



# **SATs Information Meeting 2025**

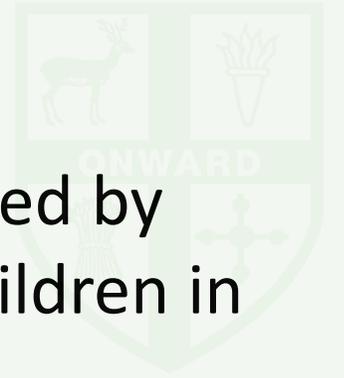
Creating the future,  
today

USA555

# What are the SATs?

SATs are the statutory National Curriculum assessments administered by primary schools in England to check the educational progress of children in Year 6.

They are one of several markers used by the Government to review the quality of education within schools.



# When are the SATs?



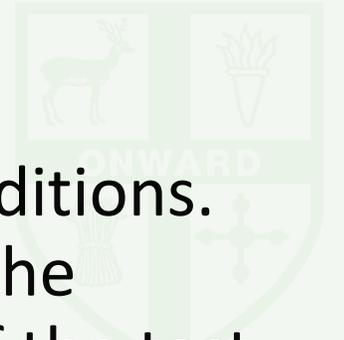
The SATs take place over four days, starting on **Monday 12<sup>th</sup> May** ending on **Thursday 15<sup>th</sup> May**.

- 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 are SATs 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. The results are then sent to the school in July.
- 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

# When and how are SATs completed?



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 nationally.

Scaled scores range from 80 to 120.

**A scaled score of 100 or more shows the pupil is meeting 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: Monday 12<sup>th</sup> May



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.

# Grammar, Punctuation and Spelling:

## Monday 12<sup>th</sup> May



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

47

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

The noise of the traffic disturbed us.

\_\_\_\_\_

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 \_\_\_\_\_charge the customer.

1 mark

## 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**.

# 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.

# Reading:

## Tuesday 13<sup>th</sup> May



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.

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

2

Read the paragraph beginning: *They are not hedgehogs...*

**Find and copy one** word that means the same as 'met'.

Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

2

Read the paragraph beginning: *They are not hedgehogs...*

**Find and copy one** word that means the same as 'met'.

**Content domain:** 2a – give or explain the meaning of words in context

**Award 1 mark for:**

- *encountered.*

1m

# Reading:

## Tuesday 13<sup>th</sup> May



**9** Look at the section: ***What issues are streaked tenrecs facing?***

What serious problems are streaked tenrecs facing?

Give **two** problems.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

**5** Draw **three** lines to match each paragraph to its main content.

Paragraph	Content
The paragraph beginning: <i>Imagine treading through...</i>	diet
The paragraph beginning: <i>Both highland and lowland streaked tenrecs are...</i>	behaviour
The paragraph beginning: <i>Tenrecs forage...</i>	appearance

1 mark

**9** Look at the section: ***What issues are streaked tenrecs facing?***

What serious problems are streaked tenrecs facing?

Give **two** problems.

**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. deforestation / the destruction of streaked tenrecs' habitat, e.g.
  - *deforestation destroys their habitat*
  - *tenrecs live in the rainforest and it's being destroyed*
  - *the landscape is being destroyed.*

**Up to 2m**

**5** Draw **three** lines to match each paragraph to its main content.

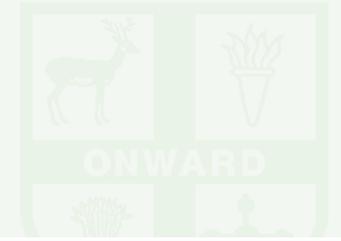
**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text

**Award 1 mark** for all correctly matched:

Paragraph	Content
The paragraph beginning: <i>Imagine treading through...</i>	diet
The paragraph beginning: <i>Both highland and lowland streaked tenrecs are...</i>	behaviour
The paragraph beginning: <i>Tenrecs forage...</i>	appearance

**1m**

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



26

Look at the whole text.

Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking.

