Year 6 SATs 2024 Presentation for Parents/Carers

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on Monday 13th May ending on Thursday 16th May.
- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 13th May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 13th May
  - Reading – Tuesday 14th May
  - Maths (paper 1: Arithmetic) – Wednesday 15th May
  - Maths (paper 2: Reasoning) – Wednesday 15th May
  - Maths (paper 3: Reasoning) – Thursday 16th May

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

When and 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:
  - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
  - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
  - Reading – 60 minutes
  - Maths (paper 1: Arithmetic) – 30 minutes
  - Maths (paper 2: Reasoning) – 40 minutes
  - Maths (paper 3: Reasoning) – 40 minutes

The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.
A scaled score of 100 or more shows the pupil is meeting the National Standard.

No separate papers for higher attaining pupils.
Instead, each test will have scope for higher attaining pupils to show their strengths.

Scaled score of 100 = met the age-related standard

110+ = higher standard/greater depth

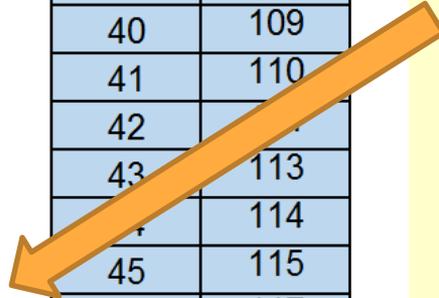A scaled score of less than 99 would indicate a pupil is working below the national standard.

The questions generally start off at Year 3 and 4 level and then progress onto Years 5 and 6 level.

Example of 2019 scaled scores conversions READING

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	80
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	89
15	90
16	91

17	92
18	92
19	93
20	94
21	95
22	95
23	96
24	97
25	97
26	98
27	99
28	100
29	100
30	101
31	102
32	102
33	103
34	104

35	105
36	106
37	106
38	107
39	108
40	109
41	110
42	
43	113
44	114
45	115
46	117
47	118
48	120
49	120
50	120

Scaled score of 100 or more = working at the **government expected standard**

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Example of 2019 scaled scores conversions for READING

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	80
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	89
15	90
16	91
17	92
18	92
19	93
20	94
21	95
22	95
23	96
24	97
25	97
26	98
27	99
28	100
29	100
30	101
31	102
32	102
33	103
34	104
35	105
36	106
37	106
38	107
39	108
40	109
41	110
42	111
43	113
44	114
45	115
46	117
47	118
48	120
49	120
50	120

Scaled score of 110 or more = working at the **government greater depth standard**

Timetable

Date	Activity
Monday 13th May 2024	English grammar, punctuation and spelling Paper 1
	English grammar, punctuation and spelling Paper 2
Tuesday 14th May 2024	English reading
Wednesday 15th May 2024	Mathematics Paper 1:Arithmetic
	Mathematics Paper 2: Reasoning
Thursday 16th May 2024	Mathematics Paper 3: Reasoning

Grammar, Punctuation and Spelling: Monday 13th May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for 45 minutes.

- Paper 2 consists of a spelling test only. It should take approximately 15 minutes, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).

Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children will have been working hard with their class teacher on developing and securing their knowledge of the technical vocabulary needed in this test.

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.

The question types include:

- Circling
- Drawing lines to connect
- Multiple choice questions (including ticking tables)
- One-word answers
- Short answer questions

It is really important that the children read the question and instructions carefully.

Grammar, Punctuation and Spelling: Paper 1 2023 (GPS)

Example questions:

1 Which sentence is a **command**?

Tick **one**.

The relay race will be next. ☐

I hope I don't drop the baton. ☐

Run as fast as you can. ☑

I know you can win this race. ☐

39 Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. Although, while

_____ football is his favourite sport, James also enjoys

watching tennis on TV.

1 mark

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

The Romans invaded Britain over two thousand years ago.

e.g. Over two thousand years ago, Britain was invaded by the Romans.

1 mark

Example questions:

4 Which sentence must end with a **question mark**?

Tick **one**.

Shall we go round the fitness trail in the park ✓

We could go tomorrow if you like ☐

What I really like is the rope bridge ☐

Let me know what you would like to do ☐

1 mark

37 Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. Although, While

_____ it rained all afternoon, the picnic was a success.

1 mark

32 The teacher wants to write a sign to remind children to turn the lights off.

Write the **command** that the teacher might use on the sign. Remember to punctuate your answer correctly.

e.g. Switch off the lights!   Please turn off the lights

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling

1. There was a _____ in the field.

2. I kept in _____ with my old friends when we moved.

3. The questions were _____ from one to ten.

2023 Spelling script

Spelling 1: The word is **lamb**.

