What are the SATs?

- SATs is a term people use to refer to End of Key Stage 2 Assessments;

- They last for four days beginning on **Monday 12th May** and ending on **Thursday 15th May 2025**
- The outcomes of the written papers will ne returned to school in July. After checking, the scores will then be sent home with your child's end of year report.

- Children will sit the following SATs papers:
  - Grammar, Punctuation and Spelling (Paper 1) – Monday 12th May, 2025
  - Grammar, Punctuation and Spelling (Paper 2) – Monday 12th May, 2025
  - Reading – Tuesday 13th May 2024
  - Maths Paper 1 (Arithmetic) – Wednesday 14th May 2025
  - Maths Paper 2 (Reasoning) – Wednesday 14th May 2025
  - Maths Paper 3 (Reasoning) – Thursday 15th May 2025

- Writing is assessed using evidence collected by your child's teacher throughout Year 6, so **there is no Year 6 SATs writing test**.

When and how are the SATs carried out?

- The tests will 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 after the test has ended;
- Afterwards, the completed papers are sent away to be marked externall
- The standard timings of tests differ but last no more than 60 minutes:
  - Grammar, Punctuation and Spelling (Paper 1) – 45 minutes;
  - Grammar, Punctuation and Spelling (Paper 2) – 15 minutes;
  - Reading – 60 minutes;
  - Maths Paper 1 (Arithmetic) – 30 minutes;
  - Maths Paper 2 (Reasoning) – 40 minutes;
  - Maths Paper 3 (Reasoning) – 40 minutes.

Specific arrangements for SATs:

Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to read for them;
- An adult to scribe (write) for them;
- Written or spoken translations of the mathematics reasoning papers;
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

**Pupils with an EHC plan are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time*

What sort of results are reported?

Once marked, the tests will be given the following scores:

- A raw score (the total number of marks achieved for each paper);
- A scaled score (which is explained below);
- A judgement of whether the National Standard has been met.

After marking each test, the external markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

When the scaled score is given, it is given in a range from 80 to 120.
A scaled score of 100 or more is meeting the national standard.

There are no separate tests for higher achieving pupils; however, **a scaled score close to 120 would show that a child is working above the national standard**.

Grammar, Punctuation and Spelling

Grammar, Punctuation and Spelling is made up of two papers which will take place on **Monday 12th May**

- Paper 1 is the longer paper lasting 45 minutes, **children will be tested on grammar, punctuation and spelling generally**;

- Paper 2 is a shorter paper lasting 15 minutes, where **children will be tested on spelling only** – they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.

Grammar, Punctuation and Spelling (Paper 1)

Grammar, Punctuation and Spelling (Paper 1) is the longer paper lasting 45 minutes, which takes place on **Monday 12th May 2024**.

The children will be prepared by their class teacher so they are equipped with a good knowledge of the technical vocabulary needed to identify and describe various aspects of grammar and punctuation marks.

Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:

- Grammatical terms/word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

Grammar, Punctuation and Spelling (Paper 1) requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but **does not require longer formal answers**.

Grammar, Punctuation and Spelling (Paper 1)

Example questions:

1 Tick the sentence that must end with a **question mark**.

Tick **one**.

- What I wanted had already sold out ☐
- Ask Ryan what he thinks about it ☐
- What time will the film start ☐
- I didn't know what to say ☐

1 mark

6 Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We **was / were** planning to hold a cake sale at school.

I **was / were** chosen to design the posters.

1 mark

23 Draw a line to match each word to its correct **antonym**.

Word	Antonym
meandering	confront
sympathetic	unfeeling
evade	unbelievable
plausible	straight

1 mark

Grammar, Punctuation and Spelling (Paper 1)

Example questions:

1 Tick the sentence that must end with a **question mark**.

Tick **one**.

- What I wanted had already sold out ☐
- Ask Ryan what he thinks about it ☐
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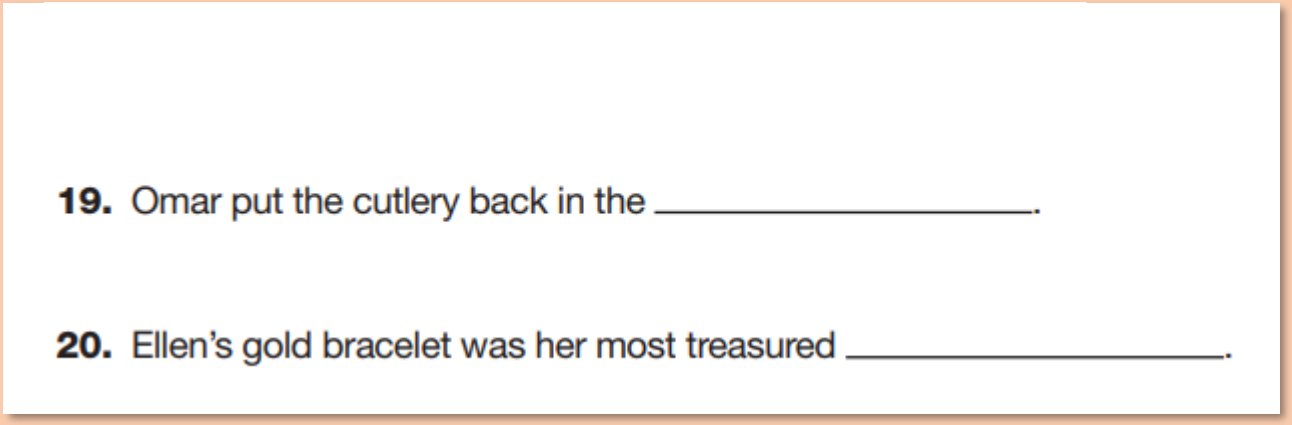
Word	Antonym
meandering	straight
sympathetic	unfeeling
evade	confront
plausible	unbelievable

1 mark

Grammar, Punctuation and Spelling (Paper 2)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting 15 minutes, which takes place on **Monday 12th May 2025**.

Example questions:



19. Omar put the cutlery back in the _____.

20. Ellen's gold bracelet was her most treasured _____.

Grammar, Punctuation and Spelling (Paper 2)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting 15 minutes, which takes place on **Monday 12th May**.