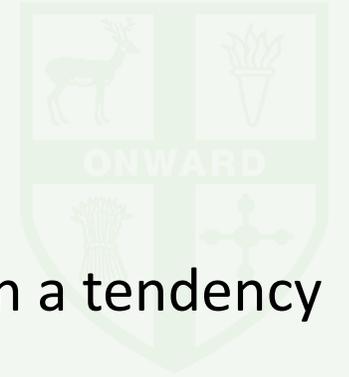
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

3 marks

Qu.	Requirement	Mark
26	<p>Look at the whole text.</p> <p>Write <b>three</b> pieces of evidence that show Ned was nervous about Louie's tightrope walking.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to any of the following up to a maximum of <b>3 marks</b>:</p> <ol style="list-style-type: none"><li>1. the quotation, <i>You ain't getting up on that?</i></li><li>2. the quotation, <i>It isn't safe, Louie / You can't just get up on the rope and...</i>, e.g.<ul style="list-style-type: none"><li>• <i>he told her that it wasn't safe for her</i></li><li>• <i>he wasn't sure that it was safe for her to be on it.</i></li></ul></li><li>3. the quotation, <i>It's a proper skill / It takes years of practice</i>, e.g.<ul style="list-style-type: none"><li>• <i>he pointed out it takes years to master</i></li><li>• <i>he thought she needed more practice.</i></li></ul></li><li>4. the quotation, <i>Shouldn't I stay here? / Just in case you fall?</i>, e.g.<ul style="list-style-type: none"><li>• <i>he thought she would fall</i></li><li>• <i>he wanted to stay beneath the rope incase she falls</i></li><li>• <i>he offered to help if she fell</i></li><li>• <i>he was asking if he should stay there</i></li><li>• <i>he hesitated to move – thinking she would fall.</i></li></ul></li><li>5. the quotation, <i>Ned breathed in sharp.</i></li></ol> <p><b>Do not accept</b> reference to the quotation, <i>You better come down.</i></p> <p><b>Do not accept</b> reference to the quotation, <i>He thought it was all one big prank.</i></p>	Up to 3m

# Reading:

## Tuesday 13<sup>th</sup> May



Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2024 Reading SATs paper,

- 10% of marks could be gained from answering questions involving **giving** and **explaining the meaning of words in context**;
- 38% of marks could be gained from answering questions involving **retrieving** and **recording information or identifying key details from a text**;
- 44% of marks could be gained from answering questions involving **making inferences** from a text and **justifying inferences with text evidence**.

When reading with your child at home try focusing on these types of questions.

# 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: Arithmetic

## Wednesday 14<sup>th</sup> May



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:

<b>19</b>	$\frac{2}{3} + \frac{4}{5} =$	<input style="width: 50px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="checkbox"/> 1 mark

<b>20</b>	$\begin{array}{r} 6312 \\ \times 14 \\ \hline \end{array}$	<input style="width: 50px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="checkbox"/> 2 marks
Show your method		

Qu.	Requirement	Mark	Additional guidance
19	$1\frac{7}{15}$ OR $\frac{22}{15}$	<b>1m</b>	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. <ul style="list-style-type: none"> <li>• <math display="block">\begin{array}{r} 6312 \\ \times 14 \\ \hline 25248 \\ 63120 \\ \hline 88358 \text{ (error)} \end{array}</math></li> <li>OR</li> <li>• <math display="block">\begin{array}{r} 6312 \\ \times 14 \\ \hline 24248 \text{ (error)} \\ 63120 \\ \hline 87368 \end{array}</math></li> </ul>	<b>Up to 2m</b>	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. <div style="text-align: center; margin-top: 10px;"> <math display="block">\begin{array}{r} 6312 \\ \times 14 \\ \hline 25248 \\ 6312 \text{ (place value error)} \\ \hline 31560 \end{array}</math> </div>

# Maths: Arithmetic

## Wednesday 14<sup>th</sup> May



<b>19</b>	$\frac{2}{3} + \frac{4}{5} =$	<input type="text"/>	1 mark

<b>20</b>	$\begin{array}{r} 6312 \\ \times 14 \\ \hline \end{array}$	<input type="text"/>	2 marks
	<p>Show your method</p>		

Qu.	Requirement	Mark	Additional guidance
19	$1\frac{7}{15}$ <b>OR</b> $\frac{22}{15}$	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.
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# Maths: Arithmetic