There was a **lamb** in the field.

The word is **lamb**.

Spelling 2: The word is **touch**.

I kept in **touch** with my old friends when we moved.

The word is **touch**.

Spelling 3: The word is **numbered**.

The questions were **numbered** from one to ten.

The word is **numbered**.

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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 larg

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**.

Reading: Tuesday 14th May

There is one reading test that lasts for 60 minutes.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

The test covers the following areas (known as Content Domains):

- Give/ **explain the meaning** of words in context;
- **Retrieve and record information**/ identify key details from fiction and non-fiction;
- **Summarise** main ideas from more than one paragraph;
- Make **inferences** from the text/ explain and justify inferences with evidence from the text;
- **Predict** what might happen from details stated and implied;
- **Identify/ explain** how information/ narrative content is related and **contributes to meaning** as a whole;
- Identify/ explain how meaning is **enhanced through choice of words and phrases**;
- Make **comparisons** within the text.

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

**Questions 1–12 are about *A Noise in the Night*
(pages 4–5)**

1. Look at the first paragraph.

   How can you tell Priya was feeling nervous?

   Write **two** ways.

   1. _____

   2. _____

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing*, she told herself strictly. *It's a hedgehog, or a mole. It's something nice and harmless.*

Qu.	Requirement	Mark
1	Look at the first paragraph. How can you tell Priya was feeling nervous? Write **two** ways. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of 2 marks: 1. Priya's heart beating fast, e.g. • *Priya's heart started to race* • *her heart was beating really quickly.* 2. Priya taking a deep breath / trying to calm herself down, e.g. • *she took a deep breath* • *Priya was trying to calm herself* • *she must be nervous because she needs to calm down.* 3. Priya telling herself there is nothing to worry about, e.g. • *she tells herself it must be something harmless* • *she tries to reassure herself.* 4. Priya waking with a start, e.g. • *she woke with a start.*	Up to 2m

Reading

Example questions:
Based on text 2: Bats Under the Bridge

22 Draw **four** lines to match an amount on the left to a fact on the right.

thousands		people visiting the Congress Avenue Bridge each year
a few		bats living in one cave
ten		months baby bats need to develop before travelling
fifteen million		tonnes of insects eaten by bats each night

1 mark

Section 2: Bats Under the Bridge

Qu.	Requirement	Mark
22	Draw **four** lines to match an amount on the left to a fact on the right.	1m

Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction

Award 1 mark for all correctly matched:

thousands		people visiting the Congress Avenue Bridge each year
a few		bats living in one cave
ten		months baby bats need to develop before travelling
fifteen million		tonnes of insects eaten by bats each night

Reading

Example questions:
3 mark question

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence

3 marks

Section 3: A Howl at Dusk

Qu.	Requirement	Mark
38	Look at the paragraph beginning: *Innis sat up…* to the end of the text. Innis meets the boy. What do you learn about the boy's personality? Give **two** things, using evidence from the text to support your answer. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 3 marks** for **two** acceptable points, at least **one** with evidence. **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence. **Award 1 mark** for **one** acceptable point.	Up to 3m

Acceptable points (personality)	Likely evidence
1. he is unfriendly / rude / surly	• *unfriendly eyes* • *'What's it to you?'* • *strode off without another word* • *didn't bother to look at Innis whilst replying* • *he didn't look at him when he replied.*
2. he is independent / brave / calm	• *he was on his own* • *not concerned he might be walking towards the wolf* • *he didn't seem to be shocked that there was a wolf about.*
3. he is curious	• *the only questions asked were about wolves* • *'How far?'* • *'Where exactly?'* • *he stops when Innis mentions the wolf.*
4. he is mysterious / strange	• *he doesn't talk much* • *he wiped the snow off, turned and strode off* • *he appeared out of nowhere* • *he didn't tell Innis much about himself.*
5. he is secretive / defensive	• *he didn't tell Innis anything about himself* • *strode off without another word* • *'What's it to you?'*
6. he is determined / single-minded / self-centred	• *was only interested in the wolf* • *strode off without another word* • *he only paid attention to what he was interested in* • *he only interacted when he realised that Innis had useful information.*

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Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2023 Reading SATs paper,

- 18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 46% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

Reading

Example questions to ask at home:

- What does this word mean?
- Which word in this paragraph is the closest in meaning to…?
- What [character] doing when [event] happened?
- True or false questions about a paragraph/ text.
- Why do you [character] did [event]? Can you think of another reason?

