



Somerdale
Educate Together

**Supporting your Child through
SATS**

Monday 18th November

Aims of the meeting:

- To inform you about Year 6 SATs and teacher assessments.
- To inform you about how best to support your child.

What are SATs?

- Statutory Assessment Tests which all pupils take at the end of Key Stage two.
- They provide a snapshot of attainment in Reading, Grammar, Punctuation, Spelling and Maths.
- The tests will take place week beginning **Monday 12th May 2025.**

The Tests

Punctuation, Vocabulary and Grammar - 45 minutes

Spelling - approximately 30 minutes

Reading paper - 1 hour

Mathematics

- Paper 1: Arithmetic - 30 minutes

- Paper 2: Reasoning - 40 minutes

- Paper 3: Reasoning - 40 minutes

Writing will be 'teacher assessed' internally, as in recent years. External moderation ensures consistency in standards applied.

SATs Week 2025

Day	Before break	Break	After break
Monday 12 th May	9:15-10.00 English grammar, punctuation and spelling Paper 1: Questions 45 minutes		11:00- 11:20 English grammar, punctuation and spelling Paper 2: Spelling 30 minutes
Tuesday 13 th May	9:15-10:15 English Reading Paper 60 minutes		
Wednesday 14 th May	9:15-9:45 Mathematics Paper 1: Arithmetic 30 minutes		10.30-11.10 Mathematics Paper 2: Reasoning 40 minutes
Thursday 15 th May	9.20-10.00 Mathematics Paper 3: Reasoning 40 minutes		

What are Teacher Assessments ?

- Based on your child's performance throughout the year using written and practical work as evidence.
- Reported to the Local Authority.
- Assessments in: Writing and Science.
- Secondary schools will still seek our judgements in reading, writing, maths and science.

What are the assessment levels?

- Results are reported with your child's end of year report.
- Your child's results will be in two forms:
- Raw score
- Whether they are judged to be working at or below the expected Year 6 standard in Spelling, Punctuation and Grammar; Reading and Maths.

Scaled Scores

- Test results will be reported as '**Scaled Scores**'.
- 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 at 80 and an upper end point above 120.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

- When SATs results are given, each pupil will receive:
- A raw score (the number of marks awarded).
- A scaled score in each tested subject.
- Confirmation of whether or not they attained the national standard.

Scaled score examples

On publication of the test results in July 2023:

A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.

A child awarded a scaled score of less than 100 (Eg 99) is judged to have not yet met the national standard and performed below expectation for their age.

Higher Attaining Pupils

There are not any separate tests for the most able children.

Instead, each test will have scope for higher attaining pupils to show their strengths. This means that there will be some questions on the papers that some children will not be able to do – we ask that they attempt as much as they can.

These questions come towards the end of the papers except in the arithmetic test.

English reading

Raw score	Scaled score
0-2	No scaled score
3	82
4	83
5	84
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

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

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120

**Scaled Scores
Reading
2023 Paper
 $24/50 = 100$
scaled score**

What are the results used for?

- Monitoring school success and how to improve.
- Guiding secondary schools.
- To give parents an indication of their child's attainment against national standards.

Assessing Children's Writing

- As teachers we have to demonstrate which objectives have been met consistently in the child's writing. All of these need to be met to be working at the expected standard.

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 (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- 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 (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Here is an extract of Year 6 writing at the expected standard. More examples of the different standards can be viewed [here](#).

Piece A: Short story

"Lauren, I have ^{just} received a phone call from work, because we need to go to Antarctica so can report the weather!" exclaimed mum as she put some winter clothing in a suitcase and ~~the~~ ^{two} tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's ~~Bill~~ ^{BMW} was parked and they set off for Gatwick Airport.

Expanded noun phrases (*two tatty-looking passports, her brand new winter boots*), incorporating preposition phrases (*a phone call from work*), convey detail concisely.

[GP]

Opening with dialogue introduces the characters, establishes the setting and provides a rationale for the journey, advancing the action in the story from the very beginning.

[C]

The English SATs

There are 2 parts:

- Spelling, Punctuation and Grammar
- Reading

Spelling, Punctuation and Grammar Test – Monday 12th May

- The Punctuation, Vocabulary and Grammar paper lasts for 45 minutes and requires short answer questions, including some multiple choice.
- A Spelling test is administered containing 20 words, lasting approximately 30 minutes.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Spelling, Punctuation and Grammar: Paper 1

The children will have been working hard on developing and securing their knowledge of the technical vocabulary needed in this test.

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.

Paper 1 Test examples

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

e.g. that, which

Everyone loved the music _____ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and
the second sentence is about three people.

1 mark

Paper 2 Spelling Test

Spelling

1. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.

Example words from 2022 spelling test:

lamb

touch

numbered

undrinkable

lyrics

ought

misconduct

glorious

obey

official

unique

puncture

steadily

mechanic

preference

protein.

substantial

scenario

optician

currant

Reading: Tuesday 13th 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. They get increasingly complex.

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.

The reading SATs paper requires a range of answer styles

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m

Example questions based on text 2 - Fact Sheet: About Bumblebees



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19

In what way is *buzz pollination* more useful than other forms of pollination?

