

Why are SATs important?

- **They show how much progress your child has made since the end of KS1.**
- **They show how close your child is to the National Standard.**
- **Secondary schools use them as information when creating sets in Year 7.**
- **Secondary schools use them as a base line for predicting GCSE results.**
- **Also, children get a lot of satisfaction from knowing that they have done their best and made progress.**

When will the SATs take place?

Date	Exam
Monday 12 May 2025	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 13 May 2025	English Reading
Wednesday 14 May 2025	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 15 May 2025	Maths Paper 3 (Reasoning)

Reading

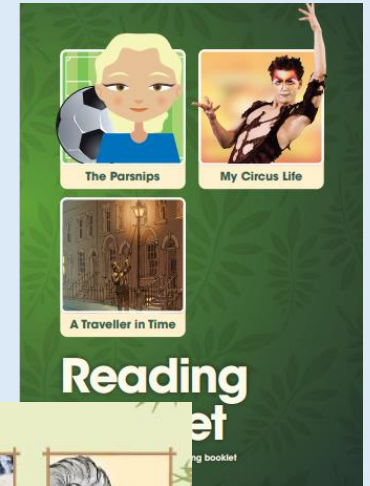
Pupils will have one hour to complete the reading and answering booklet. The reading materials will not necessarily be linked by a common theme, but they will increase in difficulty throughout the booklet.

This allows pupils to work through the paper at their own pace and enables them to approach the test as they choose, e.g. they could work through one text and then answer the corresponding questions before moving onto the next text.

The questions can take a variety of forms, e.g. some are tick-boxes and for others, pupils need to write a few phrases to answer the question.

Pupils will be tested on their retrieval, inference skills etc. All of these skills are what we work on in school throughout the year.

60 minutes is not a lot of time to read three texts and answer the accompanying questions! This is why reading fluency is so important. If your child reads at home every day – with or without you – this is going to make a huge difference to them.



Writing

Writing is assessed against the KS2 criteria from the National Curriculum.

A Teacher Assessment judgement is given for each child against the National Standard.

This is based on what pupils can do *consistently and independently* in a range of subjects and genres.

YEAR 6 WRITING

	EMERGING			EXPECTED			EXCEEDING		
Spelling	Spell most words correctly (years 3 and 4)			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					
	Spelling some words correctly (years 5 and 6)								
Handwriting	Write legibly			Maintain legibility in joined handwriting when writing at speed.					
Composition	Write for a range of purposes			Discuss and develop initial ideas <i>in order to</i> plan and draft before writing.			Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)		
	Use paragraphs to organise ideas			Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader					
	In narratives, settings and characters			In narratives, describe settings, characters, atmosphere					
				Integrate dialogue in narratives to convey character and advance the action					
	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)								
Vocabulary, grammar and punctuation							Distinguish between the language of speech and writing and choose the appropriate register		
							Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		
				Use verb tenses consistently and correctly throughout their writing			Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.		
				Select vocabulary and grammatical structures that reflect what the writing requires					
	Use capital letters mostly correctly								
	Use full stops mostly correctly								
	Use question marks mostly correctly								
	Use commas for lists mostly correctly								
	Use apostrophes for contraction mostly correctly								
				Use contracted forms in dialogues in narrative					
				Use passive verbs					
				Use modal verbs to suggest degrees of possibility					
				Use conjunctions					
				Use adverbials of time and place					
				Use pronouns					
				Use synonyms					
				Use inverted commas					
				Use commas to mark clauses and fronted adverbials					
				Use parenthesis					
				Use semi-colons					
				Use dashes					
				Use colons					
				Use hyphens					

Grammar, Punctuation and Spelling:

This consists of two papers:

Paper 1 – short answer questions (50 marks)

Paper 2 – spellings (20 marks)

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.
5. We learned how to do _____ in mathematics.
6. Charlie _____ with relief.
7. _____ is easier with a compass.
8. Khalid was a _____ boy.
9. Gran _____ us a snack when we arrived.
10. Do your stretches so you don't pull a _____.

creature	
enough	
reception	
numb	
division	
sighed	
navigation	
thoughtful	
offered	
muscle	
curiously	
courage	
disagreement	
pyramid	
excellent	
generous	
chorus	
tongue	
accidentally	
deceive	

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

The children grew vegetables.

