

# SATs Information Meeting

2025

All children across the country will be completing their SATs the week beginning 12th May 2025. The week consists of the following:

Date	Test
Monday 12th May	Spelling, Punctuation and Grammar - Paper 1 Spelling, Punctuation and Grammar - Paper Test 2
Tuesday 13th May	Reading Paper
Wednesday 14th May	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 15th May	Maths Paper 3 (Reasoning)

## Marking and reporting:

SATs papers are externally marked (with the exception of writing) and since 2016, test scores have been reported as 'scaled scores'.

This means that 100 will always represent the 'national standard'.

Each pupil's raw test score will be converted into a score on the scale, either at, above or below 100.

Using the scaled score, the lowest a child can score is 80, with the highest being 120.

In July each pupil receives:

- a raw score (number of raw marks awarded);
- a scaled score in each tested subject;
- confirmation of whether or not they attained the national standard.

For English **reading**, **mathematics** and **science** pupils will be grouped into 2 categories:

- working at the expected standard or
- a category for pupils who do not meet the standard

For English **writing** pupils will be grouped into 4 categories:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard or
- a category for pupils who do not meet the 'working towards the expected standard'

## Reading

The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions.

A total of 50 marks are available.

Questions are designed to assess the comprehension and understanding of a child's reading.

During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices, explaining why an author has chosen to use particular vocabulary, grammar and text features.

Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

## Example questions:

5

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

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

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

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

2 marks

11

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		

1 mark

	2016		2017		2018		2019		2022		2023	
	Extract	Questions	Ex.	Qu.	Ex.	Qu.	Ex.	Qu.	Ex.	Qu.	Ex.	Qu.
Words	1787	930	1937	1203	1488	1077	2168	1020	1553	975	2046	1174
Total	~2700		~3100		~2600		~3200		~2500		~3200	

• <https://www.youtube.com/watch?v=O4KJZ1oSkbl&index=9&list=PL6gGtLyXoeg8k9ykPys3NvQflvAGCUjN> - This clip shows an expected Year 6 child reading

## How do we prepare our children for the reading assessment?

- Daily whole class reading sessions
- Booster reading sessions with an adult from the team (if appropriate)
- CGP comprehension revision guides (send out fortnightly)
- Test practice questions
- Mock SATs week
- Regular opportunities for focussed reading
- Library sessions to encourage reading for pleasure
- Extra comprehension practice







## Helping at home

- Read, read, read and read some more!
- Reading Heroes!
- Visit the library with your child
- Encourage your child to read a range of texts: comics, magazines, books, poems, cook books, even instructions for new games
- Try to spend 15 minutes a day reading and enjoying texts together
- Encourage your child to explore new vocabulary that they find
- Discuss your child's book with them; encourage them to refer to the book to support their answer questions
- Reinforce homework.

## Process of reading with a child

- Find a comfortable space and try to have reading as part of your daily routine.
- **BEFORE READING:** Discuss what has already happened/what they have found out. If they have not read the text yet, look at and discuss the front and back cover - use some prediction skills!
- **WHILE READING:** Encourage child to read with expression! Ask questions - including for their opinion! Discuss vocabulary (Do they know what it means? Is it the best word? What other word could be used? Etc.)
- **AFTER READING:** What have they found out? Did they enjoy it? Would they recommend it?
- Remember to ask your child to explain their reasoning.

# Question STEMs

<h2>Vocabulary</h2> <p>Find and explain the meaning of words in context.</p> 	<h2>Infer</h2> <p>Make and justify inferences using evidence from the text.</p> 	<h2>Predict</h2> <p>Predict what will happen based from the details given or implied.</p> 	<h2>Explain</h2> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<h2>Retrieve</h2> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<h2>Summarise</h2> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that.....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....</li> <li>• How can you tell that.....</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text.</li> <li>• Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does .... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How ..... is .....?</li> <li>• What can you learn from ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/ middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>

## SPAG - Spelling, Punctuation and Grammar

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions including some multiple choice.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling.

17

Replace the underlined words in the sentences below with their **expanded forms**.

We're going into town later, so I'll buy some bread then.

↓

↓

We won't be back late.

↓

---

1 mark

21

What does the root graph mean in the word family below?

graphics

autograph

photography

paragraph

Tick **one**.

moving pictures

writing or drawing

colourful or bright

in a group

---

1 mark

24

Circle all the **prepositions** in the sentence below.

He walked through the doorway and sat behind the desk.

1 mark

39

Underline the **relative clause** in the sentence below.