Example questions:

19. Omar put the cutlery back in the _____.

20. Ellen's gold bracelet was her most treasured _____.

Spelling 19: The word is **drawer**.

Omar put the cutlery back in the **drawer.**

The word is **drawer**.

Spelling 20: The word is **possession**.

Ellen's gold bracelet was her most treasured **possession.**

The word is **possession**.

Reading

The Year 6 Reading SATs paper will be sat on **Tuesday 13th May, 2025**
The assessment has been designed to measure whether children's comprehension of age-appropriate reading material meets the national standard. It a standard timing of **60 minutes**, including reading the texts and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.

The Reading paper focuses on the following areas known as Content Domains:
2a) give/explain the meaning of words in context;
2b) retrieve and record information/identify key details from fiction and non-fiction;
2c) summarize main ideas from more than one paragraph;
2d) make inferences from the text/explain and justify inferences with evidence from the text;
2e) predict what might happen from details stated and implied;
2f) identify/explain how information/content is related and contributes to meaning as a whole;
2g) identify/explain how meaning is enhanced through choice of words and phrases;
2h) make comparisons within the text.

The Year 6 Reading SATs paper requires a range of answering styles, including responding to **multiple choice questions**, **one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.

Reading

Example question, based on Text 1 – *Space Tourism*:

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2 How would you get from the spacecraft to the space hotel?

_____

_____

_____
1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction

Reading

Example question, based on Text 1 – *Space Tourism*:

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2 How would you get from the spacecraft to the space hotel?

Award 1 mark for answers that refer to floating down the tube (holding the cable).

_____

_____ 1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction

Reading

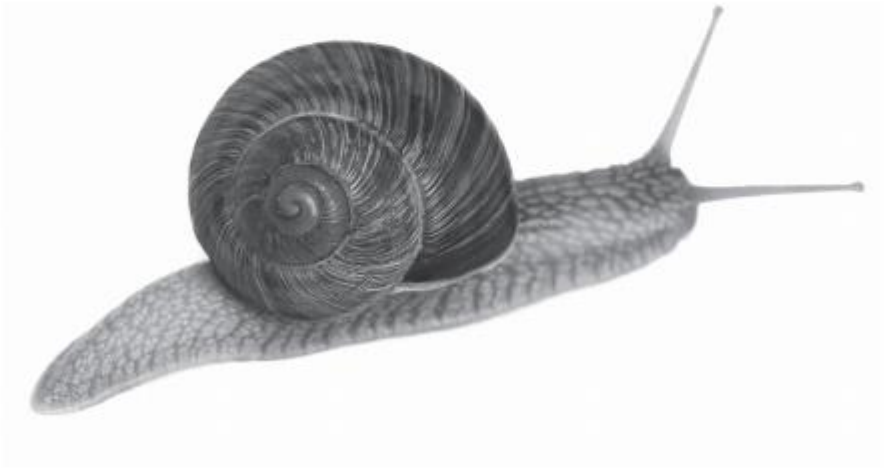
Example question, based on Text 2 – *Giants*:

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun

17 *Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction

Reading

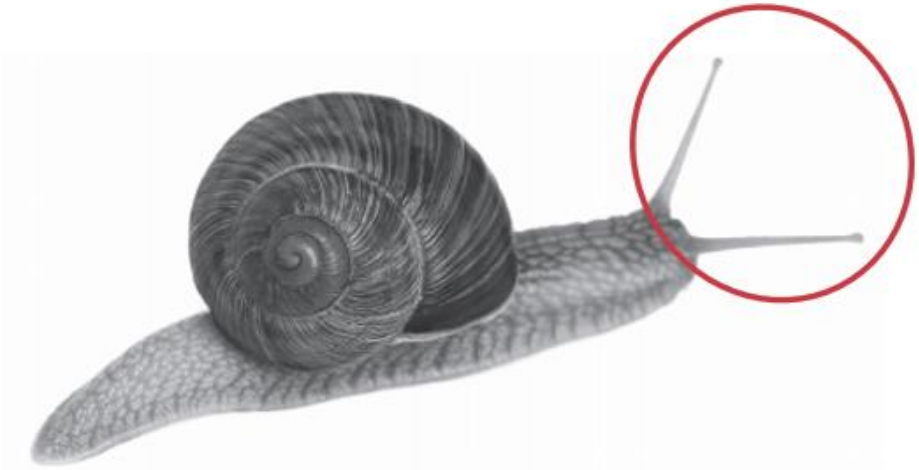
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Circle the part of the snail in the picture below.



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2b) retrieve and record information/identify key details from fiction and non-fiction

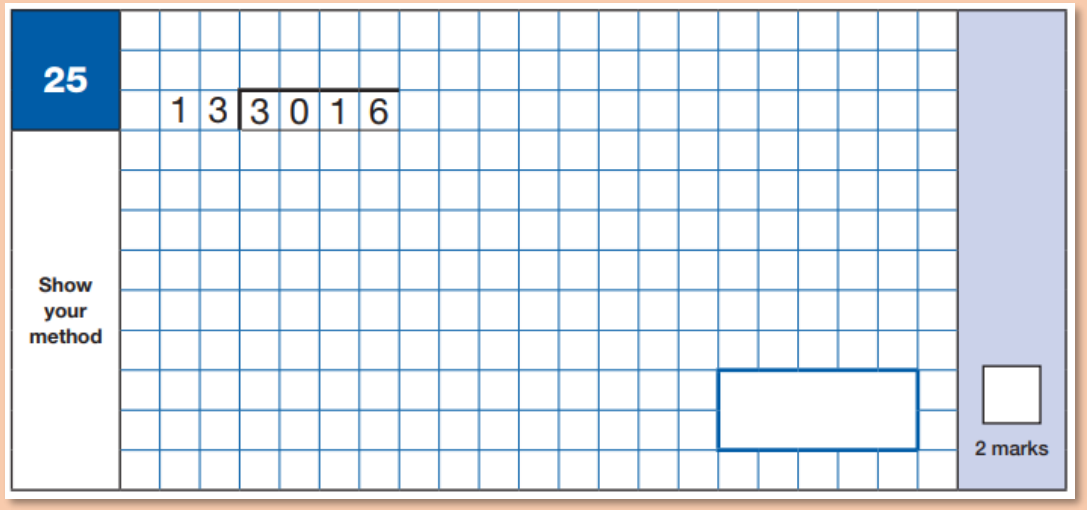
Maths Paper 1 (Arithmetic)

Maths Paper 1 (Arithmetic) will take place on **Wednesday 14th May 2025**.

