



# **YEAR 6 SATS PRESENTATION**

# Meeting aims

- To know the dates and arrangements for this year's SATs testing;
- To know what the SATs are;
- To share how the SATs results will be reported to parents and what these results mean;
- To look at example questions and the rigour involved in answering the questions;
- To share ways of supporting your child at home.

# What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- They assess the understanding of the whole of the Key Stage Two curriculum (Year 3 – Year 6).
- The SATs are taken by all children in Year 6.
- The tests cover reading, spelling, grammar and punctuation and maths. There is no writing SATs test.
- The SATs take place over four days, starting on Monday 13th May and ending on Thursday 16th May.

# When are the SATs?

Day	Test
Monday 13th May 2024	English grammar, punctuation and spelling paper 1: questions (50 marks)
	English grammar, punctuation and spelling Paper 2: spelling (20 marks)
Tuesday 14th May 2024	English reading (50 marks)
Wednesday 15th May 2024	Mathematics Paper 1: arithmetic (40 marks)
	Mathematics Paper 2: reasoning (35 marks)
Thursday 16th May 2024	Mathematics Paper 3: reasoning (35 marks)

# When and how are SATs administered?

- 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

# Writing

- Writing is not assessed by a test; it is assessed through rigorous teacher assessment.
- This assessment will be based on your child's writing across the curriculum.
- The main evidence for the teacher assessment will be focussed on their independent writing from the end of SATs week until mid June.

# Supporting Pupils

- All pupils are required to take the SATs tests.
- Any child with an EHCP will be given 25% extra time in the test.
- Extra time, planned short breaks and scribes for any child, who we think may be eligible, will be applied for and we will let parents and children know where criteria have been met as part of this process.
- We will also support children with our room and adult organisation on the day of the tests. Some children will be taking their tests in a smaller room with a familiar adult from within school.
- We will have another practise run before the actual tests so that the children are familiar with these testing arrangements.
- Reading questions - with the exception of the reading paper, children can request a question to be read aloud to them. However, we cannot explain the meaning of any words or read any mathematical symbols in the maths tests.

# What will happen during SATs week?

- The children will come in promptly at 8:35. Our start will be calm and relaxed as we prepare the children in their allocated rooms with familiar staff members ready for the tests to begin.
- On days when the children are taking more than one test, they will be given a break before they start their next test.
- Please make sure your child has a good breakfast before coming to school and that they remember to bring their water bottle.



# What if my child is ill?

- If your child is ill, every effort should be made for them to come to school to complete the paper as if they miss one or more papers in a subject they will NOT be awarded an outcome for the subject. They have to complete all components to receive an outcome.
- If your child is too ill to attend school, please contact school as soon as possible as we can make additional arrangements.
- In case of unforeseen injuries or circumstances please let us know as soon as possible as we can make arrangements for your child to complete the papers.

# Grammar, Punctuation and Spelling

- 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).

# 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.

# GPS sample 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

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

# Paper 2 – Spellings only

## 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 largest.

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**.

I was given a **special** award.

The word is **special**.

# GPS – Exam technique

- The DFE says that we are only allowed to tell the children when they have 5 minutes remaining.
- There are around 50 marks for the grammar paper alone, so we are advising the children that they should spend less than 1 minute per question.
- If children forget to put a capital letter or full stop, they will not be awarded the mark, even if they have the grammatical feature correct within the sentence.

# Reading

- There is one reading test which 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.
- We are training the children to read the text quickly, in no more than 5 minutes, before answering the questions for that specific text. Children should therefore spend approximately 20 minutes on each of the 3 sections. As with the GPS test, we can only tell the children when there are 5 minutes remaining at the end of the test. So, time management is crucial.
- These questions are:
  - Shorter, closed response items (such as a multiple choice and matching questions)
  - Shorter, open response items
  - longer, open response items that require children to explain and comment on the texts
- in order to demonstrate a full understanding
- Questions are worth 1, 2 and 3 marks

# Reading

- 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.
- DFE rules state that the only prompt we can give to the children is when they have 5 minutes remaining.



# Reading sample questions

- The reading SATs paper requires a range of answer styles.

Questions 1–11 are about *The Parsnips* (pages 4–6)

**1** Veronika's football team has two names.

What are the **two** names?

