20th November 2024



Year 6

SATs preparations.

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on Monday 13th May ending on Thursday 16th May.
- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 13th May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 13th May
  - Reading – Tuesday 14th May
  - Maths (paper 1: Arithmetic) – Wednesday 15th May
  - Maths (paper 2: Reasoning) – Wednesday 15th May
  - Maths (paper 3: Reasoning) – Thursday 16th 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.

What are SATS?

The Year 6 Standard Assessment Tests (SATs) test children on their learning from Years 3 to 6.

The Key Stage 2 SATs are tests from the National Curriculum Assessment programme.

All state schools are required to carry out the tests.

They are marked externally and the results are sent to schools sometime In July.

These are then shared with pupils and are included in their end of year report.

Are they important?

Are SATs important?

Whilst there is a debate amongst some in the world of education that SATs are more important for a school than they are for an individual child, it is worth remembering that there are no direct consequences of a child 'failing their SATs'. They won't need to retake the exams, and you can rest assured that no prospective employer will be worried about a 'below expected standard' SATs result.

When are they?

Please do NOT book any holidays during this time!

When are the (year 6) KS2 SATs in 2025?

The KS2 SATs dates for 2025 are Monday, 12 May to Thursday, 15 May. Have a look at the table below for the dates of each test.

Date	Test
Monday 12 May 2025	English grammar, punctuation and spelling papers 1 and 2
Tuesday 13 May 2025	English reading
Wednesday 14 May 2025	Maths papers 1 and 2
Thursday 15 May 2025	Maths paper 3

Reporting the results.

All test outcomes at KS2 will be reported as ‘scaled scores’ and you will be informed whether or not your child has met the expected standard.

The national (expected) standard is a standardizes score of 100.

Raw score: This is the number of actual marks achieved on the test.

Scaled Score: This is a score that is converted to allow SATs results to be compared year on year. This helps to take into account particularly difficult test years and other factors.

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.

SPAG Test

This test will take place on Monday 12th May 2025.

It consists of two parts.

It will test the children on their knowledge of punctuation and grammar.

It will then test children on 20 spelling words.

In total, this paper is worth 50 marks and will last 45 minutes.

Grammar, Punctuation and Spelling: 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.

SPAG Test

G1: Grammatical terms / word classes	
G1.1: Nouns[TS]	
G1.2: Verbs[TS]	
G1.3: Adjectives[TS]	
G1.4: Conjunctions[T]	expressing time, place and cause using conjunctions (e.g. *when, before, after, while, so, because*)
G1.5: Pronouns[T]	cohesion[T] appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
G1.5a: Possessive pronouns[T]	
G1.5b: Relative pronouns[T]	
G1.6: Adverbs[TS]	the use of *–ly* in Standard English to turn adjectives into adverbs[S] expressing time, place and cause using adverbs (e.g. *then, next, soon, therefore*) indicating degrees of possibility using adverbs (e.g. *perhaps, surely*)
G1.6a: Adverbials[T]	
G1.7: Prepositions[T]	expressing time, place and cause using prepositions (e.g. *before, after, during, in, because of*)
G1.8: Determiners[T]	use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel
G1.9: Subject and object[T]	

Word Classes and Types of word	General explanation	Example	Example SATs questions
Noun	Person, Place or Thing (PPT) An idea.	Mr Newton (Person/Proper Noun), London (Place/Proper Noun), Pencil (Thing), Fear (Idea/Abstract noun)	Circle the four **nouns** in the sentence below. The strength of the wind made the trees in the forest sway sway and bend. 1 mark
Adjective	Words that can be used to describe a noun	The green car. It was a red, hot day.	Circle all the **adjectives** in the sentence below. Unfortunately, the weather was terrible: cold and wet. **1 mark**
Verbs	'doing' words – an action, state or occurrence. Each sentence will have at least one verb.	The boy was running away. The boy went home. "Listen up!" said the boy.	In which sentence is plant a **verb**? Tick **one**. The recycling plant was closed for the weekend. ☐ The children plant beans in the school garden. ☐ I remember to water my plant every day. ☐ The roses were growing in a plant pot. ☐
Adverbs	Words that describe verbs – this could be in relation to place, time, manner etc.	The boy was running quickly. The boy soon went home.	Circle the **adverb** in the sentence below. The boy had seven brothers, each one quite different from the others.