It has a standard timing of **30 minutes** and is worth a total of **40 marks**.

It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

Example question:



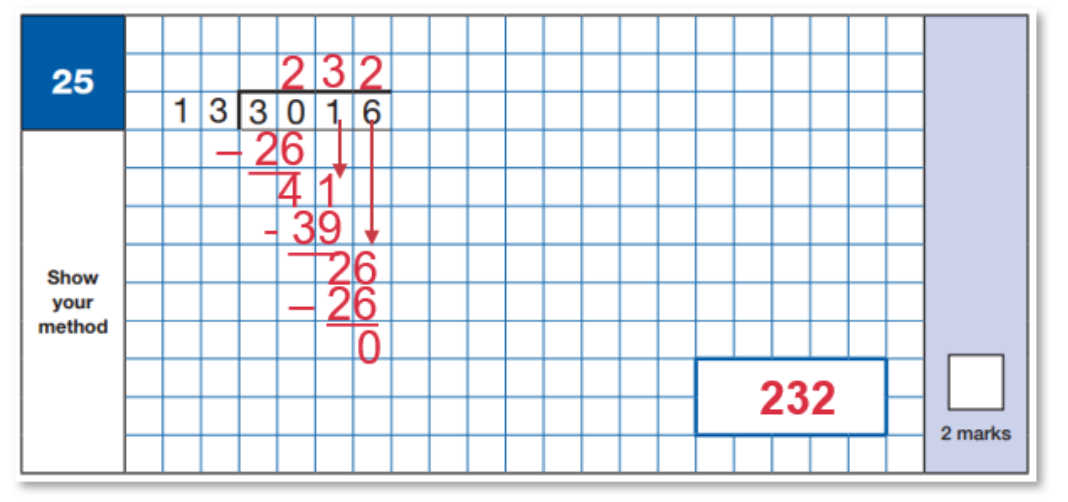
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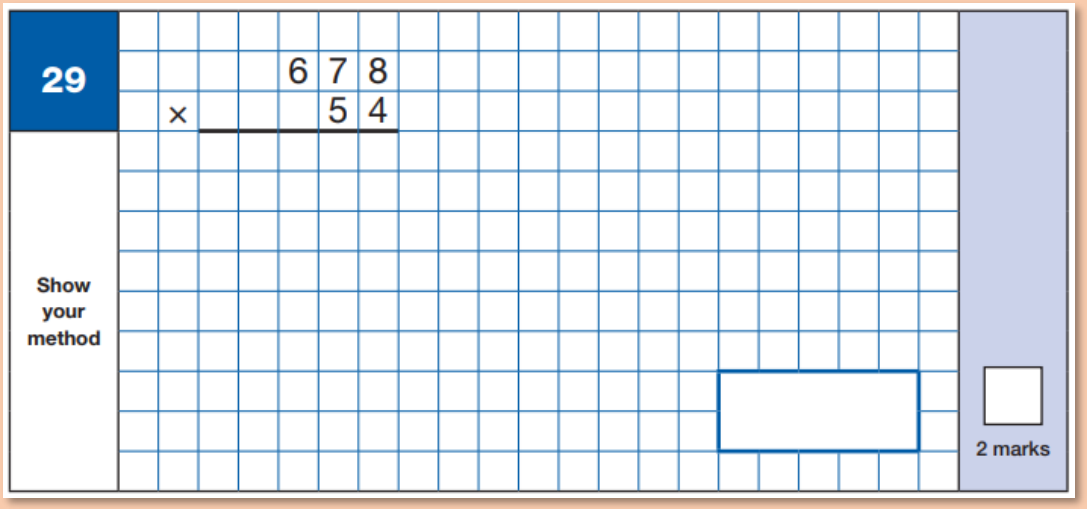
Example question:

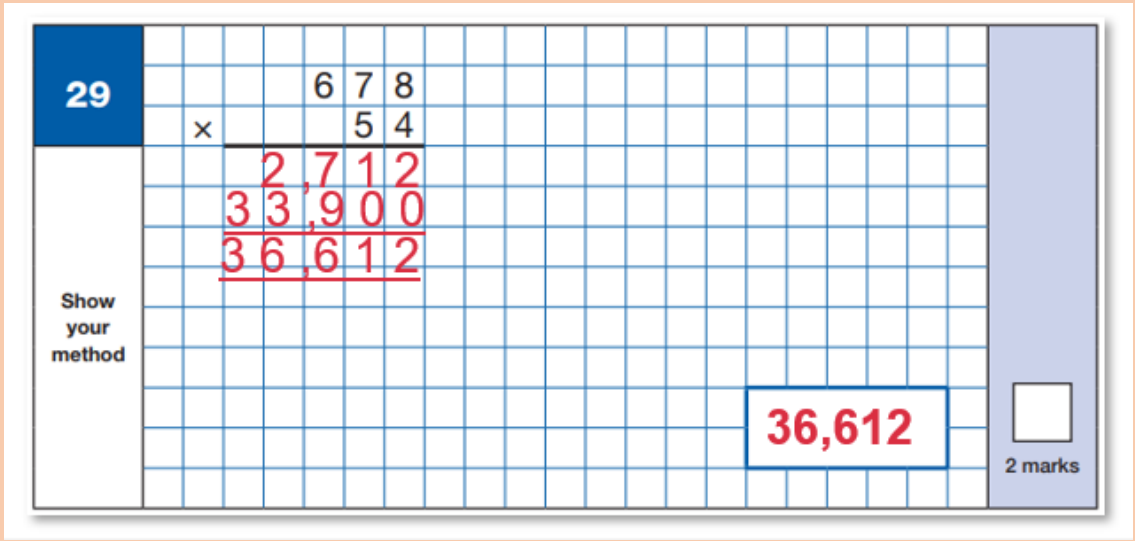


1 – 13
2 – 26
3 – 39
4 – 52
5 – 65
6 – 78
7 – 91
8 – 104
9 - 117
10 - 130

Maths Paper 1 (Arithmetic)

