BLIDWORTH OAKS
A COMMUNITY SCHOOL
PRIMARY SCHOOL
WITH FOUNDATION STAGE UNIT
TOGETHER WE GROW AND LEARN

Year 6 SATs 2025/26 Presentation

What are the SATs?

SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.

*To measure a pupil's progress
*To measure school performance
*To inform secondary schools
*To identify Regional/National trends

Our Goal

That your child achieves their personal best, has a chance to show what they have learned and feels proud of their efforts!

SATs Week 2025: Monday 12th May to Thursday 15th May

Date	Tests
Monday 11 May	English grammar, punctuation and spelling Paper 1: questions
Monday 11 May	English grammar, punctuation and spelling Paper 2: spelling
Tuesday 12 May	English reading
Wednesday 13 May	Mathematics Paper 1: arithmetic
Wednesday 13 May	Mathematics Paper 2: reasoning
Thursday 14 May	Mathematics Paper 3: reasoning

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.

Writing Assessment

Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test, but work is moderated throughout the year, and there is a possibility that we will be externally moderated in the summer term.

When and how are the SATs completed?

- The tests take place during normal school hours, under test 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 sealed, collected from school and marked **externally.**
- The results are then sent to the school in July.

NB Children have been used to termly tests all the way through school so this is nothing new to them. However, it is important to note that, unlike in previous year groups where the test results and teacher assessment are combined to give an overall level, the results will be what they achieve on the day of the assessment.

Specific Arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional Time
- Size of group (Last year we divided the class into 2 groups, so that most of the children completed the tests in the classroom)
- One to one support
- Adults reading questions (Reader)
- Adults writing answers (Scribes/Transcripts)
- Rest Breaks
- Different Start Times
- Illness

The Results

Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper)
- A scaled score
- 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 ensure an accurate comparison of performance over time.

Scaled Scores

Scaled scores range from 80 to 120.

80-99	Working Towards (WTS)
100+	Expected Standard (EXS)
110+ (top 10% nationally)	Greater Depth Standard (GDS)

A Scaled Score of 100 or above = achieved Expected Standard
A Scaled Score of 110 or above = achieved Greater Depth Standard

Grammar, Punctuation and Spelling: Monday 11th 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 20 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: Paper 1 (GPS)

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.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

4 Which sentence must end with a **question mark**?

Tick **one**.

Shall we go round the fitness trail in the park	✓
We could go tomorrow if you like	
What I really like is the rope bridge	
Let me know what you would like to do	

1 mark

37 Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. Although, While

_____ it rained all afternoon, the picnic was a success.

1 mark

32 The teacher wants to write a sign to remind children to turn the lights off.

Write the **command** that the teacher might use on the sign.
Remember to punctuate your answer correctly.

e.g. Switch off the lights! Please turn off the lights.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (Spelling)

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

Example questions:

Spelling

1. The children were _____ the objects from smallest to largest.

2. Do not show _____ to anyone.

3. I was given a _____ award.

2022 Spelling script

Spelling 1: The word is **ordering**.
The children were **ordering** the objects from smallest to largest.
The word is **ordering**.

Spelling 2: The word is **disrespect**.
Do not show **disrespect** to anyone.
The word is **disrespect**.

Spelling 3: The word is **special**.
I was given a **special** award.
The word is **special**.

Reading: Tuesday 12th 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.

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

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–11 are about *The Parsnips* (pages 4–6)

1 Veronika's football team has two names.

What are the **two** names?

1. _____

2. _____

THE CLUB – THE FACTS

Name: Parrs Under 11s, also known as "The Parsnips"
Ground: Lornton FC, Low Road, Lornton
Capacity: 500
Plays in: The Nettie Honeyball Women's League
Sponsor: Sweet Peas Garden Centre, Mowborough
Coach: Hannah Preston
Assistant coach: Katie Regan

Qu.	Requirement	Mark
1	Veronika's football team has two names. What are the **two** names? **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to Parrs Under 11s **and** The Parsnips, e.g. • *The Parsnips* • *Parsnips* • *Parrs under 11s* • *Parrs.*	1m

Reading

Example questions:
Based on text 2: My Circus Life

17 Look at page 9.

Vladik is always changing his *Dralion* performance.

Give **two** ways that these changes to his performance happen.

