



Welcome to our KS2 SATs Meeting

Monday 23rd September 2024

What are SATs?

SATs, short for **S**tandard **A**ssessment **T**ests, are national and standardised tests taken by children in Year 6 in England.

SATs assess the knowledge and skills in Mathematics, English Reading, and Grammar, Punctuation, and Spelling (GPS).

These tests are used as part of a range of measurements of the quality of education provided by a school.

The STA (Standards & Testing Agency) is responsible for overseeing the administration and marking of SATs in schools across the UK.

The 2025 Key Stage 2 SATs will take place in the week commencing **12th May 2025**. The tests will take place over **four days**.



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Why are SATs important?

The purpose of Key Stage 2 SATs is to measure your child's academic progress and the school's performance.

SATs results are passed on to your child's secondary school, **who may use** this information to place them into suitable sets or streams in Year 7, to set a baseline for progress measurement and help predict children's future grades as they begin the long road to their GCSE exams in Year 11.

SATs are important for a number of reasons, but the mental wellbeing of children should always come first. Spend some time talking things through with them, understanding any worries they may have and helping to alleviate them as quickly as possible.

All children have now experienced a practice SATs week: this has stopped worries, allayed fears and are now not a mystery!



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What tests are included in KS2 SATs?

SATs papers closely follow the national curriculum. This means your child will face questions similar to the content they've covered in class.

Topics included in the Year 6 SATs include:

- Mathematical Arithmetic
- Mathematical Reasoning
- English Reading
- English Grammar, Punctuation and Spelling

They will also be assessed by their teachers on subjects including speaking and listening, writing and science.



In more detail, KS2 SATs papers include:

Mathematical Arithmetic:

Assessing children's mathematical fluency and problem-solving skills.

Expect a range of questions covering addition, subtraction, multiplication, division fractions and percentages.

18	$\frac{4}{9} + \frac{2}{3} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
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20	$13.05 \times 1,000 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
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23	$8 - 5.123 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
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26	$26 - 2.012 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
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19	$\begin{array}{r} 607 \\ \times 83 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
Show your method			

21	$\frac{2}{3} + 2\frac{1}{3} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
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24	$\frac{1}{8} \div 2 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
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27	15% of 3,200 =	<input type="text"/>	<input type="checkbox"/> 1 mark
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22	$\frac{7}{10}$ of 30 =	<input type="text"/>	<input type="checkbox"/> 1 mark
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25	$\frac{1}{2} + \frac{1}{3} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
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Mathematical Reasoning (2 papers 40 minutes each - roughly 25 questions):

Evaluating children's ability to apply mathematical concepts to solve real-life problems. Questions vary in complexity, requiring critical thinking and application of mathematical knowledge.

These questions involve a lot of reading.

They include topics such as telling the time, money, shapes, angles, fractions, pictograms and number sequences

10 Ken thinks of a number.

He divides it by 3

The answer is 72

What number was Ken thinking of?

1 mark

11 Write the number that is **one thousand more** than 19,039

1 mark

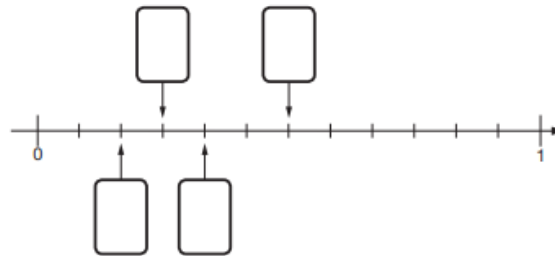
Write the number that is **one hundred less** than 19,039

1 mark

15 Here are four fractions.

$$\frac{1}{3} \quad \frac{1}{6} \quad \frac{1}{4} \quad \frac{1}{2}$$

Write the fractions in the correct place on the number line.



1 mark

18 A cinema sells tickets at three different prices.

- $\frac{1}{20}$ of the tickets are price A.
- $\frac{3}{5}$ of the tickets are price B.
- The rest of the tickets are price C.

What fraction of the tickets are price C?

Show your method

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2 marks

16 One day last year, the rate of rainfall from 6:30am until 9:00am was 2 millimetres per hour.

What was the **total** rainfall from 6:30am until 9:00am?

 mm

1 mark

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

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2 marks

English Reading: 50 marks, 60 minutes

Testing reading and comprehension skills, inference, vocabulary, and the ability to interpret texts. Children encounter various text types, including fiction, non-fiction and poetry. Tests comprehension skills through questions based on various texts.

