



# Year 6 SATs 2024

Mon 13<sup>th</sup> May to Thursday 16<sup>th</sup> May



# What are the SATs?

- SATs stands for *Statutory Assessment Tests*
- They are formal tests that children take at the end of Key Stage 2 in English (Reading and Spelling, Punctuation and Grammar - SPaG) and Mathematics.
- They are national examinations taken by Year 6 pupils across the country at the same time.



# What are the SATs?

- When the results are returned to the school in mid-July, each pupil will receive a score that is benchmarked against all other Year 6 pupils in the country.
- This score will inform pupils and parents whether they are working below, at or above the national standard expected at the end of Year 6. Each score will also show how much progress a pupil has made since Year 2.



# Why do we do them?

- They are statutory.
- They are part of the National Curriculum for Key Stage Two; children answer questions about what they have been taught in Years 3/4/5/6.
- They are the government's way of measuring how well schools are performing.
- They are used to set targets for pupils into KS3 and KS4 and are used by some secondary schools for 'setting' when the children enter Year 7.
- They are used by secondary schools to identify children who may need to consolidate their understanding of the KS2 curriculum before moving on.

# Our approach to SATs ...

- Whilst we recognise that these tests have an importance – and children should always try their best in whatever they do – the Year 6 curriculum (like all other years) is topic-based and we ensure the knowledge, skills and understanding needed is taught in the most fun and engaging way.
- Until now, staff have consciously minimised reference to the SATs so that Year 6 does not become ‘the SATs year.’
- Specific SATs preparation only starts in earnest after Easter once we have covered the KS2 National Curriculum fully.



# Our approach to SATs ...

- We want the children's first exam experience to be a positive one so they approach all future academic testing (at secondary school and beyond) just as positively.
- This approach – in addition to support at home – has been really successful from both an academic and a wellbeing point of view in previous years. Governors who have monitored the SATs have noted the children's calm, confident and enthusiastic manner.



# When are they?

- National testing week for KS2 begins on 13<sup>th</sup> May 2024 and last for four days:
  - Monday 13<sup>th</sup> May
  - Tuesday 14<sup>th</sup> May
  - Wednesday 15<sup>th</sup> May
  - Thursday 16<sup>th</sup> May
- The school cannot change these dates. They are set by the Department for Education.



# Time Table for The Week

<b>Date</b>	<b>Type of Test</b>
<b>Monday 13<sup>th</sup> May</b>	<b>English:</b> <i>Grammar, Punctuation and Spelling Test</i>
<b>Tuesday 14<sup>th</sup> May</b>	<b>English:</b> <i>Reading</i>
<b>Wednesday 15<sup>th</sup> May</b>	<b>Mathematics – Paper 1 (<i>Arithmetic</i>)</b> <b>Mathematics – Paper 2 (<i>Reasoning</i>)</b>
<b>Thursday 16<sup>th</sup> May</b>	<b>Mathematics – Paper 3 (<i>Reasoning</i>)</b>



# English: *Spelling, Punctuation and Grammar (SPaG)*

- This test assesses the children's knowledge and understanding in grammar, punctuation and spelling.
- This test is out of 70 marks:
  - Paper 1: Grammar and Punctuation (50 marks)  
Pupils have 45 minutes to complete the test
  - Paper 2: Spelling (20 marks)
- Pupils' independent writing is assessed by teachers.

# English: *Spelling, Punctuation and Grammar (SPaG)*

30

Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play.

Gemma was doing her science homework.

Jamie learnt his spellings every night.

Anna found her history homework difficult.

\_\_\_\_\_ **1 mark**

# English: *Spelling, Punctuation and Grammar (SPaG)*

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.

The diagram shows the sentence "The table which is made of oak is now black with age." with four brackets underneath. Each bracket has an arrow pointing up to a specific part of the sentence: "The table", "which is made of oak", "is now black", and "with age". Below each arrow is a square box for marking the answer.

1 mark

# English: *Spelling, Punctuation and Grammar (SPaG)*

37

Rewrite the sentence below so that it is written in the **passive voice**.  
Remember to punctuate your answer correctly.

The pouring rain drenched us.

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1 mark



# English: *Spelling, Punctuation and Grammar (SPaG)*

15. There is an abundance of blackberries at the end of the summer.

16. Ali was unavoidably late for school.

17. First, dissolve the sugar in 300ml of hot water.

18. The grey clouds looked ominous in the sky.



# English: *Reading*

- Children are given a reading booklet with three texts. The texts are not about the same topic. The first text is the easiest; the second is intermediate; and the third is more challenging.
- After the children have read the first text, they answer 10-15 comprehension questions on what they have read. They then do the same for the next two texts.
- They have 60 minutes to complete approximately 35 questions totalling 50 marks.



# English: *Reading*

- Children can refer back to the texts in the reading booklet throughout the test.
- There are different types of questions throughout the test. Some require very short responses, whereas others are more open and need a longer, more detailed response.
- Questions are worth 1, 2 or 3 marks each.
- It is very challenging to achieve the new expected Year 6 standard in this test due to the time limit!

2017 national curriculum tests

# Key stage 2

## English reading

Reading answer booklet

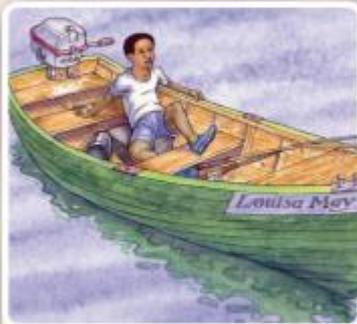
First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



Gaby to the Rescue



Swimming the English Channel



An Encounter at Sea

# Reading Booklet

2017 key stage 2 English reading booklet



## Gaby to the Rescue

A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes. It cried out. The cat was stuck in the tree in front of her house and, as luck would have it, she had on the nicest cardigan she owned. Gaby pulled the cardigan tighter around her. This was her last good school cardigan until who-knows-when her father would have enough money to buy her a new one. The poor cat cried again. Gaby looked back at her small yellow house. If her mother were here, that cat would already be out of the tree and purring – safe and sound, in her mother’s arms.

