

FLAMSTEAD VILLAGE SCHOOL

Year 6 SATs Testing Parent information

Mrs Walton-Jones and Miss Pike



YEAR 6 SATS TESTS

- ▶ 2025 SATs week
- ▶ Monday 12th May – Thursday 15th May 2025
- ▶ Over this period, pupils will sit 6 different tests,
- ▶ English taking place at the beginning of the week and Maths at the end.

YEAR 6 SATS TEST DATES 2025

DATE	TEST	LENGTH OF TEXT
Monday 12 th May	English grammar, punctuation and spelling: Paper 1 short answer questions	45 MINUTES
	English grammar, punctuation and spelling: Paper 2 spelling	20 MINUTES
Tuesday 13 th May	English Reading	60 MINUTES
Wednesday 14 th May	Mathematics Arithmetic Paper 1	30 MINUTES
	Mathematics Reasoning Paper 2	40 MINUTES
Thursday 15 th May	Mathematics Reasoning Paper 3	40 MINUTES

PUPILS WITH ADDITIONAL NEEDS

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

- ▶ Additional (extra) time;
- ▶ Tests being opened early to be modified;
- ▶ An adult to scribe (write) for them;
- ▶ Using word processors independently;
- ▶ An adult to read for them (including a translator);
- ▶ The use of prompts or rest breaks;
- ▶ Arrangements for children who are ill or injured at the time of the tests.

ENGLISH GRAMMAR, PUNCTUATION AND SPELLING TEST

- ▶ The English grammar, punctuation and spelling test focuses on the relevant elements of the English Programmes of Study.
- ▶ It will last for 45 minutes
- ▶ The children will have been working hard with their class teacher 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.

EXAMPLE OF THE GRAMMAR, PUNCTUATIONS AND SPELLING TEST

Example questions:

1

Which sentence is a **command**?

Tick one.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

39

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

e.g. Although, while

_____ football is his favourite sport, James also enjoys
watching tennis on TV.

1 mark

49

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

The Romans invaded Britain over two thousand years ago.

e.g. Over two thousand years ago, Britain
was invaded by the Romans.

1 mark

THE SPELLING TEST

- ▶ There is a 20-word aural spelling test which should last around 20 minutes.

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:

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.

2023 Spelling script

Spelling 1: The word is **lamb**.

There was a **lamb** in the field.

The word is **lamb**.

Spelling 2: The word is **touch**.

I kept in **touch** with my old friends when we moved.

The word is **touch**.

Spelling 3: The word is **numbered**.

The questions were **numbered** from one to ten.

The word is **numbered**.

ENGLISH READING TEST

- ▶ The English reading test focuses on the comprehension elements of the English programmes of study and includes a mixture of text types.
- ▶ There are questions that are based on 3 different passages of text.
- ▶ Pupils will have 1 hour to complete the paper which they will do in a specially provided answer booklet.
- ▶ The test is designed so that the texts are presented in increasing level of difficulty.

The test covers the following areas:

- ▶ 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

EXAMPLE OF THE READING TEST

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–12 are about *A Noise in the Night*
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing, she told herself strictly. It's a hedgehog, or a mole. It's something nice and harmless.*



Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">Priya's heart beating fast, e.g.<ul style="list-style-type: none"><i>Priya's heart started to race</i><i>her heart was beating really quickly.</i>Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none"><i>she took a deep breath</i><i>Priya was trying to calm herself</i><i>she must be nervous because she needs to calm down.</i>Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none"><i>she tells herself it must be something harmless</i><i>she tries to reassure herself.</i>Priya waking with a start, e.g.<ul style="list-style-type: none"><i>she woke with a start.</i>	Up to 2m

Example questions:

Based on text 2: Bats Under the Bridge

22

Draw four lines to match an amount on the left to a fact on the right.

thousands	people visiting the Congress Avenue Bridge each year
a few	bats living in one cave
ten	months baby bats need to develop before travelling
fifteen million	tonnes of insects eaten by bats each night

1 mark

Section 2: Bats Under the Bridge

Qu.	Requirement	Mark
22	<p>Draw four lines to match an amount on the left to a fact on the right.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for all correctly matched:</p> <pre>graph LR; A[thousands] --- B[people visiting the Congress Avenue Bridge each year]; C[a few] --- D[bats living in one cave]; E[ten] --- F[months baby bats need to develop before travelling]; G[fifteen million] --- H[tonnes of insects eaten by bats each night]</pre>	1m

