

Y6 SATs Meeting 2025

Wednesday 5th February 2025
Miss Cochrane and Miss Ellis

Tonight we will clarify...

- * What the SATs are/look like.
- * How SATs are assessed.
- * How we prepare for SATs in Y6.
- * What you can do to help.

What are SATs?

- * KS2 SATs are tests children take at the end of Year 6. Key Stage 2 SATs test children on what they have learnt between Year 3 and Year 6.
- * KS2 SATs are **mandatory** tests from the National Curriculum assessment programme. All state schools in England are required to provide the tests.
- * KS2 SATs week will commence **Monday 12th - Thursday 15th May 2025**

- ❖ Although the SATs will inform part of the final end of year assessment your child receives, it is important to note that teacher assessment will still be reported to you, and your child's secondary school - in order to show what children can do at the end of the year.
- ❖ Teacher assessment uses evidence taken from books, 1:1 learning time, small group learning opportunities, whole class learning contributions and practice/preparation assessment papers.
- ❖ However, it is SATs data that will be published in school league tables, to Ofsted and on various websites, not teacher assessment

SATS WEEK

* All children are expected to sit SATs.

* Statutory tests will be administered in the following subjects:

Monday 12th May

- Punctuation, Vocabulary and Grammar (45 minutes)
- Spelling (approximately 15 minutes)

Tuesday 13th May

- Reading (60 minutes)

Wednesday 14th May

- Mathematics Paper 1: Arithmetic (30 minutes)
- Mathematics Paper 2: Reasoning (40 minutes)

Thursday 15th May

- Mathematics Paper 3: Reasoning (40 minutes)

Assessment

- * All tests are scanned into a computer and externally marked.
- * Writing will be 'Teacher Assessed' internally using the writing framework.
 - Writing will also be externally moderated with our Trust and could also be moderated by the local authority or nationally by the STA ([Standards and Testing Agency](#))
- * All SAT results will be reported as a 'scaled score'.
- * Information about your child's current scaled scores, progress and areas for development will be shared with you at our next parents' evening.

Scaled Scores

A scaled score of **100** will always represent the ‘national expected standard’.

- * Each pupil’s **raw test score** will therefore be **converted** into a score on the **scale**, either at, above or below 100.
- * The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- * A child who achieves the ‘national expected standard’ (a score of **100 or above**) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests to be deemed as working at the **age related expectation** for end of key stage 2.
- * KS2 results for each child will therefore show a raw score, a scaled score and whether a child is deemed to be working at age related expectations (EXP) or working towards (WTS).

Scaled Scores continued...

- ❖ A score of 110 will represent children working above EXPs Y6 standard (GDS - greater depth standard)
- ❖ Predicted scaled scores are created from KS1 results.
However, it is important to remember that these assessments were 4 years ago and do not take into consideration 2 school closures due to the pandemic or personal circumstances.
- ❖ New scaled score documents are released in July with the results. Boundaries may change for 100 and 110 as they have changed each year since 2016 -when they were first introduced.



Maths Scaled Scores

2019

2022

56	99
57	99
58	100
59	100
60	100
61	100
62	101
63	101
64	101
65	101
66	101
67	102
68	102
69	102
70	102
71	103
72	103
73	103
74	103
75	104
76	104
77	104
78	105
79	105
80	105
81	105
82	106
83	106
84	106
85	106

86	107
87	107
88	107
89	108
90	108
91	108
92	109
93	109
94	109
95	110
96	110
97	110
98	111
99	111
100	112
101	112
102	113
103	113
104	114
105	115
106	116
107	117
108	118
109	120
110	120

56	99
57	99
58	100
59	100
60	100
61	100
62	100
63	101
64	101
65	101
66	101
67	102
68	102
69	102
70	102
71	102
72	103
73	103
74	103
75	103
76	104
77	104
78	104
79	104
80	105
81	105
82	105

96	110
97	110
98	111
99	111
100	111
101	112
102	113
103	113
104	114
105	115
106	116
107	117
108	118
109	120
110	120



Maths Scaled Scores

2023

Raw score	Scaled score
41	96
42	96
43	97
44	97
45	97
46	97
47	98
48	98
49	98
50	98
51	98
52	99
53	99
54	99
55	99
56	100
57	100
58	100
59	100
60	101
61	101
62	101

