

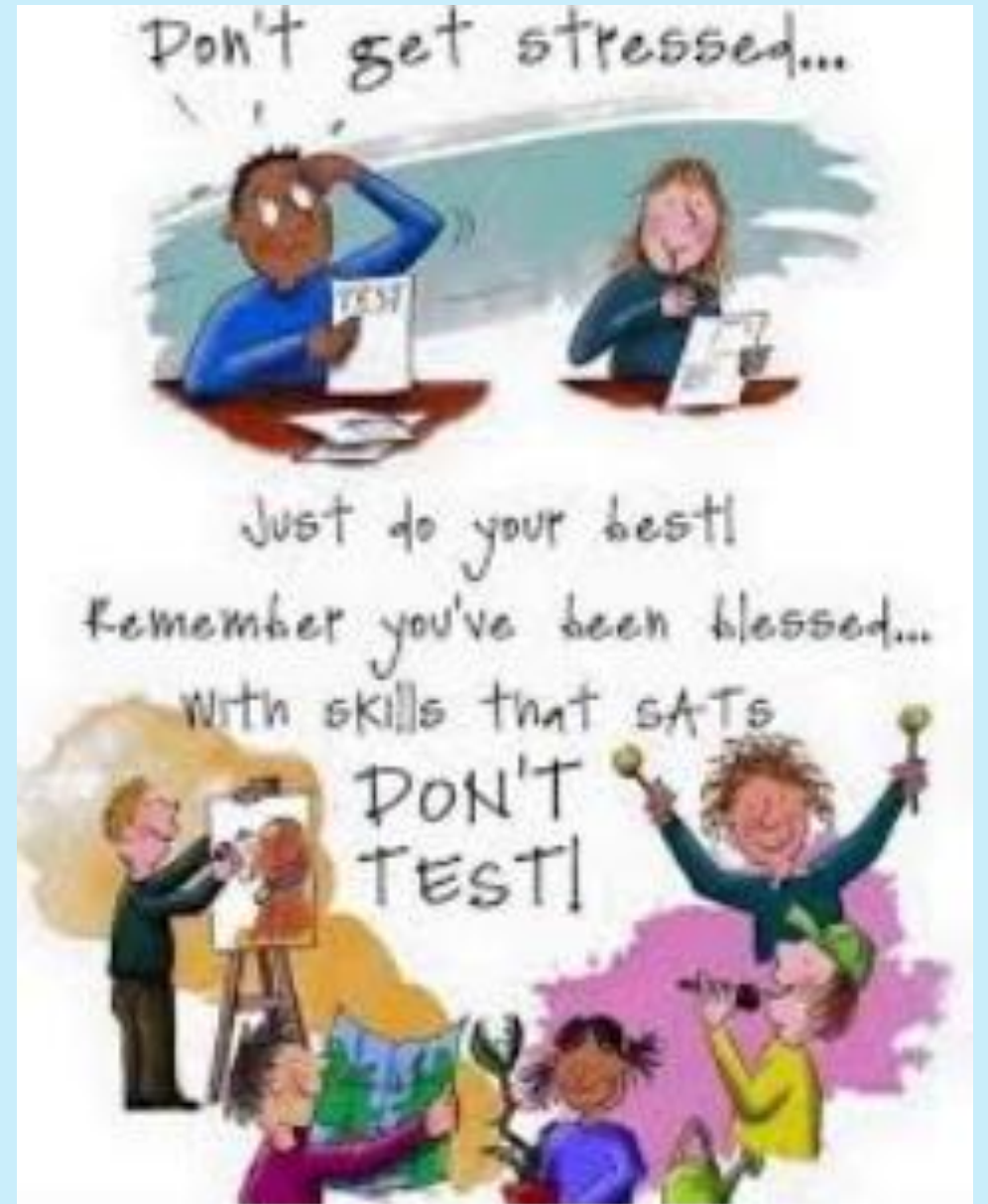


SATs information session

Monday 13th October 2025

Session goal

- Information about what to expect
- Key dates
- What school are doing to support children
- What you can do at home
- Opportunity to ask questions



What to expect

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 11th May** ending on **Thursday 14th May**.
- The SATs papers consist of:
 - Grammar, punctuation and spelling (paper 1: GPS) – Monday 11th May
 - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 11th May
 - Reading – Tuesday 12th May
 - Maths (paper 1: Arithmetic) – Wednesday 13th May
 - Maths (paper 2: Reasoning) – Wednesday 13th May
 - Maths (paper 3: Reasoning) – Thursday 14th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test. Evidence collected until end of June.