Questions 1–13 are about *Streaky and Squeaky* (pages 4–5)

1 According to the text, Madagascar is well known for its range of weird and wonderful wildlife.

This suggests...

Tick **one**.

- it is very difficult to find your way around the island.
- tenrecs are the most famous animals on the island.
- there are lots of unusual animals on the island.
- streaked tenrecs live all over the world.

1 mark

2 Read the paragraph beginning: *They are not hedgehogs...*

Find and copy one word that means the same as 'met'.

1 mark

3 How can you tell streaked tenrecs are social animals?

1 mark

20 Look at page 7.

Louie said to Ned, "Now step back and watch."

What **two** things does this show about Louie?

Tick **two**.

- She wanted Ned close by for safety.
- She was confident that she would be safe.
- She was showing off by going backwards.
- She wanted Ned to be able to see her properly.
- She was teaching Ned how to do it.

1 mark

21 Look at page 7.

Give **two** pieces of evidence that tightrope walking is difficult.

1. _____
- _____
2. _____
- _____
- _____

2 marks

27 Look at the whole text.

Draw **three** lines to match Louie's feelings to the moment that she felt them.

before going on the rope	shy
while walking along the rope	anxious
back down on the ground	focused

1 mark

36 Look at page 11.

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Exporting skins was not allowed.		
The leopard could be heard from outside the cave.		
The hunters used their weapons carefully.		
The pine martens were scared of Ruskin.		

2 marks

Grammar, Punctuation, and Spelling: there are two GPS papers, 70 marks in total (50 Grammar and Punctuation 45 minutes and 20 marks spelling 15/20 minutes)

This assesses grammar rules, punctuation, and spelling knowledge. Answers have to be accurate.

3

Draw a line to match each **prefix** to the correct word to make a new word.

Prefix	Word
en	cover
de	large
dis	frost

1 mark

4

Which sentence must end with a **question mark**?

Tick **one**.

- Shall we go round the fitness trail in the park
- We could go tomorrow if you like
- What I really like is the rope bridge
- Let me know what you would like to do

1 mark

13

Insert a **semi-colon** in the correct place in the sentence below.

The suitcase was heavy the box was lighter but more awkward to carry.

1 mark

14

Write the **contracted form** of the underlined words in the boxes below them.

Liam was not completely surprised at the knock on his door that

morning. In fact, he had been waiting for this particular visitor.

"It is good to see you," he said, opening the door.

1 mark

29

How does the use of the **passive** in the second sentence affect the way the information is presented?

- Max dropped the red bucket.
- The red bucket was dropped.

Tick **one**.

- It does not say who dropped the bucket.
- It shows that the action happened in the past.
- It shows that it was an accident.
- It does not say why the bucket was dropped.

1 mark

30

Circle the four **nouns** in the sentence below.

The strength of the wind made the trees in the forest sway and bend.

1 mark

31

Circle the **possessive pronoun** in the sentence below.

The house next to ours, which belongs to Mrs Green, is for sale.

1 mark

How are SATs administered?

If the word SATs presents you with a mental image of your child sitting in a large hall with row after row of desks covered in pens and papers, then you will be pleased to hear that this is not the case.

SATs will be taken under formal test conditions.
Each test is strictly timed.

Tests will be sat in the same classroom that they have been learning in all year.

The papers themselves, whilst being designed to test children's knowledge, will consist of questions that are similar to the ones children would have seen in class or in end of year tests in previous years.

The KS2 SATs will test techniques, skills and the knowledge gained not only from Year 6, but throughout the entirety of primary school. Most years, the analysis from the maths tests shows that at least 50% of the content tests topics learnt by the children in years 3 to 5 at primary school.

For the SATs:

- Be given the equipment needed
- Start the day with a SATs Breakfast



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Results and Reporting

Although the SATs dates for 2025 are in May, the test results are not released until towards the end of the summer term.

SATs papers will be **marked externally** whilst teacher assessments for Writing and Science and will be made by class teachers.

Results and Reporting

Once the results have been returned to school, parents and carers are given a report that shows their child's raw score (the total number of marks that child has scored on a test); their scaled score (which allows for comparison with all other children across the country who took the same test); and whether or not they have achieved the national standard.

Scaled scores give a much easier indication of how a child is performing relative to the national sample of pupils of the same age group. The average score is always 100, hence a higher score is above average and a lower score is below average.

For SATs, scaled scores range between 80 and 120.