## Wednesday 14<sup>th</sup> May



**9**  $7.68 + 13.493 =$

7.680	
+ 13.493	
<u>21.173</u>	
1 1 1	

1 mark

**11**  $640 \div 8 =$

Mental method:  
Using known fact of  $64 \div 8 = 8$

1 mark

**18**  $\frac{5}{12} + \frac{1}{3} =$

$\frac{1}{3} = \frac{4}{12}$

$\frac{5}{12} + \frac{4}{12} = \frac{9}{12}$

1 mark

**21**  $2 + 3^3 =$

$3^3 = 27$   
 $2 + 27 = 29$

1 mark

# Maths: Arithmetic

## Wednesday 14<sup>th</sup> May



<b>30</b>	3 4   9 8 6
Show your method	<div style="border: 1px solid blue; width: 100px; height: 30px; margin: 0 auto;"></div>

2 marks

**30** Award **TWO** marks for a correct answer of 29

**Up to 2m**

If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, e.g.

- long division algorithm, e.g.

$$\begin{array}{r}
 29 \text{ r}6 \\
 34 \overline{) 986} \\
 \underline{- 680} \\
 306 \\
 \underline{- 300} \text{ (error)} \\
 6
 \end{array}$$

**OR**

$$\begin{array}{r}
 28 \text{ (error)} \\
 34 \overline{) 986} \\
 \underline{- 680} \quad 20 \times 34 \\
 306 \\
 \underline{- 306} \quad 9 \times 34 \\
 0
 \end{array}$$

- short division algorithm, e.g.

$$\begin{array}{r}
 28 \text{ (error)} \\
 34 \overline{) 98^{30}6}
 \end{array}$$

Working must be carried through to reach a final answer for the award of **ONE** mark.

Short division methods **must** be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm and be a complete method.

The carrying figure must be less than the divisor.

# Maths: Reasoning 1 and 2

## Thursday 15<sup>th</sup> May



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.

# Maths: Reasoning 1 and 2

## Thursday 15<sup>th</sup> May



5

Write the three missing digits to make this multiplication correct.

$$\begin{array}{r} \boxed{2} \boxed{5} \boxed{4} \\ \times \quad \quad \quad 3 \\ \hline 7 \boxed{6} 2 \end{array}$$

1 mark

8

Write a **whole number** in each box to make the statements correct.

One has been done for you.

rounded to the nearest **ten** is **20**

3,500 to  rounded to the nearest **thousand** is **4,000**

815,000 to  rounded to the nearest **ten thousand** is **820,000**

1 mark



# Top tips for supporting your child during 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.
- 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.

# Top tips for supporting your child during SATs:



## Further tips:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- 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.
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.

# Top tips for supporting your child during SATs:



## Further tips:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- 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.
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.

# 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, PE..., 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. Your school may be able to provide you with more detailed feedback.

**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.



**At High Lane, we have historically sent our SATs results home  
WITH end of year reports.**

**This might be later than other schools – but we celebrate every  
child’s achievements over the year, not just one week!**

# If you're 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 and similar situations in the future.



# Helpful links:

## Method of long division:

<https://youtu.be/8PDh73sDZeo?si=4oQxtKYs8eW9uFRs>

## Method of short division with decimalised remainders:

<https://youtu.be/IQQ8R-NkGO8?si=exEt179wBu5S6jP5>

## Method of long multiplication:

<https://youtu.be/jXHbTHdk8i4?si=XuRPvGi6TZfZAnZW>

## Method of multiplying decimals by a single digit:

<https://youtu.be/wU6PUZzSXUY?si=Qyckrigd0L7GIOZn>



# Helpful links:

**Method of using common factors to simplify fractions:**

<https://youtu.be/wzl4UJcdB4Y?si=r3ltbhVSassTM4tZ>

**Method of adding fractions with different denominators:**

[https://youtu.be/A3D84\\_H0pOU?si=F24YqV76v3kpTghp](https://youtu.be/A3D84_H0pOU?si=F24YqV76v3kpTghp)

**Method of subtracting fractions with mixed numbers:**

<https://youtu.be/wa9ZtBbk4pQ?si=bouGrg2tSd8f1Kya>



# Helpful links:

## Method of multiplying pairs of proper fractions:

<https://youtu.be/V26e3M3Aggo?si=knduEierjMbgLYHR>

## Method of multiplying a proper fraction by a whole number:

<https://youtu.be/WnPcjog6HZg?si=UCoWMDIPF53syVmJ>

For mixed numbers, the children would multiply the whole number by the multiplier. They would then multiply the proper fraction by the whole number, before combining both answers together.