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

What to expect

- The tests take place during normal 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 at the end of the test.
- After the tests are completed, the papers are sent away to be marked **externally**.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
 - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
 - Reading – 60 minutes
 - Maths (paper 1: Arithmetic) – 30 minutes
 - Maths (paper 2: Reasoning) – 40 minutes
 - Maths (paper 3: Reasoning) – 40 minutes

Access arrangements

School will apply for access arrangements in the new year for children who need it.

For example, extra time.

I will be in touch if we are doing this for your child.

Results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

3

Tick **one** box to show where a **question mark** is needed in the sentence below.

“ Have you finished eating your lunch ” asked Hannah

✓

1 mark

7

Circle the correct **verb form** in each underlined pair to complete the sentences below using **Standard English**.

We was / were going on a school trip to a concert.

The musicians did / done a sound check before the show.

1 mark

43

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

The local park is maintained by the council.

The council maintain the local park.

1 mark

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 brave _____ in the story.
2. The children walked home _____ the park.
3. We were _____ for our hard work.
4. I enjoy reading _____ stories.

2025 Spelling script

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

There was a brave **knight** in the story.

The word is **knight**.

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

The children walked home **through** the park.

The word is **through**.

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

We were **rewarded** for our hard work.

The word is **rewarded**.

Spelling 4: The word is **adventure**.

I enjoy reading **adventure** stories.

The word is **adventure**.

Reading: Tuesday 12th 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.

The test covers various areas.

Reading

Example questions:
3-mark question

26 What impressions do you get of Tom's and Geoff's personalities?

Write **one** impression for **each** boy, using evidence from the text to support each answer.

	Impression	Evidence
Tom		
Geoff		

3 marks

Qu.	Requirement	Mark
26	<p>What impressions do you get of Tom's and Geoff's personalities?</p> <p>Write one impression for each boy, using evidence from the text to support each answer.</p> <p>Content domain: 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. Award 2 marks for either two acceptable points, or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>	Up to 3m
Tom is...		
Acceptable points (Impression) Evidence		
1. anxious / cautious / a worrier	<ul style="list-style-type: none">he peered nervously into the darkness'What did you do?'he climbed silently into the machinehe didn't want to touch the buttons / lights'What are you doing?'he didn't want Geoff to touch the lights / press the button'You can't do that!'he stared at his friend in horror'You don't know what'll happen!''At least let's think about it first'	
2. sensible / responsible	<ul style="list-style-type: none">he didn't want to touch the buttons / lightshe didn't want Geoff to touch the lights / press the button'You can't do that!''You don't know what'll happen!''At least let's think about it first'	
3. curious / interested	<ul style="list-style-type: none">he walked towards / went to look at the objecthe leaned forwards to brush away the dusthe wanted to work out what the writing saidTom came round to lookhe questioned Geoff when the light came on / 'What did youhe got into the machine to sit with Geoff	
4. observant	<ul style="list-style-type: none">he noticed details about the rockhe spotted the writing on the machinehe became aware of a faint humming / inaudible vibration	
Continued on the following p		

Qu.	Requirement	Mark
26 (cont.)	Geoff is...	
AP - Impression Evidence		
1. adventurous / brave	<ul style="list-style-type: none">he climbed into the machine firsthe ran a finger cautiously over one of the lights / buttons'I reckon if you pushed one of these'he was going to / wanted to press the buttonsthere was only one way to really know	
2. reckless / careless	<ul style="list-style-type: none">he climbed into the machine firsthe ran a finger over one of the lights / buttons'I reckon if you pushed one of these'he was going to / wanted to press the buttonhis finger still hovered over the lightsthere was only one way to really know	
3. curious / interested	<ul style="list-style-type: none">he walked towards the objecthe got into the machinehe wanted to find out what the lights were / did'I wonder what it is?''What do you think it is?''What's it for?'he ran a finger over one of the lights / buttons'I wonder if we could find out?'he stared intently at the surface'They're not just lights, are they?' / 'They're buttons, you see?''I reckon if you pushed one of these'he wanted to press the button / find out what would happen if he pressed the buttonhis finger hovered over the lightsthere was only one way to really know	
4. excitable / enthusiastic / impulsive	<ul style="list-style-type: none">he climbed into the machine firsthe says 'Wow' when the machine pingshe ran a finger over one of the lights / buttons'I reckon if you pushed one of these'his finger hovered over the lightshe was going to / wanted to press the buttonhe didn't want to listen to Tom / he didn't want to think about it	
5. stubborn	<ul style="list-style-type: none">his finger still hovered over the lightsreluctantly he sat back and thought about ithe didn't want to listen to Tom / he didn't want to think about ithe was going to / wanted to press the button even though Tom didn't want him tothere was only one way to really know	
6. observant	<ul style="list-style-type: none">he became aware of a faint humming / inaudible vibrationstared intently at the surface under his hand'They're not just lights, are they?' / 'They're buttons, you see?'	