If a child's scaled score is:

- **below 100**, they have *not* reached the **expected standard**.
- **between 100 and 109**, they have reached the **expected standard**.
- **110 or over**, they have **exceeded the expected standard** and are judged as **working at greater depth**.

What can you do to help your child prepare for SATs?

Teachers will often use past SATs practice papers to help children in their class prepare for their assessments. Taking these practice papers and learning about the questions that have been asked previously will help children feel more comfortable with the tests that they're about to take.

As a parent or carer there's a lot you can do to help your child prepare for their tests before the SATs dates come around in May. As well as helping them complete their homework throughout the year, you can help your child revise for their SATs as it gets closer to Year 6 SATs week. Helping them revise little and often is much better than stressing them out with long revision sessions.

It's important to make sure that you don't place too much pressure on your child. The more relaxed you are, the more relaxed your child will be, which means they are likely to perform better during SATs week.



What can you do to help your child prepare for SATs?

1. Create a Study Schedule:

Balanced Routine: Establish a study timetable that balances schoolwork, revision, and relaxation. Avoid cramming and ensure regular breaks.

Short Sessions: Short, focused study sessions are more effective than long, exhausting ones.

2. Use Quality Resources:

Practice Papers: Utilise past SATs papers and sample questions to familiarise your child with the format and question types.

Educational Websites: Websites like BBC Bitesize, and others offer interactive exercises and practice tests.

Books: Invest in SATs preparation books which often include practice tests, explanations, and tips. (CPG)

3. Focus on Weak Areas

Identify Gaps: Work with your child to identify and focus on areas where they need improvement.

4. Reading Practice:

Regular Reading: Encourage daily reading habits to enhance comprehension skills.

Discuss Texts: Talk about what they read, ask questions, and discuss themes, characters, and plots to improve understanding and analytical skills.

5. Maths Skills:

Daily Practice: Incorporate daily arithmetic practice into their routine.

Practical Application: Use real-life situations to practice maths skills, such as cooking to measure ingredients or shopping to calculate totals.

6. Supporting Your Child:

Maintain a positive attitude towards SATs. Encourage effort and celebrate improvements, no matter how small.

Ensure a quiet, comfortable, and well-lit study space free from distractions.

Ensure your child eats nutritious meals.

Encourage regular physical activity.

Ensure your child gets enough sleep, especially as the tests approach.

Listen to your child's concerns and reassure them that their best effort is what counts.

Teach relaxation techniques such as deep breathing or mindfulness to help manage exam stress.

Keep in touch with your child's teacher for updates on their progress and areas that may need attention.

What can you do to help your child prepare for SATs?

Homework for Year 6 is incredibly important in helping children prepare for their SATs.

- It not only reinforces the key concepts learned in class but also develops essential skills such as time management, independent study, and problem-solving.
- Completing homework regularly gives children the opportunity to practice and solidify their understanding, making them more confident and better prepared for the challenges of the SATs.
- Additionally, homework helps teachers identify areas where extra support may be needed, allowing for more targeted intervention.
- By encouraging good homework habits, you are actively supporting your child's success in this crucial academic year.

What can you do to help your child prepare for SATs?

Consistent attendance and punctuality are critical to your child's success. Each morning, teachers dedicate time to essential learning activities, including arithmetic practice, which forms the foundation for many of the skills tested in the SATs.

If your child is late or absent, they miss out on this vital teaching...
Here's why attendance and punctuality are so important:

1. Each day, during the registration time, children work on their maths skills, building confidence and speed in key areas like calculations, problem-solving, and mental maths.
2. Mornings often set the tone for the rest of the school day. Being present and on time allows children to start the day in a calm, structured manner, helping them stay focused and ready to learn throughout the day.
3. Regular attendance helps children develop a routine and feel confident in their learning. It reinforces the importance of commitment and effort, which will serve them well not only in SATs but also in secondary school and beyond.

We understand that some absences are unavoidable, but by ensuring your child is present and on time every day, you are giving them the best possible chance to succeed in their SATs and develop habits that will benefit them throughout their education.



Dates

KS2 Year 6 SATs Dates - May 2025

Date	Test
Monday 12th May 2025	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 13th May 2025	English Reading Test - 60 minutes
Wednesday 14th May 2025	Mathematics Arithmetics (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thursday 15th May 2025	Mathematics Reasoning (Paper 3) - 40 minutes

And finally...

- **Thank you for attending this meeting!**
- Please let us know if you have any questions.
- Feel free to have a look at some of the past SATs papers.
- Don't forget to purchase the CPG revision books.