Mind made up, Gaby pulled off her cardigan and tossed it onto her porch. ‘You’re out of luck, *gato!*’ she yelled. ‘My mom, master tree climber and cat rescuer, isn’t back yet.’ She rolled up the sleeves of her white shirt. ‘But until she is, you’ve got me.’ Gaby grasped the nearest branch and pulled herself up. ‘Gaby to the rescue.’

The cat meowed.

‘I am hurrying.’

The last time Gaby had climbed the tree was when she and her best friend, Alma, had challenged the boys to a water-balloon fight last summer. Up high was the perfect spot for a full-blown assault on the boys below. Those guys never had a chance.

Gaby secured her feet and hands and climbed higher, until the cat was within arm’s reach. ‘See? You aren’t the only one who can climb.’ But then she looked down. Mistake number one.

She knew the universal rule of tree climbing said don’t ever, ever look down, but she couldn’t help it. This was the highest she’d ever climbed. If she fell, she’d definitely end up looking like an Egyptian mummy. Gaby imagined herself bandaged from head to toe and sipping dinner through a straw.

Well, she’d just have to not fall. Simple as that. ‘Here, kitty, kitty!’ she called out, the same way she had heard her mom call for stray cats hundreds of times. But this was no stray. The cat was too shiny. Too chubby. Around its neck, a rhinestone collar with gold charms sparkled. Someone loved that cat. She reached out toward it. ‘Almost got you.’ Mistake number two.

The cat arched its back and hissed.

Gaby pulled back, startled. ‘Nice teeth.’ She resettled on the branch, considering her options.

When Gaby was younger, she had seen her mom climb the same tree many times to rescue a cat. All the way up, her mom had giggled and sweet-talked the cat in Spanish. ‘*Que bonita eres gatita.* You’re so pretty, little cat.’ Her mom told her that when dealing with cats you should speak softly and pick them up by the loose skin at the back of their neck, because that’s how their mothers carried them. Her mom had always made it look so easy. Once she had the cat nestled against her chest, she would manoeuvre down through the branches, comforting the cat with kisses on the ears and soft words with rolling Spanish *r*’s like purrs.

There were never any arched backs, hisses, or sharp teeth.

Gaby took a deep breath and reached out for the cat again. ‘It’s okay, little kitty,’ she said sweetly. This time the cat latched on to her, digging its claws into her arm and shoulder. ‘Ooh, ouch!’ She couldn’t quite get it by the scruff of the neck like her mom had shown her, but at least she had the animal. That was progress. Now she just had to get down.

Without falling.



1

A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

Tick **one**.

balanced

squatted

trembled

pounced

          
1 mark

2

Look at the first paragraph, beginning: *A Siamese cat...*

*Gaby pulled the cardigan tighter around her.*

Why does Gaby do this?

Tick **one**.

She is thinking of wrapping the cat in her cardigan.

She is worried about damaging the cardigan.

She is feeling cold.

She is worried the cardigan will be difficult to climb in.

          
1 mark

8

Look at the paragraph beginning: *She knew the universal rule...*

What does the word *universal* tell you about the rule?

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1 mark

9

Look at the paragraph beginning: *Well, she'd just have to not fall...*

*The cat was too shiny. Too chubby.*

What conclusion does Gaby draw from this?

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1 mark



# Mathematics Tests

- There are three parts to the mathematics test
  - Paper 1: *Arithmetic* (30 minutes) - 40 marks
  - Paper 2: *Reasoning* (40 minutes) - 35 marks
  - Paper 3: *Reasoning* (40 minutes) - 35 marks
- Children's marks from all three tests are added together to calculate their overall mathematics score.



# Mathematics Tests

- No calculators are allowed in any of the mathematics tests.
- The questions in all three papers increase in difficulty as the pupils work through the answer booklet.
- The arithmetic paper replaces the ‘Mental Test’ from previous years.







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







# How can you help at home?

- We have purchased revision guides for every pupil taking the SATs.
- We would like your child to work through the booklets over the Easter period.
- There are answers at the back ... for mums and dads!



# Revision Tips

- Revision ensures children are calm, confident and 'stress-free' in SATs week.
- Revise 'little and often'. 15 - 20 minutes per day, or one topic per day, is the best approach – only revise topics that have been covered (we haven't quite finished the curriculum yet).
- Make a revision timetable so it becomes part of the daily routine between now and the SATs.



# Revision Tips

- Revise straight after school rather than late into the evening.
- Try to keep the momentum going! Revision mustn't stop after a few weeks or when the evenings get lighter.
- Pupils need to revise everything ... not just the things they're good at or find easy.
- Revise together! Revision is not a test. Revision only really works at this age when children do it with their parents.



# Revision homework

- The homework you have received until now will cease – we would like the children to be revising from the revision guides instead.
- I will be asking to see the children's books on a weekly basis. House points will be awarded for completion.
- After Easter, the children will be following a revision timetable. Every day we will have a 90 minute reading and SPaG session and a 75 minute maths session with daily arithmetic practice and reasoning, revisiting all areas of maths.

# Test week



- Make sure children are properly rested – being alert and ready is really important.
- Think about reducing screen time late into the evening – screens before bed have been proven to stop children sleeping and reduce concentration the following day.
- Encourage children to eat a healthy breakfast so they are ready for the day ahead – breakfast club will be at 8:15 on SATs days. (Further information to follow)