

YEAR 6 SATS

2024

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.

THE KEY STAGE 2 TESTS WILL BE TAKEN ON SET DATES UNLESS YOUR CHILD IS ABSENT, IN WHICH CASE THEY MAY BE ABLE TO TAKE THEM UP TO 5 SCHOOL DAYS AFTERWARDS.

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.

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.

GRAMMAR, PUNCTUATION AND SPELLING: PAPER 1 (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

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**.

SPAG

[HTTPS://WWW.GOV.UK/GOVERNMENT/PUBLICATIONS/KEY-STAGE-2-TESTS-2022-ENGLISH-GRAMMAR-PUNCTUATION-AND-SPELLING-TEST-MATERIALS](https://www.gov.uk/government/publications/key-stage-2-tests-2022-english-grammar-punctuation-and-spelling-test-materials)

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	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">Priya's heart beating fast, e.g.<ul style="list-style-type: none"><i>Priya's heart started to race</i><i>her heart was beating really quickly.</i>Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none"><i>she took a deep breath</i><i>Priya was trying to calm herself</i><i>she must be nervous because she needs to calm down.</i>Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none"><i>she tells herself it must be something harmless</i><i>she tries to reassure herself.</i>Priya waking with a start, e.g.<ul style="list-style-type: none"><i>she woke with a start.</i>	Up to 2m

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	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give two things, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Up to 3m														
	<table><tr><th>Acceptable points (personality)</th><th>Likely evidence</th></tr><tr><td>1. he is unfriendly / rude / surly</td><td><ul style="list-style-type: none">unfriendly eyes'What's it to you?'strode off without another worddidn't bother to look at Innis whilst replyinghe didn't look at him when he replied.</td></tr><tr><td>2. he is independent / brave / calm</td><td><ul style="list-style-type: none">he was on his ownnot concerned he might be walking towards the wolfhe didn't seem to be shocked that there was a wolf about.</td></tr><tr><td>3. he is curious</td><td><ul style="list-style-type: none">the only questions asked were about wolves'How far?''Where exactly?'he stops when Innis mentions the wolf.</td></tr><tr><td>4. he is mysterious / strange</td><td><ul style="list-style-type: none">he doesn't talk muchhe wiped the snow off, turned and strode offhe appeared out of nowherehe didn't tell Innis much about himself.</td></tr><tr><td>5. he is secretive / defensive</td><td><ul style="list-style-type: none">he didn't tell Innis anything about himselfstrode off without another word'What's it to you?'</td></tr><tr><td>6. he is determined / single-minded / self-centred</td><td><ul style="list-style-type: none">was only interested in the wolfstrode off without another wordhe only paid attention to what he was interested inhe only interacted when he realised that Innis had useful information.</td></tr></table>	Acceptable points (personality)	Likely evidence	1. he is unfriendly / rude / surly	<ul style="list-style-type: none">unfriendly eyes'What's it to you?'strode off without another worddidn't bother to look at Innis whilst replyinghe didn't look at him when he replied.	2. he is independent / brave / calm	<ul style="list-style-type: none">he was on his ownnot concerned he might be walking towards the wolfhe didn't seem to be shocked that there was a wolf about.	3. he is curious	<ul style="list-style-type: none">the only questions asked were about wolves'How far?''Where exactly?'he stops when Innis mentions the wolf.	4. he is mysterious / strange	<ul style="list-style-type: none">he doesn't talk muchhe wiped the snow off, turned and strode offhe appeared out of nowherehe didn't tell Innis much about himself.	5. he is secretive / defensive	<ul style="list-style-type: none">he didn't tell Innis anything about himselfstrode off without another word'What's it to you?'	6. he is determined / single-minded / self-centred	<ul style="list-style-type: none">was only interested in the wolfstrode off without another wordhe only paid attention to what he was interested inhe only interacted when he realised that Innis had useful information.	
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READING

[HTTPS://WWW.GOV.UK/GOVERNMENT/PUBLICATIONS/KEY-
STAGE-2-TESTS-2022-ENGLISH-READING-TEST-MATERIALS](https://www.gov.uk/government/publications/key-stage-2-tests-2022-english-reading-test-materials)

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:

19	$29.5 - 16.125 =$	<div></div>	<div></div> 1 mark
20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	<div></div>	<div></div> 2 marks
Show your method			

19	13.375	1m	
20	<p>Award TWO marks for the correct answer of 37,592</p> <p>If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <p>• $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}$</p> <p>OR</p> <p>• $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35060 \text{ (error)} \\ \hline 37092 \end{array}$</p>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.</p> $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \text{ (place value error)} \\ \hline 5588 \end{array}$

MATHS PAPER 1 (ARITHMETIC)

EXAMPLE 1 MARK QUESTIONS:

7 $7.8 + 6.953 =$

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

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

EXAMPLE 2 MARK QUESTION:

25

47

611

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for the correct answer of 13</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none">long division algorithm, e.g. <div><div><div>15 r25</div><div>47 611</div><div>- 470</div><div>260 (error)</div><div>- 235</div><div>25</div></div><div>OR</div><div><div>18 (error)</div><div>47 611</div><div>- 470</div><div>141</div><div>- 141</div><div>0</div></div><div><div>10 × 47</div><div>3 × 47</div></div></div> <ul style="list-style-type: none">short division algorithm, e.g. <div><div>1 5r6 (error)</div><div>47 61²⁴1</div></div>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>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.</p>

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.

