office or at the end of the day.