1 mark

Example questions

Based on text 3 - Music Box

32 What impressions do you get of Piper's house?

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

Impression	Evidence
<hr/>	<hr/> <hr/>
<hr/>	<hr/> <hr/>

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"> <thead> <tr> <th>Acceptable points (impressions)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. it is rickety / old</td> <td> <ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling </td> </tr> <tr> <td>2. it is small / tiny</td> <td> <ul style="list-style-type: none"> she wishes she had a bigger work space she has to eat at the same table that she works at </td> </tr> <tr> <td>3. it is warm / cosy</td> <td> <ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> </td> </tr> <tr> <td>4. it is untidy / cluttered</td> <td> <ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> </td> </tr> <tr> <td>5. it is old fashioned</td> <td> <ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove </td> </tr> <tr> <td>6. it is isolated</td> <td> <ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> </td> </tr> <tr> <td>7. it is safe</td> <td> <ul style="list-style-type: none"> the storm coming outside is dangerous </td> </tr> </tbody> </table> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling 	2. it is small / tiny	<ul style="list-style-type: none"> she wishes she had a bigger work space she has to eat at the same table that she works at 	3. it is warm / cosy	<ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> 	4. it is untidy / cluttered	<ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> 	5. it is old fashioned	<ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove 	6. it is isolated	<ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> 	7. it is safe	<ul style="list-style-type: none"> the storm coming outside is dangerous 	Up to 3m
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3 marks

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 2019 Reading SATs paper:

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 36% 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 14th May and Thursday 15th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) –Wednesday
15th May
- Paper 2: Reasoning (40 minutes) –Wednesday
15th May
- Paper 3: Reasoning (40 minutes) – Thursday 16th
May

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Paper 1 - Arithmetic

4

$$+ 5 = 341$$

1 mark

31

$$\frac{2}{3} \div 3 =$$

1 mark

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Thursday 11th May and paper 3 will take place on Friday 12th May. These tests have a total of 35 marks 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;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Paper 2 / Paper 3: Reasoning

5

The numbers in this sequence **increase** by 45 each time.

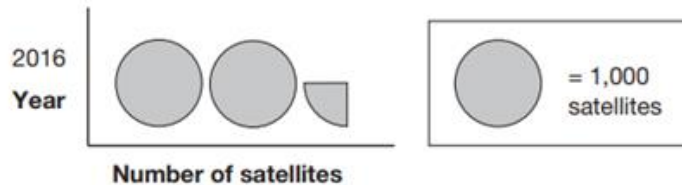
Write the missing numbers.

155 200 245

2 marks

Maths Paper 2 / Paper 3: Reasoning

9 This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

15

5 miles. = 8km
250 miles = 8 x 50
250 miles = 400km



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

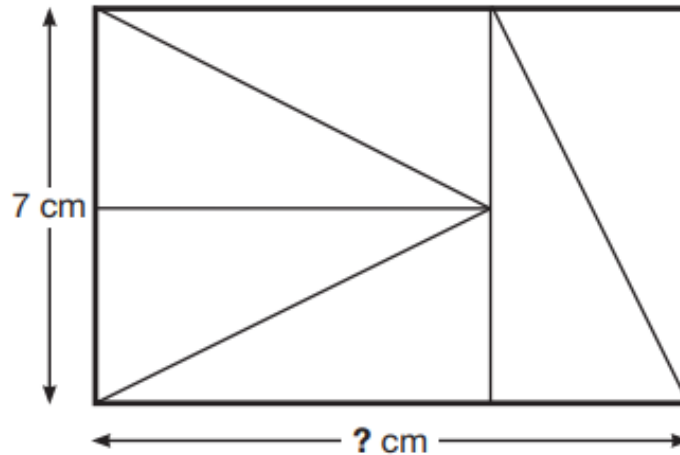
km

1 mark

Maths Paper 2 / Paper 3 : Reasoning

22

Six identical right-angled triangles are arranged to make a rectangle.



Not actual
size

$$3.5\text{cm} \times 3 \\ = 10.5\text{cm}$$

Calculate the **length** of the rectangle.

cm

1 mark

Access Arrangements

- Some pupils may require access arrangements to remove barriers and enable them to take part in the process. If we feel that your child requires access arrangements, this will be discussed with you prior to SATs week.
- These access arrangements can include:
 - Additional time for those with slow reading and writing speeds (these are formally assessed using standardised tests.)
 - A reader to read questions aloud (apart from the Reading paper.)
 - A prompter to support children with attention difficulties.
 - An alternative location for those who require a low-stimulus environment.
 - A scribe for children whose handwriting is difficult to read.

Homework books:

- Reading, grammar and maths workbooks: inside each book is a schedule of which pages to complete when.
- Answers are also inside the books in so you can work with your child to check their learning.
- Several pages planned for each week so a 'little and often approach' may work best at home.
- Your child should take approximately 45 minutes to complete this work weekly.
- We will spend time marking these in school each Monday afternoon.

Ask if you are unsure of anything.

Preparing for the tests at home.

- Read regularly with your child and discuss their reading.
- We ask that children should be reading every day and marking this in their Reading Record.
- Research shows that reading both to an adult, and at home can help the development of listening skills, spelling, reading comprehension and develop vocabulary.

Preparing for the tests at home.

- Help your child to practise their times tables and use TT Rockstars regularly.
- Encourage your child to play internet-based revision games.
- Help your child to learn their weekly spellings using Spelling Shed.

Preparing for the tests at home.

- 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.
- 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.

During the test week please make sure your child...

- comes for a special year 6 SATs breakfast from 8:30am each day
- gets enough sleep
- comes to school with a mid - morning snack and water bottle
- is encouraged.



Things to remember about SATs

- SATs focus on what children know about Maths and English. They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.
- SATs don't tell the whole story. Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year. Your school may be able to provide you with more detailed feedback.
- SATs are only four days out of a whole Primary School career. In reality, there's one or two papers each day that last 30 to 60 minutes.

Useful Websites/Resources

- BBC website with revision questions, games and activities:

<https://www.bbc.com/bitesize/levels/zbr9wmn>

- Good for look, cover, write, check spelling activities:

<http://www.ictgames.com/mobilePage/lcwc/index.html>

- Good for speedy times tables

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Any Questions?



Thank you for attending.

We appreciate how hard the children are working, and thank you for supporting them.