



Year 6 SATs 2025

Presentation for Parents & Guardians

BOWES
PRIMARY SCHOOL



Learning Overview

We want our Year 6 to follow a broad curriculum to prepare them for secondary school.

- Learning Quest focus – World War Two
- Art/DT in the Creative Hub
- Twice weekly PE
- Competitive Sporting activities
- Weekly PSHE, RE and Computing
- Public Speaking and Debating opportunities



What are the SATs?



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

The SATs take place over four days, starting on **Monday, 12th May** and ending on **Thursday, 15th May**.

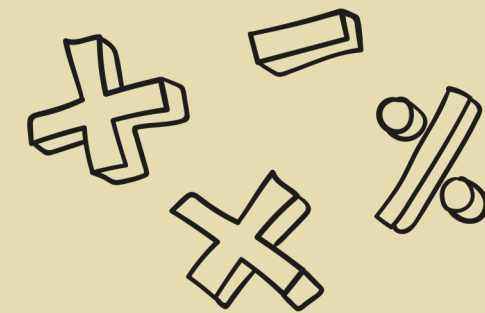
The SATs papers consist of the following:



Reading Test

Grammar, Punctuation and Spelling Test

Writing (Teacher Assessment)



Arithmetic Test

Reasoning Tests

What are the SATs?

DATE	EXAM
Mon 12th May	Grammar, Spelling & Punctuation (Paper 1) Grammar, Spelling & Punctuation (Paper 2)
Tue 13th May	English Reading
Wed 14th May	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thu 15th May	Maths Paper 3 (Reasoning)






Writing – Ways to help at home

- Practice and learn weekly spelling lists – try and make it fun
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, writing in the style of their favourite author, stories and poems
- Write together – be a good role model for writing
- Enter writing competitions
- Encourage the use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary
- Remember that good readers become good writers. Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation)

When and how are SATs carried out?

- The tests will take place during regular school hours, under exam conditions. Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected after the test has ended
- The standard timings of tests differ but last no more than 60 minutes
- Afterwards, the completed papers are sent away to be marked externally
- The children's results are sent back to school sometime in July. You will receive these results with your child's end-of-year report

Bowes Primary School

Bowes Primary School
Headteacher: Effie Demetriou
End of key stage 2 child results

Component	Description	Result	Meaning
English			
RD1	Reading Test 1		
RSS	Reading Result Scaled		
REM	Reading Outcome		
Mathematics			
MTC	Mathematics Multiplication Tables Check		
MAR	Mathematics Arithmetic		
MRE	Mathematics Reasoning paper 1		
MRI	Mathematics Reasoning paper 2		
SUB	Mathematics Total		
MSS	Mathematics Scaled		
MAM	Mathematics Outcome		
Grammar, Punctuation, Vocabulary, Spelling			
GPV	Grammar, Punctuation and Vocabulary	33	
SPE	Spelling	19	
GPS	Grammar, Punctuation Vocabulary and Spelling	52	
GSS	Grammar, Punctuation and Spelling Scaled	108	
GPM	Grammar, Punctuation and Spelling Outcome	AS	
Teacher Assessments			
<small>Please note as per the DfE requirements for 2019, KS2 teacher assessments for reading and maths are no longer required for those pupils working at the expected standard.</small>			
WR1	Teacher Assessment Writing		
SCI	Teacher Assessment Science		

Specific arrangements for SATs:

Children with additional needs who have provisions in their day-to-day learning at school may be awarded specific arrangements, including:

- Additional (extra) time
- Tests being opened early to be modified
- An adult to read to them
- An adult to scribe (write) for them
- Written or spoken translations of the mathematics reasoning papers
- The use of prompts or rest breaks
- Arrangements for children who are ill or injured at the time of the tests

*Pupils with an EHC plan are automatically allowed up to 25% additional time. Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.



What sort of results are reported?

Raw Score

Subject	Total Number of Marks
English - Reading	50
English - Grammar, Punctuation and Spelling	70
Maths	110

What sort of results are reported?