## Method of dividing proper fractions by whole numbers:

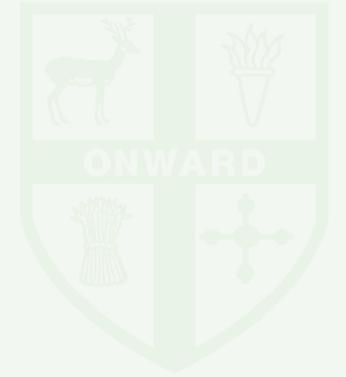
<https://youtu.be/m7AvZ3Mz1hQ?si=O-B3KNY3sTzFFx9F>

For this method, the children have learnt a slightly different rhyme:

Keep it – keep the first fraction

Flip it – flip to the inverse operation (divide changes to multiply)

Change it – change the whole number to a unit fraction where the whole number becomes the denominator.



# Helpful links:

**Ed Shed** <https://www.edshed.com/en-gb/>

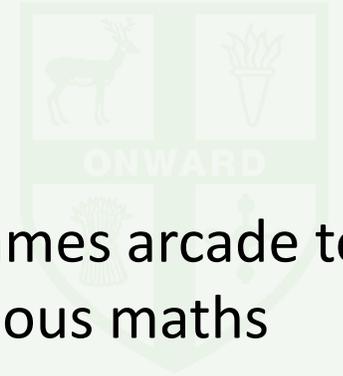
Such a valuable tool that many of our children 'forget' about – it contains a games arcade to support GPS, as well as lots of opportunities to practise number fluency, previous maths lessons, and spellings!