Adverbials	Words/groups of words to describe when, where, how, how often/much something happens or happened.	The boy went home last week. With a smile, the boy was running.	Insert **one** comma in the correct place in the sentence below. Limping slightly the old man walked to the end of the road. 1 mark
Personal pronouns	Words to replace nouns in a sentence	He was running quickly. She went home after school. They played football.	Replace the underlined words in the passage below with the correct pronouns. Write one **pronoun** in each box. Maggie and Helena wanted to visit the museum. Maggie and Helena → ☐
Possessive pronouns	Words to replaces nouns which show ownership.	The football is mine and not yours. The book is ours.	Circle the **possessive pronoun** in the sentence below. She asked to borrow Zak's pencil because hers were all blunt. **1 mark**
Relative pronouns	Used at the start of a relative clause (who, whose, which, whom, that, where)	The class, who were all tired, still did their homework.	Underline the **relative clause** in the sentence below. The house where I was born has been demolished. **1 mark**

Prepositions	When, where or why words – have to describe the relationship between two things.	We were swimming ahead of the team. The computer is on top of the desk.	Circle the **preposition** in each sentence below. The bird flew above the trees. The children sang many songs in their concert. 1 mark
Co-ordinating conjunctions	Joining words that link parts of a sentence (FANBOYS) (For, and, nor, but, or, yet, so)	We were throwing and catching the ball. We were late for school so we started to run.	Underline the **subordinate clause** in the sentence below. When the crowd heard the clattering sound, they gasped in astonishment. 1 mark
Subordinating conjunctions	Used to add additional information – ISAWAWABUB (if, since, when, although, while, as, before, until, because) There are more including during.	We had to go home since it was getting late. I think I know what a co-ordinating conjunction is, although I am not sure on subordinating conjunctions.	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
Determiners	Words which come before a noun to tell you whether it is specific or general – a/an, this, that, some, three, two. Remember: Use a if the next word starts with a consonant and an if the next word begins with a vowel.	The boy is an amazing talent. The girls is a gifted footballer. We have some spare seats for the show.	Circle the three **determiners** in the sentence below. The black kitten licked its paws and curled itself up into a tight ball. 1 mark

G2: Functions of sentences	
G2.1: Statements[TS]	how the grammatical patterns in a sentence indicate its function as a statement
G2.2: Questions[TS]	how the grammatical patterns in a sentence indicate its function as a question, e.g. the use of question tags
G2.3: Commands[TS]	how the grammatical patterns in a sentence indicate its function as a command
G2.4: Exclamations[TS]	how the grammatical patterns in a sentence indicate its function as an exclamation (exclamations starting with *what* or *how*, e.g. *What a good friend you are!*)

G3: Combining words, phrases and clauses	
G3.1: Sentences[TS] and clauses[T]	the boundary between independent (main) clauses
G3.1a: Relative clauses[T]	relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
G3.2: Noun phrases[TS]	expanded noun phrases for description and specification[S] noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely
G3.3: Co-ordinating conjunctions[S]	co-ordination using *or*, *and* and *but*
G3.4: Subordinating conjunctions[S] and subordinate clauses[T]	subordination using *when*, *if*, *that* and *because*[S] extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when*, *if*, *because*, *although*

G4: Verb forms, tense and consistency	
G4.1a: Simple past[T] and simple present[TS]	simple past tense and simple present tense
G4.1b: Verbs in the perfect form	use of the present perfect form of verbs using the perfect form of verbs to mark relationships of time and cause
G4.1c: Modal verbs[T]	indicating degrees of possibility using modal verbs
G4.1d: Present and past progressive[S]	use of the progressive form of verbs in the present and past tense to mark actions in progress
G4.2: Tense consistency	tense (past, present)[T] correct choice and consistent use of present and past tense throughout writing
G4.3: Subjunctive verb forms	recognising subjunctive forms
G4.4: Passive[T] and active[T]	use of the passive to affect the presentation of information in a sentence

