

SATs Information

January 2024

What are SATs?

- ‘Statutory Assessment Tests’.
- Standardised tests to obtain a nationally recognised level of attainment in English & maths.
- This level of attainment tells schools whether a child is working at the ‘expected level’, at ‘greater depth’ or is ‘working towards the expected level’ nationally.

At the end of Year 6, children will sit tests in:

- Reading
- Maths
- Spelling, punctuation and grammar (SPaG)

Each test is set in formal exam conditions, with each test being strictly timed.

These tests will be both set and marked externally.

Your child's writing will be teacher assessed and will be moderated internally and could be moderated externally.



SATs take place...

Monday, 13th – Thursday, 16th May 2024

Reading

The reading test will be a single paper with questions based on three passages of text.

Your child will have one hour, including reading time, to complete the test.

(Some children will be given 25% extra time, reader or a scribe)

Example Paper

This is an example of 1 of 3 texts the children will be expected to digest in the test!

Wild Ride



Dawn was casting spun-gold threads across a rosy sky over Sawubona Game Reserve as Martine Allen took a last look around to ensure there weren't any witnesses. She leaned forward like a jockey on the track, wound her fingers through a silver mane, and cried, 'Go, Jemmy, go.'

The white giraffe sprang forward so suddenly that she was almost unseated, but she recovered and, wrapping her arms around his neck, quickly adjusted to the familiar rhythm of Jemmy's rocking-horse stride. They swept past the dam and a herd of bubble-blowing hippos, past a flock of startled egrets lifting from the trees like white glitter, and out onto the open savannah plain. An early morning African chorus of doves, crickets and go-away birds provided a soundtrack.

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For a long time Martine had only ever ridden Jemmy at night and in secret, but when her grandmother had found out about their nocturnal adventures she'd promptly banned them, on the grounds that the game reserve's deadliest animals were all in search of dinner after dark and there was nothing they'd like more than to feast on a giraffe-riding eleven-year-old. For a while Martine had defied her, but after several close calls and one terrible row with her grandmother, she had come to accept that the old lady was right. When lions were on the hunt, the game reserve was best avoided.

Another of her grandmother's rules was that Martine ride sedately at all times. 'No faster than a trot and, in fact, I'd rather you stuck to a walk,' she'd counselled sternly.

Martine had paid almost no attention. The way she saw it, Jemmy was a wild animal and it was only fair that he should have the freedom to do what came naturally, and if that meant tearing across the savannah at a giraffe's top speed of thirty-five kilometres per hour, well, there wasn't a lot she could do about it. It wasn't as if she had reins to stop him. Besides, what was the point of riding a giraffe if the most he was permitted to do was plod along like some arthritic pony from the local stables?

Jemmy clearly agreed. They flew across the grassy plain with the spring breeze singing in Martine's ears. 'Faster, Jemmy!' she yelled. 'Run for your life.' And she laughed out loud at the heart-pounding thrill of it, of racing a wild giraffe.

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A streak of grey cut across her vision, accompanied by a furious, nasal squeal: 'Mmmheehh!' Jemmy swerved. In the instant before her body parted company with the white giraffe's, Martine caught a glimpse of a warthog charging from its burrow, yellow tusks thrust forward. Had her arms not been wrapped so tightly around the giraffe's neck, she would have crashed ten feet to the ground. As it was, she just sort of swung under his chest like a human necklace. There she dangled while Jemmy pranced skittishly and the warthog, intent on defending her young, let out enraged squeals from below. Five baby warthogs milled around in bewilderment, spindly tails pointing heavenwards.



The pain in Martine's arms was nearly unbearable, but she didn't let go. She adored warthogs - warts, rough skin, ugly ears and all - but their Hollywood movie star eyelashes didn't fool her. In a blink of those lashes, their tusks could reduce her limbs to bloody ribbons.

'Jemmy,' she said through gritted teeth, 'walk on. Good boy.'

Confused, the white giraffe started to lower his neck as he backed away from the warthog.

'No, Jemmy!' shrieked Martine as the warthog nipped at the toe of one of her boots. 'Walk! Walk on!'

