

YEAR 6 SATS MEETING 2025

TESTS

Children will sit tests in:

- - Reading
- - Maths
- Grammar, Punctuation and Spelling

These tests are marked externally

TIMETABLE

DATE TEST English - Grammar, Punctuation and Spelling Paper 1: questions Monday 12th May English - Grammar, Punctuation and Spelling Paper 2: Spelling Tuesday 13th May English Reading Mathematics Paper 1: Arithmetic Wednesday 14th May Mathematics Paper 2: Reasoning Thursday 15th May Mathematics Paper 3: Reasoning The tests will be administered in the order of the timetable and on the date shown.

Most children will sit the tests in the classrooms normally used each day for their learning. The children will be split into smaller groups in line with normal classroom practice. This is done so that the children are comfortable and familiar with their surroundings and so that they can be spaced out appropriately.

Each room will have enough staff to ensure the correct administration of the test and the staff involved will have been given training on test format and style, their role and what they may or may not read to a pupil in a particular test including any subject specific issues that might occur. During the Reading test, no part of the test may be read to a student.

GPS PAPER

The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and a spelling test of 20 words, lasting around 15 minutes.

This test focuses on:

Grammatical terms/ word classes

Functions of sentences

Combining words, phrases and clauses

Verb forms, tenses and consistency

Punctuation

Vocabulary

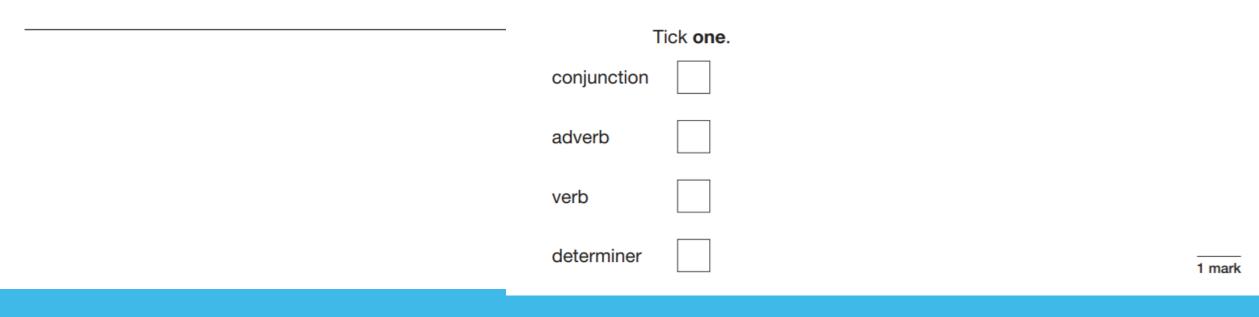
Standard English and formality

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

The vital clues were discovered by the detective.

What is the word class of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.



GPS PAPER 1

GPS PAPER 2 -SPELLING

- 1. Sam is ______ to play football at playtime.
- 2. Use a ruler to draw a _____ line.
- **3.** Being dizzy is a strange ______.
- 4. Lauren was ______ before her first swimming lesson.
- 5. The bird found a ______ of bread.

READING PAPER

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.

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

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. Pace!

2012 words included in the extracts



5

According to the text, approximately how many giant pandas currently live in the wild?

		1 mark					
Number these facts about the life of the giant pa the order in which they happen.	anda cub from 1–5 ir	1					
The first one has been done for you.	38	Look at page 10.					
A cub eats bamboo for the first time.		What impressions do you get of Em S Give two impressions, using evidence					
A cub leaves its mother.		Impression	Evidence				
A cub develops black spots.							
A cub weighs 31 to 36 kilograms.							
A cub weighs about the same as an apple.	1						

3 marks

MATHS

Children sit three papers in maths:

Paper 1: arithmetic, 30 minutes

Papers 2 and 3: reasoning, 40 minutes per paper

These assessments will include learning from Year 3 – Year 6

ARITHMETIC



This test will only be 30 minutes



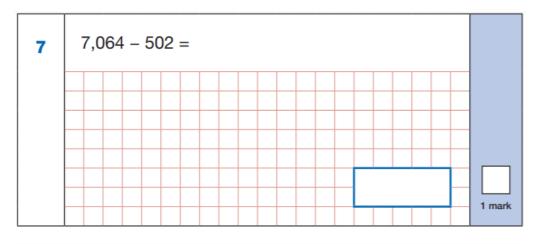
40 marks

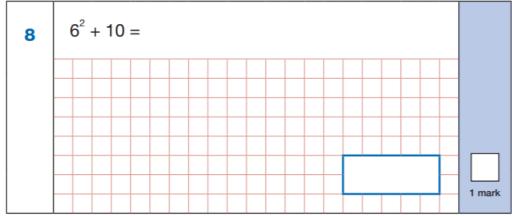


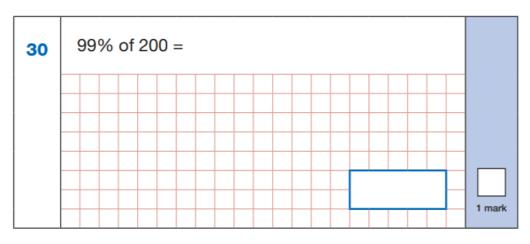
Four operations (including the order of operations), fractions, decimals and percentages



Speed!