G5: Punctuation	
G5.1: Capital letters[TS]	capital letters for names of people, places, the days of the week, and the personal pronoun *I* capital letters to demarcate sentences
G5.2: Full stops[TS]	full stops to demarcate sentences
G5.3: Question marks[TS]	question marks to demarcate sentences
G5.4: Exclamation marks[TS]	exclamation marks to demarcate sentences
G5.5: Commas in lists[TS]	commas to separate items in a list
G5.6a: Commas[T] **to clarify meaning**	commas to clarify meaning or avoid ambiguity[T] in writing
G5.6b: Commas[T] **after fronted adverbials**	
G5.7: Inverted commas	direct speech[T], inverted commas[T] (or 'speech marks')[T] inverted commas and other punctuation to indicate direct speech, (e.g. a comma after the reporting clause and end punctuation within inverted commas)
G5.8: Apostrophes[TS]	apostrophes to mark singular possession in nouns[S] apostrophes to mark plural possession the grammatical difference between plural and possessive *–s* apostrophes to mark contracted forms[S]
G5.9: Punctuation for parenthesis	brackets[T], dashes[T] or commas[T] to indicate parenthesis[T]
G5.10: Colons[T]	colon to mark the boundary between independent clauses colon to introduce lists

Content domain reference	Relevant coverage in the programme of study and statutory appendices
G5.11: Semi-colons[T]	semi-colon to mark the boundary between independent clauses semi-colons within lists
G5.12: Single dashes[T]	dash to mark the boundary between independent clauses
G5.13: Hyphens	how hyphens can be used to avoid ambiguity
G5.14: Bullet points[T]	punctuation of bullet points to list information

G6: Vocabulary	
G6.1: Synonyms and antonyms[T]	how words are related by meaning as synonyms and antonyms
G6.2: Prefixes[T]	how the prefix *un–* changes the meaning of verbs and adjectives[S] formation of nouns using a range of prefixes (e.g. *super–*, *anti–*, *auto–*) verb prefixes (e.g. *dis–*, *de–*, *mis–*, *over–* and *re–*)
G6.3: Suffixes[TS]	the suffixes *–ment*, *–ness*, *–ful* , *–less* and *–ly*[S] formation of nouns using suffixes such as *–ness*, *–er*[ST] formation of adjectives using suffixes such as *–ful*, *–less*[ST] converting nouns or adjectives into verbs using suffixes (e.g. *–ate*, *–ise*, *–ify*) singular[TS] plural[TS] regular plural noun suffixes *–s* or *–es* (e.g. *dog*, *dogs*; *wish*, *wishes*), including the effects of these suffixes on the meaning of the noun[S]
G6.4: Word families[T]	word families based on common words, showing how words are related in form and meaning

G7: Standard English and formality	
G7.1: Standard English	standard verb forms (e.g. *I did / I done, We were / was, He was / were, isn't / ain't*) pronouns (*them / those, that / what, anything / nothing*) adverbs using *–ly* (*run quickly / quick*)
G7.2: Formal and informal vocabulary	the difference between vocabulary typical of informal speech and writing, and vocabulary appropriate for formal speech and writing, e.g. *ask for / request*

Content domain reference	Relevant coverage in the programme of study and statutory appendices
G7.3: Formal and informal structures	the difference between structures typical of informal speech and writing, and structures appropriate for formal speech and writing
G7.4: The subjunctive	recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Spelling

Children will be tested on 20 words.

These are selected using spellings rules they children should know.

(See next document.)

Or from the Year 5/6 spelling list on the right.