Scaled Score

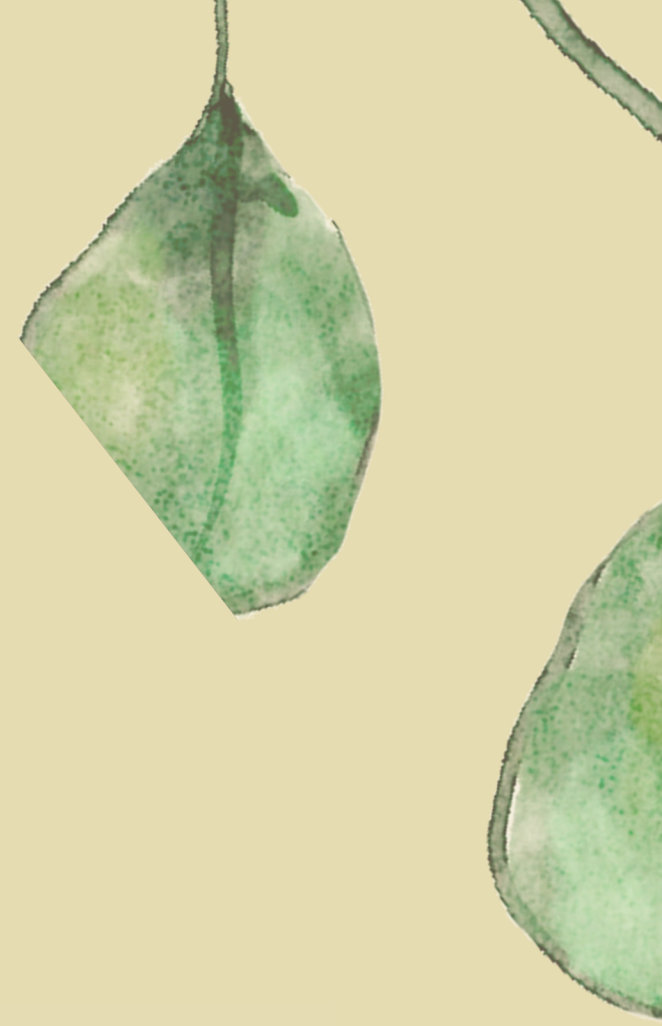
Subject	Total Number of Marks
Below National Standard	80 - 99
At National Standard	100 - 109
Higher Standard	110 - 120

The National standard is 100+

The Higher standard is 110+

There are no separate tests for higher achieving pupils; however, a scaled score close to 120 would show that a child is working above the national standard.

What sort of results are reported?



Judgement

Code	Definition
AS	Achieved Standard
NA	Not Achieved Standard

What sort of results are reported?

Teacher Assessment

Code	Definition
PKI - 6	Pre-key stage, standards 1-6
HNM	Has not met the expected standard.
WTS	Working towards the expected standard for most 11-year-olds.
EXS	Working at the expected standard for most 11-year-olds.
GDS	Working at greater depth at the expected standard for most 11-year-olds.

Grammar, Punctuation and Spelling

Grammar, Punctuation and Spelling is made up of two papers:

Paper 1 - 45 minutes

- Children will be tested on grammar, punctuation and spelling generally.

Range of answer types such as:

- Circling omitted grammar,
- Multiple choice questions,
- One-word answers.

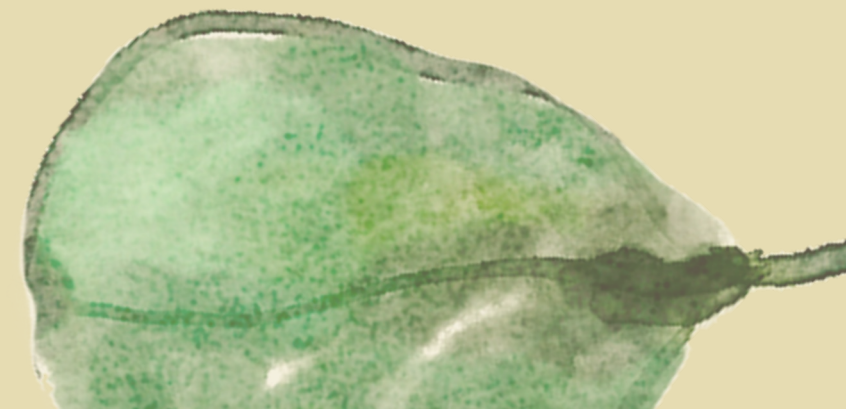
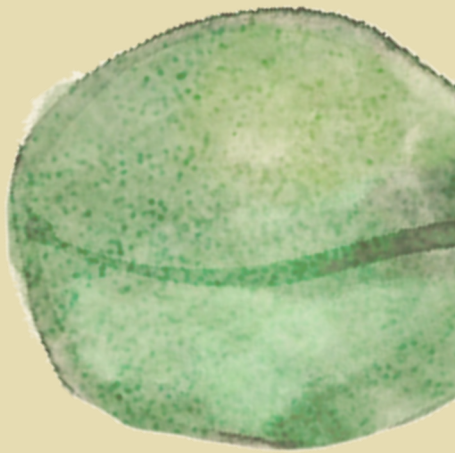
Paper 2 - 20 minutes

Only spelling - they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.

