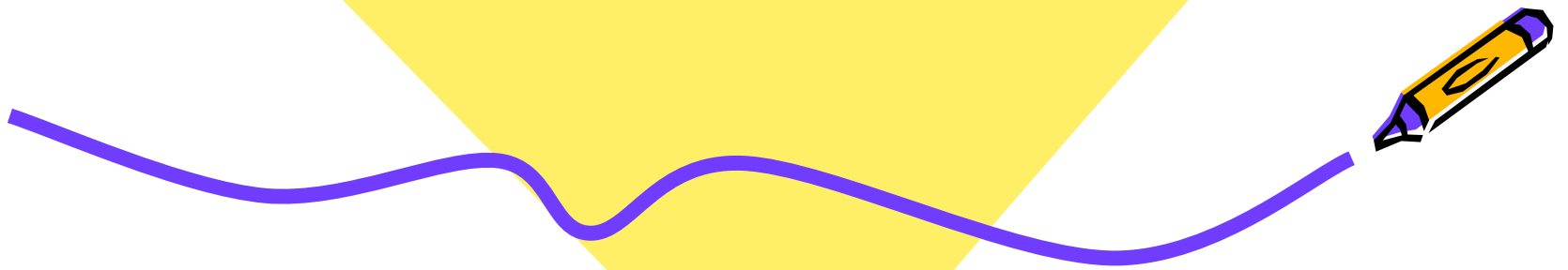


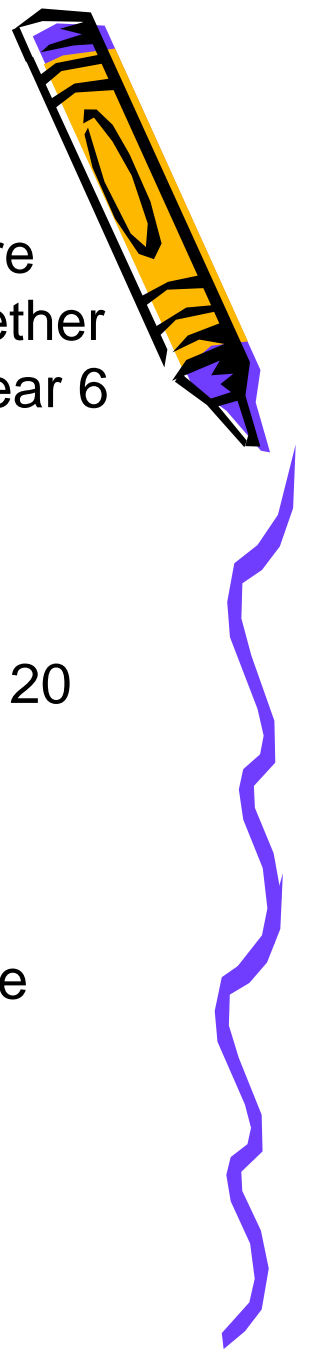


YEAR 6 SATs:

9th - 12th May 2022



What are the SATs?