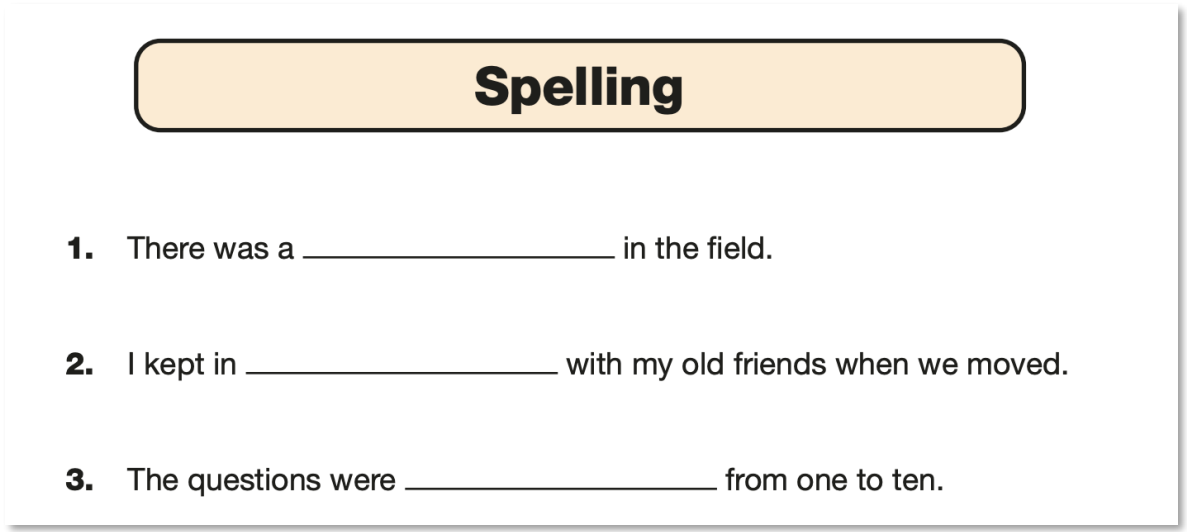
This is not timed but lasts roughly 15 minutes.

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

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:



Spelling

1. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.

2023 Spelling script

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.

Reading

Children are given one hour to complete the test.

There are 3 texts for the children to read and questions relating to each.

It is out of 50 marks.

The texts often contain short stories or extracts of stories, non-fiction texts or even pieces of poetry.

There will be 1 reading booklet and 1 answer booklet.

This will take place on Tuesday 13th May 2025.

Reading

Multiple choice or other selected responses: 10% – 30%

Short responses: 40%- 60 %

Extended responses: 20% - 40%

Table 2: Content domain relating to questions

	Content domain reference
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise 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 / narrative 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

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing*, she told herself strictly. *It's a hedgehog, or a mole. It's something nice and harmless.*



Qu.	Requirement	Mark
1	Look at the first paragraph. How can you tell Priya was feeling nervous? Write **two** ways. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of 2 marks: **1.** Priya's heart beating fast, e.g. • *Priya's heart started to race* • *her heart was beating really quickly.* **2.** Priya taking a deep breath / trying to calm herself down, e.g. • *she took a deep breath* • *Priya was trying to calm herself* • *she must be nervous because she needs to calm down.* **3.** Priya telling herself there is nothing to worry about, e.g. • *she tells herself it must be something harmless* • *she tries to reassure herself.* **4.** Priya waking with a start, e.g. • *she woke with a start.*	**Up to 2m**

