

Year 6
SATs

KS2 SATs

A GUIDE FOR PARENTS



St Mary's

Achieving More Together
Love Courage Creativity

What are SATs?

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- Standard Assessment Tests (SATs) are taken at the end of Key Stage 2 (Junior school)
- They see how well schools are performing and to see how well children individually have learnt over time
- The results get passed on to secondary school, where they may be used initially to help group the children into their form groups, before their own assessment are then conducted. They then are used as a progress measure throughout their secondary education, including to help predict GCSE outcomes.

When are the tests?



Monday 11th May	Tuesday 12th May	Wednesday 13th May	Thursday 14th May
English spelling, punctuation and grammar (SPAG) Paper 1 SPAG (45 mins) Paper 2 Spelling (around 15 mins)	English reading (1 hour)	Mathematics: Paper 1 Arithmetic (30 mins) Paper 2 Reasoning 1 (40 mins)	Mathematics: Paper 3 Reasoning 2 (40 mins)

Spelling, punctuation and grammar (SPAG)



The grammar, punctuation and spelling test will consist of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and a **spelling test of 20 words**, lasting around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

- **Selected response:**

‘Identify the adjectives in the sentence below’

- **Constructed response:**

‘Correct/complete/rewrite the sentence below,’ or
‘The sentence below has an apostrophe missing. Explain why it needs an apostrophe.’

Types of grammar, punctuation and spelling questions

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Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play.

Gemma was doing her science homework.

Jamie learnt his spellings every night.

Anna found her history homework difficult.

Complete the sentence below so that it uses the **subjunctive form**.

If I _____ to have one wish, it would be for good health.

What can I do to help my child?

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Short targeted questions on different aspects of sentences:

“Where is the adverb in this sentence?”

“Find all the nouns in this sentence...”

A quick fire round...What is a pronoun?
What does an adjective do?

Rollama

Reading

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The reading test will be a single paper with questions based on three passages of text. **Your child will have one hour, including reading time, to complete the test.**

There will be a selection of question types, including:

- **Ranking/ordering,**
- **Labelling,**
- **Find and copy,**
- **Short constructed response,**
- **Open-ended response,**

Typical texts

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The Giant Panda Bear

Panda bears are very popular animals, partly because of their unusual appearance and partly because there is something mysterious and fascinating about them. However, their numbers are falling. It is thought that only around 1600 giant pandas still survive in the wild.

Appearance

Giant pandas have the same type of body shape as other bears. They have thick black and white fur, which some scientists think may be to disguise them in the snowy and rocky surroundings where they live. An adult can grow up to 1.5 metres and weigh up to 150 kilograms. They might look cute but they have razor-like claws. They also have powerful jaws for crushing and grinding bamboo!

Habitat

Giant pandas in the wild live on mountainous slopes in western China. Their habitat is densely populated with fir trees and bamboo. It is the forests in these mountains that attract the panda as bamboo is their favourite food.

Diet

In the wild, their main diet is bamboo. To survive, they need to eat for most of the day. In fact, they eat 15 to 30 kilograms of food every day and spend 10 to 16 hours feeding. In zoos, they have a specially prepared diet of bamboo, eggs, fish and honey.

Cubs

Newborn cubs weigh around 150 grams (about the weight of an apple) and are all white at birth. The black spots develop after about a month. They begin eating bamboo at six months and weigh 31 to 36 kilograms at the end of the first year. Cubs stay with their mother for two to three years, reach maturity at five to seven years and live in the wild for about 25 years.

Other interesting facts

- Giant panda bears have to eat every day which means, unlike other bears, they cannot hibernate in the winter.
- Giant pandas' bodies are able to digest meat but they rarely eat it.
- Until recently, scientists thought that pandas spent most of their lives alone, but new studies show that small groups of pandas can share a large territory.

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Why are people concerned about the giant panda?

Many people fear that giant pandas will become extinct as only a few are born in the wild each year and they do not always survive. Bamboo supplies are diminishing in panda habitats, cutting off a vital food supply. In addition, poaching and humans moving into the pandas' territory have also reduced their numbers.

There are very few pandas in zoos, although this is changing. Where there are pandas in captivity, important programmes are in place to try to increase their numbers and find out more about these puzzling creatures.

How can people help?

