



Welcome to the Year Six SATs Meeting

End of KS2 Assessments

- *Expectations for SATs and the structure of the week.
- *The format of the assessments.
- *Example questions and the layout of the test papers.
- *Our approach and ideas for helping at home.

The KS2 SATs are from

Monday 12th to Thursday 15th May 2025

SATs (Statutory Assessment Tests)

- *Grammar, spelling and punctuation.

- *Reading

- *Mathematics

- *(Writing)

- *(Science)

Three possible outcomes:

- Below expected standard (working towards WTS)
- Expected standard (national expectation EXS)
- Above expected standard (greater depth GDS)

SATs Week Timetable

(start times to be confirmed)

Date	Test
Monday 12 th May 2025	English grammar, punctuation and spelling test: Paper 1 short answer questions.
	English grammar, punctuation and spelling test: Paper 2 spelling.
Tuesday 13 th May 2025	English reading
Wednesday 14 th May 2025	Mathematics Paper 1: arithmetic test.
	Mathematics Paper 2: reasoning.
Thursday 15 th May 2025	Mathematics Paper 3: reasoning.

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Grammar, Punctuation and Spelling

The SPAG test will consist of two parts:

- *a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, with a total of 50 marks.

- *a **spelling test** of 20 words, lasting around 20 minutes.

The marks from both tests will be combined to give an overall score.

- *2024 Expected Standard: 35/70 marks

- *2024 Greater Depth: 53/70 marks

Grammar, Punctuation and Spelling

The grammar and punctuation test will include different types of questions:

- ***Selected response**, e.g. 'Identify the adjectives in the sentence below.'
- ***Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'
- ***Grammatical/punctuation terminology**, e.g. name the word class or clause.

Knowledge assessed includes conjunctions, passive voice, determiners, word classes, clauses, verb tense, formal and informal vocabulary, etc.

Grammar, Punctuation and Spelling

What kind of **clause** is underlined in the sentence below?

If they could afford to, the ancient Romans ate well.

_____ **1 mark**

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

The wind damaged the fence.

_____ **1 mark**

Spelling

The spelling test will consist of 20 words, read by the teacher. It is not a timed test.

There is an **abundance** of blackberries at the end of the summer.

Ali was **unavoidably** late for school.

The grey clouds looked **ominous** in the sky.

Knowledge assessed includes i before e, prefixes and suffixes, silent letters, double consonants, etc.

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Reading: 1 hour

- *A range of texts: fiction, non-fiction and poetry.

- *Texts ordered by increasing reading demand.

- *Assessed on a range of reading skills:

- ability to interpret information;
- comment on writers' use of language.

- *2024 Expected Standard: 27/50 marks

- *2024 Greater Depth: 40/50 marks

Look at the paragraph beginning: *Glancing nervously...*

Find and **copy one** word meaning relatives from long ago.

1 mark

*The struggle had been between two **rival** families...*

Which word most closely matches the meaning of the word *rival*?

Tick **one**.

equal

☐

neighbouring

☐

important

☐

competing

☐

1 mark

...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

2 marks

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark

In the paragraph beginning, *There were, as I say...* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

2 marks

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

3 marks

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Mathematics

Tests a range of core skills, such as...

- *understanding of place value and written calculations
- *efficient mental calculation strategies
- *use formal methods for addition, subtraction, multiplication and division
- *recognise relationships between fractions, decimals and percentages
- *solving problems by collecting / using information in tables, graphs and charts
- *substituting values into a formula (e.g. $\text{length} \times \text{width} = \text{area}$)
- *calculating with and converting measures
- *reasoning to find missing angles, volume, area

Mathematics

Paper 1: Arithmetic – 30 minutes

*Consists of fixed response questions, where children give the correct answer to calculations, including long multiplication and long division.