**Spellzone** <https://www.spellzone.com/curriculum/national-curriculum/years-5-6.cfm>

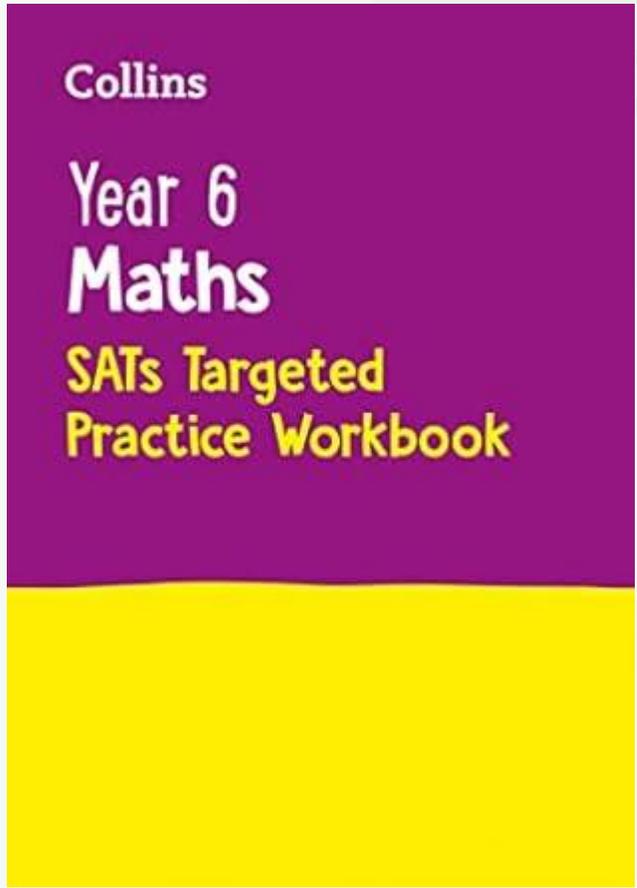
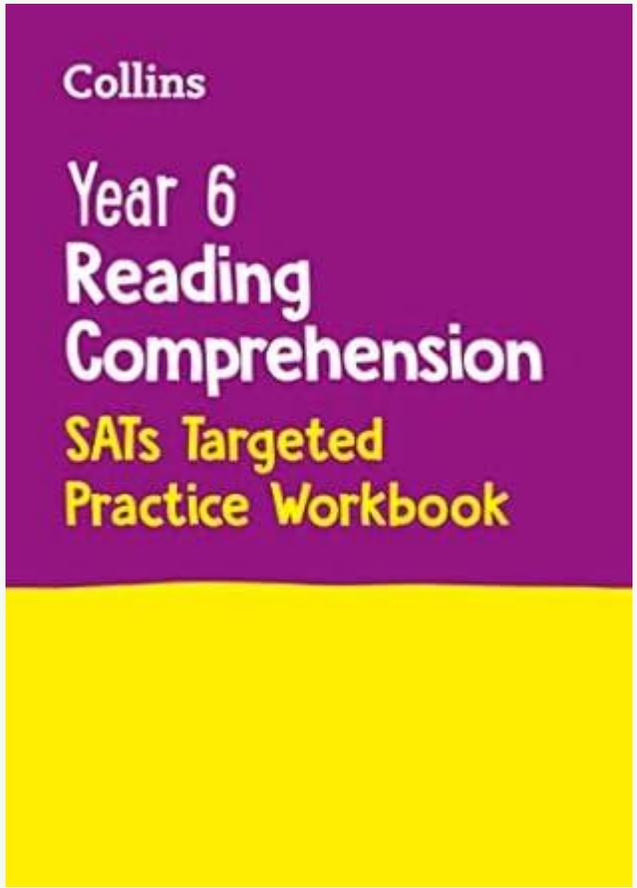
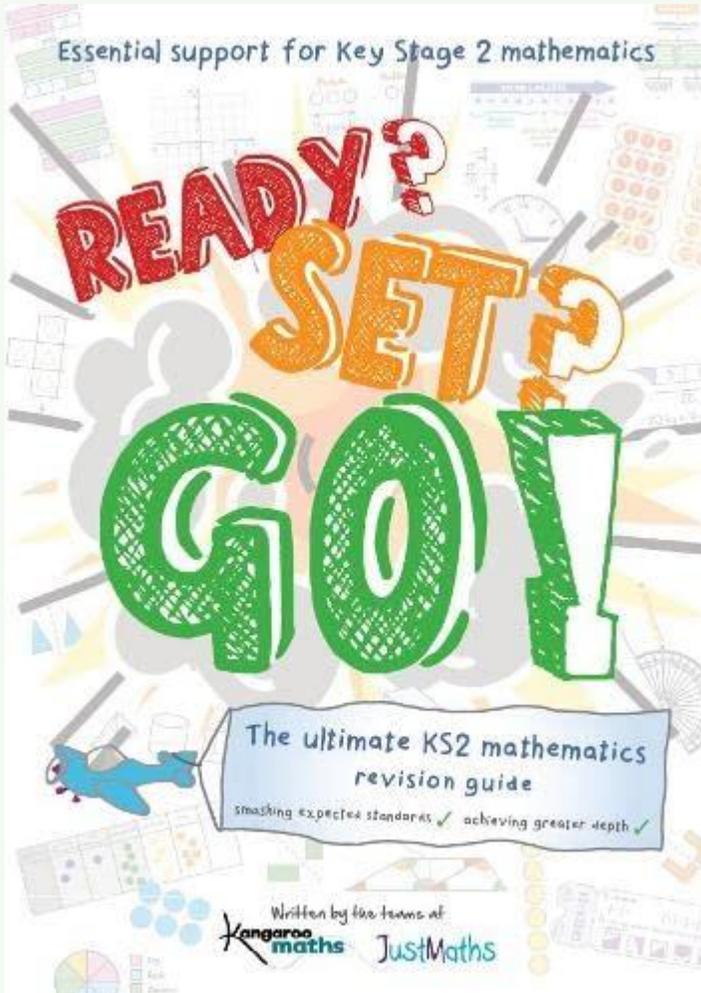
Provides an overview of spelling patterns and rules it is anticipated the children will be confident with by the end of Key Stage 2. They can come across any of these patterns/rules in GPS paper 1 and paper 2. This resource would also support writing development in class.

**Hit The Button** <https://www.topmarks.co.uk/maths-games/hit-the-button>

An old favourite to support the children in developing automaticity in their multiplication and division facts. Knowing up to 12 x 12 **with** corresponding division is an **essential** key skill.