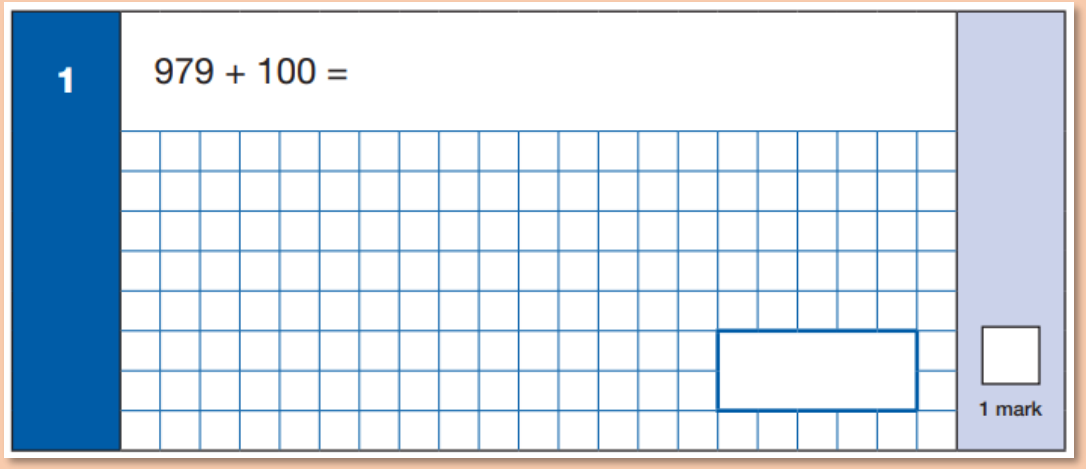
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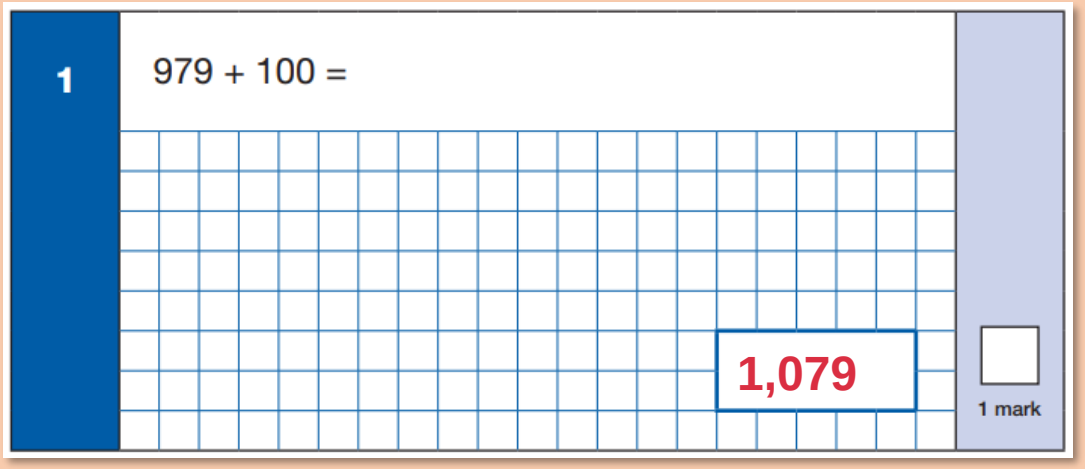




Maths Paper 1 (Arithmetic)

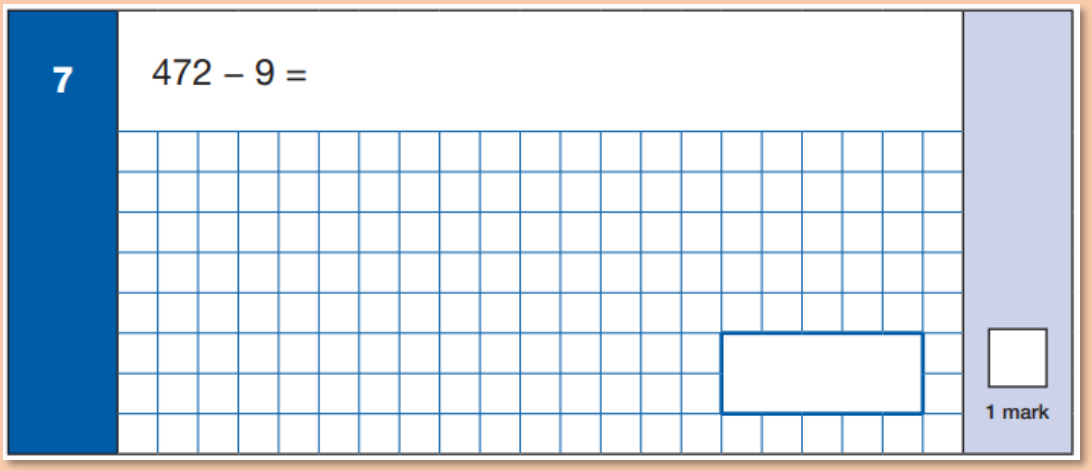
Example:

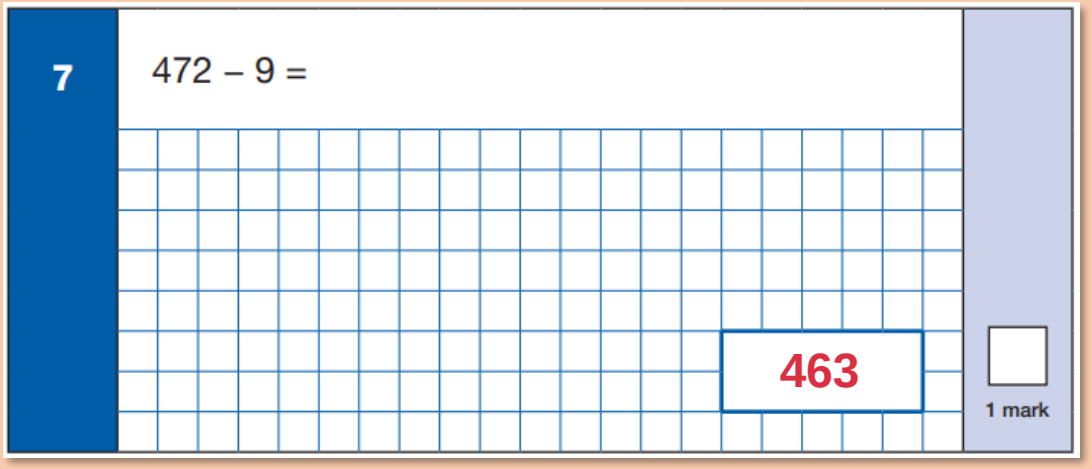




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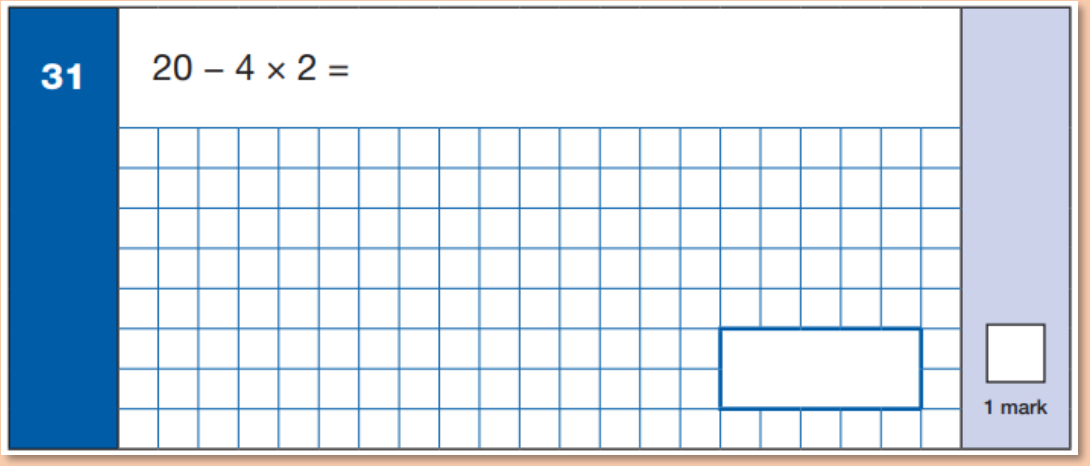
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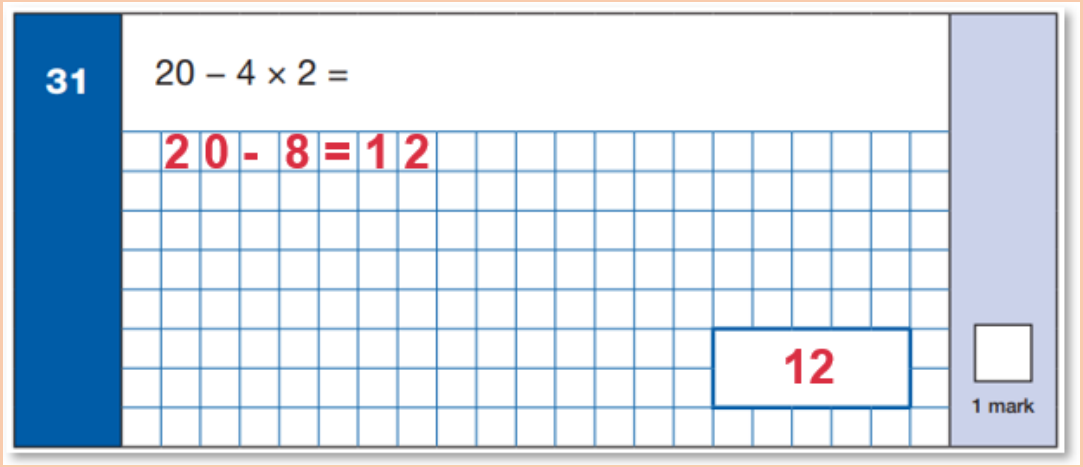




Maths Paper 1 (Arithmetic)

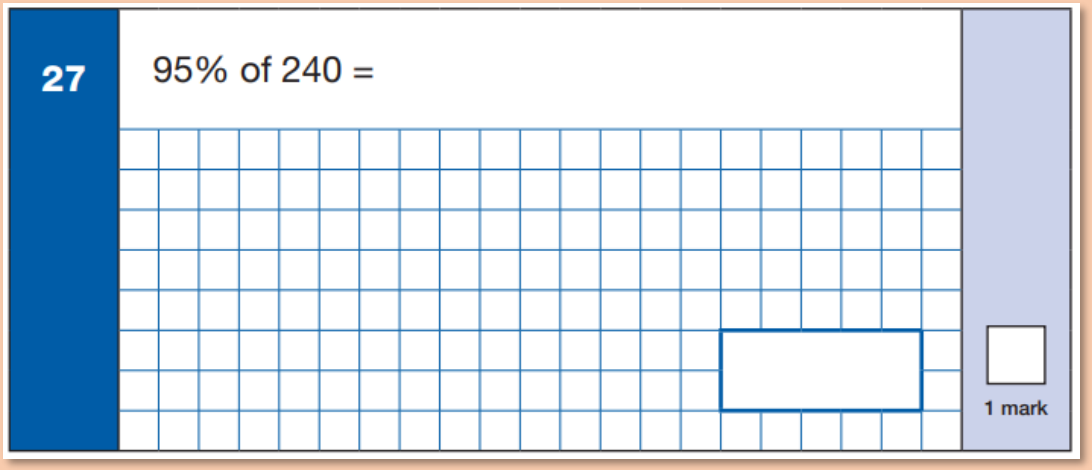
Example question:

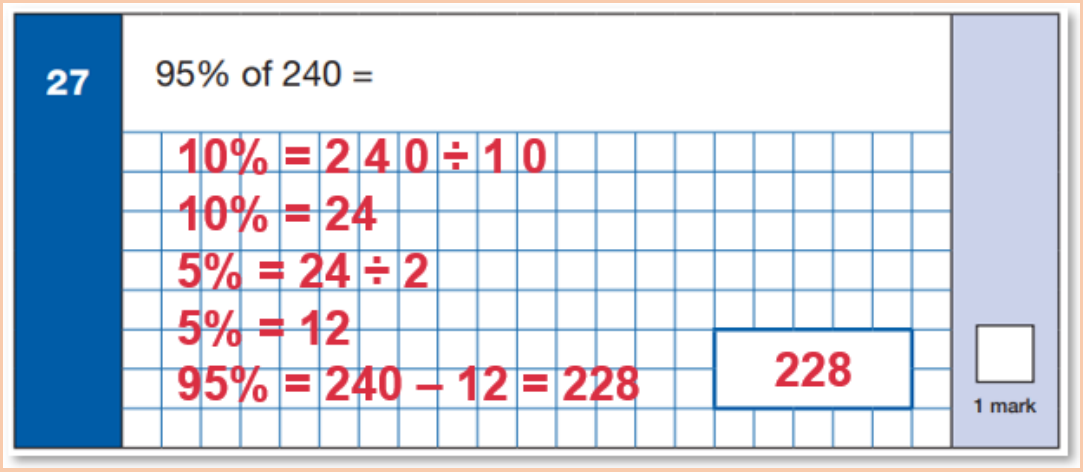




Maths Paper 1 (Arithmetic)

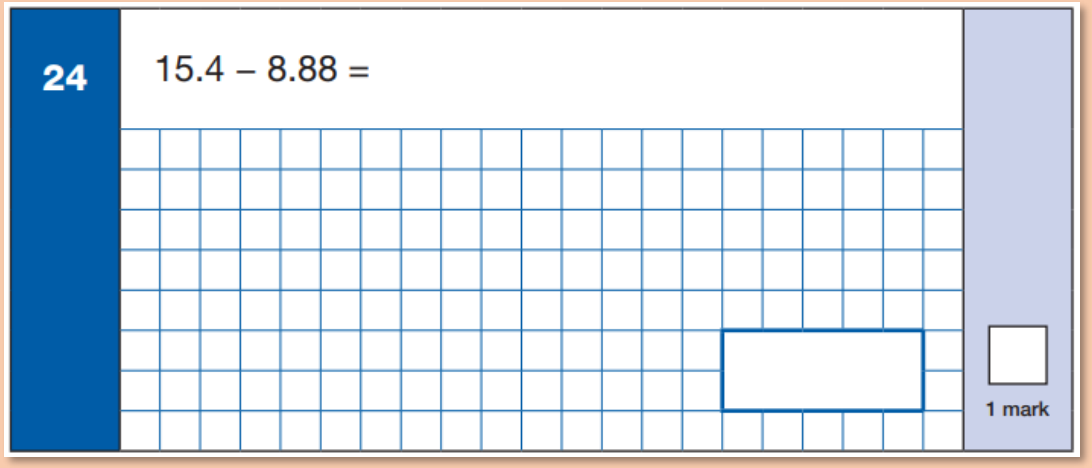
Example question:

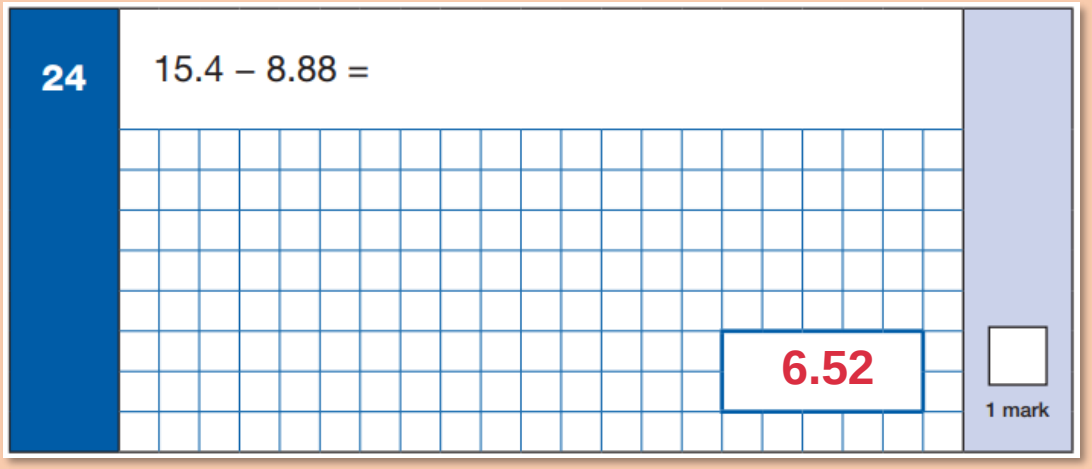




Maths Paper 1 (Arithmetic)

Example question:





Maths Papers 2 & 3 (Reasoning)

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Paper 2 requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

Questions focus on the following Mathematical topic areas:

- Number and place value– including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry – properties of shapes;
- Geometry – position and direction;
- Statistics;
- Measurement – including length, perimeter, mass (weight), volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

The questions get harder throughout the paper.
It is not unusual for a child to be unable to complete the entire paper in time.

Maths Paper 2 (Reasoning)

.

Example questions:

6 Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark

Maths Paper 2 (Reasoning)

.

Example questions:

6 Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

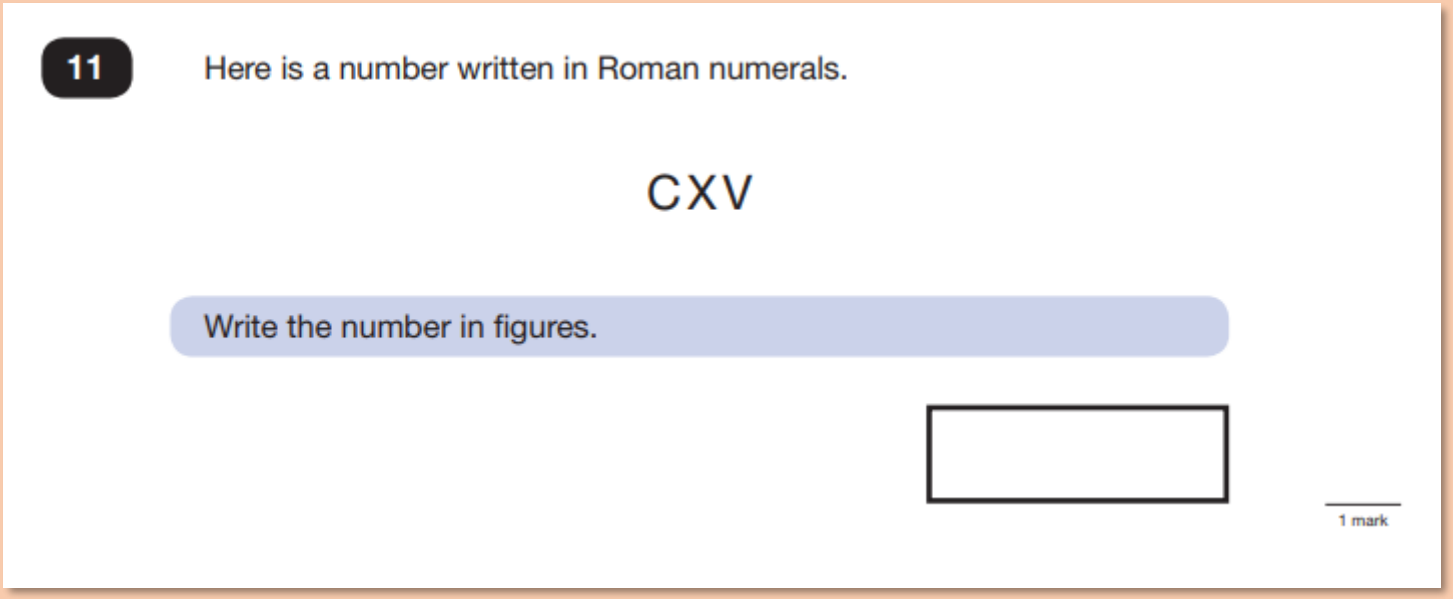
7 minutes to 9 or

8:53

1 mark

Maths Paper 2 (Reasoning)

Example questions:



11 Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

Maths Paper 2 (Reasoning)

Example questions:

11 Here is a number written in Roman numerals.

CXV

Write the number in figures.

115

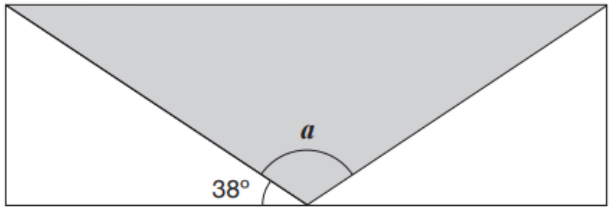
1 mark

Maths Paper 2 (Reasoning)

.

Example questions:

15 A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle a.

Show your method

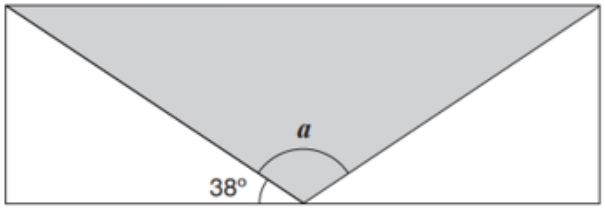
a is ____ °

2 marks

Maths Paper 2 (Reasoning)

Example questions:

15 A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle a.

Show your method

38 x 2 = 76

180 - 76 = 104

a is 104°

2 marks

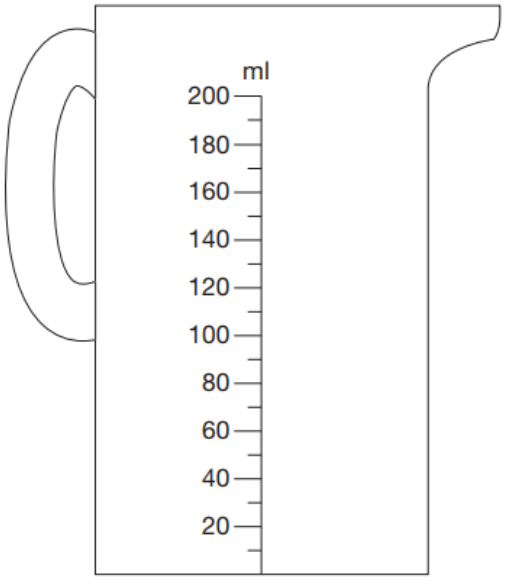
Maths Paper 3 (Reasoning)

.

Example questions:

5 Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



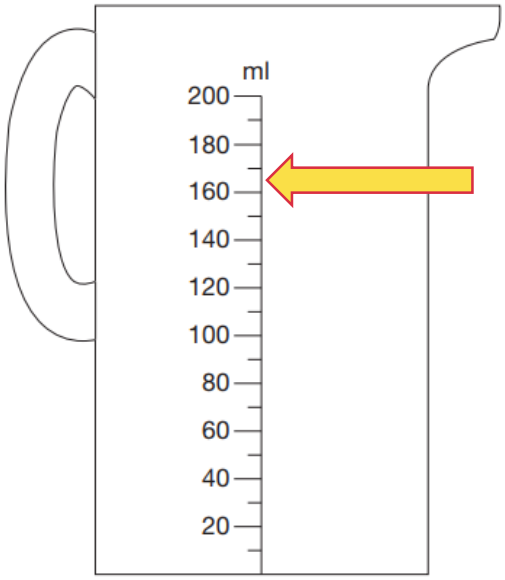
1 mark

Maths Paper 3 (Reasoning)

Example questions:

5 Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.