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 2025 Reading SATs paper,

- 12% of marks - explaining the meaning of words in context;
- 30% of marks - retrieving key details from a text;
- 48% of marks - 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 Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks and lasts for 30 minutes.

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.

Example questions:

27	19% of 2,300 =		1 mark
28	17 884	Show your method	2 marks

27	437	1m	Do not accept 437%
Qu.	Requirement	Mark	Additional guidance
28	<p>Award TWO marks for a correct answer of 52</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none">long division algorithm, e.g. <div>$\begin{array}{r} 52 \text{ r}2 \\ 17 \overline{) 884} \\ \underline{- 850} \\ 34 \\ \underline{- 32} \text{ (error)} \\ 2 \end{array}$</div> <p>OR</p> <div>$\begin{array}{r} 53 \text{ (error)} \\ 17 \overline{) 884} \\ \underline{- 850} \\ 34 \\ \underline{- 34} \\ 0 \end{array} \quad \begin{array}{l} 50 \times 17 \\ 2 \times 17 \end{array}$</div> <ul style="list-style-type: none">short division algorithm, e.g. <div>$\begin{array}{r} 53 \text{ (error)} \\ 17 \overline{) 884} \end{array}$</div>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm and be a complete method.</p> <p>The carrying figure must be less than the divisor.</p>

Maths Paper 1 (Arithmetic)

Example 2-mark question:

14	$ \begin{array}{r} 614 \\ \times 32 \\ \hline \end{array} $	<div style="border: 1px solid black; height: 100%; width: 100%; position: relative;"> <div style="position: absolute; top: 10px; left: 10px; font-weight: bold;">Show your method</div> <div style="position: absolute; bottom: 10px; right: 10px; border: 2px solid black; width: 150px; height: 50px;"></div> </div>
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Qu.	Requirement	Mark	Additional guidance
14	<p>Award TWO marks for the correct answer of 19,648</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> <div style="margin-left: 40px;"> $\begin{array}{r} 614 \\ \times 32 \\ \hline 1228 \\ 18420 \\ \hline 19640 \text{ (error)} \end{array}$ </div> <p>OR</p> <div style="margin-left: 40px;"> $\begin{array}{r} 614 \\ \times 32 \\ \hline 1226 \text{ (error)} \\ 18420 \\ \hline 19646 \end{array}$ </div>	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> <div style="margin-left: 40px;"> $\begin{array}{r} 614 \\ \times 32 \\ \hline 1228 \\ 1842 \text{ (place value error)} \\ \hline 3070 \end{array}$ </div>

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13th May and paper 3 will take place on Thursday 14th May. These tests have a total of 35 marks each and lasts for 40 minutes 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.

School supporting your child in preparing for the SATs

- Providing knowledge and skills by covering the core and wider curriculum
- Wellbeing support
- Encouragement and confidence building
- Practising test conditions with coaching closer to the time so they know what to expect.
- Using practice tests to assess progress and identify gaps to inform planning and interventions.
- Setting homework to consolidate classroom learning.
- Booster sessions in the new year.

Sending completed test papers home

How can you support your child?

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Don't use past papers as they are used in school to prepare the children.
- Attend any SATs meetings at school (or read any literature sent home).
- Reading regularly as this is a fundamental aspect which affects progress.
- Talk to your me if you have any concerns rather than worry your child.
- Encourage your child to talk to me 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.
- Encourage 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.