_____ 1 mark

Circle the **co-ordinating conjunction** in the sentence below.

I started drawing a car, but then I changed my mind because
I had a better idea.

_____ 1 mark

Circle the **relative pronoun** in the sentence below.

The children who were going swimming had their lunch earlier
than we did.

_____ 1 mark

Insert the correct punctuation into the sentence below.

What time does the concert start whispered Dad as we
took our seats.

_____ 1 mark

Arithmetic:

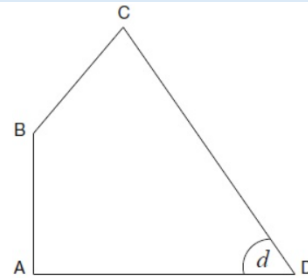
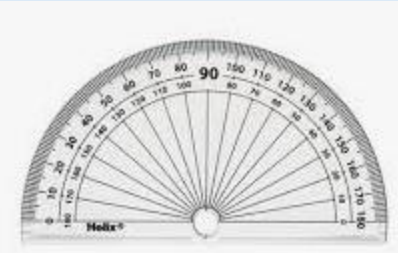
Children will be given 30 minutes to complete an arithmetic paper. No equipment is allowed. This paper will not contain any contextual problems.

Reasoning Papers:

The two papers cover a range of mathematical skills such as: calculations, understanding of shapes, symmetry and reading charts. There will be a range of problems from straight calculations to practical examples.

Pupils will have access to a protractor and a mirror, but no tracing paper. Each paper will last for 40 minutes.

During these tests, pupils can ask the teacher to read the question to them if they are struggling with the reading of the question.

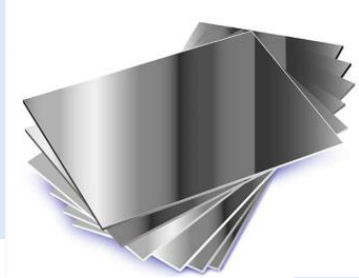


Measure the size of angle d .

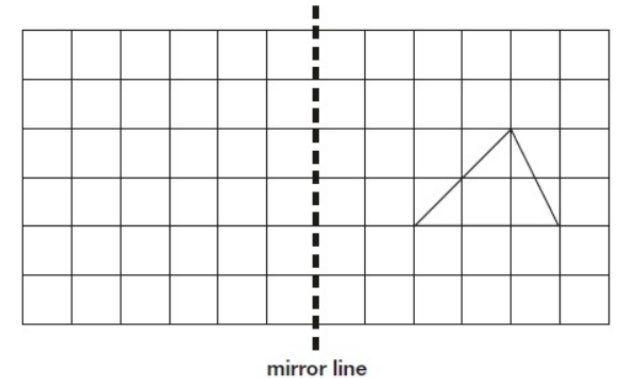
Use an angle measurer.

d is °

1 mark



Here is a triangle on a grid.



Draw the reflection of the triangle in the mirror line.

Use a ruler.

Scaled Score and the National Standard:

End of KS2 assessments no longer use levels. Pupils will instead be judged against the ***National Standard***.

After completing the tests, pupils will be given a ***scaled score***.

100 will represent the National Standard. A child's raw score will be converted to a scaled score and this will determine whether or not they are ***at, above or below*** the National Standard.

Raw score	Scaled score	17	92	35	105
		18	92	36	106
0 - 2	No scaled score	19	93	37	106
3	80	20	94	38	107
4	80	21	95	39	108
5	80	22	95	40	109
6	82	23	96	41	110
7	83	24	97	42	111
8	84	25	97	43	113
9	85	26	98	44	114
10	86	27	99	45	115
11	87	28	100	46	117
12	88	29	100	47	118
13	89	30	101	48	120
14	89	31	102	49	120
15	90	32	102	50	120
16	91	33	103		
		34	104		

How can you help?

Don't worry - encourage children to be confident about their ability to do well with lots of praise, reassurance, and encouragement.

Support your child in working through their homework – particularly reading, spelling and times tables practice.

Talk about what they are doing in school – perhaps they could even teach you!

Excellent attendance and punctuality is vital in Year 6, particularly during test week.



**Please find attached a set of SATs
papers from 2022.**

They make interesting reading!