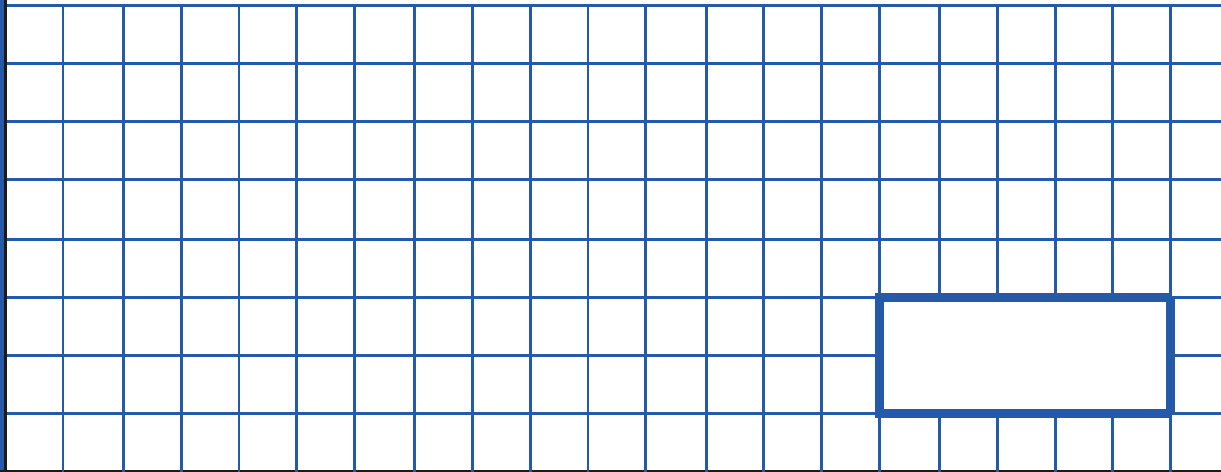
***They will have 30 minutes to complete the test and the paper consists of 36 questions (40 marks).**

*The paper is designed to assess the children's understanding of formal written methods, including calculating fractions, decimals and percentages.

*Rapid recall of number bonds and times tables **essential** to be able to calculate at speed.

33

$$1\frac{1}{5} - \frac{1}{4} =$$



1 mark

33

$$1\frac{1}{2} \times 40 =$$



1 mark

34

3 7 2 3 3 1

Show
your
method

2 marks

34

28% of 650 =

1 mark

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Mathematics

Papers 2 and 3: Reasoning and problem solving – 40 minutes each

***35 marks for each paper (total of 70 marks)**

*Assess mathematical fluency, reasoning and problem solving.

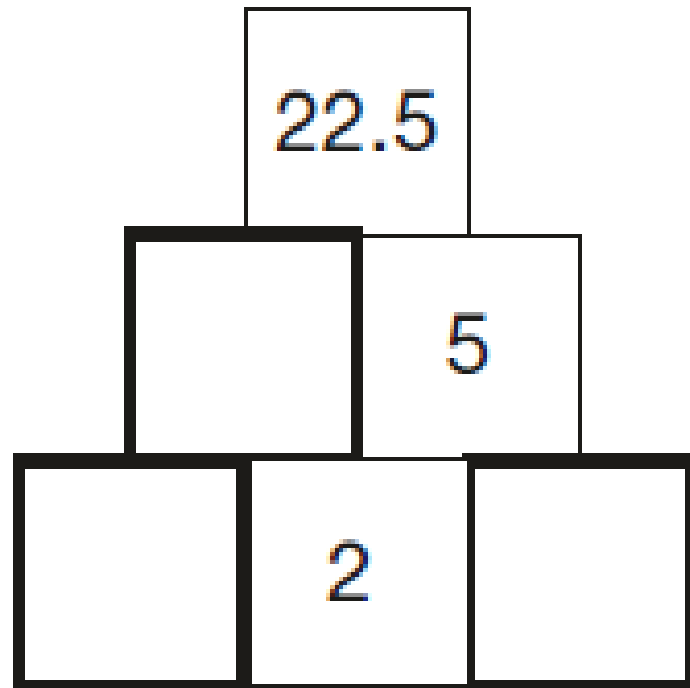
*Include number, ratio and algebra, measurement, geometry and statistics.

*Questions may include solving multi-step problems (with money, time, fractions, percentages, etc), drawing shapes or a chart, using co-ordinates, explaining their reasoning or their method.

Here is a number pyramid.