1. \_\_\_\_\_

2. \_\_\_\_\_

1 mark

## THE CLUB – THE FACTS

**Name:** Parrs Under 11s, also known as "The Parsnips"

**Capacity:** 500

**Sponsor:** Sweet Peas Garden Centre, Mowborough

**Ground:** Lornton FC, Low Road, Lornton

**Plays in:** The Nettie

Honeyball Women's League

**Coach:** Hannah Preston

**Assistant coach:** Katie Regan

Qu.	Requirement	Mark
1	<p>Veronika's football team has two names.</p> <p>What are the <b>two</b> names?</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to Parrs Under 11s <b>and</b> The Parsnips, e.g.</p> <ul style="list-style-type: none"><li>• <i>The Parsnips</i></li><li>• <i>Parsnips</i></li><li>• <i>Parrs under 11s</i></li><li>• <i>Parrs.</i></li></ul>	1m

# Reading sample questions

**17** Look at page 9.

Vladik is always changing his *Dralion* performance.

Give **two** ways that these changes to his performance happen.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

## Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Qu.	Requirement	Mark
17	<p>Look at page 9.</p> <p>Vladik is always changing his <i>Dralion</i> performance.</p> <p>Give <b>two</b> ways that these changes to his performance happen.</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of <b>2 marks</b>:</p> <ol style="list-style-type: none"><li>Vladik's performance changing naturally / without him knowing how it happens, e.g.<ul style="list-style-type: none"><li><i>changes happen naturally</i></li><li><i>he just does the changes and he doesn't even realise.</i></li></ul></li><li>Vladik deliberately making changes to his performance, e.g.<ul style="list-style-type: none"><li><i>he modifies them on purpose</i></li><li><i>they happen deliberately.</i></li></ul></li><li>Vladik adding a trick, e.g.<ul style="list-style-type: none"><li><i>putting in a new trick.</i></li></ul></li></ol>	Up to 2m

# Reading sample questions – whole text

Qu.	Requirement	Mark
33	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"><li>1. curious</li><li>2. imaginative</li><li>3. confused</li><li>4. unafraid</li><li>5. solitary / content with her own company</li><li>6. observant</li></ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence]</li><li>• 2. <i>That she is good at noticing things that go on.</i> [AP6]</li><li>• 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]</li><li>• 2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence]</li></ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>Brave because she did the right thing in the situation.</i> [AP4]</li><li>• 2. <i>She was a person who definitely kept herself to herself.</i> [AP5]</li><li>• 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence]</li></ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>She likes to find out about other people.</i> [AP1]</li></ul>	Up to 3m

33

Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

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

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 marks

# Reading – Question types

- 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 2022 Reading SATs paper,
  - 10% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
  - 38% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
  - 44% 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.

# Maths

- 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.
- Scoring well on this test will make it considerably easier to achieve the expected standard.

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

1 mark

**33**

$$\begin{array}{r} 4078 \\ \times 67 \\ \hline \end{array}$$

Show your method

Element	Mark	Additional guidance
	1m	Accept equivalent mixed numbers, fractions or an <b>exact</b> decimal equivalent e.g. $1.8\bar{3}$ (accept any unambiguous indication of the recurring digits). <b>Do not</b> accept rounded or truncated decimals.
<p><b>TWO</b> marks for the correct answer 226</p> <p>If answer is incorrect, award <b>ONE</b> mark for normal method of long multiplication or more than <b>ONE</b> arithmetic error, e.g.</p> $\begin{array}{r} 4078 \\ \times 67 \\ \hline 28546 \\ 244680 \\ \hline 273126 \text{ (error)} \end{array}$ $\begin{array}{r} 4078 \\ \times 67 \\ \hline 28544 \text{ (error)} \\ 244680 \\ \hline 273224 \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of <b>ONE</b> mark. <b>Do not</b> award any marks if the error is the place value, e.g. the omission of a zero when multiplying by tens: $\begin{array}{r} 4078 \\ \times 67 \\ \hline 28546 \\ 24468 \text{ (place value error)} \\ \hline 53014 \end{array}$

# Maths papers 2/3 - 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 2/3

- In the maths reasoning SATs tests, children are allowed to have question read to them. This can be beneficial, as hearing the question often helps them to understand what has been asked of them much better than when they read it in their heads.
- This is allowed as it is common classroom practice in maths. Also, this paper is not testing the children's reading ability.



# Maths paper 2 - reasoning

- Questions in this paper are challenging.
- Children need to know their mathematical vocabulary to help solve the problems.
- Many problems on this paper have more than 2 steps.

6

Emma has a 5 litre bag of compost.



She uses 2.75 litres.

How much compost does Emma have left?

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**?