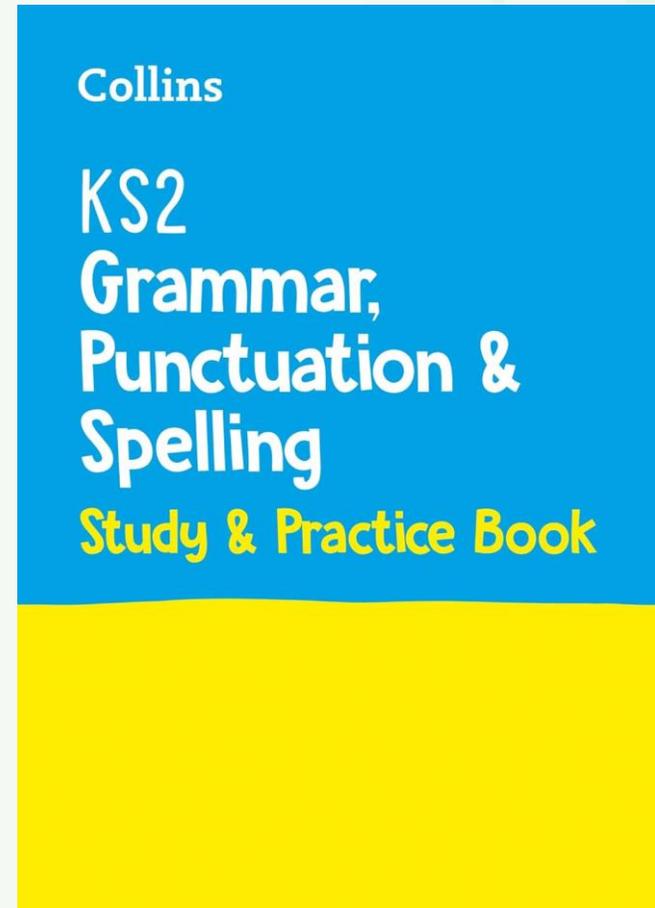
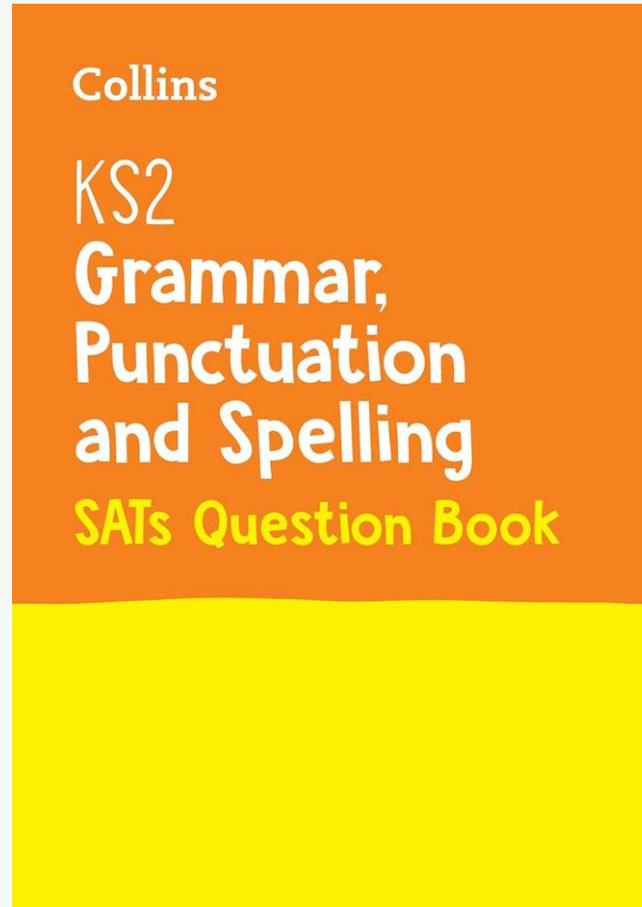
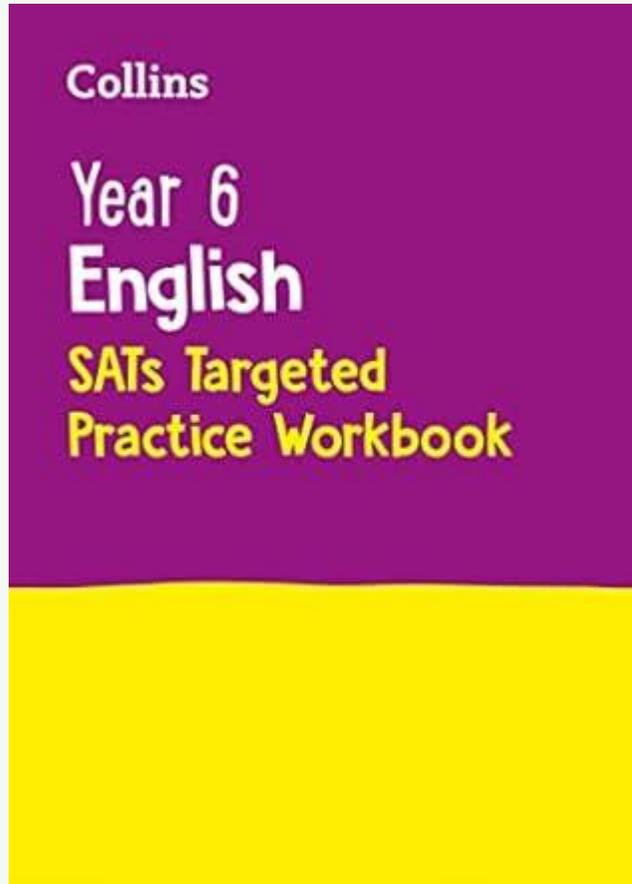