Reading

Example questions: 3 mark question

38 Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence

3 marks

Section 3: A Howl at Dusk

Qn.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p><i>Innis</i> meets the boy. What do you learn about the boy's personality?</p> <p>Give two things, using evidence from the text to support your answer.</p> <p>Content domains 2d – make inferences from the text or explain and justify inferences with evidence from the text.</p> <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>	Up to 3m														
	<table border="1"><thead><tr><th>Acceptable points (personality)</th><th>Likely evidence</th></tr></thead><tbody><tr><td>1. he is unfriendly / rude / surly</td><td><ul style="list-style-type: none">unfriendly eyes"What's it to you?"strode off without another worddidn't bother to look at <i>Innis</i> whilst replyinghe didn't look at him when he replied.</td></tr><tr><td>2. he is independent / brave / calm</td><td><ul style="list-style-type: none">he was on his ownnot concerned he might be walking towards the wolfhe didn't seem to be shocked that there was a wolf about.</td></tr><tr><td>3. he is curious</td><td><ul style="list-style-type: none">the only questions asked were about wolves"How far?""Where exactly?"he stops when <i>Innis</i> mentions the wolf.</td></tr><tr><td>4. he is mysterious / strange</td><td><ul style="list-style-type: none">he doesn't talk muchhe wiped the snow off, turned and strode offhe appeared out of nowherehe didn't tell <i>Innis</i> much about himself.</td></tr><tr><td>5. he is secretive / defensive</td><td><ul style="list-style-type: none">he didn't tell <i>Innis</i> anything about himselfstrode off without another word"What's it to you?"</td></tr><tr><td>6. he is determined / single-minded / self-centred</td><td><ul style="list-style-type: none">was only interested in the wolfstrode off without another wordhe only paid attention to what he was interested inhe only interacted when he realised that <i>Innis</i> had useful information.</td></tr></tbody></table>	Acceptable points (personality)	Likely evidence	1. he is unfriendly / rude / surly	<ul style="list-style-type: none">unfriendly eyes"What's it to you?"strode off without another worddidn't bother to look at <i>Innis</i> whilst replyinghe didn't look at him when he replied.	2. he is independent / brave / calm	<ul style="list-style-type: none">he was on his ownnot concerned he might be walking towards the wolfhe didn't seem to be shocked that there was a wolf about.	3. he is curious	<ul style="list-style-type: none">the only questions asked were about wolves"How far?""Where exactly?"he stops when <i>Innis</i> mentions the wolf.	4. he is mysterious / strange	<ul style="list-style-type: none">he doesn't talk muchhe wiped the snow off, turned and strode offhe appeared out of nowherehe didn't tell <i>Innis</i> much about himself.	5. he is secretive / defensive	<ul style="list-style-type: none">he didn't tell <i>Innis</i> anything about himselfstrode off without another word"What's it to you?"	6. he is determined / single-minded / self-centred	<ul style="list-style-type: none">was only interested in the wolfstrode off without another wordhe only paid attention to what he was interested inhe only interacted when he realised that <i>Innis</i> had useful information.	
Acceptable points (personality)	Likely evidence															
1. he is unfriendly / rude / surly	<ul style="list-style-type: none">unfriendly eyes"What's it to you?"strode off without another worddidn't bother to look at <i>Innis</i> whilst replyinghe didn't look at him when he replied.															
2. he is independent / brave / calm	<ul style="list-style-type: none">he was on his ownnot concerned he might be walking towards the wolfhe didn't seem to be shocked that there was a wolf about.															
3. he is curious	<ul style="list-style-type: none">the only questions asked were about wolves"How far?""Where exactly?"he stops when <i>Innis</i> mentions the wolf.															
4. he is mysterious / strange	<ul style="list-style-type: none">he doesn't talk muchhe wiped the snow off, turned and strode offhe appeared out of nowherehe didn't tell <i>Innis</i> much about himself.															
5. he is secretive / defensive	<ul style="list-style-type: none">he didn't tell <i>Innis</i> anything about himselfstrode off without another word"What's it to you?"															
6. he is determined / single-minded / self-centred	<ul style="list-style-type: none">was only interested in the wolfstrode off without another wordhe only paid attention to what he was interested inhe only interacted when he realised that <i>Innis</i> had useful information.															

