



# Year 6 SATs 2025 Presentation

## What are the SATs?

- SATs are the **Standardised Assessment Tests** that are given to children at the end of Key Stage 2. These are mandatory; all state schools in England are required to provide these tests.
- The SATs take place over four days, starting on **Monday 12<sup>th</sup> May** ending on **Thursday 15<sup>th</sup> May**.
- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 12<sup>th</sup> May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 12<sup>th</sup> May
  - Reading – Tuesday 13<sup>th</sup> May
  - Maths (paper 1: Arithmetic) – Wednesday 14<sup>th</sup> May
  - Maths (paper 2: Reasoning) – Wednesday 14<sup>th</sup> May
  - Maths (paper 3: Reasoning) – Thursday 15<sup>th</sup> 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.



## When and how the SATs are completed

- 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** and the results are then sent to the school in July (TBC).
- 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



## Specific arrangements for SATs

Children with additional, evidenced needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified (i.e. coloured paper);
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

Pupils with an EHCP 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.



## **The results**

- Secondary schools will use the information to set initial targets for the children. However, they will also conduct their own assessments to ensure that groupings and activities are tailored to meet the learning needs of all individuals.
- OFSTED use the SAT results as a key indicator of a school's effectiveness.
- Children's progress, as well as their achievement, will be measured and reported on in school performance tables.



## 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.

A scaled score 110 or more shows the pupil is meeting the 'Greater Depth' standard.

A scaled score between 80-99 shows that the pupil has not yet met the National Standard.



## Grammar, Punctuation and Spelling: Monday 12<sup>th</sup> 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 have been working hard 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 must end with a **question mark**?

Tick **one**.

Do you know how long it took for the trees to grow ☒

We have planted rose bushes around the trees ☐

How beautiful the flowers will be ☐

I will ask my teacher if I can show you ☐

1 mark

33

Add a **prefix** to the word charge in the sentence below to show that the waiter did not charge too much.

The waiter was careful not to over charge the customer.

1 mark

47

Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The noise of the traffic disturbed us.

e.g. We were disturbed by the noise of the traffic.

1 mark



## Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.  
Example questions:

### Spelling

1. Our dogs are \_\_\_\_\_ and full of energy.
2. The swans nested on an \_\_\_\_\_ in the lake.
3. We met a \_\_\_\_\_ writer.

### 2024 Spelling script

**Spelling 1:** The word is **young**.

Our dogs are **young** and full of energy.

The word is **young**.

**Spelling 2:** The word is **island**.

The swans nested on an **island** in the lake.

The word is **island**.

**Spelling 3:** The word is **famous**.

We met a **famous** writer.

The word is **famous**.

young

smile



## Reading: Tuesday 13<sup>th</sup> 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.



## **Maths: Wednesday 14<sup>th</sup> May and Thursday 15<sup>th</sup> May**

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 14<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 15<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 15<sup>th</sup> 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:

The key to this test is **speed!** At 40 marks and 30 minutes - the children must work fast!



19	$\frac{2}{3} + \frac{4}{5} =$	<div></div> <div>1 mark</div>
	<div></div>	
20	$\begin{array}{r} 6312 \\ \times 14 \\ \hline \end{array}$	<div></div> <div>2 marks</div>
	Show your method	

Qu.	Requirement	Mark	Additional guidance
19	$1\frac{7}{15}$ OR $\frac{22}{15}$	1m	Accept equivalent mixed numbers, fractions or the <b>exact</b> decimal equivalent, i.e. 1.46 (accept any unambiguous indication of the recurring digits).  <b>Do not</b> accept rounded or truncated decimals.
20	Award <b>TWO</b> marks for the correct answer of 88,368  If the answer is incorrect, award <b>ONE</b> mark for the formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.  • $\begin{array}{r} 6312 \\ \times 14 \\ \hline 25248 \\ 63120 \\ \hline 88358 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 6312 \\ \times 14 \\ \hline 24248 \text{ (error)} \\ 63120 \\ \hline 87368 \end{array}$	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 in the place value, e.g. the omission of the zero when multiplying by tens.  $\begin{array}{r} 6312 \\ \times 14 \\ \hline 25248 \\ 6312 \text{ (place value error)} \\ \hline 31560 \end{array}$

## Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 14<sup>th</sup> May and paper 3 will take place on Thursday 15<sup>th</sup> 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.



## **So how are we preparing for the SATs in-school?**

- Continuous Assessment – identifying the gaps and helping to fill them.
- Booster groups and intervention groups
- Timed arithmetic practise
- Daily “Arithmagicians” practise
- Focused GPS lessons (Spelling, Punctuation & Grammar) and starters
- Guided and Independent Reading
- Practising previous SATS papers (no more than 1 per half term)
- Teaching ‘test techniques’ and vocabulary
- Providing guidance for parental support to support learning in school
- Keeping up to date with information provided by the DfE

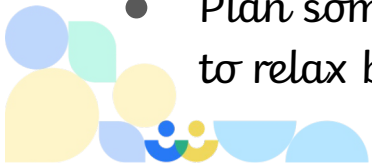


## Supporting your child in preparing for the SATs

Give them as much encouragement and support as you can (but we don't need to tell you that)!

### Tips:

- Please **don't** use past papers as they are used in school to prepare the children (and they provide me with gap analysis for interventions).
- Read through the 'Spill the Beans' booklet.
- Talk to me if you have any concerns (rather than worry your child).
- Encourage your child to talk to me or a trusted adult (including yourself) about their anxieties, not forgetting that a small amount of anxiety is normal and not harmful.
- 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.
- 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.





## Supporting your child in preparing for the SATs

### Further tips:

- Work through the CGP revision targeted question books.
- Encourage your child to complete any booster worksheets sent home. These are actively marked and monitored in school.
- Regularly practise the year 5/6 key words/spellings (using dots and dashes if possible!)
- Use the wealth of online sites we have signed up to: Times Tables Rockstars, Accelerated Reader, Arithmagicians, Spelling Shed etc.
- 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.



## 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, P.E etc. and they certainly won't highlight all 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!**



## What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11-year-old with the ability to better cope with the situation.



## **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.

### 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. Similarly, if you don't believe in SATs, your child may reflect this view.



# Silver Lining... SATs Breakfast!

From Monday 12<sup>th</sup> - Thursday 15<sup>th</sup> May, Year 6 children can attend school from 8.40am for a SATs breakfast in the classroom.

This aims to give children the opportunity to unwind, have a chat with friends and enjoy a satisfying, brain-busting breakfast before starting the tests.

