

YEAR 6 - SATS 2026

FOR PARENTS,
CARERS &
GUARDIANS



Barkisland CE (VA) Primary School
WE BELIEVE, WE NURTURE, WE SUCCEED!

OUR AIM:

This information is to provide you with a clear understanding of what the SATs involve, how we prepare the children in school, and how you can support them at home.

SATs are an important milestone, but they are just one part of your child's learning journey. Our focus is on making sure children feel **confident, prepared, and positive** about their experience.

WHAT ARE THE SATS?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- They assess children's knowledge and skills in **Reading, Maths, and Spelling, Punctuation & Grammar (SPaG)**.
- Children are assessed informally all of the time in school; the SATs is a way of the DfE assessing children across the country, the papers are marked externally to provide a national standard.
- The SATs aren't new to the children, they have had many opportunities to practise since Year 5.

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.

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 in the hall.
- 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, you will be told the results when you receive your child's report at the end of the school year.

- 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) – Approx. 15 minutes
 - Reading – 60 minutes
 - Maths (paper 1: Arithmetic) – 30 minutes
 - Maths (paper 2: Reasoning) – 40 minutes
 - Maths (paper 3: Reasoning) – 40 minutes



S A T S W E E K

What a typical day on SATs week will look like:

- Children can come into school from 8:30 for a special SATs week breakfast. (They are already excited for this!)
- We will spend time in our classroom or outside discussing the format of the day and doing some light revision. (This is usually a quiz using the iPads)
- We will enter the hall for the paper, the children will complete the test and return to the classroom.
- Children need to come to school with a sports cap water bottle free or any writing (other than their name). The DfE guidance states that all words should be covered in the environment where tests are conducted. Water bottles recommended: Disposable bottles with labels removed, sports bottle with logo (E.g. Nike) or a school purchased water bottle.
- We will resume a fairly 'normal' day and keep to a familiar structure and routine. We do find extra opportunities to play team games, quizzes, get outside and check in with the children.
- On Thursday afternoon, when all papers are complete, we have a fun filled afternoon to celebrate the children's hard work. The Friday will resume to some normality with added opportunities to start on end of year tasks such as; Barki Bistro and the Production.

SPECIFIC ARRANGEMENTS FOR SATS

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- 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.

I will discuss specific arrangements with parents at our upcoming parents' evening.



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) – E.g. 26/50
- A scaled score (see below) – E.g. 104
- A judgement on if the National Standard has been met – E.g. WTS (Working Towards) EXP (Expected Standard) or GDS (Greater Depth).

After marking each test, the external marker will convert the raw score to a scaled 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 over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Expected Standard. Scaled scores of over 110 will place the pupil at Greater Depth level.



GRAMMAR, PUNCTUATION AND SPELLING:

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 30 minutes, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).



GRAMMAR, PUNCTUATION AND SPELLING: PAPER 1 (GPS)

The children have been working hard on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.



GRAMMAR, PUNCTUATION AND SPELLING: PAPER 1 (GPS)

Example questions:

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

37 Complete the sentence below with an appropriate **subordinating conjunction**.

_____ it rained all afternoon, the picnic was a success.

1 mark

35 Insert a **hyphen** in the correct place in the sentence below.

There was a build up of litter around the bins in the school playground.

1 mark

46 Rewrite the underlined verb so that it is in the **past progressive**.

Alexandra walked home.

↓

1 mark

GRAMMAR, PUNCTUATION AND SPELLING: PAPER 2 (SPELLING)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling

1. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.

2022 Spelling script

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

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

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

Do not show **disrespect** to anyone.

The word is **disrespect**.

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

I was given a **special** award.

The word is **special**.



READING :

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;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- 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;
- Make comparisons within the text.



READING

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–11 are about *The Parsnips* (pages 4–6)

1 Veronika's football team has two names.

What are the **two** names?