HELPING YOUR CHILD WITH 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 2023 Reading SATs paper,

- ▶ 18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- ▶ 32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- ▶ 46% 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.

MATHEMATICS

- ▶ The mathematics test focuses on the assessable elements of the mathematics programme of study.
- ▶ There will be 3 mathematics papers.



ARITHMETIC TEST

- ▶ Test 1 is an arithmetic paper. It has a total of 40 marks and lasts for 30 minutes.
 - ▶ The arithmetic test covers the four operations:
 - ▶ Addition
 - ▶ Subtraction
 - ▶ Multiplication
 - ▶ Division and
 - ▶ Percentages of amounts
 - ▶ Calculating with decimals and fractions.
- 

EXAMPLES OF THE MATHS ARITHMETIC TEST

Example questions:

19	29.5 - 16.125 =		
		1 mark	

20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$		
Show your method			
		2 marks	

19	13.375	1m	
20	<p>Award TWO marks for the correct answer of 37,592</p> <p>If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <p>• $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37592 \text{ (error)} \end{array}$</p> <p>OR</p> <p>• $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35000 \text{ (error)} \\ \hline 37032 \end{array}$</p>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.</p> <p style="text-align: center;"> $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3550 \text{ (place value error)} \\ \hline 5588 \end{array}$ </p>



Example 1 mark questions:

7 $7.8 + 6.953 =$

$$\begin{array}{r} 7.800 \\ + 6.958 \\ \hline 14.758 \\ 1 \end{array}$$

1 mark

12 $801 - \boxed{6} = 795$

Mental method:
Count on from 795 to 801

1 mark

16 $\frac{3}{16} + \frac{5}{8} =$

$$\frac{5}{8} = \frac{10}{16}$$
$$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$$

1 mark

23 $70 + 48 \div 6 =$

$$48 \div 6 = 8$$
$$70 + 8 = 78$$

1 mark

MATHS - REASONING TESTS

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

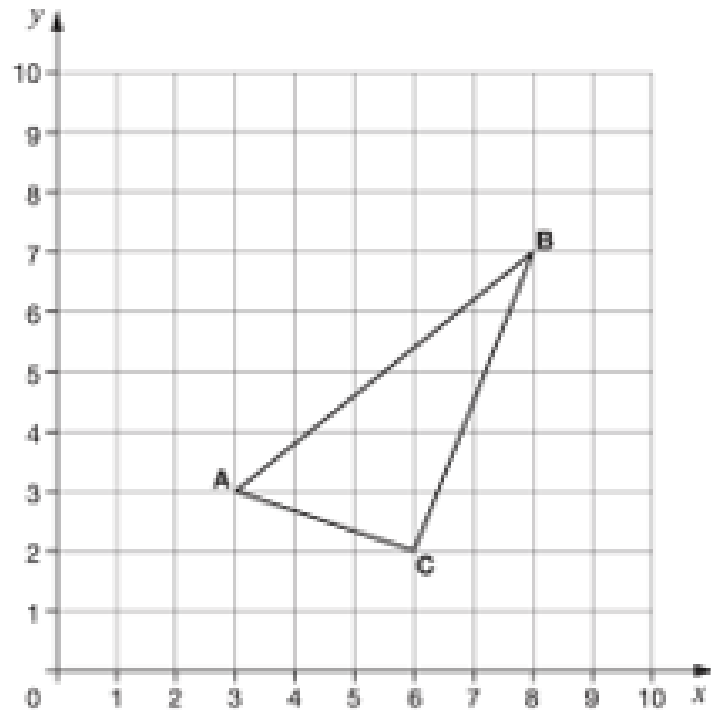
They cover a wide range of mathematical topics from key stage 2 including,

- ▶ 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.

EXAMPLES OF THE REASONING TEST

Example questions:

3



ABC is a triangle.

What are the coordinates of point C?

(6 , 2)

1 mark

8

In 2012, there were 24,372 schools in the United Kingdom.

Round the number of schools to the nearest hundred.