Grammar, Punctuation and Spelling (Paper 1)

Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:

- Grammatical terms/word classes
- Functions of sentences
- Combining words, phrases and clauses
- Verb forms, tenses and consistency
- Punctuation
- Vocabulary
- Standard English and formality



Grammar, Punctuation and Spelling (Paper 1)

Example questions:

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

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

6 Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

23 Draw a line to match each word to its correct **antonym**.

Word	Antonym
meandering	confront
sympathetic	unfeeling
evade	unbelievable
plausible	straight

1 mark

Grammar, Punctuation and Spelling (Paper 2)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper, which lasts 20 minutes.

Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

There is a spelling script that accompanies this.

Example:

The word is creature. The dragon is an imaginary creature.

The word is creature.



Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11)

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht



Reading

60 minutes



- Children will read the texts and answer questions.
- There are three sets of texts for the children to read, which could be any combination of non-fiction, fiction, and poetry.

The paper requires a range of answering styles:

- Responding to multiple choice questions,
- One-word answers,
- Multiple mark questions which require more formal paragraph-length answers.

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

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

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast when there was a 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 'Delivery.' Mum opened it, and unfolded the

Qu.	Requirement
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>

Reading

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

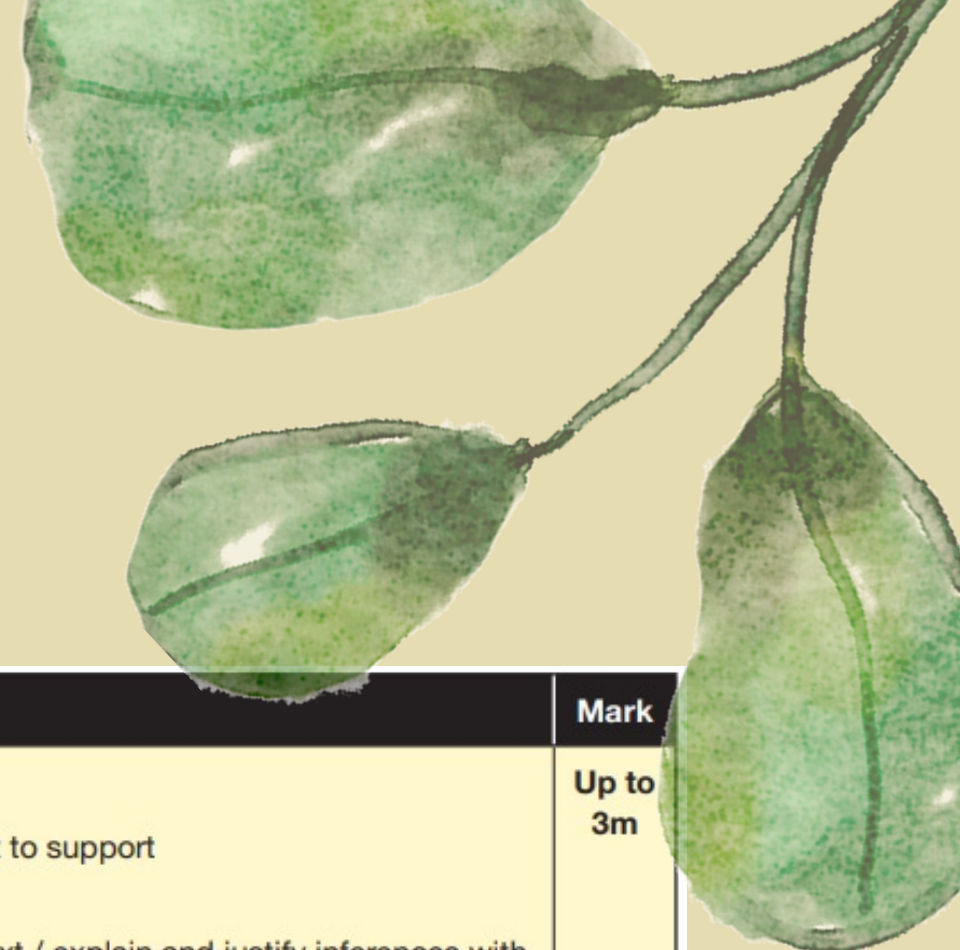
In what way is *buzz pollination* more useful than other forms of pollination?