Reading

Example questions:
Based on text 2: Bats Under the Bridge

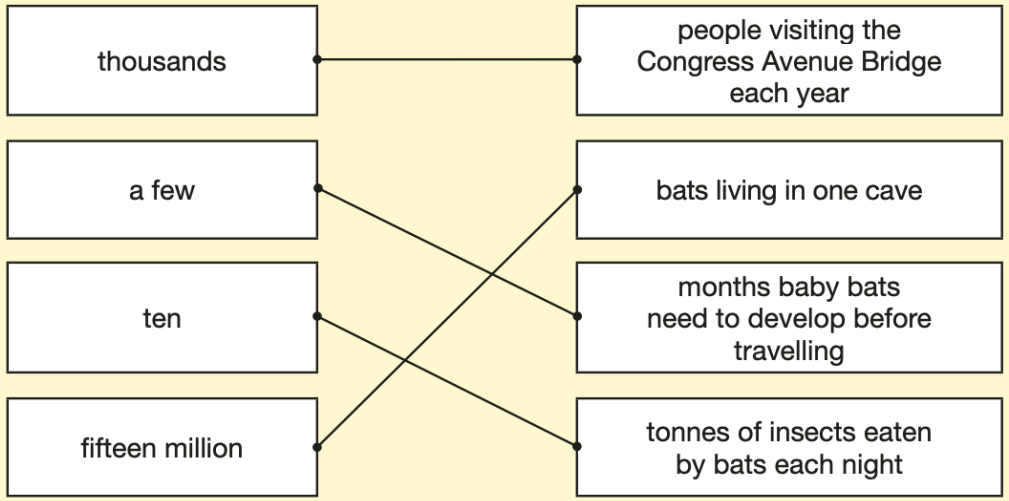
22 Draw **four** lines to match an amount on the left to a fact on the right.

thousands	people visiting the Congress Avenue Bridge each year
a few	bats living in one cave
ten	months baby bats need to develop before travelling
fifteen million	tonnes of insects eaten by bats each night

1 mark

Section 2: Bats Under the Bridge

Qu.	Requirement	Mark
22	Draw **four** lines to match an amount on the left to a fact on the right. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for all correctly matched:	1m



Reading

Example questions:
3 mark question

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

3 marks

Section 3: A Howl at Dusk

Qu.	Requirement	Mark
38	Look at the paragraph beginning: *Innis sat up…* to the end of the text. Innis meets the boy. What do you learn about the boy's personality? Give **two** things, using evidence from the text to support your answer. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 3 marks** for **two** acceptable points, at least **one** with evidence. **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence. **Award 1 mark** for **one** acceptable point.	**Up to 3m**

Acceptable points (personality)	Likely evidence
1. he is unfriendly / rude / surly	• *unfriendly eyes* • *'What's it to you?'* • *strode off without another word* • *didn't bother to look at Innis whilst replying* • *he didn't look at him when he replied.*
2. he is independent / brave / calm	• *he was on his own* • *not concerned he might be walking towards the wolf* • *he didn't seem to be shocked that there was a wolf about.*
3. he is curious	• *the only questions asked were about wolves* • *'How far?'* • *'Where exactly?'* • *he stops when Innis mentions the wolf.*
4. he is mysterious / strange	• *he doesn't talk much* • *he wiped the snow off, turned and strode off* • *he appeared out of nowhere* • *he didn't tell Innis much about himself.*
5. he is secretive / defensive	• *he didn't tell Innis anything about himself* • *strode off without another word* • *'What's it to you?'*
6. he is determined / single-minded / self-centred	• *was only interested in the wolf* • *strode off without another word* • *he only paid attention to what he was interested in* • *he only interacted when he realised that Innis had useful information.*

Arithmetic

Addition/Subtraction:

Missing Numbers

Decimals

Multiplication/Division:

Known facts, short division, long division, short multiplication, long multiplication, by 10,100,1000

BIDMAS

Fractions:

Add/subtract proper fractions

Add/subtract mixed fractions

Multiply proper fractions

Multiply mixed numbers

Fraction of an amount

Fraction divided by an integer

There will be 36 questions totalling 40 marks.