Maths: Wednesday 15th May and Thursday 16th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15th May

- Paper 2: Reasoning (40 minutes) – Wednesday 15th May

- Paper 3: Reasoning (40 minutes) – Thursday 16th May

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks and lasts for 30 minutes.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

32 $2\frac{1}{2} - \frac{2}{3} =$

1 mark

33
```
    4 0 7 8
  ×     6 7
```

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ OR $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an **exact** decimal equivalent, e.g. 1.8$\dot{3}$ (accept any unambiguous indication of the recurring digits). **Do not** accept rounded or truncated decimals.
33	Award **TWO** marks for the correct answer of 273,226. If the answer is incorrect, award **ONE** mark for a formal method of long multiplication with no more than **ONE** arithmetic error, e.g. • $\begin{array}{r} 4078 \\ \times\ \ 67 \\ \hline 28546 \\ 244680 \\ 273126\ \textit{(error)} \end{array}$ OR • $\begin{array}{r} 4078 \\ \times\ \ 67 \\ \hline 28544\ \textit{(error)} \\ 244680 \\ 273224 \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of **ONE** mark. **Do not** award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: $\begin{array}{r} 4078 \\ \times\ \ 67 \\ \hline 28546 \\ 24468\ \textit{(place value error)} \\ 53014 \end{array}$

Maths Paper 1 2023 (Arithmetic)

Example 1 mark questions:

7 $7.8 + 6.953 =$

$$
\begin{array}{r}
7.800 \\
+\ 6.958 \\
\hline
14.758 \\
{\scriptstyle 1}
\end{array}
$$

14.758

1 mark

12 $801 - \boxed{6} = 795$

Mental method:
Count on from 795 to 801

1 mark

16 $\frac{3}{16} + \frac{5}{8} =$

$\frac{5}{8} = \frac{10}{16}$

$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$

$\frac{13}{16}$

1 mark

23 $70 + 48 \div 6 =$

$48 \div 6 = 8$
$70 + 8 = 78$

78

1 mark

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

6 $6.48 + 8.6 =$

$$6.48$$
$$+ 8.6$$
$$\overline{15.08}$$
     1

| 15.08 |

1 mark

---

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

$$596$$
$$\times \quad 7$$
$$\overline{4172}$$
   6 4

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	Award **TWO** marks for the correct answer of 42	Up to 2m	
	If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e.		Working must be carried through to reach a final answer for the award of **ONE** mark.
	• long division algorithm, e.g.		
	$$\begin{array}{r} 41\ r67 \\ 73\overline{)3066} \\ -\ 2920 \\ \hline 140\ (error) \\ -\ \ \ 73 \\ \hline 67 \end{array}$$		
	OR		
	$$\begin{array}{r} 32\ (error) \\ 73\overline{)3066} \\ -\ \ 730 \quad 10 \times 73 \\ \hline 2336 \\ -\ 2190 \quad 30 \times 73 \\ \hline 146 \\ \ \ 146 \quad 2 \times 73 \\ \hline 0 \end{array}$$		
	• short division algorithm, e.g.		Short division methods **must** be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure **must** be less than the divisor.
	$$\begin{array}{r} 41\ r71 \quad (error) \\ 73\overline{)306\,^{14}6} \end{array}$$		

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15th May and paper 3 will take place on Thursday 16th 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. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Papers 2 2023 (Reasoning)

Example questions:

3
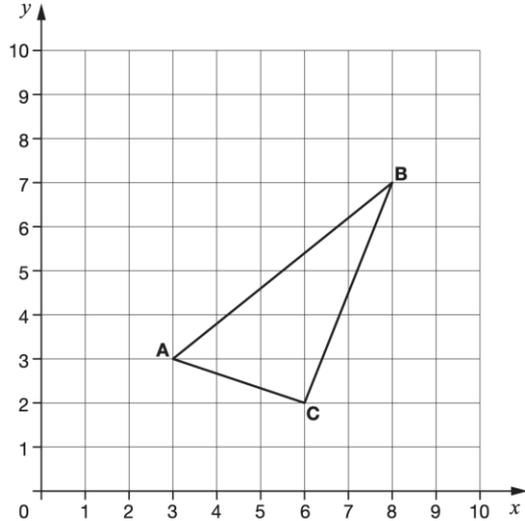
ABC is a triangle.