1 mark

# Maths paper 3 - reasoning

## Example questions:

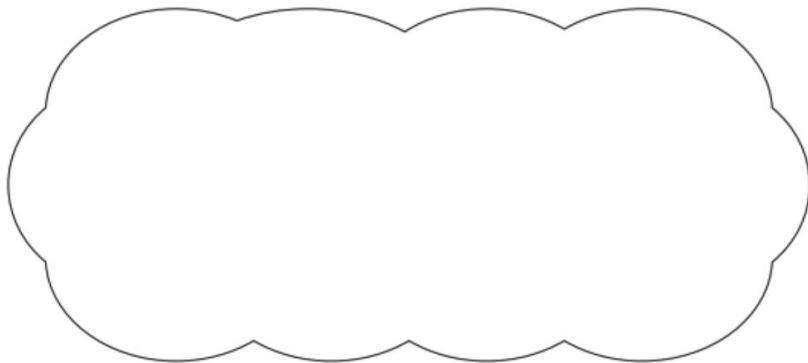
19

Jack says,

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



Explain why Jack is **not** correct.



19

Award **ONE** mark for a correct explanation, 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.

1 mark

1m

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

- 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 paper 3 - reasoning

## Example questions:

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

3 marks

Qu.	Requirement	Mark	Additional guidance
20	<p>Award <b>THREE</b> marks for the correct answer of 207,300</p> <p>If the answer is incorrect, award <b>TWO</b> marks for:</p> <ul style="list-style-type: none"> <li>evidence of an appropriate complete method which contains no more than one error, e.g.</li> </ul> $\begin{array}{r} 24,863 \\ 170,932 \\ 282,420 \\ + 350,824 \\ \hline 828,939 \text{ (error)} \end{array}$ $828,939 \div 4 = 207,234 \text{ r}3$ <p>Rounded to the nearest hundred = 207,200</p> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>sight of 207,259 r3 <b>OR</b> <math>207,259 \frac{3}{4}</math> <b>OR</b> 207,259.75</li> </ul> <p>Award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"> <li>evidence of an appropriate method with more than one error.</li> </ul>	Up to 3m	<p>Answer need not be obtained or rounded for the award of <b>ONE</b> mark.</p> <p>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.</p> <p><b>TWO</b> marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p><b>ONE</b> mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.</p>

# How are we preparing?

- It is important to prepare the children for the tests. Children need to know what to expect (timings, format and content) so that they can do the very best that they can.
- Five maths lessons per week – includes times table practise, arithmetic and SATs style questions
- Five reading lessons per week – including SATs style questioning
- Daily grammar, spelling and punctuation sessions
- If there's a spare moment, we will be prepping the children in one of the above areas!

We do continue to offer a broad and balanced curriculum during this time as we recognise this as being an important way of ensuring reassurance, structure and interest in the daily lives of the children.

# Helping at home

- Be positive! Continue to give them as much encouragement and support as you can and build confidence wherever or whenever possible – this might be an academic achievement but it might also be a sporting achievement.
- 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.
- 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.

# Helping at home

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.

Encourage children to complete myminimaths arithmetic to the best of their ability as often as you can. Any mark they can score on their arithmetic paper will really help their overall mark.

Encourage your child to read regularly (ideally daily) for sustained periods of time (20-30 mins). Reading fatigue is one of the biggest barriers for children attempting the reading paper. There's a lot of reading to get through in the test and more efficient and stronger they are with their reading, the better they will achieve.

**CGP books** – start at the beginning as we have covered these topics in Autumn Term.

**Old SATs papers** are available online; however, we use a lot of the questions from these in our preparation and booster groups.

# Helping at home

- Work with your child at a time that works for your family. 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.

# Assessment and reporting

- When you receive the results of the SATs tests, you will be told whether your child has met the standard to be 'secondary ready' or has not met the standard.
- Please note that the way that SATs results are reported does not tell you if your child has achieved greater depth in the test.