Jemmy snatched his head up to evade the warthog's sharp tusks, and Martine was able to use the momentum to hook her legs around his neck. From there, she was able to haul herself onto his back and urge him into a sprint. Soon the warthog family was a grey blur in the distance, although the mother's grunts of triumph took longer to fade.

Martine rode the rest of the way home at a gentle walk, a thoughtful smile on her lips. That would teach her to show off - even if it was only to an audience of hippos. At the game reserve gate, Jemmy dipped his head and Martine slid down his silvery neck as though she was shooting down a waterslide. That, too, wasn't the safest way of dismounting, but it was fun. She gave the white giraffe a parting hug, and strolled through the mango trees to the thatched house.

Example Questions

Circle the correct option to complete each sentence below.

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(a) The text begins with Martine going out to ride her giraffe...

In the early morning.

at midday.

In the late afternoon.

at night.

1 mark

(b) Martine rode her giraffe...

slowly.

speedily.

safely.

fearfully.

1 mark

(c) Everything was fine on that day until...

her grandmother saw her.

they came across lions on the hunt.

they disturbed a warthog family.

they met a herd of hippos.

1 mark

(d) At the end of the text, Martine...

went back home unharmed.

carried on riding for hours.

ran home to get help.

cried all the way home.

1 mark

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Do you think that Martine will change her behaviour on future giraffe rides?

Tick one.

yes

no

maybe

Explain your choice fully, using evidence from the text.

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5 marks

There will be a selection of question types, including:

Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'

Labelling, e.g. 'Label the diagram'

Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'

Short constructed response, e.g. 'What does the bear eat?'

Open-ended response, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

SPaG

Spelling, Punctuation and Grammar

The grammar, punctuation and spelling test will consist of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and a **spelling test of 20 words**, lasting around 15 minutes.

(Some children will be given 25% extra time, reader or a scribe)

The grammar and punctuation test will include two sub-types of questions:

Selected response, e.g. 'Identify the adjectives in the sentence below'

Constructed response, e.g.

'Correct/complete/rewrite the sentence below,'
or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

The children's correct use of punctuation throughout the entire paper is very important.

Even if the punctuation asked for in the question is answered correctly, without a capital letter or full stop, it will be marked incorrectly.


Maths

Children will sit three papers in maths:

Paper 1: **arithmetic**, 30 minutes

Papers 2 and 3: **reasoning**, 40 minutes per paper.

(Some children will be given 25% extra time, reader or a scribe)



Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.



Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

Example Questions

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Miss Mills is making jam to sell at the school fair.

Strawberries cost £7.50 per kg.

Sugar costs 79p per kg.

10 glass jars cost £6.90

She uses 12 kg of strawberries and 10 kg of sugar to make 20 jars full of jam.

Calculate the total cost to make 20 jars full of jam.

Show
your
method

£

3 marks

Multi-step problems
for multiple marks

Writing

- Build up a portfolio of writing from September
- Writing is generally linked to work in the class
- We assess each piece of writing against a list of criteria
- The writing is moderated internally and externally
- Work marked at: working towards expected standard, working at expected standard or working at greater depth

Room Arrangements

- Most children will take the tests in their classroom.
- Some children will take the tests in a different room with less children in.

Assessment and Results

The previous national curriculum levels do not apply anymore, instead 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 and whether they have reached the national average.

The scaled score needed to reach the national average is 100 and last year to reach greater depth was 110.

SATs timetable

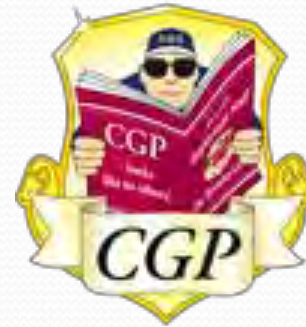
Monday, 13th May – Grammar, punctuation and spelling. Papers 1 (questions) and 2 (spelling).

Tuesday, 14th May – Reading paper

Wednesday, 15th May – Mathematics Paper 1 (arithmetic) & Paper 2 (reasoning)

Thursday, 16th May – Mathematics Paper 3 (reasoning)


Revision Guides



- 10 minute tests bundle
- English SATs buster
- Maths SATs buster

A letter to order these through school will follow shortly.

More than a 50% saving if purchased through school!



Any questions?

Please email to –

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