What are the coordinates of point **C**?

(6 , 2)

1 mark

8

In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark

Maths Papers 2 (Reasoning)

Example questions:

17 The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show your method

2 marks

Maths Papers 3 (Reasoning)
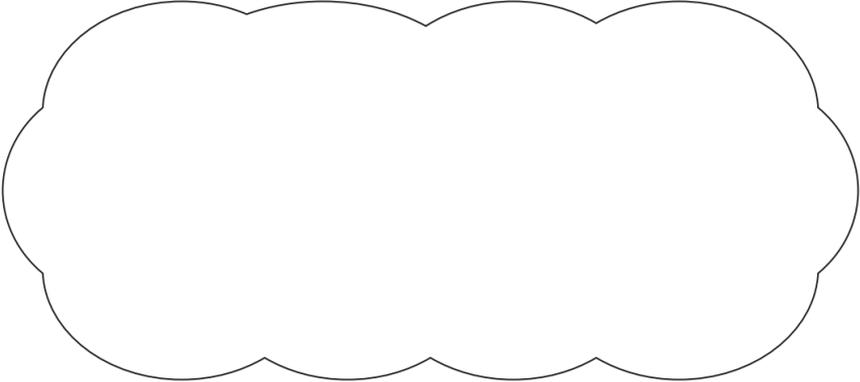
Example questions:

9 Jack says,

I multiplied a whole number by 3
My answer was 32

Explain why Jack is **not** correct.

1 mark

Maths Papers 3 (Reasoning)

Example question:

21 There are 25 classes in a school.

Each class has 34 pupils.

62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

Show your method

pupils

3 marks

Maths Papers 2 (Reasoning)

Example questions:

6 Emma has a 5 litre bag of compost.

COMPOST
5 litres

She uses 2.75 litres.

How much compost does Emma have left?

2.25 **litres**

1 mark

7 In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

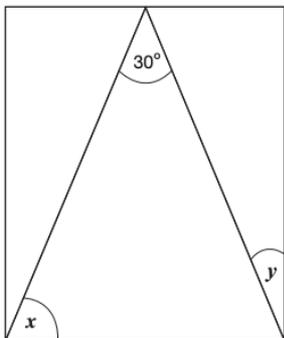What fraction of the total distance is the **bicycle ride**?

$\frac{6}{10}$

1 mark

Maths Papers 2 (Reasoning)

Example question:

24 Here is an **isosceles** triangle inside a rectangle.

30°

Not to scale

y

x

Calculate the sizes of angles x and y.

Show your method

$x =$ °

$y =$ °

2 marks

24	Award **TWO** marks for the correct answer of $x = 75$ **AND** $y = 15$	Up to 2m	
	If the answer is incorrect, award **ONE** mark for evidence of an appropriate method calculating both angles, e.g.		Answer need not be obtained for the award of **ONE** mark.
	• $180 - 30 = 150$ $150 \div 2 = 70$ *(error)* $90 - 70$		
	OR		
	Award **ONE** mark for either correct x **OR** y.		If there is no evidence of an appropriate method and the values for x **AND** y are incorrect, accept for **ONE** mark $x + y = 90$, unless x is between 65−69 (inclusive) **AND** y is between 21−25 (inclusive).

Maths Papers 3 (Reasoning)
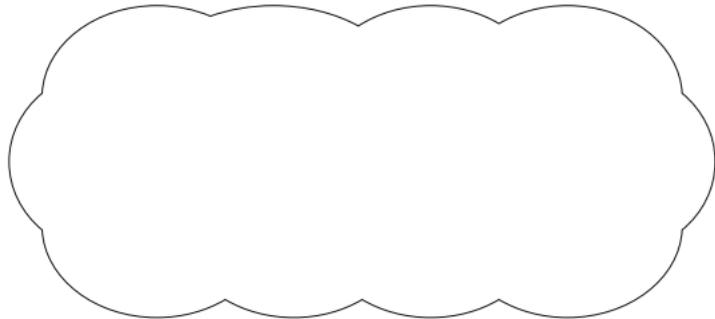
Example questions:

19 Jack says,

> When you square a prime number, the answer has only two factors.