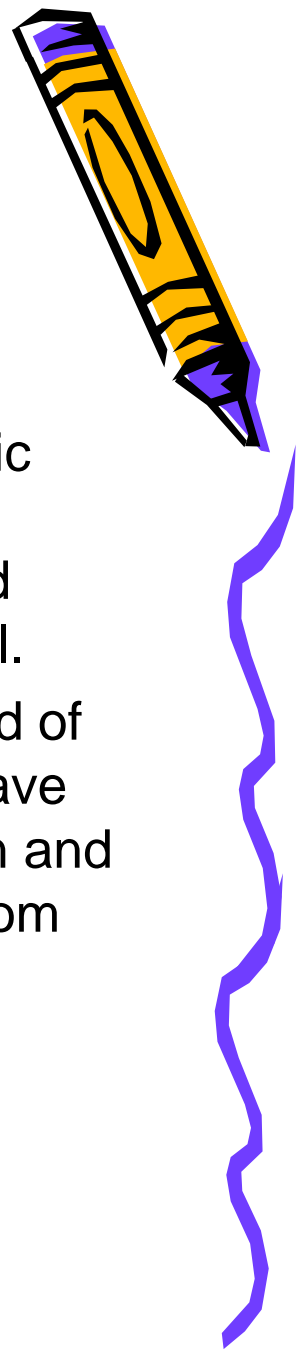


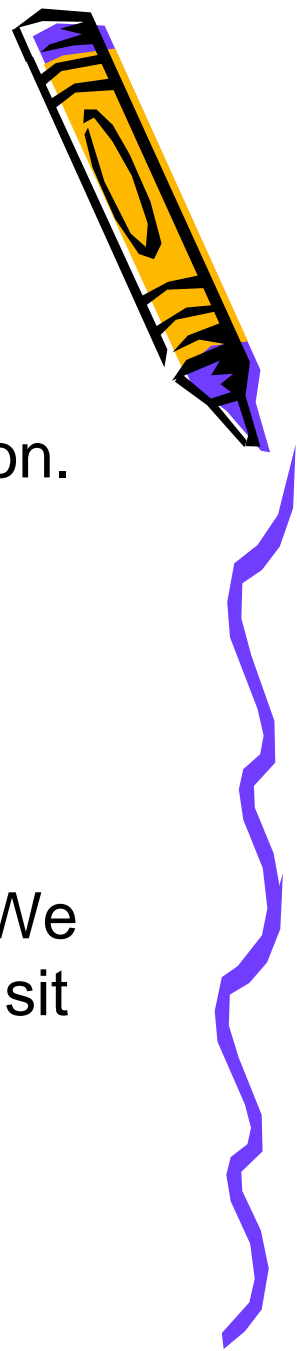
- SAT stands for standard assessment test. The SATs are assessments, some under test conditions, to judge whether children are working at the **expected standard** for a Year 6 pupil in key areas.
- Children are tested in reading, maths and grammar, punctuation and spelling.
- There are 6 tests across the week and they range from 20 minutes (spelling) to 60 minutes (reading)
- The tests take place on set days across the country, although each school can choose their own start times.
- Schools do not see the content of the tests until they are administered. The test scripts are picked up after the assessment and marked remotely by trained markers.



Our 'SATs' philosophy

- At Holbrook, our aim is to prepare children for secondary school, making sure they are reaching the highest academic standards they are capable of. The SATs provide a good benchmark to help make sure they are ready for year 7 and able to cope with the academic rigours of secondary school.
- We want every child to feel prepared for the tests and proud of the progress they make. During the course of year 6, we have covered all the subject matter that children will be tested on and have also filled many gaps in learning that have resulted from the uncertainty of the last two years.





The test week

Monday 9 May – Spelling, grammar and punctuation.

Tuesday 10 May – Reading

Wednesday 11 May – Maths papers 1 and 2

Thursday 12 May – Maths paper 3

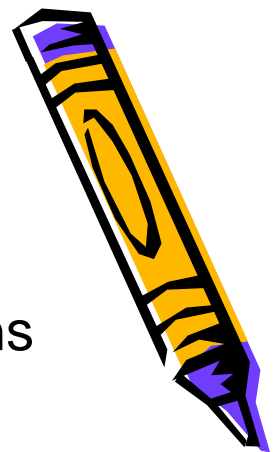
If your child is ill, let us know as soon as you can. We can apply for ‘timetable variations’ and let children sit tests on alternative days, within a short timeframe.



Information about specific tests

Reading

- 1 hour test – three sections to read, each with questions to answer (roughly equally weighted to total 50).
- The texts which children have to read increase in difficulty, so the first text is the most accessible.
- The questions vary in complexity too and are worth between one and three marks.
- The assessment tests children's ability to find information, read between the lines (inference) and explain author choices.
- To 'pass' children usually have to achieve just over half marks.