2024

Raw score	Scaled score
81	106
82	106
83	106
84	106
85	107
86	107
87	107
88	108
89	108
90	108
91	109
92	109
93	109
94	110
95	110
96	110
97	111
98	111
99	112
100	112

45	98
46	98
47	98
48	98
49	99
50	99
51	99
52	99
53	99
54	100
55	100
56	100
57	100

88	108
89	108
90	109
91	109
92	109
93	110
94	110
95	111
96	111



Reading Scaled Scores

2022

2023

2024

26	98
27	98
28	99
29	100
30	100
31	101
32	102
33	103
34	104
35	104
36	105
37	106
38	107
39	108
40	109
41	110
42	111
43	113
44	114
45	115

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

26	99
27	100
28	101
29	101
30	102
31	103
32	104
33	104
34	105
35	106
36	107
37	108
38	108
39	109
40	110
41	111



SPAG Scaled Scores

2022

32	98
33	99
34	99
35	100
36	100
37	101
38	101
39	102
40	102
41	102
42	103
43	103
44	104
45	104
46	105
47	105
48	106
49	107
50	107
51	108
52	108
53	109
54	109
55	110

2023

Raw score	Scaled score
26	95
27	96
28	96
29	97
30	97
31	97
32	98
33	98
34	99
35	99
36	100
37	100
38	101
39	101
40	101

Raw score	Scaled score
51	107
52	108
53	108
54	109
55	110
56	110
57	111
58	112
59	112

2024

33	99
34	99
35	100
36	100
37	101
38	101
39	101
40	101
41	101
42	101
43	101
44	101
45	101
46	101
47	101
48	101
49	101
50	108
51	108
52	109
53	110
54	110
55	111

Mathematics

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- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty.
- 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.

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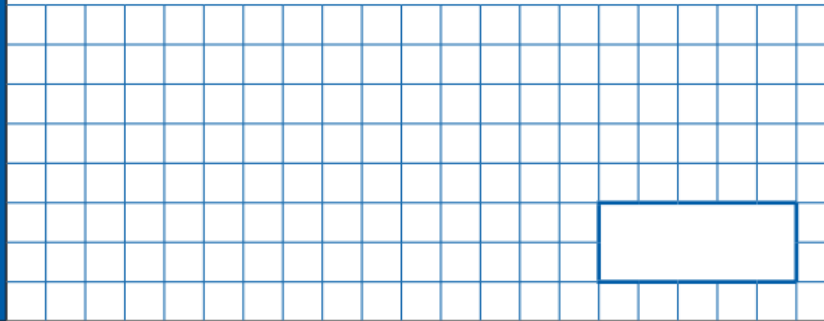
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Sample Questions

Maths Paper 1: Arithmetic

24

$$15.4 - 8.88 =$$

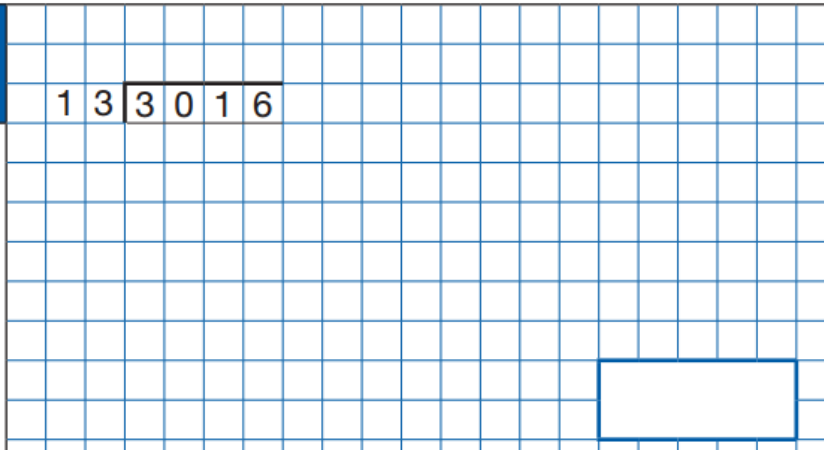


1 mark

25

1 3 | 3 0 1 6

Show
your
method



2 marks

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Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

10

Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r} 4 \square \\ \times \square 6 \\ \hline 2 4 6 \\ 8 2 0 \\ \hline 1 0 6 6 \end{array}$$

2 marks

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Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

£

2 marks

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Reading

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see all
text](#)

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

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Reading

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2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

Author choice of words
& repeated language

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Sample Questions

Reading paper

14

How does the information on page 6 make it sound easy to be a star spotter?