Supporting your child in preparing for the SATs

- 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.

What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

What to do if you are worried about your child

Talk to the school

Sometimes concerns present at home and not at school.

Talk to your child

If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to me

Try not to project your own anxieties or views about the SATs

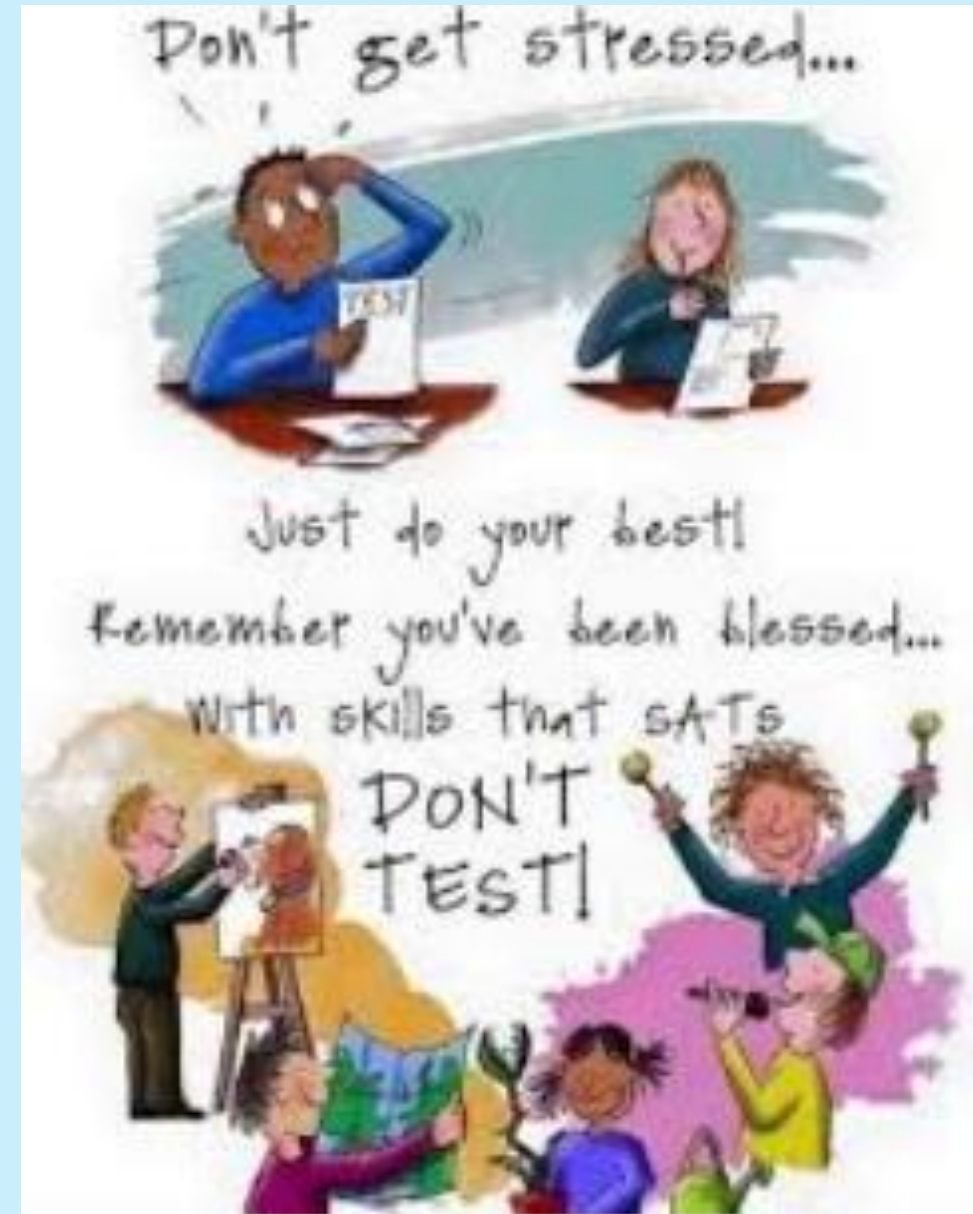
Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

Things to remember about SATs

SATs only focus on what children know about Maths and English.

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.



Thank you

Do you have any questions?