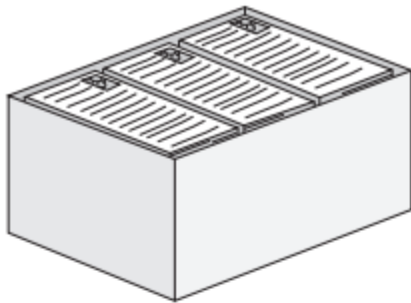
Information about specific tests

MATHS:

- Test 1 – Arithmetic test, 30 minutes. This is a straightforward ‘number crunching’ test, where children show that they are able to use the range of written strategies that have been covered in class (40 marks).
- Test 2 and 3 – each 40 minutes. These tests contain word problems and questions to test reasoning (35 marks each).



16



There are 2,400 leaflets in a box.

William and Ally take 450 leaflets each.

Adam and Chen share the rest of the leaflets equally.

How many leaflets does Adam get?

Show
your
method

2 marks



Information about specific tests

Spelling, Grammar and Punctuation

- 45 minute test for grammar and punctuation (50 marks).
- About 20 minute spelling test – words read out by the teacher and written down by children. This doesn't have an official timescale so that children have plenty of time to write their spellings (20 marks).



11

Draw a line to match each **prefix** to a word to make **four** different words.
Use each prefix only once.

Prefix	Word
im	correct
in	mature
en	fortune
mis	able

1 mark

12

Which option completes the sentence in the **past perfect**?

Soon after a Frenchman _____ the first land speed record, it was broken.

Tick **one**.

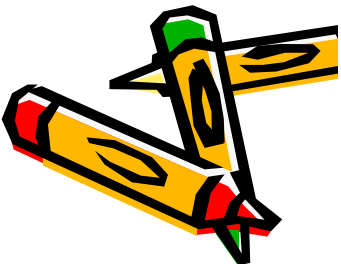
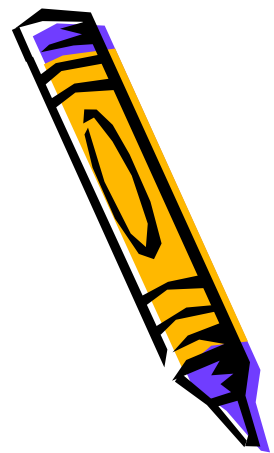
has set

