

# SATs Information Evening

Wednesday 4<sup>th</sup> May 2022

# Objectives

- Provide information on Year 6 SATs
- Discuss Year 6 teacher assessment

# SATs timetable 2022

<b>Date</b>	<b>Activity</b>
Monday 9 May 2022	English grammar, punctuation and spelling papers 1 and 2
Tuesday 10 May 2022	English reading
Wednesday 11 May 2022	Mathematics papers 1 and 2
Thursday 12 May 2022	Mathematics paper 3

# Grammar, punctuation and spelling

- Only assessed through a test
- 2 Papers
- Paper 1: Grammar, punctuation and vocabulary
- 45 minutes
- 50 marks
- Most questions require multiple choice, single word or sentence answers
- Importance of accuracy

# Grammar, Punctuation and Spelling

- Paper 2
- Spelling Test
- 20 Words
- All given with a context

# Grammar, Punctuation and Spelling

- Range of scale scores:
  - 3 marks: 80
  - 16 marks: 90
  - 36 marks: 100 (expected standard)
  - 55 marks: 110 (high score)

## Instructions

### Questions and answers

You have 45 minutes to complete this test. There are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

### Multiple-choice answers

For some questions, you do not need to do any writing. Read the instructions carefully so that you know how to answer each question.

### Short answers

Some questions are followed by a line or a box. This shows that you need to write a word, a few words or a sentence.

### Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

You should work through the booklet until you are asked to stop.

Work as quickly and as carefully as you can. If you finish before the end, go back and check your work.

**You have 45 minutes to answer the questions in this booklet.**

3

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

Prefix	Word
re	mature
de	understood
mis	legible
im	frost
il	do

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

4

Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

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

**9**Which sentence uses an **apostrophe** correctly?Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

---

1 mark**10**What does the word Others refer to in the passage below?

Some plants, such as sunflowers, die in winter. Others, such as daffodils, survive as bulbs underground.

Tick **one**.

plants

sunflowers

daffodils

bulbs

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1 mark

# Reading

- Teacher assessment only for those working below the standard of the tests.
- Children working below the standard and not able to access the tests
  
- Reading Test
- 1 Hour
- Reading booklet and answer booklet
- 50 marks available

## Instructions

### Questions and answers

You have one hour to complete this test, answering the questions in the answer booklet. Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions.

In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

### Short answers

Some questions are followed by a short line or box. This shows that you need only write a word or a few words in your answer.

### Several line answers

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

### Longer answers

Some questions are followed by a large box. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.

### Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to, or circle your answer. Read the instructions carefully so that you know how to answer the question.

### Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

As this is a reading test, you must use the information in the texts to answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

**You have one hour to read the texts in the reading booklet and answer the questions in this booklet.**

5

How can you tell that the International Space Station is very large?

---

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1 mark

6

How did Anousheh's trip into space make history?

---

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1 mark

7

Look at the text box *Who has already had a holiday in space?*

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

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.

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1 mark

19 How does the snail behave when it is afraid?

Give **two** ways.

1. \_\_\_\_\_

2. \_\_\_\_\_

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

20 *Into your pitiful shell, so brittle and thin*

In this line, the word *brittle* is closest in meaning to...

Tick **one**.

shiny.

soft.

delicate.

rough.

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

21 Explain **two** things that the words *emerald scrap* suggest about the frog.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_   
 2 marks

# Mathematics

- Teacher Assessment only for those below the standard of the test
- Children below the standard of the test
- Maths tests: 3 papers
- Paper A: Calculation 30 minutes: 40 marks.
- Paper B: Reasoning 40 minutes: 35 marks
- Paper C: Reasoning 40 minutes: 35 marks

## Instructions

You **may not** use a calculator to answer any questions in this test.

### Questions and answers

You have **30 minutes** to complete this test.

Work as quickly and as carefully as you can.

Put your answer in the box for each question.


For questions expressed as common fractions, you should give your answers as common fractions.

All other answers should be given as either whole or decimal numbers.

If you cannot do one of the questions, **go on to the next one**. You can come back to it later if you have time.

If you finish before the end, **go back and check your work**.

### Marks

The number under each box at the side of the page tells you the maximum number of marks for each question.

In this test, long division and long multiplication questions are worth **2 marks each**. You will be awarded 2 marks for a correct answer.

You may get 1 mark for showing a formal method.

All other questions are worth **1 mark each**.

If you finish before the end, go back and check your work.

**16**

$1,440 \div 12 =$

1 mark

**17**

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

1 mark

**18**

$1.52 \times 6 =$

1 mark

## Instructions

You **may not** use a calculator to answer any questions in this test.

### Questions and answers

You have **40 minutes** to complete this test.

Follow the instructions for each question.

Work as quickly and as carefully as you can.

If you need to do working out, you can use the space around the question.

Do not write over any barcodes.

**Some questions have a method box like this:**

The diagram illustrates a 'method box' used in the test. It consists of a rounded rectangle on the left containing the text 'Show your method'. This rectangle is connected to a large grid. Inside the grid, there is a smaller, empty rectangular box, which is the space provided for the student to show their working out.

For these questions you may get a mark for showing your method.

If you cannot do one of the questions, **go on to the next one**.

You can come back to it later, if you have time.

If you finish before the end, **go back and check your work**.

### Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

8

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

1 mark

Olivia buys a bag of cakes for £5.15

Use the formula to calculate how many cakes are in the bag.