1. _____

2. _____

2 marks

Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Qu.	Requirement	Mark
17	Look at page 9. Vladik is always changing his *Dralion* performance. Give **two** ways that these changes to his performance happen. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** Vladik's performance changing naturally / without him knowing how it happens, e.g. • *changes happen naturally* • *he just does the changes and he doesn't even realise.* **2.** Vladik deliberately making changes to his performance, e.g. • *he modifies them on purpose* • *they happen deliberately.* **3.** Vladik adding a trick, e.g. • *putting in a new trick.*	**Up to 2m**

Reading

Example questions:
Based on the whole text

33 Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

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

1. _____

_____

_____

2. _____

_____

_____

3 marks

Qu.	Requirement	Mark
33	Think about the whole text. What impressions do you get of Penelope as she describes her unusual experience? Give **two** impressions, 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 **Acceptable points:** **1.** curious **2.** imaginative **3.** confused **4.** unafraid **5.** solitary / content with her own company **6.** observant **Award 3 marks** for **two** acceptable points, at least **one** with evidence, e.g. • *1. She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.* [AP2 + evidence] *2. That she is good at noticing things that go on.* [AP6] • *1. I think she is just a curious girl who wants to know everything that is going on.* [AP1] *2. She is very confused. 'I never felt them touch me and this gave me a curious sensation.'* [AP3 + evidence] **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence, e.g. • *1. Brave because she did the right thing in the situation.* [AP4] *2. She was a person who definitely kept herself to herself.* [AP5] • *1. She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'* [AP4 + evidence] **Award 1 mark** for **one** acceptable point, e.g. • *1. She likes to find out about other people.* [AP1]	Up to 3m

Reading

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 2022 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 13th May and Thursday 14th May

The Maths Assessments consist of three tests:

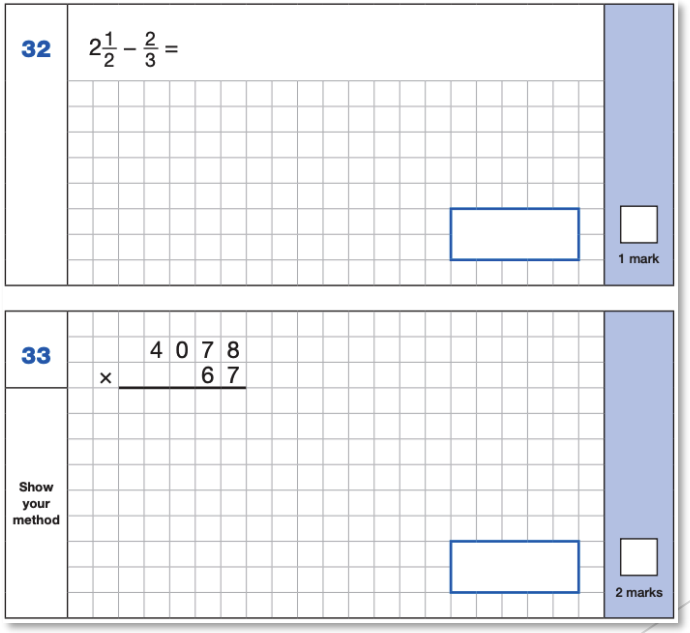
- Paper 1: Arithmetic (30 minutes) –Wednesday 13th May
- Paper 2: Reasoning (40 minutes) –Wednesday 13th May
- Paper 3: Reasoning (40 minutes) –Thursday 14th May

Maths Paper 1 (Arithmetic)

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 BODMAS), percentages of amounts and calculating with decimals and fractions.

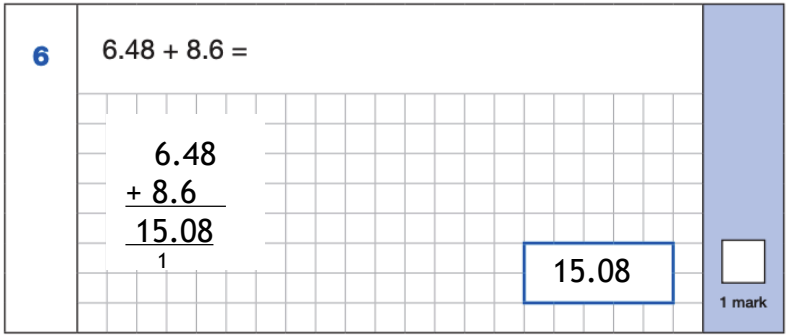
Example questions:

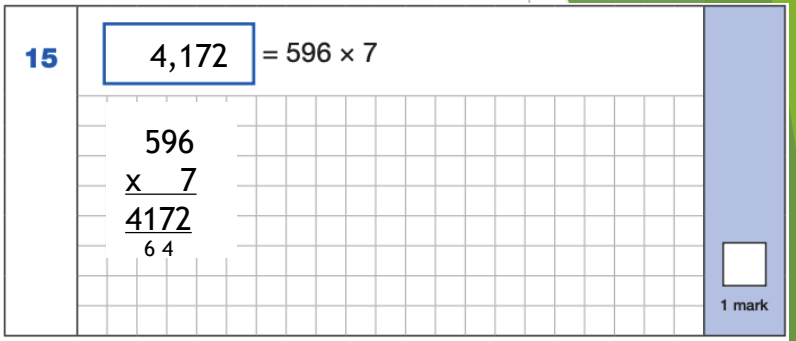


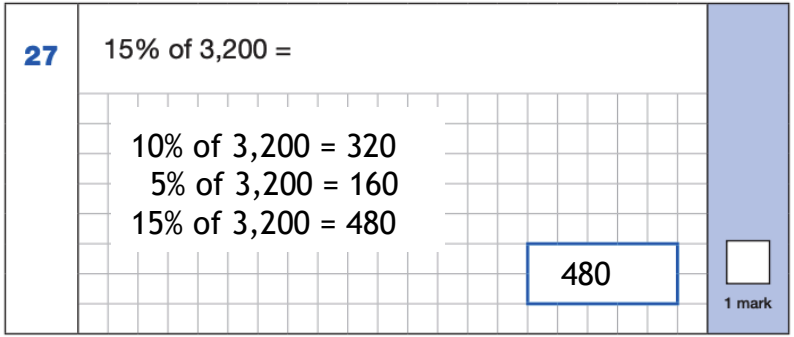
Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ **OR** $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an **exact** decimal equivalent, e.g. $1.8\dot{3}$ (accept any unambiguous indication of the recurring digits). **Do not** accept rounded or truncated decimals.
33	Award **TWO** marks for the correct answer of 273,226 If the answer is incorrect, award **ONE** mark for a formal method of long multiplication with no more than **ONE** arithmetic error, e.g. • 4078 × 67 = 28546, 244680, 273126 *(error)* **OR** • 4078 × 67 = 28544 *(error)*, 244680, 273224	Up to 2m	Working must be carried through to reach a final answer for the award of **ONE** mark. **Do not** award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: 4078 × 67 = 28546, 24468 *(place value error)*, 53014

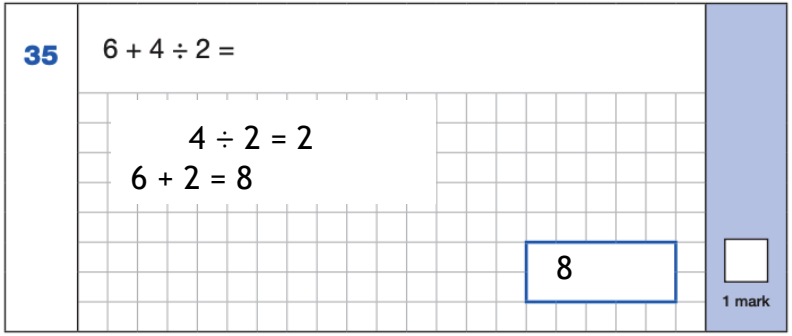
Maths Paper 1 (Arithmetic)

Example 1 mark questions:



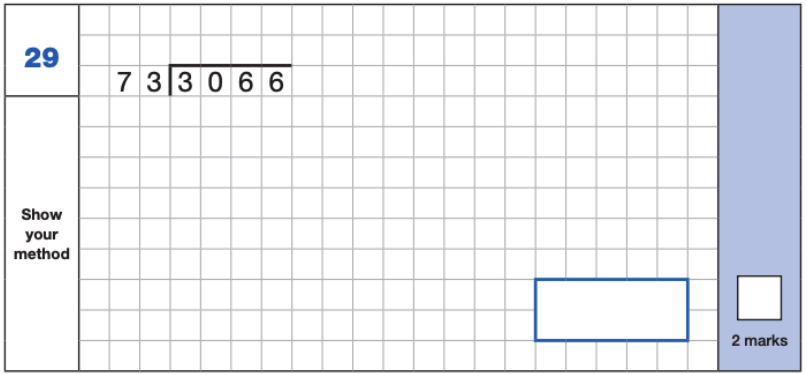






Maths Paper 1 (Arithmetic)

Example 2 mark question:



29	Award **TWO** marks for the correct answer of 42 If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e. • long division algorithm, e.g. 41 r67 73 | 3066 − 2920 140 *(error)* − 73 67 **OR** 32 *(error)* 73 | 3066 − 730 10 × 73 2336 − 2190 30 × 73 146 146 2 × 73 0 • short division algorithm, e.g. 41 r71 *(error)* 73 | $306^{14}6$	**Up to 2m**	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 Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13th May and Paper 3 will take place on Thursday 14th 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(add, subtract, multiply and divide)
- Geometry (properties of shape, position and direction)
- Statistics
- Measurement (length, perimeter, mass, volume, time, money)
- Algebra
- Ratio and proportion
- Fractions, decimals and percentages

Maths Papers 2 (Reasoning)

Example questions:

6 Emma has a 5 litre bag of compost.

She uses 2.75 litres.

How much compost does Emma have left?