The old house that is next to our school is for sale.

1 mark

## How do we prepare our children for the Grammar, Punctuation and Spelling assessment?

- Carefully planned coverage of the year 5 and 6 objectives

Integrate it into our English curriculum

- Regular assessment opportunities including a mock SATs week
- Revision sessions in class
- Spelling lessons with focus on Year 5 and 6 spelling patterns
- Booster sessions to consolidate learning
- Spelling Shed

### Helping at home:

Learning weekly spellings and children accessing Spelling Shed

Revision games on the Internet (bitesize); Spellzone

Use of [www.spag.com](http://www.spag.com)

## Maths

Children will sit three tests: paper 1, paper 2 and paper 3.

Paper 1 - arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.

Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.

Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.

Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Children are not allowed to use calculators.

## Arithmetic Examples

5

$$\boxed{\phantom{0000}} = 936 + 285$$

1 mark

30

$$\begin{array}{r} 6574 \\ \times 31 \\ \hline \end{array}$$

Show  
your  
method

2 marks

**3**Write the three missing digits to make this **addition** correct.

$$\begin{array}{r}
 15\ \square \\
 + 4\ \square\ 4 \\
 \hline
 \square\ 1\ 5
 \end{array}$$

2 marks

## Reasoning Examples

**7**

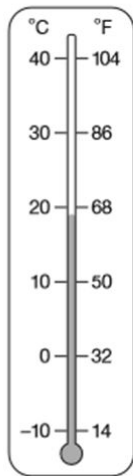
Write the two missing values to make these equivalent fractions correct.

$$\frac{\square}{3} = \frac{8}{12} = \frac{4}{\square}$$

1 mark1 mark

15

This thermometer shows temperatures in both °C and °F.



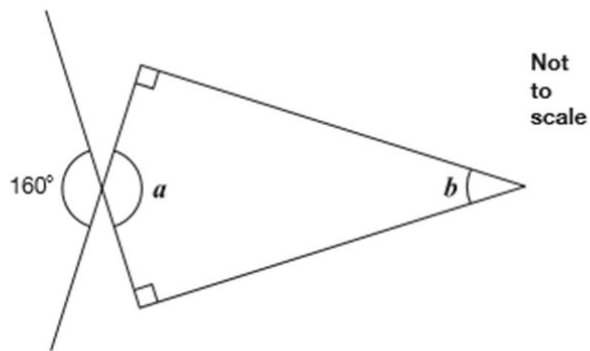
Work out what 25 °C is in °F.

Show  
your  
method

<div style="border: 1px solid black; padding: 2px; display: inline-block;">°F</div>
---

2 marks

17

Calculate the size of angles  $a$  and  $b$  in this diagram.

$$a = \boxed{\phantom{000}}^{\circ}$$

1 mark

$$b = \boxed{\phantom{000}}^{\circ}$$

1 mark

## How do we prepare our children for the Maths assessment?

- Use CPA approach
- SOLO which allows access to content at different levels
- Daily arithmetic practice
- Booster intervention group for specific year 6 children

\*[www.maths.co.uk](http://www.maths.co.uk)

- Times table rock stars

## How can you help at home with maths

- Reinforce homework
- Times table rock stars
- Times table games - pairs, snap, quick recall
- Board games - helps with speed of arithmetic
- Countdown games
- Revision websites - bitesize; topmarks
- Cooking with your child and discussing different units of measure and their conversion
- Discussing time and timetables - bus, TV guides

Remind children about homework - [www.maths.co.uk](http://www.maths.co.uk)

## Writing Assessment

- There is no writing SATS test
- Writing assessments will be formed from judgements made by the teacher, looking at evidence from writing collected over the course of the year
- We will moderate their assessments with other professionals to make sure there is a consistent standard across the country
- Final judgements will be reported to parents at the same time as the other assessment results

## How to help your child:

- Remind them they are not to feel worried or pressured about SATS. All we ask is that they try their best - **SATS should not be causing anxiety**. Do give lots of praise and encouragement - we do!
- Help with the organising of homework (including spellings) and support their reading for pleasure activities.
- Encourage them to have early nights and a good breakfast during SATs week - we do provide a breakfast during SATs week but we would encourage them to have their regular one too (more information will be provided nearer to SATs week).
- Please speak to any of us if you have questions or concerns. Any questions you can email to [y6staff@wellsteadapps.co.uk](mailto:y6staff@wellsteadapps.co.uk)

MOCK SATs week will be week beginning Monday 10th March.