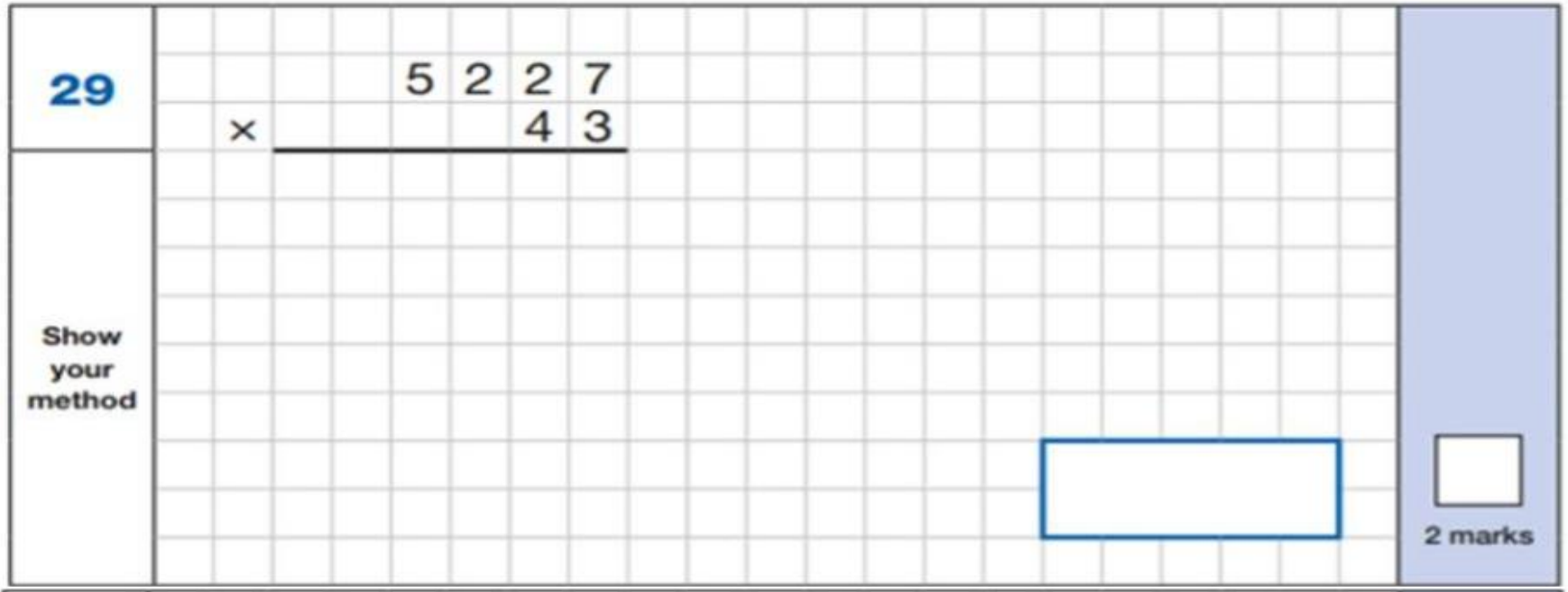
The test will last for 30 minutes.

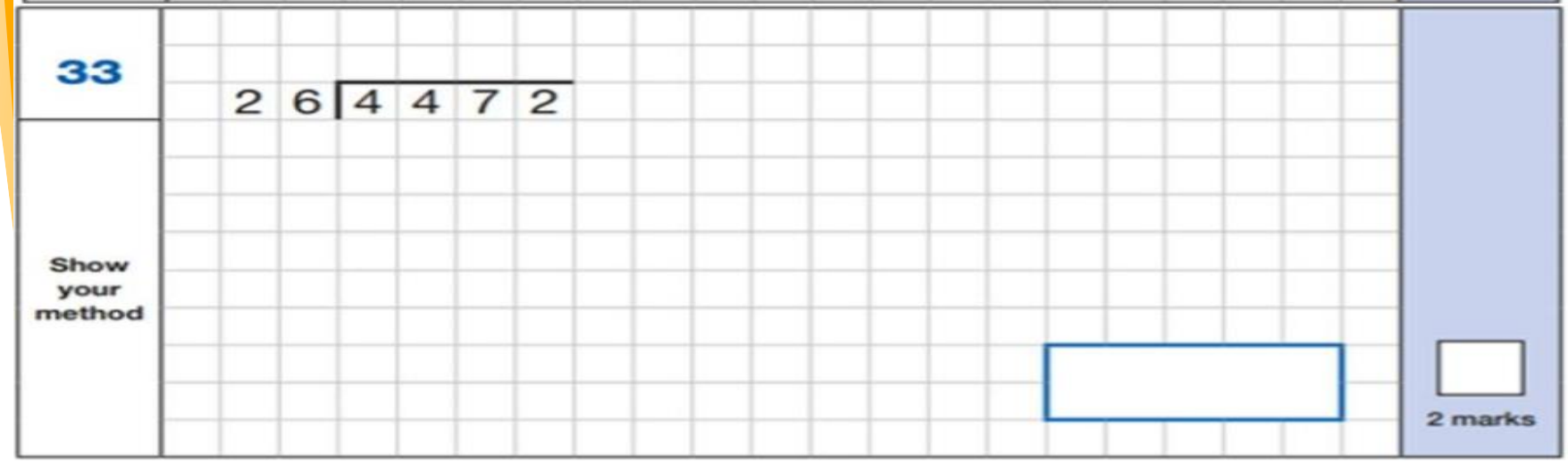
It will take place on Wednesday 14th May 2025.