24,400

1 mark

Example questions:

17

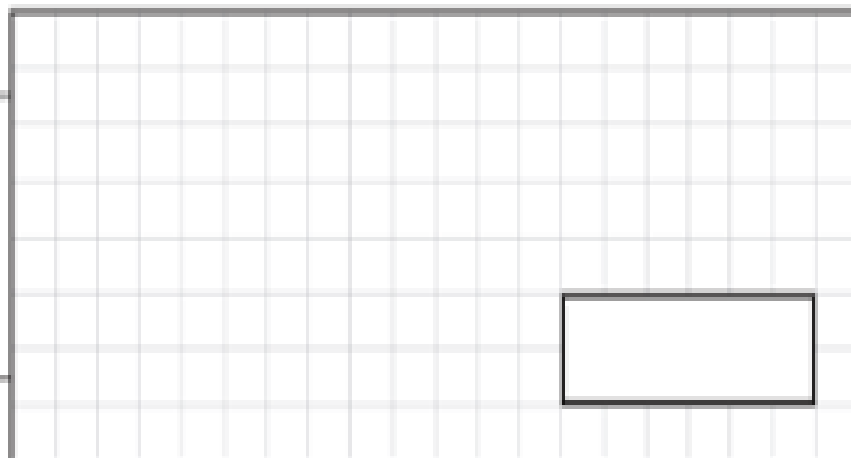
The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the greatest number of bunches that can be made?

Show
your
method



2 marks

17 Award **TWO** marks for the correct answer of 33

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.

- $4 \times 50 = 200$
 $200 \div 6 = 30$ (error)

OR

- $50 \div 6 = 8 \text{ r}2$
 $(8 \text{ r}2) \times 4 = 32 \text{ r}8$

OR

Award **ONE** mark for sight of:

- $33 \frac{1}{3}$ OR $33.\dot{3}$ OR 33.33r OR 33.3
OR $33\text{r}2$

(as evidence of completing $200 \div 6$ correctly without interpreting the remainder in context)

Up to
2m

Answer need not be obtained for the award of **ONE** mark.

If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g.

- $200 \div 6 = 31 \text{ r}8$

Acceptable rounded answers would be 31 OR 32

For the 'sight of' mark, accept equivalent fractions.

Award **ONE** mark for an answer of 34.

Maths Papers 3 (Reasoning)

Example questions:

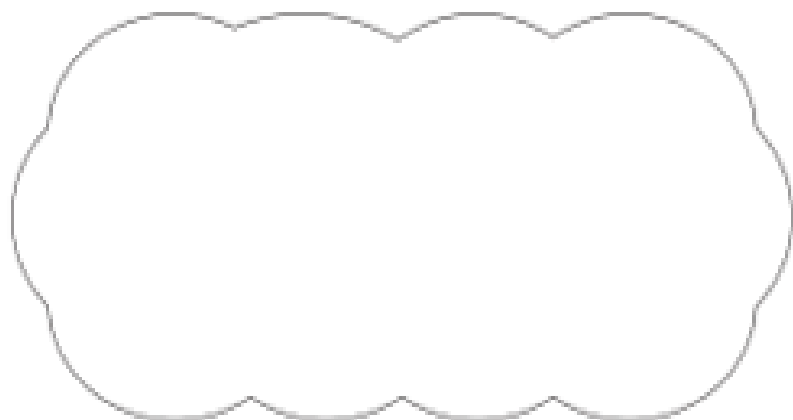
9

Jack says,

I multiplied a whole number by 3
My answer was 32



Explain why Jack is not correct.



1 mark

9

Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g.

- 32 is not in the $3\times$ table
- $32 \div 3 = 10 \text{ r}2$ or 10.66 (which are not whole numbers)
- if you count in multiples of 3 from 0, you won't get 32
- $3 + 2 = 5$, 5 is not a multiple of 3 so he is wrong.

OR

For a description that includes one or both of the multiples of 3 either side of 32, e.g.

- if you do $10 \times 3 = 30$ and $11 \times 3 = 33$ there is no 32
- $10 \times 3 = 30$ and 32 is 2 away.

1m

Do not accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.

Do not accept vague or incomplete explanations, e.g.

- If you multiply by 3 you will get 30, not 32
- 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
- 32 is not a factor of 3

Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.

WRITING

In addition, there is a teacher-assessed element in KS2 to establish a 'Writing' score.


▶ **The KS2 English writing framework contains 3 standards:**

- ▶ working towards the expected standard
- ▶ working at the expected standard
- ▶ working at greater depth
- ▶ Teachers' judgements must only be based on writing that has been produced independently by the pupil.
- ▶ A pupil's standard of handwriting should be evident throughout their writing. When assessing it, teachers should consider evidence from a pupil's independent writing to judge whether the statements have been met.