# Helpful resources:



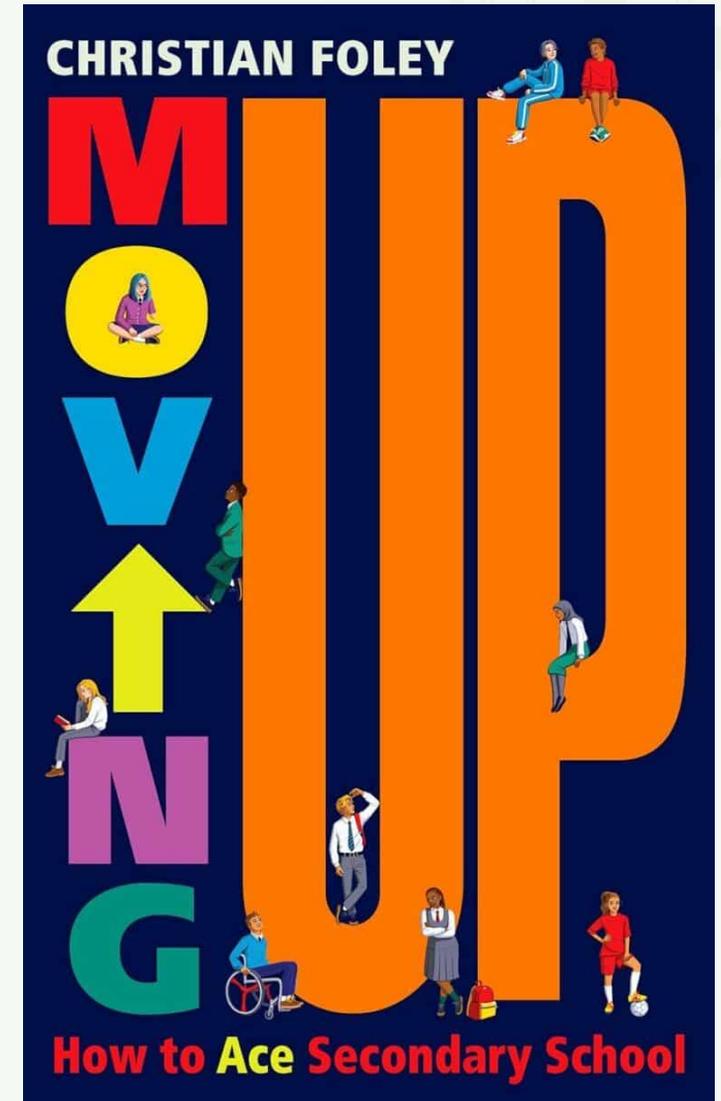
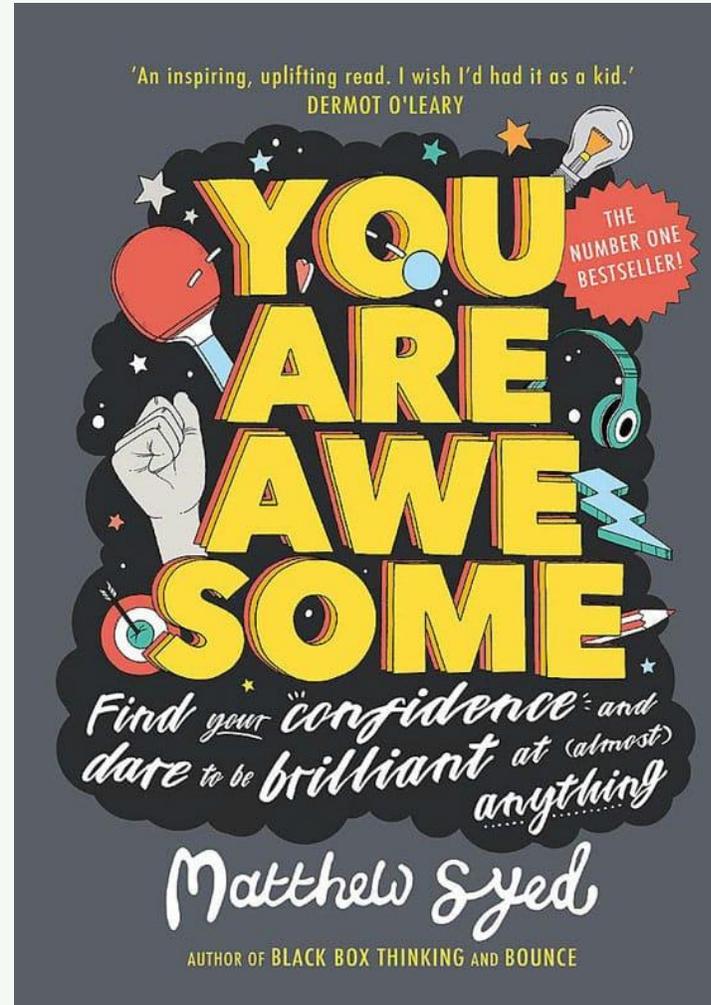