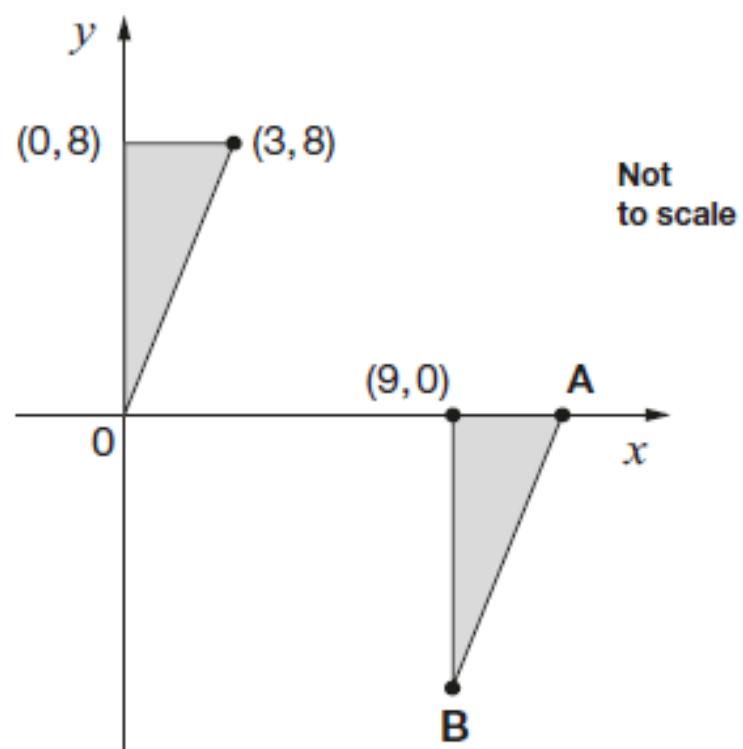
The number in a box is the product of the two numbers below it.

Write the missing numbers.



2 marks

Here are two **identical** shaded triangles on coordinate axes.



Write the coordinates of points A and B.

A = (,)

B = (,)

Mathematics

- *The scores from all three papers are added together.
- *A high score in the arithmetic paper establishes a good foundation.
 - *2024 Expected Standard: 54/110 marks
 - *2024 Greater Depth: 93/110 marks

Writing

- *We will use evidence from the children's writing across the year to say whether a child has met the end of Year 6 expectations.
- *Neatly joined handwriting is essential.
- * If children are absent, they miss important steps in the writing process which has a negative impact on the quality of their writing.
- *Outcomes: **Working Towards** the Expected Standard;
Working at the Expected Standard;
Working at Greater Depth within the Expected Standard.

Writing

Assessment includes:

- *Correct use of verb tense and grammatical structure of sentences.
- *Effective and adventurous use of vocabulary
- *Appropriate use of formal language
- *Cohesion (links between sentences, paragraphs and across the whole text)
- *Wide range of sentence structures
- *Punctuation for clarity and parenthesis
- *Correct spelling of most Y5/6 words from the National Curriculum

Teacher Assessments: Science & Writing

*Teacher assessments are submitted during June.

*Science is either **Working towards** or **Working at the Expected Standard** (no greater depth award).

Marking the papers

The children will be given the following...

- a raw score (number of marks)
- a scaled score
- confirmation of whether or not they attained the National Expected Standard

*The raw score is the total number of marks a pupil receives in a test.

*The pupil's raw score will be converted into a scaled score using a conversion table.

*For the KS2 tests a scaled score of 100 will always represent the 'Expected Standard'.

How we are supporting your children

- *Closely targeted teaching.
- *Continually dripping in grammar, punctuation and maths strategies into our everyday teaching.
- *Small, focus group teaching in school.
- *Revision and SATs practise sessions.
- *Encouraging confidence and resilience, and developing skills and independence ready for transition to high school.
- *Providing pastoral support.

How we are supporting your children

If your child has a specific need, then please contact Mrs Brown or Mrs Collidge to discuss the support that we can provide in preparation for and throughout the SATs.

Our pastoral team is also available should you have any questions or concerns.

How to help at home

- *Neatly, joined handwriting.
- *Times tables and the associated division facts up to 12×12 .
- *Find real-life maths situations, e.g. money, percentages, cooking, telling the time.
- *Encourage 'talking' maths: "How do you know? Can you prove it?"
- *Listen to your child read aloud.
- *Ask questions about the books they are reading; discuss the meaning of vocabulary.
- *Attendance – arrive on time and ready to learn.
- *Rest and relaxation.

We will be sending home practise tests in due course (together with answers).

Weekly homework will continue to revise key concepts that we have been learning in the classroom.

Assessment week: w/c Monday 10th February 2025

Parents' Evenings: w/c 24th February 2025

Practise SATs week: w/c Monday 10th March 2025