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</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 either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i>	1m

Reading

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

3 marks

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>	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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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 critical 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 questions.



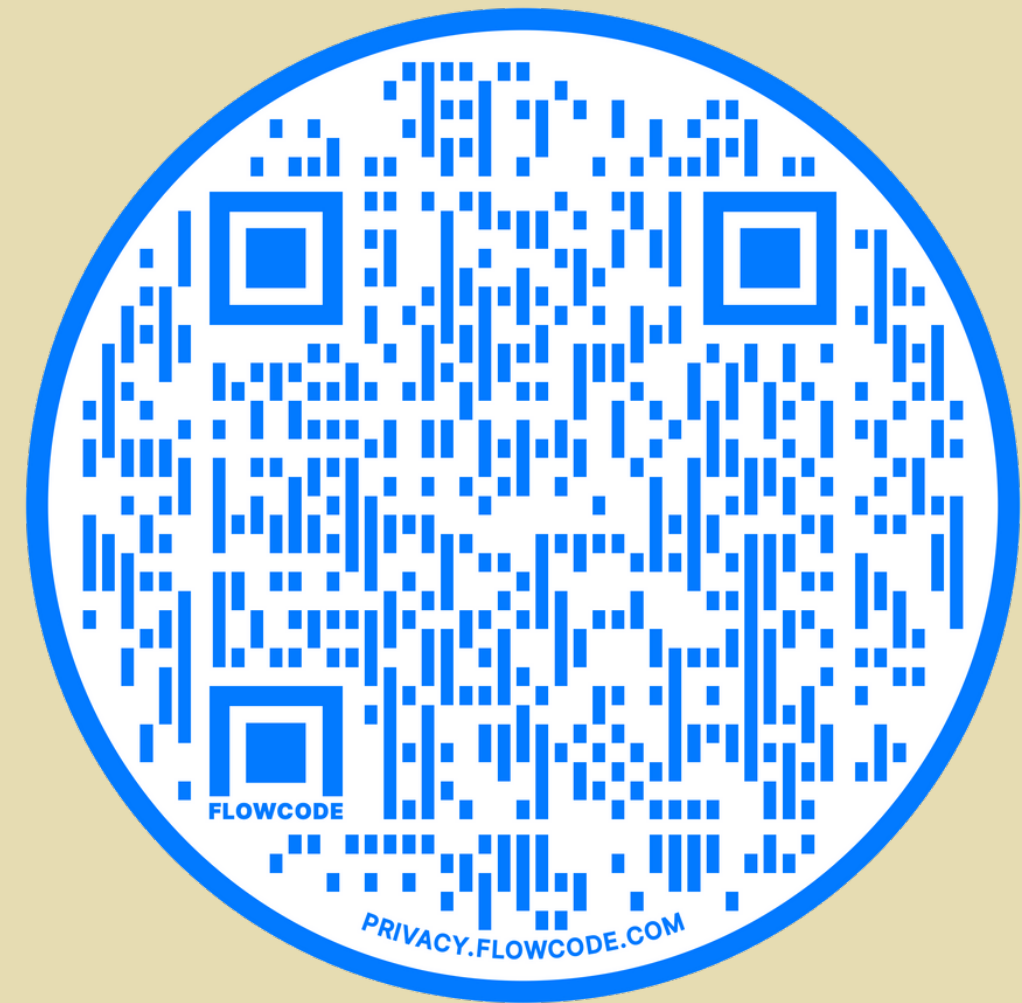


Reading – Ways to help at home

- Listening to your child read can take many forms.
- Focus on developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally important as listening to your child read.
- Read a little at a time, but often.
- 20 minutes at home every day,
- Various text types include fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library – it's free.
- Look up definitions of words together – dictionary/Internet/ an app.
- Talk about the story before, 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.



Fantastic book
recommendations for
Upper Key Stage 2 (9+)



Maths

The maths assessments consist of three tests.

Paper 1: Arithmetic (30 minutes)

Paper 2: Reasoning (40 minutes)

Paper 3: Reasoning (40 minutes)





Maths Paper I (Arithmetic)

- The four operations (division, multiplication, addition, subtraction)
- Mixed operation calculations requiring BIDMAS
 - Number properties
 - Calculating percentages of amounts
 - Calculations using decimals
 - Calculations using fractions

This is the easiest way for a child to gain a higher proportion of marks, so we have been focusing on their arithmetic skills.