There are projects where people are invited to 'adopt a panda'. The money goes towards researching, protecting and monitoring them. It also goes towards supporting them in the wild.

What about the future?

In two of China's main research centres, 19 cubs have been born. There are now over 300 pandas in captivity and the next challenge is to return them to the wild. The Chinese government has created 50 panda reserves to continue the work.

Did you know?


In China, the panda is a symbol of peace.

The Chinese word for panda is 'Xiongmao' (giant cat bear) because a panda's eyes are shaped like a cat's. Over the centuries, pandas have also been called 'spotted bear' and 'black and white bear'.

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Typical texts

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Grannie

I stayed with her when I was six then went
To live elsewhere when I was eight years old.
For ages I remembered her faint scent
Of lavender, the way she'd never scold
No matter what I'd done, and most of all
The way her smile seemed, somehow, to enfold
My whole world like a warm, protective shawl.

I knew that I was safe when she was near,
She was so tall, so wide, so large, she would
Stand mountainous between me and my fear,
Yet oh, so gentle, and she understood
Every hope and dream I ever had.
She praised me lavishly when I was good,
But never punished me when I was bad.

Years later war broke out and I became
A soldier and was wounded while in France.
Back home in hospital, still very lame,
I realised suddenly that circumstance
Had brought me close to that small town where she
Was living still. And so I seized the chance
To write and ask if she could visit me.

She came. And I still vividly recall
The shock that I received when she appeared
That dark cold day. Huge grannie was so small
A tiny, frail, old lady. It was weird.
She hobbled through the ward to where I lay
And drew quite close and, hesitating, peered.
And then she smiled: and love lit up the day.

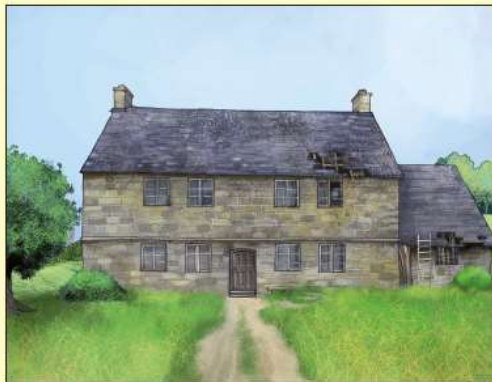
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Typical texts

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Albion's Dream



There were rooms in the old farmhouse which I never saw used and which smelt of a past that held extraordinary fascination for me: little windows where unknown ancestors had sat on autumn evenings; old leather-lined bookcases with books that no one had handled for fifty years; dust that no one had bothered to remove; piles of candle wax in unlikely corners; huge chamber pots and cracked basins, and everywhere a great generosity of space.

Outside there was a big lawn hardly walked on, flowerbeds hardly looked at, a vegetable garden which always produced too much, a vast horse chestnut with enough conkers to satisfy the needs of a whole village of boys, a second lawn that nobody ever sat on, and the poignant smells of animals and harvests of a bygone age.

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There also lived with Jack an elderly spinster called Em Sharp who was the true guardian of the place and of the memories of the family. The farmhouse never got any cleaner under her care, but it never got any dirtier either. In fact, she was determined that nothing should change, and nothing did.

There were times, as I grew older, when I went to stay with Jack on my own. I followed him on his work around the farm, or explored the empty rooms of the farmhouse. One day – I was twelve years old – it was raining and Jack had taken the car on business. Left to my own devices, I visited the dogs and young chicks, watched Em Sharp for a while as she prepared lunch, then made my way upstairs into the largest and most remote of the empty rooms, where one of the big bookcases had attracted my curiosity.

I pulled out some of the books, glancing idly at the contents, and then, as I went to return one of them to its place, my eye was caught by something in the dark recesses of the shelf. I reached in and drew it out. It was a large red dice, but like no other dice I had ever seen.

I took it to the window to inspect it. Each face had a symbol: a tower, a sword, a broken circle, something that looked like a pillar of stone. It was obvious that the dice had been fashioned by hand, for I could even make out the tiny blade marks, and none of the faces was precisely even.

As I sat and puzzled over the symbols, it dawned on me that the dice ought to belong to a game of some kind. So I returned to the bookcase to make a thorough search.

