

## What are the SATs?

## \*really calm/talents and abilities\*

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2 SPAG also assesses knowledge from KS1 – Years 1 and 2.
- The SATs take place over four days, starting on Monday 11<sup>th</sup> May ending on Thursday 14<sup>th</sup> May.
- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 11<sup>th</sup> May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 11<sup>th</sup> May
  - Reading – Tuesday 12<sup>th</sup> May
  - Maths (paper 1: Arithmetic) – Wednesday 13<sup>th</sup> May
  - Maths (paper 2: Reasoning) – Wednesday 13<sup>th</sup> May
  - Maths (paper 3: Reasoning) – Thursday 14<sup>th</sup> May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

*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.*



## When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions. They have practised this throughout their entire school career!
- 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 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



## Specific arrangements for SATs

If your child has a learning plan on Provision Map, or a one page profile, or if we notice anything leading up to SATs when we're practising, as well as doing what we do day to day, we can put things into place such as:

- Having smaller groups in different rooms;
- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured [at the time of the tests](#).

[2026 key stage 2 access arrangements guidance - GOV.UK](#)

Again though, we do what is best for your child and what they will benefit from the most!

Every year someone has a little wobble in SATs and we act on it there and then! **Any child can put their hand up during each test and ask for questions to be read to them**

which they are familiar with as we practise this – we just can't explain it to them. I look at this really closely with Miss Smith, Mrs Nuttall (SENCO) and Mrs Longstaff.

Results are sent home in end of year reports. We check to see that they are marked fairly and accurately etc when they're returned to us.

## The 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
- A judgement on if the National Standard has been met – working towards (below 100), expected (100 – 109), higher than expected standard (110+).
- After marking each test, the raw score gets converted to a scale score. 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

English reading

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

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120

Scaled scores range from 80 to 120. The raw score needed to meet the expected standard also changes each year and these tables aren't released until after SATs results are sent back to school so we don't know what raw score they have to get out of 50 (Reading) for example, to meet the expected standard!

A scaled score of 100 or more shows the pupil is meeting the National Standard.

# Grammar, Punctuation and Spelling: Monday 11<sup>th</sup> May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for **45 minutes**.
- Paper 2 consists of a spelling test only. It should take approximately **15 minutes**, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).





This document has all of the terminology that will be assessed in the GPS test. I shall send it out via email.

I will also be working on this in school daily.

**Table 2: Content domain for Paper 1**

Content domain reference	Relevant coverage in the programme of study and statutory appendices
<b>G1: Grammatical terms / word classes</b>	
<b>G1.1: Nouns<sup>TS</sup></b>	
<b>G1.2: Verbs<sup>TS</sup></b>	
<b>G1.3: Adjectives<sup>TS</sup></b>	
<b>G1.4: Conjunctions<sup>T</sup></b>	expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i> )
<b>G1.5: Pronouns<sup>T</sup></b>	cohesion <sup>T</sup> appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
<b>G1.5a: Possessive pronouns<sup>T</sup></b>	
<b>G1.5b: Relative pronouns<sup>T</sup></b>	



# 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

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

As it is a GPS test, when the children are writing, it is really important that they are using the correct punctuation etc or they will not get the mark – really mean! Again, I will really be emphasising this in class. \*Reading the question carefully – try to trick the children!

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

# 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**.

S37	common exception words
S38	adding suffixes beginning with vowel letters to words of more than one syllable
S39	the /i/ sound spelt y other than at the end of words
S40	the /ʌ/ sound spelt ou
S41	prefixes
S42	the suffix <i>-ation</i>
S43	the suffix <i>-ly</i>

This document has the spelling rules that could be assessed for you to be practising at home too. I shall send it out via email and will also be working on it in school daily.

Reading: Tuesday 12<sup>th</sup> May

The only test we can't do any reading for!

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 the following areas (known as Content Domains):

- Give/ explain the meaning of words in context; (12%)
- Retrieve and record information/ identify key details from fiction and non-fiction; (30%)
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text; (48%)
- Predict what might happen from details stated and implied;
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of words and phrases; (12%)
- Make comparisons within the text.



# Reading

The reading SATs paper requires a range of answer styles.

## Example questions:

**2** *An intriguing game*

Which word is closest in meaning to *intriguing*?

Tick **one**.

exciting

popular

challenging

interesting

### An intriguing game

One day in 2005, Phiona followed her brother Brian to see where he was going. Watching silently, out of view, Phiona saw that Brian had gone to a club where children had gathered to play a game with some small black and white pieces on a board. She was fascinated by what they were doing.

The game they were playing was chess. It was so unusual in Uganda at that time, there was no word for it in Phiona's language. Despite this, she was determined to play. She walked six kilometres every day to find out how. Within a year, it was clear that she had a special gift.



4

2	<p><b>An intriguing game</b></p> <p>Which word is closest in meaning to <i>intriguing</i>?</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2a – give or explain the meaning of words in context</p> <p><b>Award 1 mark for:</b></p> <p>exciting <input type="checkbox"/></p> <p>popular <input type="checkbox"/></p> <p>challenging <input type="checkbox"/></p> <p>interesting <input checked="" type="checkbox"/></p>	1m
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# Reading

## Example questions:

25 Look at the whole text.

Tick **one** box in each row to show what the text tells you about the lights.