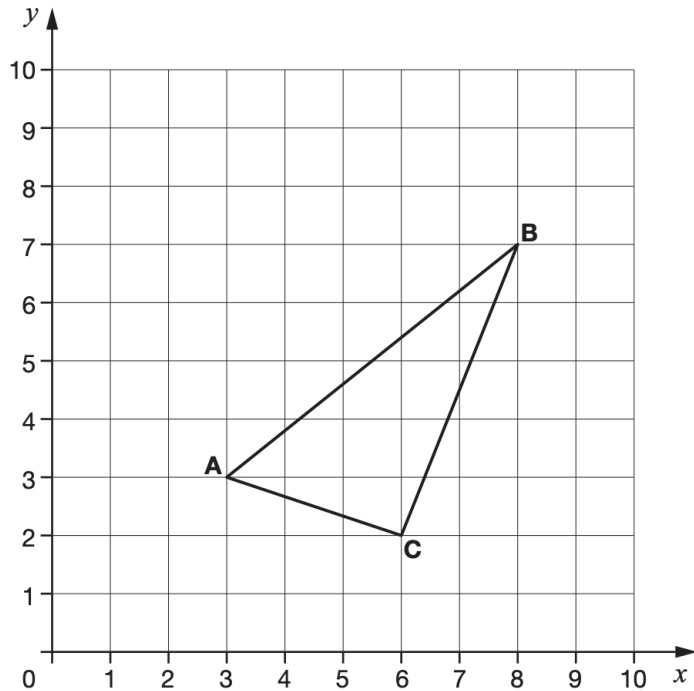
THESE PAPERS REQUIRE CHILDREN TO DEMONSTRATE THEIR MATHEMATICAL KNOWLEDGE AND SKILLS, AS WELL AS THEIR ABILITY TO SOLVE PROBLEMS AND THEIR MATHEMATICAL REASONING. THEY COVER A WIDE RANGE OF MATHEMATICAL TOPICS FROM KEY STAGE 2 INCLUDING,

- 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 (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

17

Award **TWO** marks for the correct answer of 33

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.

- $4 \times 50 = 200$
 $200 \div 6 = 30$ (error)

OR

- $50 \div 6 = 8 \text{ r}2$
 $(8 \text{ r}2) \times 4 = 32 \text{ r}8$

OR

Award **ONE** mark for sight of:

- $33\frac{1}{3}$ OR $33.\dot{3}$ OR 33.33r OR 33.3
OR $33\text{r}2$

(as evidence of completing $200 \div 6$ correctly without interpreting the remainder in context)

Up to
2m

Answer need not be obtained for the award of **ONE** mark.

If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g.

- $200 \div 6 = 31 \text{ r}8$

Acceptable rounded answers would be 31 OR 32

For the 'sight of' mark, accept equivalent fractions.

Award **ONE** mark for an answer of 34.

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.

A large, empty, cloud-shaped box with a scalloped border, intended for the student to write their explanation.

1 mark

9

Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g.

- 32 is not in the $3\times$ table
- $32 \div 3 = 10 \text{ r}2$ or 10.66 (which are not whole numbers)
- if you count in multiples of 3 from 0, you won't get 32
- $3 + 2 = 5$, 5 is not a multiple of 3 so he is wrong.

OR

For a description that includes one or both of the multiples of 3 either side of 32, e.g.

- if you do $10 \times 3 = 30$ and $11 \times 3 = 33$ there is no 32
- $10 \times 3 = 30$ and 32 is 2 away.

1m

Do not accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.

Do not accept vague or incomplete explanations, e.g.

- If you multiply by 3 you will get 30, not 32
- 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
- 32 is not a factor of 3

Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.

The background is a light blue gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance.

MATHS

[HTTPS://WWW.GOV.UK/GOVERNMENT/PUBLICATIONS/KEY-STAGE-2-TESTS-2022-MATHEMATICS-TEST-MATERIALS](https://www.gov.uk/government/publications/key-stage-2-tests-2022-mathematics-test-materials)

THRESHOLDS

[2022 KEY STAGE 2 SCALED SCORES \(PUBLISHING.SERVICE.GOV.UK\)](https://publishing.service.gov.uk)

DOS AND DON'TS

- DON'T DO PAST PAPERS AT HOME AFTER 2018
- REVISION – CGP / TWINKL
- IF OFFERED A BOOSTER – GO TO IT!
- MAKE YOURSELF A REVISION TIMETABLE
- MAKE SURE YOU HAVE TIME FOR REGULAR EXERCISE
- TAKE TIME TO RELAX