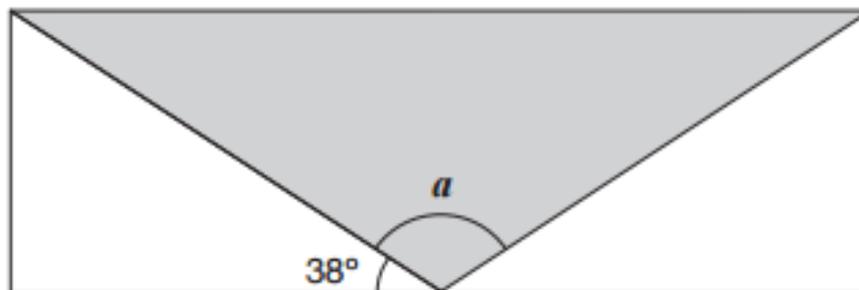
Show  
your  
method

cakes

2 marks

15

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



Not  
to  
scale

Calculate the size of angle  $a$ .

Show  
your  
method

$a$  is

°

2 marks

# Writing

Teacher assessment:

- 3 teacher assessment standards
- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
  - Working towards the expected standard
  - Working at the expected standard
  - Working at greater depth within the expected standard

# Writing

- A pupil's writing should meet all the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing only.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.

## Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

## Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# What information will be given to parents?

- In the end of year report you will receive your child's SATs results:
  - a raw score (the number of marks awarded)
  - a scaled score
  - and confirmation of whether or not they attained the expected standard
- Teacher assessment result for writing indicating whether the expected standard has been met, or whether a child is working at greater depth, working towards etc.
- Teacher assessment result for science indicating only whether the standard has been met or not.

## Pupil's Results at Key Stage 2 - 2016

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### Teacher Assessment Results:

English Reading	EXS
English Writing	WTS
Mathematics	EXS
Science	EXS

### Key to Teacher Assessment Results:

*Note: not all results are valid for all Areas of Learning*

GDS is awarded if the pupil is working at greater depth at the expected standard.

EXS is awarded if the pupil is working at the expected standard.

WTS is awarded if the pupil is working towards the expected standard (writing only).

HNM is awarded if the pupil has not met the standard.

PKG is awarded if the pupil is working growing development of the expected standard.

PKE is awarded if the pupil is working at early development of the expected standard.

PKF is awarded if the pupil is working at foundations for the expected standard.

BLW is awarded if the pupil is below the standard of the tests.\*

\* to be reported with P-scales or NOTSEN as appropriate

A is awarded if the pupil was absent.

L is awarded if the pupil has left.

D is awarded if the pupil is ~~disapplied~~.

F is awarded if the pupil will take test in the future.

P is awarded if the pupil has taken test in the past.

## Test Results:

<b>English Grammar, Punctuation, Vocabulary and Spelling</b>	
Grammar, Punctuation & Vocabulary Test	31
Spelling Test	17
Grammar, Punctuation, Vocabulary and Spelling Test Total	48
Grammar, Punctuation, Vocabulary and Spelling Scaled Score	102
Grammar, Punctuation, Vocabulary and Spelling Outcome	AS
<b>English Reading</b>	
Reading Test	29
Reading Scaled Score	106
Reading Outcome	AS
<b>Mathematics</b>	
Mathematics Arithmetic Test	33
Mathematics Reasoning Test 1	20
Mathematics Reasoning Test 2	19
Mathematics Total Test	72
Mathematics Scaled Score	102
Mathematics Outcome	AS

## Key to Test Results:

### Scaled Scores

Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. The national curriculum tests are designed to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. On the scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year.

### Outcomes

AS is awarded if a pupil has achieved the standard.

NS is awarded if a pupil has not achieved the standard.

A is awarded if a pupil was absent from one or all of the test papers.

B is awarded if a pupil is working below the level assessed by the tests.

L is awarded if a pupil has left the school.

M is awarded if a pupil has missed the test.

T is awarded if a pupil is working at the level of the tests but is unable to access them.

F is awarded if a pupil will take the test in the future.

P is awarded if a pupil has taken the test in the past.

Q is awarded if there has been any maladministration.

H is awarded if a pupil has cheated.

CA is awarded if a pupil has had special consideration applied, which has led to their actual ability in the test being affected.

CN is awarded if a pupil has had special consideration applied, which has not led to their actual ability in the test being affected.

# Which children will sit tests?

- The tests are designed to be used with all pupils who are working at the standard of the national curriculum. There will be some pupils who will be working below the 'expected standard' of the test, who will not achieve a scaled score of 100, but who should still take the tests. Teachers should use their knowledge of each pupil to decide whether to administer the tests to them.

# Will there still be access arrangements?

Schools are responsible for making arrangements to determine whether a pupil is working at the standard of the tests but is unable to access them.

Access arrangements are adjustments that schools must consider before the tests. They should be based primarily on normal classroom practice for pupils with particular needs. Access arrangements must never provide an unfair advantage. The support given must not change the test questions and the answers must be the pupil's own.

Access arrangements may be appropriate for pupils:

- with a statement of SEN or an Education Health and Care Plan as described in the SEN Code of Practice at [www.gov.uk/government/publications/special-educational-needs-sen-code-of-practice](http://www.gov.uk/government/publications/special-educational-needs-sen-code-of-practice) or a local equivalent
- for whom provision is being made in school using the SEN Support system and whose learning difficulty or disability significantly affects their ability to access the tests
- who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- who is unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
- with EAL and who has limited fluency in English

Schools must make sure they have documentation to show that a pupil is eligible for access arrangements. This must include evidence that resources are routinely committed to providing this support in the classroom. Schools must be able to show the documentation if they have a monitoring visit. If schools use access arrangements for a pupil inappropriately, the pupil's results may be annulled.

# Access Arrangements

- Reader
- Scribe
- Extra time
- Breaks

Any Questions?