	Yes	No
where they are placed		
what colour they are		
how many did not work		
what they are used for		

Qu.	Requirement	Mark															
25	<p>Look at the whole text.</p> <p>Tick <b>one</b> box in each row to show what the text tells you about the lights.</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark for all four correct:</b></p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>where they are placed</td> <td>✓</td> <td></td> </tr> <tr> <td>what colour they are</td> <td>✓</td> <td></td> </tr> <tr> <td>how many did not work</td> <td></td> <td>✓</td> </tr> <tr> <td>what they are used for</td> <td></td> <td>✓</td> </tr> </tbody> </table>		Yes	No	where they are placed	✓		what colour they are	✓		how many did not work		✓	what they are used for		✓	1m
	Yes	No															
where they are placed	✓																
what colour they are	✓																
how many did not work		✓															
what they are used for		✓															

14 'It's just a rock. They're all rocks, you can...'

What made Tom realise that what he was looking at wasn't actually a rock?

Write **two** things.

- \_\_\_\_\_
- \_\_\_\_\_

2 marks

Qu.	Requirement	Mark
14	<p>'It's just a rock. They're all rocks, you can...'</p> <p>What made Tom realise that what he was looking at wasn't actually a rock?</p> <p>Write <b>two</b> things.</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</b></p> <ol style="list-style-type: none"> <li>its colour, e.g. <ul style="list-style-type: none"> <li>it was a different colour to other rocks</li> <li>it was red.</li> </ul> </li> <li>its shape, e.g. <ul style="list-style-type: none"> <li>it had a different shape to other rocks</li> <li>it had a shape of a boat</li> <li>curious regular shape</li> <li>it was a weird shape.</li> </ul> </li> <li>its texture, e.g. <ul style="list-style-type: none"> <li>it was smooth.</li> </ul> </li> <li>the writing on it, e.g. <ul style="list-style-type: none"> <li>it had writing on it.</li> </ul> </li> </ol> <p><b>Also accept</b> reference to its size, e.g.</p> <ul style="list-style-type: none"> <li>it was large.</li> </ul>	Up to 2m

# 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

These are the questions that the children find trickiest (always nearer to the end – reading stamina) so we will keep practising these.

To get three marks, only need two points with one evidence.

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

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

## Maths: Wednesday 13<sup>th</sup> May and Thursday 14<sup>th</sup> May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 13<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 13<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 14<sup>th</sup> May





# Maths Paper 1 (Arithmetic)

## Example 1 mark questions:

<b>25</b>	5% of 860 =	<input type="checkbox"/> 1 mark
	Using known fact of 10% of 860 = 86 And 5% is half of 10%	
	$86 \div 2 = 43$	
	<input type="text" value="43"/>	

<b>12</b>	$540 \div 6 =$	<input type="checkbox"/> 1 mark
	Known facts: $54 \div 6 = 9$	
	<input type="text" value="90"/>	

<b>26</b>	$\frac{5}{8} \div 3 =$	<input type="checkbox"/> 1 mark
	$\frac{5}{8} \times \frac{1}{3}$	
	$5 \times 1 = 5$	
	$8 \times 3 = 24$	
$\frac{5}{8} \times \frac{1}{3} = 5/24$		
	<input type="text" value="5/24"/>	

<b>8</b>	$12 \times 3 \times 10 =$	<input type="checkbox"/> 1 mark
	$12 \times 3 = 39$	
	$39 \times 10 = 390$	
	<input type="text" value="390"/>	



# Maths Paper 1 (Arithmetic)

Example 2 mark question:

<b>14</b>	$\begin{array}{r} 614 \\ \times 32 \\ \hline \end{array}$	<input style="width: 40px; height: 20px;" type="text"/> 2 marks
Show your method	<div style="border: 1px solid blue; width: 100px; height: 40px; margin: 0 auto;"></div>	

Qu.	Requirement	Mark	Additional guidance
14	<p>Award <b>TWO</b> marks for the correct answer of 19,648</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.</p> <ul style="list-style-type: none"> <li>•               <math display="block">\begin{array}{r} 614 \\ \times 32 \\ \hline 1228 \\ 18420 \\ \hline 19640 \text{ (error)} \end{array}</math> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>•               <math display="block">\begin{array}{r} 614 \\ \times 32 \\ \hline 1226 \text{ (error)} \\ 18420 \\ \hline 19646 \end{array}</math> </li> </ul>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p><b>Do not</b> award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.</p> $\begin{array}{r} 614 \\ \times 32 \\ \hline 1228 \\ 1842 \text{ (place value error)} \\ \hline 3070 \end{array}$



## Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13<sup>th</sup> May and paper 3 will take place on Thursday 14<sup>th</sup> 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 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.



# Maths Paper 2 (Reasoning)

## Example questions:

18

Tick the fractions that are **greater than**  $\frac{2}{3}$

$\frac{5}{6}$

$\frac{4}{9}$

$\frac{9}{12}$

$\frac{11}{15}$

$\frac{10}{21}$

2 marks

## Can read these to the children! Quite wordy sometimes.

20

Sophie thinks of **two prime numbers**.

She adds them together.

Her answer is **24**

Write **all** of the different pairs of prime numbers that Sophie could think of.

and

and

and

2 marks





# Maths Paper 3 (Reasoning)

## Example questions:

13

Write these numbers in order, starting with the **least**.

$$\frac{9}{100}$$

0.999

$$\frac{99}{100}$$

0.009

least

13

Award **ONE** mark for the correct order, as shown:

0.009

$$\frac{9}{100}$$

$$\frac{99}{100}$$

0.999

least

1 mark

1m

Misreads and miscopies are **not** allowed.

Accept equivalent fractions and exact equivalent decimals.

Accept numbers in reverse order **AND** the label 'least' changed to follow suit.





## Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at Science, Geography, Art, PE etc... and they certainly won't highlight all of their amazing personal characteristics as well as just how much progress they have made during their time at Britannia! Also don't show all of the amazing things that they have accomplished and achieved.

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, there's one or two papers each day that last 30 to 60 minutes.



Ice cream!!!