

SATs
Information
Evening
Spring 2025



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Key Information

Monday 12th May - Grammar, Punctuation and Spelling: short answer (paper 1) and spelling test (paper 2)

Tuesday 13th May - Reading

Wednesday 14th May - Maths: Arithmetic paper (1) and a reasoning paper (2)

Thursday 15th May - Maths: Reasoning paper (3)



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Keeping a smile alive!

It's a really tough week for the children, and we do our very best to help them to stay positive and keep a sense of perspective.

- * Lots of reassurance
- * Opportunities to 'let off steam'
- * Consistency

So how can you help?

- * Make sure they eat well and rest - a good night's sleep!
- * Not too much pressure - they're working hard in school, so as long as they're completing their homework, that's enough
- * Encouraging them to do their best - that's all any of us want



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Key Changes

A reminder that:

- *Levels are no longer reported, and instead you will receive notification of your child's 'scaled score' during the summer term;
- *All children will take the same tests;
- * There is one arithmetic and two reasoning papers for maths
- *There is a Grammar and Punctuation paper which goes alongside a spelling test.



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So what is the expected standard?

The expected standard will be 100. Children scoring below 100 will be working towards the expected standard; children scoring above approximately 110 will be working at the higher standard (Maths; Grammar, Punctuation and Spelling; and Reading) or greater depth within the expected standard (Writing).

We will discuss current scores (Dec 2024) and trends during parents evening appointments



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Reporting to Parents

Towards the end of the summer term you will receive your child's end of year report. This may also contain your child's SATs scaled score for each subject, providing we have received all test results and documentation. If not, we will ensure we get it to you as soon as we can.



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SPaG Test (Spelling, Grammar & Punctuation)

The key stage 2 SPaG test comprises of two papers:

- A grammar and punctuation test (paper 1)
- A spelling test (paper 2) - 20 spellings



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2

Which sentence is punctuated correctly?

Tick **one**.

After he ate the lion lay down, and slept for many hours.

After he ate the lion, lay down and slept for many hours.

After he ate, the lion lay down and slept for many hours.

After he ate the lion lay down and slept, for many hours.

16

What is the grammatical term for the underlined words in the sentence below?

The cat that was stuck in the tree belongs to my sister.

Tick **one**.

a noun phrase

a relative clause

a co-ordinating conjunction

a main clause

41

In which sentence is dance a **verb**?

Tick **one**.

Our class took part in an Irish dance workshop.

After he sprained his ankle, he could not dance.

The dance involved moving very quickly.

Ballet and hip-hop are my favourite types of dance.



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50

Circle the two adjectives that are **synonyms** in the sentence below.

The street was lined with grand houses; the modest cottage stood out amongst its imposing neighbours.



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Reading

The key stage 2 English reading test comprises:

- A reading booklet containing three texts which increase in demand throughout the booklet
- A reading answer booklet containing questions totalling 50 marks.

Some questions will require short answers, others will require longer answers in order to gain all of the marks available.



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Reading - working at the expected standard

Interim teacher assessment framework at the end of key stage 2 - reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.



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Reading

Streaky and Squeaky

Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

Reading

6

Look at the sections: ***What do tenrecs eat?*** and ***What is stridulation?***

(a) Which part of their body do tenrecs use to encourage worms?

(b) Which part of their body do they use to make sounds?



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How can you help?

Listen to your child read regularly at home and ask them questions about the text. Try and vary the question styles i.e.

What do you think the word _____ means?

Find a word that gives us a clue about the way that the character is feeling.

What do you think is going to happen next? Why do you think this?



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How can you help?

Encourage your child to refer back to the text as often as they need to.

The test is fast paced so it is important that answers are accurate and clear - no waffling! Need to read at speed and with accuracy.

Due to the change in format of the reading test over recent years we have limited practice papers. Please don't use the sample papers to test at home, we will use these in school.



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Maths - working at the expected standard

Working at the expected standard

The pupil can:

- demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + \frac{9}{10}$; $28.13 = 28 + \square + 0.03$)
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$)
- use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
- recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake)
- calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108; 0.8×70)
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).



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Mathematics

Paper 1: Arithmetic

This will consist of fixed response questions, where children have to give the correct answer to calculations.

No longer a mental maths paper - children will be required to complete long multiplication and division.



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29	$0.7 \times 26 =$	<input data-bbox="1294 456 1342 499" type="checkbox"/> 1 mark
<div style="border: 1px solid black; width: 100%; height: 100%; background-color: #e0e0e0;"> <div style="border: 1px solid black; width: 80%; height: 40px; margin: 10px auto;"></div> </div>		
30	$34 \overline{) 986}$	<input data-bbox="1294 842 1342 885" type="checkbox"/> 2 marks
Show your method	<div style="border: 1px solid black; width: 100%; height: 100%; background-color: #e0e0e0;"> <div style="border: 1px solid black; width: 80%; height: 40px; margin: 10px auto;"></div> </div>	



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Mathematics

Paper 2 and 3 - Reasoning

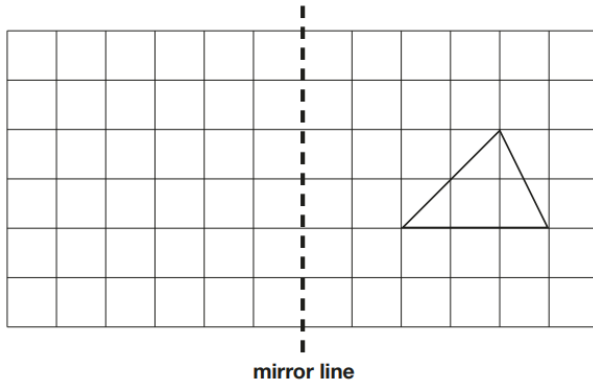
- * Multiple choice
- * True or false
- * Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- * Less constrained questions, where children will have to explain their approach for solving a problem



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1

Here is a triangle on a grid.



Draw the reflection of the triangle in the mirror line.

Use a ruler.

25

Write the missing numbers so that $3 \times b - a = 2$

a	b
	2
13	

So how can you help?

- * Ensure that children know and practise their times table up to 12×12 ;
- * Key facts need to be regularly practised - conversions, angle facts, properties of numbers;
- * Ensure that children have the opportunity to estimate;
- * Encourage children to apply their knowledge to everyday tasks;
- * Ensure that homework is completed.



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Writing

- *Teacher assessment;
- *Writing form across the curriculum will be used;
- *Both short writes and extended pieces will be used to make an overall judgement.



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Writing - working towards the expected standard

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 capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Writing - 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

Writing - working at greater depth

Working at greater depth

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.[^]

[There are no additional statements for spelling or handwriting]



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Questions



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