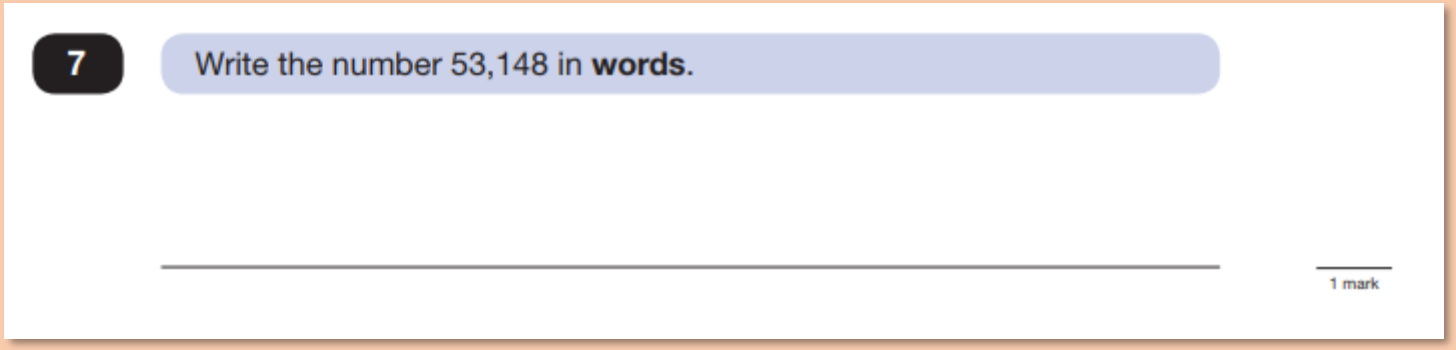


1 mark

Maths Paper 3 (Reasoning)

.

Example questions:



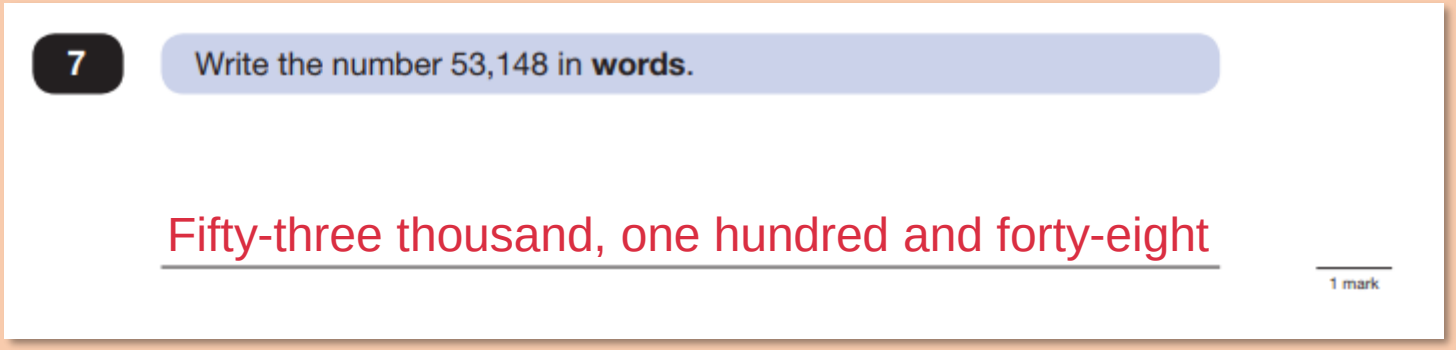
7 Write the number 53,148 in **words**.

_____

1 mark

Maths Paper 3 (Reasoning)

Example questions:



7 Write the number 53,148 in **words**.

Fifty-three thousand, one hundred and forty-eight

1 mark

Maths Paper 3 (Reasoning)

Example questions:

10 A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show your method

2 marks

Maths Paper 3 (Reasoning)

Example questions:

10 A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show your method

100 ÷ 5 = 20p

180 ÷ 4 = 45p

45p – 20p = 25p

25p / £0.25

2 marks

How can I support my child in preparing for their SATs?

Firstly, a positive attitude goes a long way – so as much encouragement and support as possible (but we don't need to tell you that)!

Some further tips:

- Direct any questions or concerns you have about SATs to your child's teacher, rather than worry your child with them;
- Give your child opportunities to go outside and avoid overuse of screens - this can apply to leisure pursuits as well as how they study;
- Try to provide a quiet corner of the house for homework and study, that's as free from distractions as possible;
- Encourage your child to talk to their teacher or another adult they trust if they express persisting anxieties about SATs. Remember that a small amount of anxiety is normal and not harmful;
- If your child is unwilling to talk to their teacher, talk to them yourself;
- Plan something nice and fun for the weekends before and after SATs – this will help your child start the week well and also give them something to look forward to;
- Ensure your child is eating and drinking well, and getting a suitable amount of sleep.

Remember this about SATs:

SATs focus on what they know about maths and English

They won't reflect how talented they are at science, geography, art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.

SATs results don't always tell the whole story

The results will say they DID or DIDN'T meet a certain standard, but not necessarily by what margin. Additionally, the thresholds tend to change each year according to overall national performance, so what was classed as 'did meet the expected standard' in 2016 may have been considered a 'did not' in 2015. Your school may be able to provide you with more detailed feedback, so don't let your child see SATs as a simple case of 'pass' or 'fail'.

SATs last for one week

In reality it's just one or two papers lasting 30-60 minutes each day. You can't emphasise enough the importance of keeping that in perspective.

What should I do if I'm worried about my child? (continued)

Steps to take:

Talk to the school

Is your child showing the same symptoms at school as they are at home? Is there anything else going on at home which may be contributing to your child's overall level of stress? Work with the school so everyone concerned can be offering the support that's needed.

Spend time with your child

Try to understand what aspect of SATs concerns them most. Is it the worry of 'failing'? Is it the worry of getting stuck on a paper? If your child can pinpoint what's bothering them most, you can take specific steps to help reassure them.

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

If you don't believe in SATs, or do not think your child should be doing them, then neither will they.

Confront any media coverage

Show clippings if there's been anything negative and ask them to talk about what they're seen and how they feel. Reinforce the reality.

Encourage your child to talk to their teacher

SATs are obviously linked to school, so don't be surprised if they favour the reassurance of teachers above family members.

Advice for Year 6 children!

- Listen to what your teacher says;
- Your teacher is cheering you on and wants you to do your best;
- Make sure you get plenty of sleep and stay well fed – sleep and food help keep the brain moving;
- Read the questions carefully. This can help to avoid any silly mistakes!
- Don’t worry if there’s something you can’t answer. Take a deep breath! You can always move on and go back later but it’s better to write something rather than nothing;
- Keep in mind year 6 SATs are just one week of your entire life!

‘Stay focused in class so you don’t have loads of extra study at home!’
- Year 7 pupil’s advice