Give **two** ways.

1. _____

2. _____

2 marks

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Sample

Questions

Reading paper

30

Look at the paragraph beginning: *I do not know how long...*

The word *unwieldy* in this paragraph is closest in meaning to...

Tick one.

fast.

violent.

clumsy.

gentle.

1 mark

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Sample

Questions

Reading paper

27

How does the first paragraph suggest that the characters are in a 'lost world'?

1 mark

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Spelling, Punctuation and Grammar

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- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- 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 Spelling, Punctuation and Grammar.

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Sample

Questions

Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

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Sample

Questions

Grammar, Punctuation and Spelling Paper 1

28

Which sentence is punctuated correctly?

Tick one.

The wind was blowing howling, actually, so we headed – for home.

The wind was blowing – howling, actually – so we headed for home.

The wind was blowing, howling – actually – so we headed for home.

The wind was blowing howling actually – so we headed for home.

_____ **1 mark**

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Writing

- ❖ As we've previously mentioned, writing is teacher assessed.
- ❖ A collection of work is gathered for each child from a range of genres, purposes and audiences.
- ❖ Once again, children will be assessed as working towards the expected standard (WTS), meeting the national expected standard (EXP) or greater depth standard (GDS).
- ❖ Children must evidence that they can meet each of the writing framework expectations in varying contexts/genres in order to achieve that standard.

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Working towards the expected standard:

The pupil can:	
write for a range of purposes	
use paragraphs to organise ideas	
in narratives, describe settings and characters	
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
use punctuation mostly correctly:	capital letters
	full stops
	question marks
	commas for lists
	apostrophes for contraction
spell correctly most words from the year 3 / year 4 spelling list	
spell correctly some words from the year 5 / year 6 spelling list*	
write legibly ¹	

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Working at the expected standard:

The pupil can:

write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader

in narratives, describe settings, characters and atmosphere

integrate dialogue in narratives to convey character and advance the action

select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately

use a conjunctions, adverbials of time and place, pronouns and synonyms to build cohesion within and across paragraphs

use verb tenses consistently and correctly throughout their writing

use the range of punctuation taught at key stage 2 mostly correctly:

- inverted commas
- other punctuation to indicate direct speech

spell correctly most words from the year 5/year 6 spelling list

Use a dictionary to check the spelling of uncommon or more ambitious vocabulary

maintain legibility in joined handwriting when writing at speed.

Working at greater depth within the expected standard:

The pupil can:

write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure):

distinguish between the language of speech and writing³ and choose the appropriate register

exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

Additional information/requirements

- Throughout all SATs children are expected to read and work at their own pace through the information and questions.
- School can apply for access arrangements for some children, including additional time, allocated readers, a scribe or people who can prompt them.
- We are now looking at the criteria to see if children will be eligible. School has to apply for this with sufficient evidence and will be shared with the head of school then assessed by our learning support service and SENco, discussed with children and parents and then reported to the local authority.

Revision Club

At first, we are inviting a select group of Y6 to come to after school revision club- this will start the first week back after the holidays on Mondays. We will be then opening this out to the rest of Y6 and will send more information out of when this will be later in the term.

This will be on Mondays 3:20pm-4pm.

During this time a range of additional focused learning activities will be available.

Revision club will be run by Miss Cochrane and Miss Ellis as well as additional teaching staff across school.

Additional interventions and booster support are taking place in assembly and register times as well as some afternoons.

How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- There are a lot of useful revision books out there, such as the CGP books
- IXL <https://uk.ixl.com/>

How to Help Your Child with Maths

- IXL <https://uk.ixl.com/> (every area of Y6 learning is on there with examples!)
- Practise knowing times tables by heart and play times tables games - times table rock stars!
- [Mathsbot.com/primary/ks2](https://www.mathsbot.com/primary/ks2) for children to practise their arithmetic skills
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.

How to Help Your Child with Reading

- All reading is valuable - it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- First and foremost, focus developing an enjoyment and love of reading.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Encourage your children to read books
- Talk about what they have read during and afterwards - discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together - you could use a dictionary, the internet or an app on a phone or tablet.

How to Help Your Child with Writing

- Practise and learn weekly spelling lists - make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together - be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

Questions?