REASONING PAPER 2 AND 3

40 minutes each

35 marks

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);

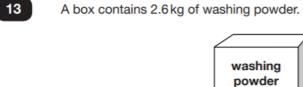
Statistics;

Measurement (length, perimeter, mass, volume, time, money);

Algebra;

Ratio and proportion;

Fractions, decimals and percentages.

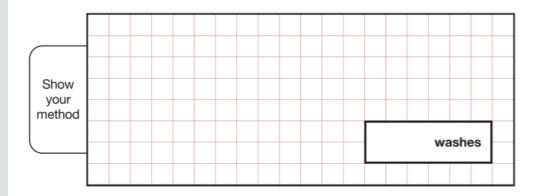


2.6 kg

Jack uses 65 grams of powder for each wash.

He uses all the powder.

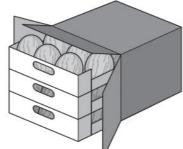
How many washes did Jack do?



There are 15 melons in a tray. There are 3 trays in a box.

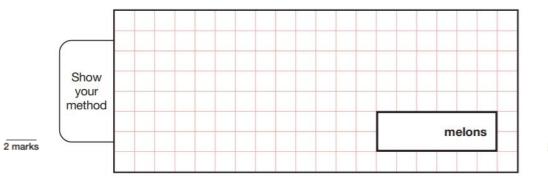
A box contains trays of melons.

15



A supermarket sells 40 boxes of melons.

How many melons does the supermarket sell?



2 marks

SATS SCORES

You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the expected standard set by the Department for Education.

The range of scaled scores available for each KS2 test is:

80 (the lowest scaled score that can be awarded)

120 (the highest scaled score)

The expected standard for each test is a scaled score of 100 or more. If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.

110 tends to be the scaled score needed to achieve GDS.

WRITING

Teacher Assessed

Working Towards Standard

Working At Expected Standard

Greater Depth Standard

Children will complete assessed pieces of writing throughout the year which are marked against a criteria (features which need to be included)

SCIENCE

Your child will also be awarded results for Science.

This will be a teacher assessment – there is no SATs test.

Teacher assessments for Science include

HNM – has not met

EXP – expected

There is no greater depth assessment for Science.

Criteria12345• using paragraphs to organise ideas </th <th colspan="7">Working towards the expected standard</th>	Working towards the expected standard						
describing settings and characters using some cohesive devices* within and across sentences and paragraphs using different verb forms mostly accurately using co-ordinating and subordinating conjunctions capital letters full stops question marks	6						
using some cohesive devices* within and across sentences and paragraphs using different verb forms mostly accurately using co-ordinating and subordinating conjunctions capital letters full stops question marks							
paragraphs							
using different verb forms mostly accurately using co-ordinating and subordinating conjunctions capital letters full stops question marks							
using co-ordinating and subordinating conjunctions capital letters full stops question marks							
using co-ordinating and subordinating conjunctions capital letters full stops question marks							
• using mostly correctly: full stops							
• using mostly correctly: question marks							
• Using mostly correctly:							
exclamation marks							
exercite that the second sec							
commas for lists							
apostrophes for contraction							
spelling most words correctly* (year 3 and 4)							
spelling some words correctly* (year 5 and 6)							
producing legible joined handwriting.							

Working at the expected standard							
Criteria		1	2	3	4	5	6
 creating atmosphere, and integrat and advance the action 	ing dialogue to convey character						
 selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly 							
 using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs sentences and paragraphs 							
 using passive and modal verbs mostly appropriately 							
 using a wide range of clause structures, sometimes varying their position within the sentence 							
 using adverbs, preposition phrase effectively to add detail, qualification 							
• using mostly correctly:	inverted commas						
	commas for clarity						
	punctuation for parenthesis						
 making some correct use of: 	semi-colons						
	dashes						
	colons						
	hyphens						
spelling most words correctly* (ye	ar 5 and 6)						
 maintaining legibility, fluency and speed in handwriting through 							
choosing whether or not to join specific letters.							

Working at greater depth within the expected standard							
Criteria		1	2	3	4	5	6
 managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures selecting verb forms for meaning and effect 							
 using the full range of punctuation taught at key stage 2 mostly correctly, including: 	semi-colons to mark the boundary between independent clauses						
	colons to mark the boundary between independent clauses						

HOW TO SUPPORT YOUR CHILD 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 about what they have been learning in school.

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.

Support your child with completing revision tasks.

Further tips:

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.

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.

SATS BREAKFAST

From Monday to Thursday during assessment week we will be offering breakfast to children before school.

Further information will be sent out in due course.

ATTENDANCE AND PUNCTUALITY

Please ensure that your child is in school promptly and that no appointments are made for your child during this week.

If your child is absent for an assessment, they will not be able to mix with any of the children in the year group until they have caught up with the assessments.

RESULTS

Your child's SATs results will be given out inside their school report at the end of the Summer term.

ANY QUESTIONS

Please record any questions you have on a post-it note and we will circulate responses across the year group.

THANK YOU!