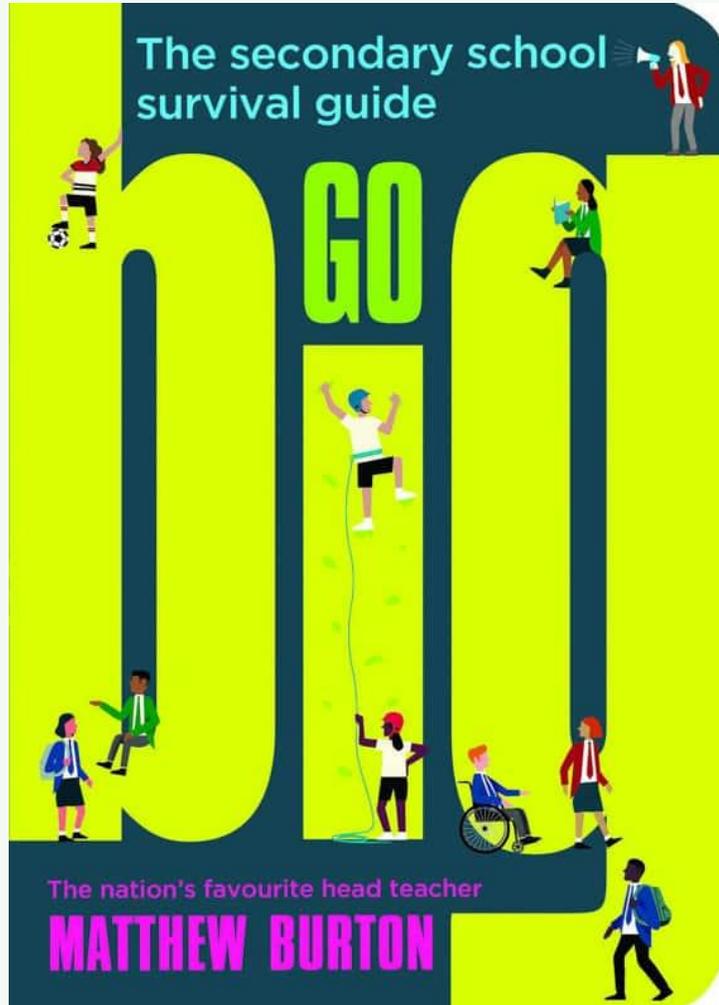
All available on Amazon.

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