had set

set

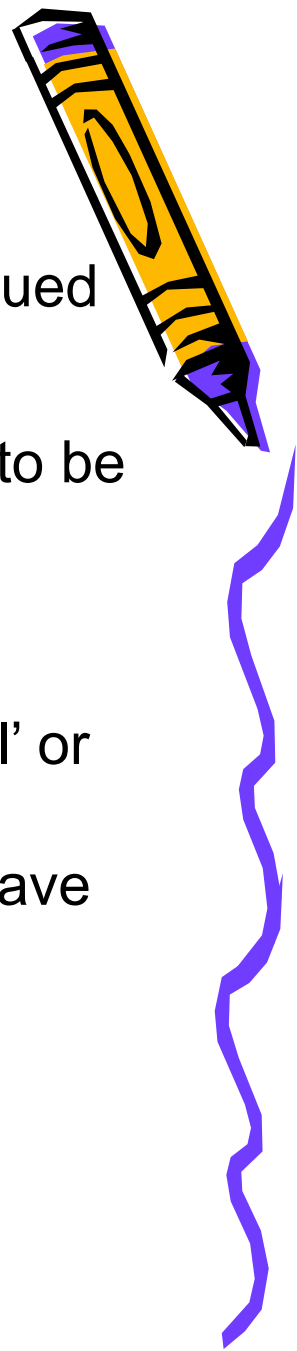
was setting

1 mark



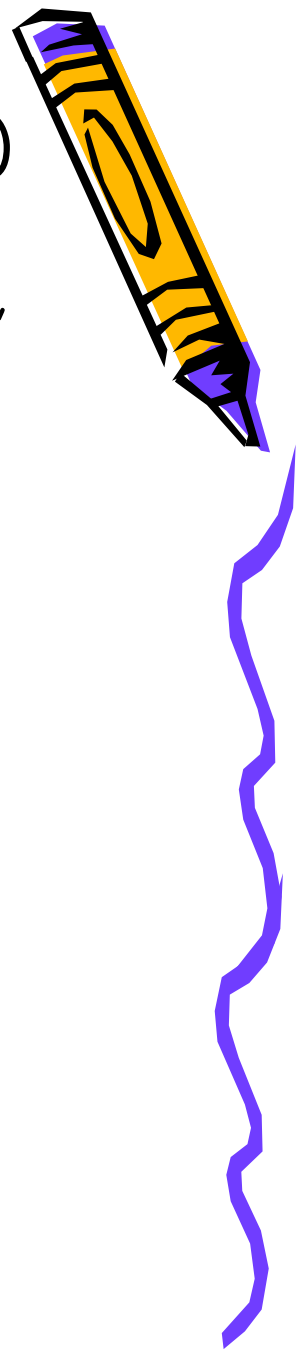
Writing assessments

- Assessed by the teachers using a writing framework issued by the Standards and Testing Agency.
- Consists of a series of 'pupil can' statements that need to be evidenced in written work.
- Can be checked by external moderators.
- Children can be judged as achieving the 'expected level' or the 'greater depth' level. They can also be assessed as 'working towards the expected level' which means they have not achieved the Year 6 level in writing.



Examples of 'pupil can' statements (expected level)

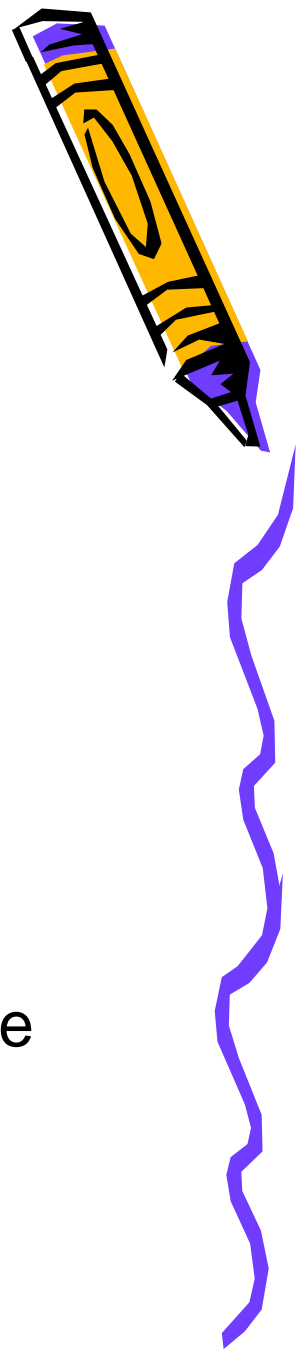
- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action.
- Use the range of punctuation taught at KS2 mostly correctly.
- Spell correctly most words from the Y5/6 spelling list.
- Maintain legibility in joined handwriting when writing at speed.



Results and what they mean

Test results:

- The score children get in each of the curriculum subjects is translated into a 'scaled score'.
- The scale ranges from 80 to 120
- A score of 100 means 'your child is working at the **expected standard** of a Year 6 child'. The score needed to achieved a scaled score of 100 changes slightly each year.
- Children who get 110 or above are considered to be '**working at greater depth**'