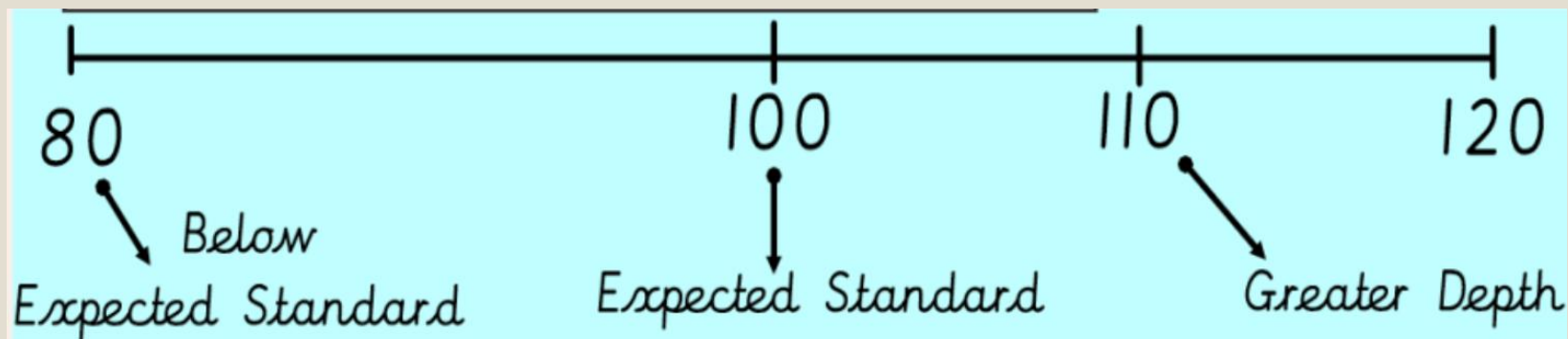


# The results

- 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.

# Scaled scores

- All children will receive a scaled score for each of the subjects tested by the SATs.
- The scaled score is created by the government based on how many points your child scored in the test and is how it is determined whether or not your child is secondary ready. You will know if your child has met the Year 6 standard if they have a scaled score of 100 or more.
- If your child has a scaled score of between 110 – 120, they will have achieved greater depth within the standard.  
If your child has a scaled score below 100, they will not have met the 'secondary ready' standard.
- All of these results will be available for your child's secondary school to access.



# How are the scores calculated?

- Children will get a raw score from the tests and these are converted into a scaled score. The thresholds for these are decided by the Department For Education (DFE). They change slightly each year.

To be 'Expected' in 2018	
Maths	61/110
Reading	28/50
GPS	38/70

To be 'Expected' in 2019	
Maths	58/110
Reading	28/50
GPS	36/70

To be 'Expected' in 2022	
Maths	58/110
Reading	29/50
GPS	35/70

To be 'Greater Depth' in 2018	
Maths	96/110
Reading	40/50
GPS	56/70

To be 'Greater Depth' in 2019	
Maths	95/110
Reading	41/50
GPS	55/70

To be 'Greater Depth' in 2022	
Maths	96/110
Reading	41/50
GPS	55/70

# Reporting the results

- You will receive your child's SATs results once school has received the results and checked the scores.
- The information you receive will be:
  - a raw score ( the total number of marks they achieved);
  - a scaled score in each tested subject (not writing);
  - confirmation of whether or not they achieved the national standard.

# Results example:

## Test Results:

<b>English Grammar, Punctuation, Vocabulary and Spelling</b>	
Grammar, Punctuation & Vocabulary Test	37
Spelling Test	15
Grammar, Punctuation, Vocabulary and Spelling Test Total	52
Grammar, Punctuation, Vocabulary and Spelling Scaled Score	108
Grammar, Punctuation, Vocabulary and Spelling Outcome	Achieved Standard
<b>English Reading</b>	
Reading Test	39
Reading Scaled Score	110
Reading Outcome	Achieved Standard
<b>Mathematics</b>	
Mathematics Arithmetic Test	35
Mathematics Reasoning Test 1	29
Mathematics Reasoning Test 2	28
Mathematics Total Test	92
Mathematics Scaled Score	109
Mathematics Outcome	Achieved Standard

# Results example:

## Test Results:

<b>English Grammar, Punctuation, Vocabulary and Spelling</b>	
Grammar, Punctuation & Vocabulary Test	26
Spelling Test	6
Grammar, Punctuation, Vocabulary and Spelling Test Total	32
Grammar, Punctuation, Vocabulary and Spelling Scaled Score	98
Grammar, Punctuation, Vocabulary and Spelling Outcome	Not Achieved Standard
<b>English Reading</b>	
Reading Test	32
Reading Scaled Score	104
Reading Outcome	Achieved Standard
<b>Mathematics</b>	
Mathematics Arithmetic Test	25
Mathematics Reasoning Test 1	19
Mathematics Reasoning Test 2	12
Mathematics Total Test	56
Mathematics Scaled Score	99
Mathematics Outcome	Not Achieved Standard

# 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.

- 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
- 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.





THANK YOU!