Arithmetic

Arithmetic questions cover a range of Year 6 mathematical concepts including:

- addition
- subtraction
- multiplication
- division
- fractions
- percentages
- decimals





https://mathsbot.com/primary/ks2

Reasoning

There are 2 reasoning papers. The first will take place on Wednesday and the second the following day on Thursday 15th May 2025.

Each paper will last for 40 minutes and will have 35 marks available each.

1. Single step worded problems
2. Multiple step worded problems
3. Problems involving measures
4. Problems involving drawing
5. Explanation questions
6. Sequence questions
7. Ordering questions

Maths Papers 2 and 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.

Reasoning

Reasoning Question 1

The cheese costs £1.35

Amina pays with a £2 coin.

How much change should Amina get?

1 mark

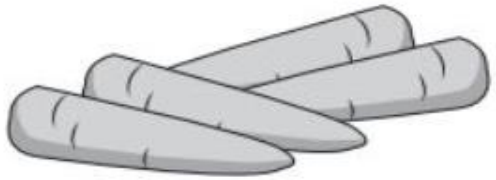
Reasoning

Multi-Step problems

16



potatoes
£1.50 per kg



carrots
£1.80 per kg

Jack buys $1\frac{1}{2}$ kg of potatoes and $\frac{1}{2}$ kg of carrots.

How much **change** does he get from **£5**?

Show your method

£

2 marks

Reasoning

Reasoning

Q1 Wishy Washes car wash processes 92 cars per day.

They make £15 per car.

How much money will they have made in 4 days?

Reasoning

Measurement

13 A box contains 2.6 kg of washing powder.



Jack uses 65 grams of powder for each wash.

He uses all the powder.

How many washes did Jack do?

Show your method

washes

2 marks

How we help:

- Continue teaching a broad and balanced curriculum
- Continue using assessment tools to identify areas to develop
- Continue using a mixture of independent learning, guided groups and assisted learning
- Discuss progress regularly with the children
- Identify children who may need extra support
- Complete practise papers so that the children know what to expect
- Stay positive with the children
- Keep a calm atmosphere on the day
- Encourage children to try their best and praise effort

How you can help:

- Support your child with their homework
- Support them in practising spellings on Spelling Shed
- Encourage children to attend SATs club if they are invited
- Speak to teachers about any individual areas to develop.
- Read regularly and discuss a variety of texts
- Try short bursts of arithmetic practice and recalling times tables facts. - TTRockstars
- Encourage your child to believe in themselves, "You can do it!"
- Have fun, they will find things easier to remember if they remember the good times they had learning.
- Help children to relax and do things that are not related to school.

Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Don't use past papers as they are used in school to prepare the children.
- Attend any SATs meetings at school (or read any literature sent home).
- 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. Don't forget 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.

Things to look out for:

SATs booster clubs

SATs breakfasts

X3 weekly homework

Class pages – resources


ANY
QUESTIONS?



Thank You!

Mr Lambert
and Mr Hulme