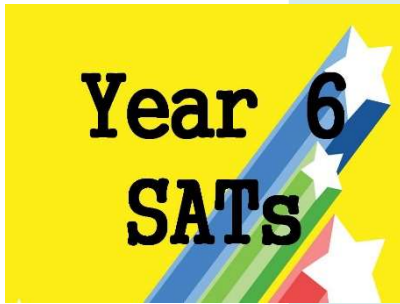
I looked behind every book and even used my hand to sweep out the shallow gap under the bottom shelf. There must have been ten years' worth of assorted debris under there. Finally I began to edge the entire bookcase away from the wall. It was extremely heavy and it took me some time to get it out far enough to look behind. There was a thick network of cobwebs and dust. I thought for a moment and plunged my hand in the gap.

There was something there, a flat box. It was covered with grime and falling apart. Opening it, I found a board, counters, cards, and a number of little figures. I wiped away the dirt from the lid and made out the title. *Albion's Dream* it said.

At that moment I heard Em Sharp's voice coming up the stairs.

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Types of reading questions



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Look at the section headed: *Why are people concerned about the giant panda?*

Find and copy one word which shows that there are lots of things we do not yet know about giant pandas.

1 mark

33

Look at the second paragraph on page 9.

Left to my own devices...

This means that Edward...

Tick **one**.

had lost something.

was confident with equipment.

had a good imagination.

was free to do what he wanted.

1 mark

Types of reading questions



40

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. _____

2. _____

3 marks

What can you do to help your child?

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Reading

Encourage your child to read lots of books by different authors.

Talk to your child about what they have read:

- Why . . . ?
- Can you find evidence from the text to explain . . . ?
- What does that word mean?
- Why did the author . . . ?
- What do you think . . . ?

Maths

Children will sit three papers in maths:

- Paper 1: arithmetic (30 minutes).
- Papers 2 and 3: reasoning (40 minutes per paper).

Paper 1 will consist of number questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3 will involve a number of question types:

- Multiple choice
- True or false
- Constrained questions where children must give the answer to a calculation, draw a shape or complete a table or chart
- Less constrained questions where children will have to explain their approach for solving a problem



Types of maths questions

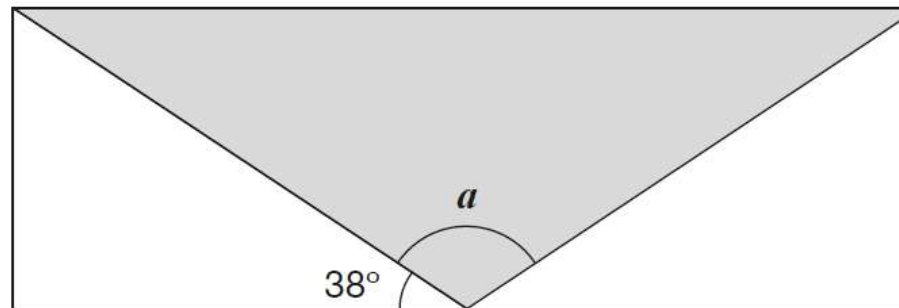


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$$\frac{2}{5} \div 2 =$$

1 mark

A shaded **isosceles** triangle is drawn inside a rectangle.



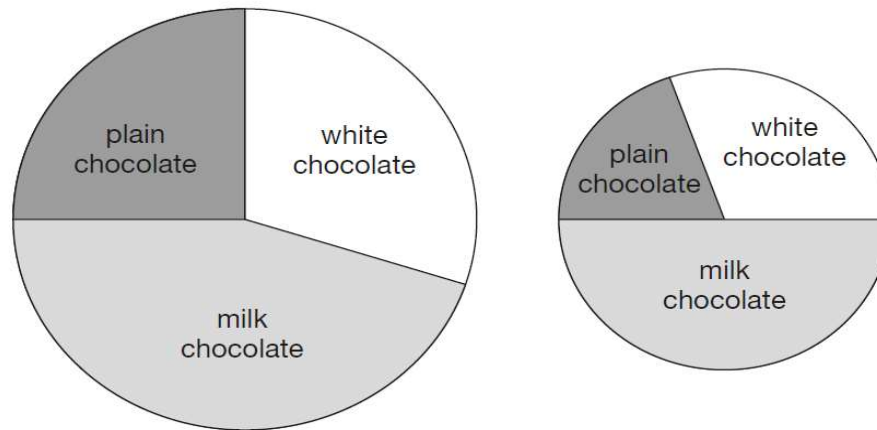
Not
to
scale

Calculate the size of angle a .