WORKING AT THE EXPECTED STANDARD IN WRITING

- ▶ 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 correctly^ (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.

SCIENCE

- Science is also Teacher Assessed.
 - There is only One standard.
 - Pupils will be judged as either 'working at the expected standard' or 'has not met the expected standard.'
- 

SCORING AND REPORTING

- ▶ Test papers are sent back to be marked centrally with marks standardised around a score of 100.
- ▶ Standards and Testing Agency will release the KS2 SATs results at the end of the summer term.
- ▶ Schools will then receive both the raw score and the standardised score for every pupil, and whether or not they have reached 'expected standard' i.e. a standardised score of 100 or above.
- ▶ These results will be included in your child's end of year report.

WHAT WE DO IN SCHOOL

- ▶ All Year 6 children are invited to attend weekly Year 6 booster sessions beginning **Tuesday 4th February**. These will run every Tuesday 3:15 - 4:15pm.
- ▶ All Year 6 children will receive 4, 10-15 minute SATs booster sessions each week. Each session will work through the CGP 10 minute test books covering 1 of the following areas; maths, GPaS, reading and problem solving.
- ▶ Those children identified as needing additional practice will receive small group/1:1 support to target areas for improvement.
- ▶ Mock SATs in February as well as assessment week in

HOW CAN YOU HELP AT HOME?

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can.

- ▶ Read any literature sent home from school to support you.
- ▶ Don't use past papers as they are used in school to prepare the children.
- ▶ 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.
- ▶ 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.
- ▶ Make sure your child is in school everyday and on time during SATs week.
- ▶ If you're looking to support your child further with maths at home, there are lots of good websites with free Year 6 revision resources.

UNDERSTANDING MOCK RESULTS

A scaled score of >100 is working at the expected standard

2019 scaled scores for key stage 2 maths SATs


Raw score	Scaled score				
0 - 2	No scaled score	30	92	61	100
3	80	31	92	62	101
4	80	32	93	63	101
5	80	33	93	64	101
6	81	34	93	65	101
7	82	35	94	66	101
8	82	36	94	67	102
9	83	37	94	68	102
10	84	38	95	69	102
11	84	39	95	70	102
12	85	40	95	71	103
13	85	41	95	72	103
14	86	42	96	73	103
15	86	43	96	74	103
16	87	44	96	75	104
17	87	45	96	76	104
18	88	46	97	77	104
19	88	47	97	78	105
20	89	48	97	79	105
21	89	49	97	80	105
22	89	50	98	81	105
23	90	51	98	82	106
24	90	52	98	83	106
25	91	53	98	84	106
26	91	54	99	85	106
27	91	55	99	86	107
28	92	56	99	87	107
29	92	57	99	88	107
		58	100	89	108
		59	100	90	108
		60	100	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

2019 scaled scores for key stage 2 English reading SATs

Raw score	Scaled score		
0 - 2	No scaled score	17	92
3	80	18	92
4	80	19	93
5	80	20	94
6	82	21	95
7	83	22	95
8	84	23	96
9	85	24	97
10	86	25	97
11	87	26	98
12	88	27	99
13	89	28	100
14	89	29	100
15	90	30	101
16	91	31	102
		32	102
		33	103
		34	104
		35	105
		36	106
		37	106
		38	107
		39	108
		40	109
		41	110
		42	111
		43	113
		44	114
		45	115
		46	117
		47	118
		48	120
		49	120
		50	120

ADVICE FOR PUPILS...

- ▶ Listen to advice from Miss Pike and your other teachers.
- ▶ Remember everyone at Flamstead wants you to do your best.
- ▶ Get plenty of sleep - every school night, not just during your SATs.
- ▶ Eat well, and eat healthy foods. This will help your brain.
- ▶ Read all the questions really carefully. This helps avoid silly mistakes.

- ▶ Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
 - ▶ Don't leave any questions blank.
 - ▶ SATs only test your ability in English and Maths. There are so many more things you are great at and you all shine at something.
 - ▶ Remember that the Year 6 SATs last for 4 days out of your whole life!
- 

QUESTIONS

If you have any questions or queries please do not hesitate to ask your child's class teacher.

Many thanks