Maths Paper I (Arithmetic)

Example question:

25

Show your method

$$\begin{array}{r} 232 \\ 13 \overline{) 3016} \\ \underline{-26} \\ 41 \\ \underline{-39} \\ 26 \\ \underline{-26} \\ 0 \end{array}$$

232

2 marks

1 - 13

2 - 26

3 - 39

4 - 52

5 - 65

6 - 78

7 - 91

8 - 104

9 - 117

10 - 130

Maths Paper I (Arithmetic)

Example question:

8 $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

8.993 1 mark

11 = $87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

15 $60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

10 1 mark

18 20% of 3,000 =

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

600 1 mark

- These are examples of how children could solve the calculations
- There are some that could/ should be solved mentally as it is far quicker
- Answers should always be given in their simplest form unless stated otherwise

Maths Papers 2 & 3 (Reasoning)

Papers 2 and 3 require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.



Questions focus on the following Mathematical topic areas:

- Number and place value- including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry – properties of shapes;
- Geometry – position and direction;
- Statistics;
- Measurement – including length, perimeter, mass (weight), volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

The questions get more challenging throughout the paper.

It is common for a child to be unable to complete the entire paper in time.



Maths Paper 2 and 3 (Reasoning)

Example questions:

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

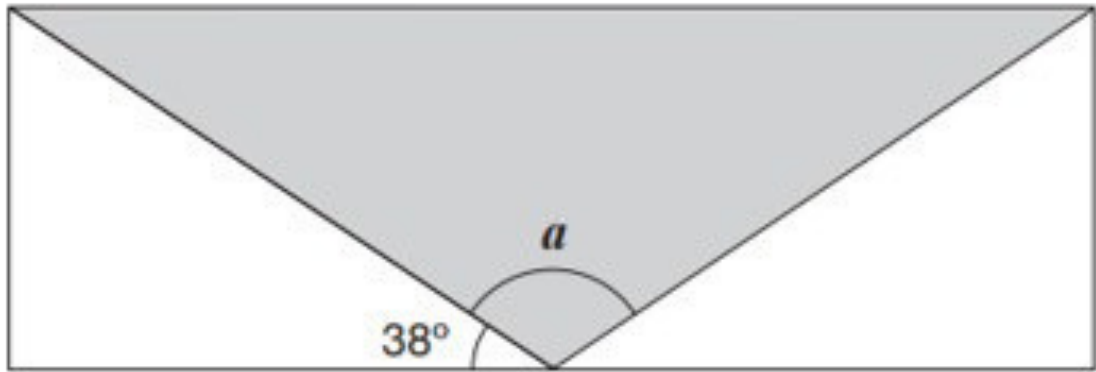
115

1 mark

Maths Paper 2 and 3 (Reasoning)

Example questions:

15 A shaded isosceles triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle a .

Show your method

$$38 \times 2 = 76$$
$$180 - 76 = 104$$

a is 104°

2 marks





15



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.

400 km

1 mark

Question 15: This shows that children will need to know how to convert but they do not need to remember the conversion fact.



Maths – Ways to help at home

- Play times tables games.
- 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 numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

How can I support my child in preparing for their SATs?

- Firstly, a positive attitude goes a long way – so as much encouragement and support as possible.
- School attendance 96% or higher
- Try to provide a quiet corner of the house for homework and study that's as free from distractions as possible, and support your child with 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).
- Ensure your child has a good night's sleep and a healthy breakfast every morning.
- You can direct any questions or concerns about SATs to your child's teacher.
- Give your child opportunities to go outside and avoid overuse of screens – this can apply to leisure pursuits and how they study.



How can I support my child in preparing for their SATs?

- Encourage your child to talk to their teacher or another adult they trust if they express persisting anxieties about SATs. Remember that a small amount of anxiety is normal and not harmful.
- If you feel it would be helpful, create a revision timetable that works for you and your child – for some children and families, a couple of 10 – 20-minute activities a day works best; for others, a longer study session on a Saturday or Sunday might be better.
- Avoid using past papers – there are plenty of inexpensive or free SATs practice materials for parents – matr.org is an excellent place to start.
- Keep it light – practice key skills like times tables and mental maths in real-world scenarios, like adding up prices in the shops, working out discount deals, and asking questions like, “If there are 1,300 grams of flour in this pack, what is that in kilograms?”





Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect their talent in science, geography, art, or 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.

SATs are only four days out of a whole Primary School career.

In reality, one or two papers each day last 30 to 60 minutes.