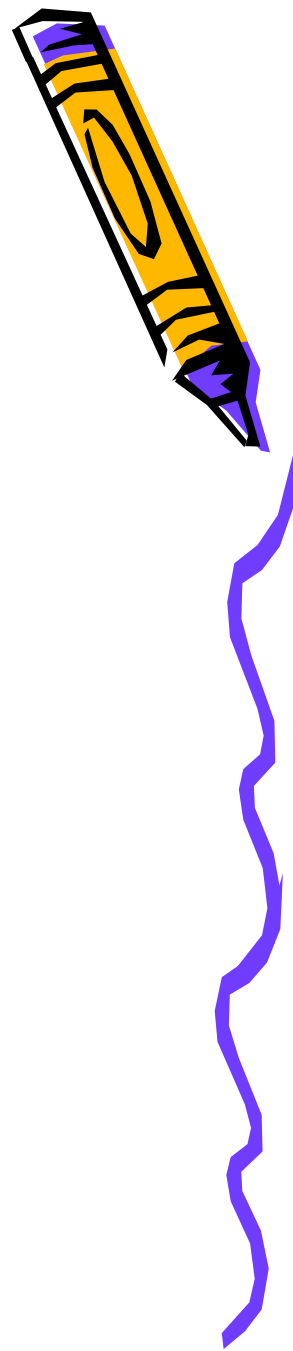




English grammar, punctuation and spelling	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	81
5	82
6	83
7	84
8	85
9	86
10	87
11	87
12	88
13	89
14	89
15	90
16	90
17	91
18	92
19	92
20	93
21	93
22	94
23	94

English grammar, punctuation and spelling	
Raw score	Scaled score
24	95
25	95
26	95
27	96
28	96
29	97
30	97
31	98
32	98
33	99
34	99
35	99
36	100
37	100
38	101
39	101
40	102
41	102
42	103
43	103
44	104
45	104
46	105
47	105

English grammar, punctuation and spelling	
Raw score	Scaled score
48	106
49	106
50	107
51	107
52	108
53	108
54	109
55	109
56	110
57	111
58	112
59	112
60	113
61	114
62	115
63	116
64	117
65	118
66	119
67	120
68	120
69	120
70	120



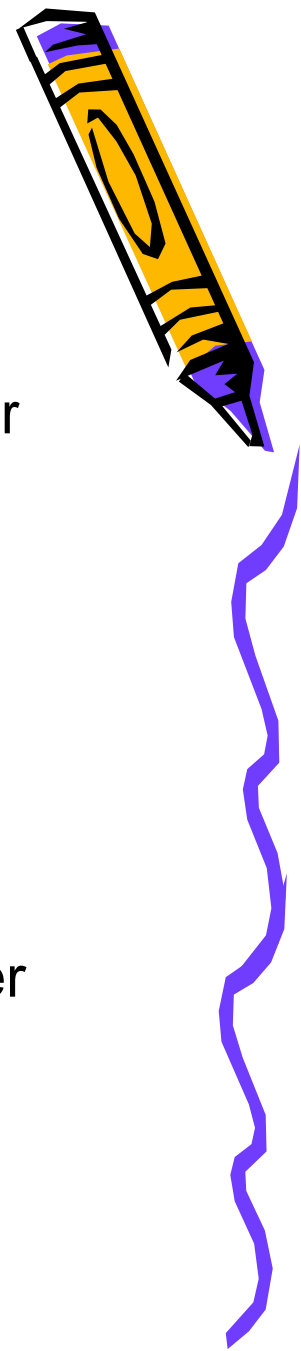
Results and what they mean

Test results:

Test results are usually received in July. We will report the results to parents as soon as possible – often the day after we receive them in school.

For Maths, Reading and ‘GAPS’ (Grammar, punctuation and spelling) you will receive a scaled score and also be told if this result means that children have achieved the expected standard or not in these subjects.

For writing the standard achieved, you will be told if your child has achieved ‘working towards’, ‘expected’ or ‘greater depth level’.



Results and what they mean

The scaled score provides a slightly finer measure. It is helpful because if your child hasn't achieved the expected level in maths, for example, you will be able to see how close they were – the closer the number to 100, the closer they were to achieving the level. Similarly, where children achieved the expected level by getting over 100, the higher the number they achieve, the stronger their result was.

Secondary schools will receive these scaled scores and use them to set curriculum targets for children as they move through secondary school.



Support at home



- Maths booklets used so far this year will be sent home at Easter. Check times tables knowledge and accuracy of core operations – column addition and subtraction, long and short multiplication and short division.
- Reading can be just reading a page of a book and discussing the meaning of words, retrieving information or using inference to work out what might be happening or how characters might be feeling. Back up answers with evidence.
- Spelling, punctuation and grammar – CGP books we have been using in school will be sent home at Easter.
- Writing – practice handwriting, spelling and punctuation.