He

100 girls and 50 boys were asked which kind of chocolate they like best.

These two pie charts show the results.



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Dev says,

“The pie charts show that more girls than boys liked milk chocolate best.”

Dev is correct.

Explain how you know.

What can I do to help my child?

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Maths

- Learn/reinforce knowledge of times tables.
- Play games that provide opportunities to make calculations in the four rules of number (+, -, x and ÷).
- Remember - your child may solve a question in a different way than you do. As long as your child can explain their method, and achieves the correct answer, this does not matter!
- Play games to help learn mathematical vocabulary (e.g. “I’m thinking of a shape. It has 4 equal sides but no right angles. What is it?”)
- Encourage during homework. Explore areas your child is finding difficult with them. Should you have any queries, please speak with your child’s class teacher.

Writing Assessment

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- No official SATs paper for writing
- Based on teacher assessment
- Assessment is based on a selection of work gathered throughout Year 6 and assessed against the National Y6 writing assessment document.
- External moderators work with schools to check judgements
- Can continue to collect evidence and assess progress in writing until June 27th.

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

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 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.²

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]

Science Assessment

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- We will also report on your child's Science skills at the end of the year
- This will include all areas of science, including working scientifically through to topic areas, such as forces and plants, materials and animals.

What help is available for my child during the tests?

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- All children can ask for any questions to be read aloud for them in SPAG and maths papers
- The reading paper, however, cannot be read aloud to any child.
- Carefully managed rooms and adult allocation for the needs of the children
- Guidance and support before and during the week

What will happen during SATs week?

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All children are expected to be in school each day during SATs week.

Please do not put in any requests for leave.

- They must be in on time as we must be ready to start the test at 9:00am.
- If there is a problem, please contact school immediately as there are procedures in place to help.

Biscuits before all tests!

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What can I do to help my child during SATs week?

- Reassure your child - they can only do their best.
- Allow time to talk through any concerns or worries.
- Ensure that your child goes to bed early.
- Have a good breakfast and ensure that your child arrives at school on time with a snack and a drink.
- Avoid last minute cramming - this will only lead to last minute worrying.
- Continue going to Scouts, football, swimming club, etc.

How are the SATs reported?

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Raw Score: the actual number of marks a child achieves

Scaled Score: a score that allows you to compare between different tests of the same type over time

99 and below: Children have not met the expected standard.

100+: Children have met the required standard.

110+: Children have exceeded the required standard

You will be given your child's scaled score and 'grading' of:

- 'NS' if your child did not achieve the expected standard.
- 'AS' if your child has met the expected standard.
- 'B' your child is working below the level assessed by KS2 SATs

2024 – Raw to scaled score example (Reading)

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	82
5	83
6	84
7	85
8	86
9	87
10	88
11	89
12	90
13	90
14	91
15	92
16	93
17	93
18	94
19	95
20	95
21	96
22	97

23	97
24	98
25	99
26	99
27	100
28	101
29	101
30	102
31	103
32	104
33	104
34	105
35	106
36	107
37	108
38	108
39	109

40	110
41	111
42	113
43	114
44	115
45	116
46	118
47	119
48	120
49	120
50	120

When and how will we know the results?

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- The results should be sent to school by early July. Schools are informed on July 7th
- The results will be checked and analysed by school
- Test results and teacher assessments will be issued to parents with the end-of-year reports.
- SATs results and teacher assessments are reported to secondary schools.

For more help and information

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<https://www.gov.uk/government/publications/key-stage-2-national-curriculum-tests-and-results-information-for-parents>



LOOKING AT THE WHOLE CHILD

SATs are just one moment in your child's learning journey.

Teachers look at your child's progress, effort and achievements across the whole year - not just their test results.

- **There are six tests over four days (three English and three maths).**
- **Writing is not a test - it is teacher assessed (using work from across the year).**
- **Children do not sit a science SATs test; science is assessed by teachers in class instead.**
- **Schools can administer the tests between 7am and 7pm on the scheduled day.**
- **All test papers are externally marked.**
- **KS2 test results are expected to be available online on Tuesday 7 July 2026.**