

Year 6 SATs

Parent Information

Tuesday 28th January, 2025



This evening's aims:

- What are SATs?
- When will the SATs take place?
- Why do children take SATs?
- What is tested?
- When do we get results?
- What can I do to help my child prepare?

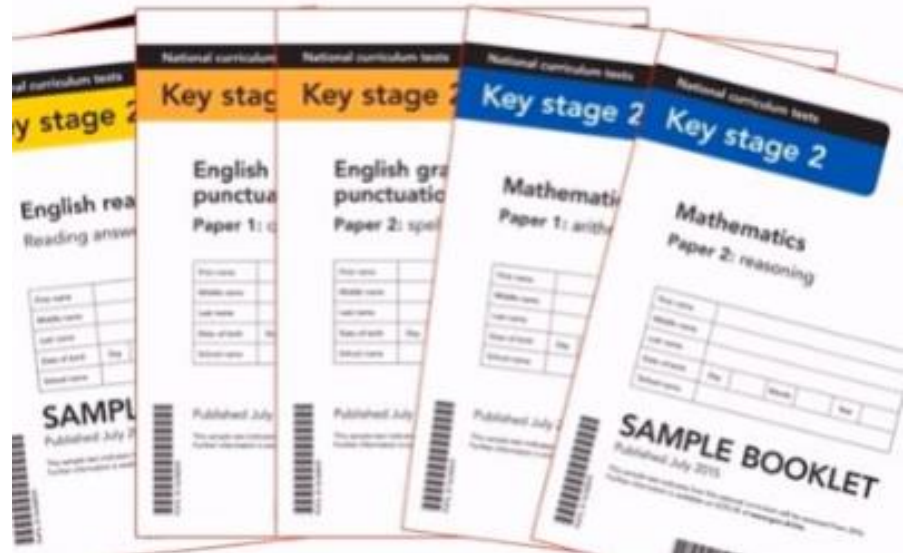


What are SATs?

- SATs stands for: *'Standardised Assessment Tests'*
- They are a set of tests that are given to children at the end of Key Stage 2 - when children are in Year 6
- SATs test children on curriculum content from Years 3 to 6
- The tests will be taken in exam conditions in the Class 3 classroom and are externally marked

The SATs papers consist of:

- Spelling, Punctuation and Grammar Paper 1
- Spelling, Punctuation and Grammar Paper 2: Spelling
- English Reading Paper
- Maths Paper 1: Arithmetic
- Maths Paper 2: Reasoning
- Maths Paper 3: Reasoning



When will they take place?

Date:	Paper:	Duration:
Monday 12th May, 2025	Spelling, Punctuation and Grammar Paper 1	45 minutes
Monday 12th May, 2025	Spelling, Punctuation and Grammar Paper 2 Spelling test	Approx. 20 minutes
Tuesday 13th May, 2025	English Reading Paper	1 hour
Wednesday 14th May, 2025	Maths Paper 1 Arithmetic	30 minutes
Wednesday 14th May, 2025	Maths Paper 2 Reasoning	40 minutes
Thursday 15th May, 2025	Maths Paper 3 Reasoning	40 minutes

Why do children do SATs?

The purpose of SATs is to measure children's attainment in Maths, Reading, Grammar, Punctuation and Spelling, by testing them on curriculum content which has been taught in Years 3 - 6.

They are used to measure both the school's, and the individual child's, attainment.

It is important to remember that SATs do not tell the whole story and are only a small snapshot of a child's achievements at primary school.



SATs are important but they are not for children to worry about. We want children to care about the SATs, work hard and do their best, but not feel anxious about the tests.

Unlike many of life's challenges, we know exactly when the SATs will take place, what form they will take and what content they are testing. We can prepare children for them and make sure that they feel ready for them.

In school, with the children, we refer to 'training' and 'building stamina' for SATs, just like we would if we were preparing to take part in a sporting event.



What will be tested?