2.25 **litres**

1 mark

7 In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the **bicycle ride**?

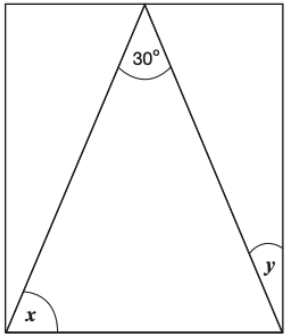
$\frac{6}{10}$

1 mark

Maths Papers 2 (Reasoning)

Example question:

24 Here is an **isosceles** triangle inside a rectangle.



Not to scale

Calculate the sizes of angles x and y.

Show your method

$x =$ ° $y =$ °

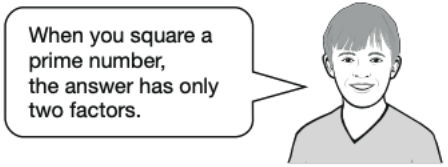
2 marks

24	Award **TWO** marks for the correct answer of $x = 75$ **AND** $y = 15$ If the answer is incorrect, award **ONE** mark for evidence of an appropriate method calculating both angles, e.g. • 180 – 30 = 150 150 ÷ 2 = 70 *(error)* 90 – 70 **OR** Award **ONE** mark for either correct x **OR** y.	**Up to 2m**	Answer need not be obtained for the award of **ONE** mark. If there is no evidence of an appropriate method and the values for x **AND** y are incorrect, accept for **ONE** mark $x + y = 90$, unless x is between 65–69 (inclusive) **AND** y is between 21–25 (inclusive).

Maths Papers 3 (Reasoning)

Example questions:

19 Jack says,



Explain why Jack is **not** correct.

1 mark

19	Award **ONE** mark for a correct explanation, e.g. • It has 3 factors – the prime number, 1 and the square of the prime number. • The prime number has 2 factors; the squared prime number will be divisible by one, itself and the prime number. • All prime numbers squared have 3 factors. **OR** A correct explanation that gives a counter example, e.g. • 5 is prime $5^2 = 25$ 25 has 3 factors: 1, 5 and 25, not two • 7^2 has more than 2 factors – 1, 7 and 49 • $121 = 1 \times 121 = 11 \times 11$ • $3^2 = 9$ 9 – 1, 9, 3 • $5^2 = 25$ Factors of 25 = 1, 5, 25 All squared primes have 3 factors.	**1m**	**Do not** accept vague or incomplete explanations, e.g. • A square number doesn't have 2 factors (repeat of the question) • $2^2 = 4$ (incomplete) • Prime numbers have 2 factors only (incomplete) • Prime numbers squared have more than 2 factors (vague) **Do not** accept explanations which include incorrect mathematics or incorrect information relevant to the explanation, e.g. • 49 = 1, 7, 49 • 5 squared is 25 1, 5, 5, 25 25 has four factors • All prime numbers squared have more than 3 factors

Maths Papers 3 (Reasoning)

Example question:

20 This table shows how many people finished the New York Marathon in each of the first four decades it was held.

New York Marathon	
Decade	**Total number of people who finished**
1st decade	24,863
2nd decade	170,932
3rd decade	282,420
4th decade	350,824

What is the mean number of people who finished the marathon per decade? Round your answer to the **nearest hundred**.

Show your method

people

3 marks

Qu.	Requirement	Mark	Additional guidance
20	Award **THREE** marks for the correct answer of 207,300 If the answer is incorrect, award **TWO** marks for: • evidence of an appropriate complete method which contains no more than one error, e.g. 24,863 170,932 282,420 + 350,824 828,939 *(error)* 828,939 ÷ 4 = 207,234 r3 Rounded to the nearest hundred = 207,200 **OR** • sight of 207,259 r3 **OR** 207,259 $\frac{3}{4}$ **OR** 207,259.75 Award **ONE** mark for: • evidence of an appropriate method with more than one error.	**Up to 3m**	Answer need not be obtained or rounded for the award of **ONE** mark. A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified. **TWO** marks will be awarded if an appropriate method with the misread number is followed through correctly. **ONE** mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.

How are we preparing your child?

- Exposure to test papers
- Teaching strategies and approaches
- Considering needs of individual children
- Identifying specific areas that need support
- Booster Groups/Intervention

How can you help your child?

- You are here!
- Continue to show an interest in your child's learning
- Help your child to relax - let's keep SATS in perspective!
- Communicate with us
- Ensure that your child gets plenty of sleep
- Make sure they are eating and drinking plenty
- Make sure that your child is on time for school
- Hear them read and discuss with them what they are reading
- Make sure they continue to work on their multiplication knowledge
- Support them in any homework
- Make sure your child is in school – good attendance makes a difference!

Our Goal

That your child achieves their personal best, has a chance to show what they have learned and feels proud of their efforts!

Any Questions?

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Please feel free to see me after the meeting if you have any particular questions about your child and SATs. Also, please feel free to look at SAT Papers from previous years.