

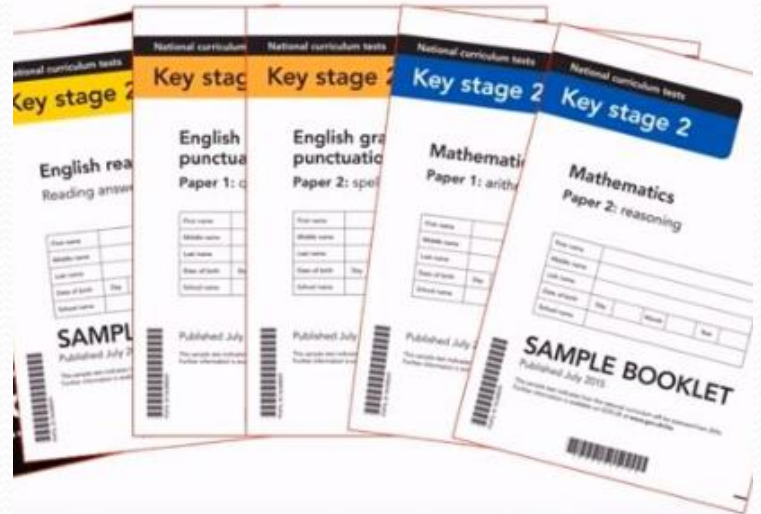
Year 6 SATs Evening

Thursday 22nd January



Aims

- SATs – What are they?
- Important dates
- Details of SATs papers
- Results
- Booster / Enrichment sessions
- Preparation for SATs
- Support at home



SATs: What are they?

Standardised Assessment Tests

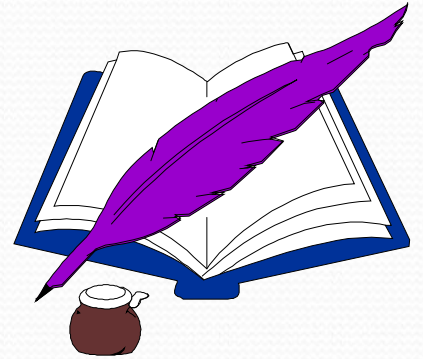
- ❖ National Tests in English and Maths - marked externally against national standards. (May)
- ❖ Writing is moderated in school; however we may be chosen for external moderation which will be carried out by the local authority (June)
- ❖ Some schools are selected for science sampling (Beginning of June)

SATs Dates:

Date	Test
Monday 12 May	English grammar, punctuation and spelling Paper 1: questions
Monday 12 May	English grammar, punctuation and spelling Paper 2: spelling
Tuesday 13 May	English reading
Wednesday 14 May	Mathematics Paper 1: arithmetic
Wednesday 14 May	Mathematics Paper 2: reasoning
Thursday 15 May	Mathematics Paper 3: reasoning

SATs: The English Tests

- ❖ English grammar, punctuation and spelling test (SPaG)
(1 hour approx.)



- ❖ **Reading Comprehension**

The reading test will be a single paper with questions based on three passages of text, which become increasingly more challenging. **Your child will have one hour, including reading time, to complete the test.**

SPAG test

Consists of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes (50 marks), and an **aural spelling test of 20 words**, lasting around 15 minutes (20 marks).

Need a secure grasp of word classes, sentences construction and types and punctuation () - : ; ,

Words must be copied accurately and all sentences punctuated accurately (classroom practice and homework).

Spellings - crucial

Reading Comprehension

- * 50 marks in total.
- * 3 texts and questions - each worth about 15-17 marks
- * The texts become more challenging in terms of context, themes and structure.
- * Encourage children to text mark – to enable them to locate information quickly.
- * Past few years – focus on language, author's purpose and mostly inferential
- * Need to build speed and stamina for reading

The Maths Tests

- Children will sit three papers in maths:
- **Arithmetic**- 30 minutes consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division (40 marks)
- Papers 1 and 2: **reasoning**, 40 minutes per paper

Papers 1 and 2 will involve a number of question types, including:

- Multiple choice
- No cold calculations
- True or false
- Drawing a shape or completing a table or chart,
- Explain their approach for solving a problem
- Ordering fractions, measures, decimals
- (35 marks each paper)

Reporting Results

The children will be given scaled scores. You will be given your child's raw score (the actual number of marks they get), alongside their scaled score (80-120) and whether they have reached the national standard (100) The raw score needed to reach the national standard will be announced once all tests are marked.

Reported: Met national standard (100) or not.

Expected Standard

Subject	Expected Standard (SS: 100)	Greater Depth (SS: 110)
Reading	28/50 (2025) 27/50 (2024) 24/50 (2023) 29/50 (2022)	40/50 (2025) 40/50 (2024) 38/50 (2023) 41/50 (2022)
SPAG	36/70 (2025) 35/70 (2024) 36/70 (2023) 35/70 (2022)	54/70 (2025) 53/70 (2024) 55/70 (2023) 55/70 (2022)
Maths	58/110 (2025) 54/110 (2024) 56/110 (2023) 58/110 (2022)	95/110 (2025) 93/110 (2024) 94/110 (2023) 96/110 (2022)

Writing

- * Working towards, Working at, Working at Greater Depth
- * In June – writing can be moderated (all subjects)
- * Need to have evidence of all elements to meet the standard.

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.¹

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[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

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 writing³ 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.[^]

[There are no additional statements for spelling or handwriting]

Enrichment Sessions

Whole Class Invited

- Mondays - Maths – Mrs Edwards (3.10pm – 4:00pm)
- Tuesdays – Reading – Mrs Zoumides (3.10pm – 4.00pm)
- Wednesdays and Fridays – SPAG - Mrs Edwards (8:00-8:30am)

Invitation

- Additional SMW Boosters on Tuesdays (Maths) and Thursdays (English) – delivered online by SMW staff.
- Additional time within the school week, when possible.

How to support your child at home with their preparations.

- Support with weekly homework, daily literacy and maths homework, revision and organisation of these tasks.
- Reading – daily (practise fluency and speed).
- Corrections from Maths and SPaG tests.
- Practise spellings and times tables regularly.
- Times Tables Rockstars and SpaG.com

How to support your child at home with their preparations.

- Use Revision guides / past papers to help with any concepts that are misunderstood - TBC
- Practise the questions in the SATs revision books (please don't write in the books – use note books / scrap paper)
- Help with learning spelling rules and strategies.
- Bring to our attention any areas in which the children are struggling with at home.

How to support your child at home with their preparations.

- Ensure early nights – especially in the lead up to the tests.
- Encourage good organisation with resources and with time – especially for homework.
- Encourage your son/daughter to see the importance of the tests and to be independent learners – without fear of failure.

Thank You

- ❖ We truly appreciate all of the help that you give to us in ensuring that your child maximises their capability in school. Any support that you can give to develop your child's academic or social potential this year will benefit them for years to come.
- ❖ Thank you for helping us to help your children.