- Spelling, Punctuation and Grammar
- Reading
- Maths Paper 1: Arithmetic
- Maths Paper 2: Reasoning
- Maths Paper 3: Reasoning



Spelling, Punctuation and Grammar Paper 1:

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

2019 national curriculum tests

Key stage 2

**English grammar,
punctuation and spelling**

Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



1

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

Tick **one**.

The teacher asked them what they were doing

☐

I w

34

Explain how the **comma** changes the meaning of the second sentence.

Did

He

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

8

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music _____ was played last night.

1 mark

Spelling, Punctuation and Grammar Paper 2:

This is a shorter paper that focuses solely on spelling:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

Year 3 and 4 Statutory Spellings

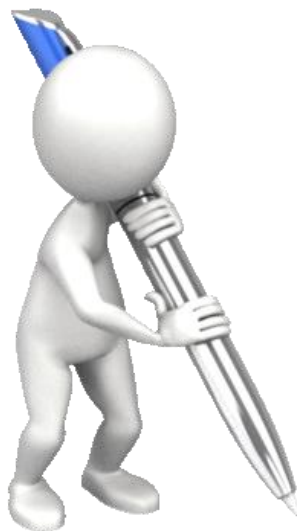
accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

There is no writing test. Instead, writing is assessed using evidence collected throughout Year 6.

We are already collecting evidence for all of our Year 6 pupils to demonstrate whether or not they have met the national standards.



Year 6 Writing Standards:

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

The Reading Paper:

There is just one reading paper which the children have **60 minutes** to complete.

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**. Children read each text and then answer the questions that follow.

satspapers.org

2019 national curriculum tests

Key stage 2

English reading

Reading answer booklet

First name							
Middle name							
Last name							
Date of birth	Day		Month		Year		
School name							
DfE number							

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for

the p
Deliv

Questions 1–13 are about *The Park* (pages 4–5)

1

What

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way.

19

In what way is *buzz* of pollination?

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none"> it releases pollen that would otherwise stay inside the flower, e.g. <ul style="list-style-type: none"> <i>because it releases trapped pollen that they wouldn't have been able to get out</i> <i>it makes a buzz that gets more pollen than other bees do</i> <i>it helps release more pollen.</i> key produce is more expensive / harder to get without it, e.g. <ul style="list-style-type: none"> <i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i> <i>it means we can buy more common foods cheaper</i> <i>it would be harder to grow beans.</i> 	1m

The Maths Papers:

There are three maths papers:

- Paper 1: Arithmetic (30 minutes)
- Paper 2: Reasoning (40 minutes)
- Paper 3: Reasoning (40 minutes)

The **arithmetic paper** covers the four operations (addition, subtraction, multiplication and division), percentages of amounts and calculating with decimals and fractions.

The **reasoning papers** require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

2019 national curriculum tests**Key stage 2****Mathematics****Paper 1: arithmetic**

First name			
Middle name			
Last name			
Date of birth	Day	Month	Year
School name			
DfE number			

Maths Paper 1: Arithmetic

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.

6	5.87 + 3.123 =	
15	60 ÷ (30 - 24) =	
18	20% of 3,000 =	

Maths Papers 2 and 3: Reasoning

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.

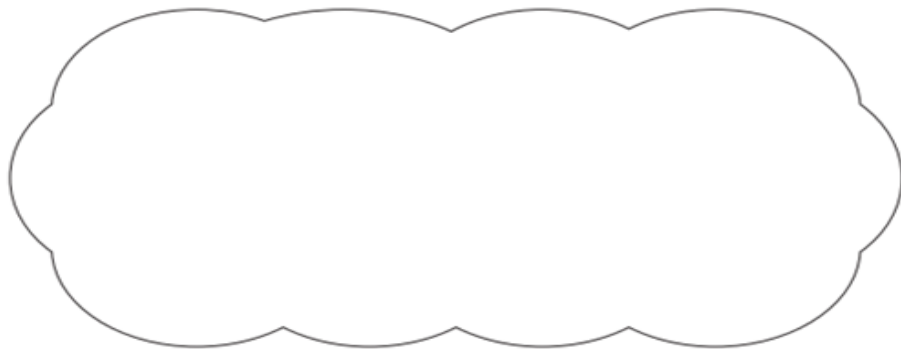
18

Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

25

53

1 mark

1 mark

When do we get results?