Explain why Jack is **not** correct.

1 mark

19	Award **ONE** mark for a correct explanation, e.g.	1m	**Do not** accept vague or incomplete explanations, e.g.

	• It has 3 factors – the prime number, 1 and the square of the prime number.
	• The prime number has 2 factors; the squared prime number will be divisible by one, itself and the prime number.
	• All prime numbers squared have 3 factors.
	
	OR
	
	A correct explanation that gives a counter example, e.g.
	• 5 is prime
	  $5^2 = 25$
	  25 has 3 factors: 1, 5 and 25, not two
	• 7^2 has more than 2 factors – 1, 7 and 49
	• $121 = 1 \times 121 = 11 \times 11$
	• $3^2 = 9$
	  9 – 1, 9, 3
	• $5^2 = 25$
	  Factors of 25 = 1, 5, 25
	  All squared primes have 3 factors.
			• A square number doesn't have 2 factors (repeat of the question)
			• $2^2 = 4$ (incomplete)
			• Prime numbers have 2 factors only (incomplete)
			• Prime numbers squared have more than 2 factors (vague)
			
			Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation, e.g.
			• 49 = 1, 7, 49
			• 5 squared is 25
			  1, 5, 5, 25
			  25 has four factors
			• All prime numbers squared have more than 3 factors

Maths Papers 3 (Reasoning)

Example question:

20 This table shows how many people finished the New York Marathon in each of the first four decades it was held.

New York Marathon	
Decade	**Total number of people who finished**
1st decade	24,863
2nd decade	170,932
3rd decade	282,420
4th decade	350,824

What is the mean number of people who finished the marathon per decade? Round your answer to the **nearest hundred**.

Show your method

| | people |

3 marks

Qu.	Requirement	Mark	Additional guidance
20	Award **THREE** marks for the correct answer of 207,300 If the answer is incorrect, award **TWO** marks for: • evidence of an appropriate complete method which contains no more than one error, e.g. $\quad$ 24,863 $\quad$ 170,932 $\quad$ 282,420 $\quad$ + 350,824 $\quad$ 828,939 *(error)* $\quad$ 828,939 ÷ 4 = 207,234 r3 $\quad$ Rounded to the nearest hundred $\quad$ = 207,200 **OR** • sight of 207,259 r3 **OR** 207,259 $\frac{3}{4}$ **OR** 207,259.75 Award **ONE** mark for: • evidence of an appropriate method with more than one error.	Up to 3m	Answer need not be obtained or rounded for the award of **ONE** mark. A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified. **TWO** marks will be awarded if an appropriate method with the misread number is followed through correctly. **ONE** mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.

In general, the maths questions get progressively harder throughout the paper. As this is the case, it is not unusual for children to be unable to complete the entire paper in the given time.

This is fine! Ensure they know this and there is no reason to be upset/frustrated.

Writing – Teacher Assessed – No test, assessed throughout the year.

Teachers must assess a pupil against all 'pupil can' statements within the standard at which they are judged to be working. A pupil's writing should meet all the statements within that 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]

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Internal/External moderation

To be "Working At the Expected Standard", the children need to have achieved every bullet point on this list and the list on the previous slide.

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 writing[3] 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]

To be "Working At Greater Depth", the children need to have achieved every bullet point on this list and the list on the previous two slides.

Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:
- Don't use past papers as they are used in school to prepare the children.
- Attend any SATs meetings at school (or read any literature sent home).
- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

Supporting your child in preparing for the SATs

Further tips:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.

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.

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.

What to do if you are worried about your child

Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer seek reassurance from teachers over family members.

Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

Advice for Year 6 children

- Listen to your teacher.
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- Remember that the Year 6 SATs last for 4 days out of your whole life!

"Stay focused in class so you don't have loads of extra studying to do at home!" – Year 7 pupil's advice.

The morning of SATs

It will be calm.
You can come in earlier to get settled.
There is no set time so we will start once everyone is in and happy.
There will be time to ask any questions or to discuss something you are not too confident with.

We will do some practice tests in the hall the week before so it will feel exactly the same!

You will all be fine! We have revised and practised. You are ready!