Once children have completed the tests, they are sent off and marked **externally**.

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

- A raw score - this is the total number of marks achieved for each set of papers
- A scaled score
- A judgement as to whether the National Standard has been met

What is a Scaled Score?

After the tests are marked, the raw score is converted 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 ensure 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.

The scaled scores will be shared with you before the end of the summer term - usually in your child's End of Year report.

2023
Scaled
Scores:

In **reading**, the average scaled score is 105, unchanged since 2022.

In **maths**, the average scaled score is 104, unchanged since 2022.

In **grammar, punctuation and spelling**, the average scaled score is 105, unchanged since 2022.

National trends:

Headline facts and figures - 2022/23

[Summary](#)[Chart](#)[Table](#)

Percentage of pupils meeting the expected standard at the end of key stage 2, 2016 to 2023 (England, all schools)

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Reading, writing and maths	53%	61%	64%	65%	x	x	59%	59%
Reading	66%	72%	75%	73%	x	x	75%	73%
Writing	74%	76%	78%	78%	x	x	69%	71%
Maths	70%	75%	75%	79%	x	x	71%	73%

What can I do to help
my child with SATs?



Writing and Spelling, Punctuation and Grammar:

- Encourage your child every week to complete the CGP homework – complete at least one of the ten minute GPS tests. Remind your child to bring the book to school every Monday.
- Practise and learn weekly spelling patterns and National Curriculum words.
- Encourage your child to complete their SPAG homework.
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Make sure that when completing spelling sentence homework, your child's sentences always start with a capital letter, are written in joined handwriting, spell key words correctly and have the correct choice of end punctuation.
- Encourage the use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

Reading:

- Encourage your child every week to complete the CGP homework – complete at least one of the ten minute GPS tests. Remind your child to bring the book to school every Monday.
- Focus on developing an enjoyment and love of reading. Enjoy stories together – reading stories to your child still has an enormous impact at Key Stage Two.
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- Make sure that your child reads **every day**.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines and sport autobiographies.
- Visit the local library - it's free!

Maths:

- Encourage your child every week to complete the CGP homework – complete at least one of the ten minute GPS tests. Remind your child to bring the book to school every Monday.
- Use Mathletics & TTRS to encourage daily practice.
- Play times tables games and mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time and opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes. Talk about scaling recipes up and down depending on portions needed.
- Look for examples of 2D and 3D shapes around the home.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.

Advice for Year 6 children

- ☆ Listen to your teachers!
- ☆ The adults you work with all want you to do your best.
- ☆ Get plenty of sleep and eat well, this will help your brain.
- ☆ Read all the questions carefully. This can help you to avoid silly mistakes.
- ☆ Don't panic. There may be questions you think you can't answer. Take a deep breath.
Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- ☆ Remember that the Year 6 SATs last for 4 days out of your whole life!
- ☆ *"Stay focused in class so you don't have loads of extra studying to do at home!"
– Year 7 pupil's advice.*

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
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and your child 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 us

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to us 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.

At Acorns Primary School, SATs are a positive experience.

We prepare our children so that they feel ready for the SATs and we work hard to make it a positive experience for them.

TRY
YOUR
BEST



A few last thoughts:

- SATs are not something to worry about but they are something to work hard for - they provide a useful focus in Year 6
- If your child is feeling at all anxious about an area of learning, please encourage him or her to speak to us so we can provide reassurance - we really don't want our children to worry
- Getting enough sleep and having a healthy diet both make an enormous difference to a child's ability to focus in school and be successful with learning
- **Reading** is the key to the whole curriculum

A few last thoughts:

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. School is so much more than this!

Thank you for listening!