1. _____
2. _____

THE CLUB – THE FACTS

Name: Parrs Under 11s, also known as "The Parsnips"

Capacity: 500

Sponsor: Sweet Peas Garden Centre, Mowborough

Ground: Lornton FC, Low Road, Lornton

Plays in: The Nettie Honeyball Women's League

Coach: Hannah Preston

Assistant coach: Katie Regan

Qu.	Requirement	Mark
1	<p>Veronika's football team has two names.</p> <p>What are the two names?</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to Parrs Under 11s and The Parsnips, e.g.</p> <ul style="list-style-type: none">• <i>The Parsnips</i>• <i>Parsnips</i>• <i>Parrs under 11s</i>• <i>Parrs.</i>	1m

READING

Example questions:

Based on text 2: My Circus Life

- 17** Look at page 9.
- Vladik is always changing his *Dralion* performance.
- Give **two** ways that these changes to his performance happen.
1. _____
 2. _____

2 marks

Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Qu.	Requirement	Mark
17	<p>Look at page 9.</p> <p>Vladik is always changing his <i>Dralion</i> performance.</p> <p>Give two ways that these changes to his performance happen.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">1. Vladik's performance changing naturally / without him knowing how it happens, e.g.<ul style="list-style-type: none">• <i>changes happen naturally</i>• <i>he just does the changes and he doesn't even realise.</i>2. Vladik deliberately making changes to his performance, e.g.<ul style="list-style-type: none">• <i>he modifies them on purpose</i>• <i>they happen deliberately.</i>3. Vladik adding a trick, e.g.<ul style="list-style-type: none">• <i>putting in a new trick.</i>	Up to 2m

READING

Example questions: Based on the whole text

33 Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

Give **two** impressions, using evidence from the text to support your answer.

1. _____

2. _____

3 marks

Qu.	Requirement	Mark
33	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Acceptable points:</p> <ol style="list-style-type: none">1. curious2. imaginative3. confused4. unafraid5. solitary / content with her own company6. observant <p>Award 3 marks for two acceptable points, at least one with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence]2. <i>That she is good at noticing things that go on.</i> [AP6]• 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence] <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>Brave because she did the right thing in the situation.</i> [AP4]2. <i>She was a person who definitely kept herself to herself.</i> [AP5]• 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence] <p>Award 1 mark for one acceptable point, e.g.</p> <ul style="list-style-type: none">• 1. <i>She likes to find out about other people.</i> [AP1]	Up to 3m

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 previous Reading SATs papers,

- 10% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 38% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 44% of marks could be gained from answering questions involving 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 :

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday
- Paper 2: Reasoning (40 minutes) – Wednesday
- Paper 3: Reasoning (40 minutes) – Thursday



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 BODMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

32 $2\frac{1}{2} - \frac{2}{3} =$

1 mark

33

$$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ OR $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an exact decimal equivalent, e.g. 1.8 $\bar{3}$ (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.
33	Award TWO marks for the correct answer of 273,226 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. <ul style="list-style-type: none"> • $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 244680 \\ \hline 273126 \end{array}$ (error) OR • $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28544 \text{ (error)} \\ 244680 \\ \hline 273224 \end{array}$ 	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 24468 \text{ (place value error)} \\ \hline 53014 \end{array}$



MATHS PAPER 1 (ARITHMETIC)

Example 1 mark questions:

6 $6.48 + 8.6 =$

6.48	
+ 8.6	
<hr/>	
15.08	
1	

15.08

1 mark

15 $4,172 = 596 \times 7$

596	
x 7	
<hr/>	
4172	
64	

4,172

1 mark

27 15% of 3,200 =

10% of 3,200 = 320	
5% of 3,200 = 160	
15% of 3,200 = 480	

480

1 mark

35 $6 + 4 \div 2 =$

$4 \div 2 = 2$	
$6 + 2 = 8$	

8

1 mark



MATHS PAPER 1 (ARITHMETIC)

Example 2 mark question:

29	7 3 3 0 6 6	<input style="width: 50px; height: 20px;" type="text"/> 2 marks
Show your method	<div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>	

29	<p>Award TWO marks for the correct answer of 42</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none"> long division algorithm, e.g. $\begin{array}{r} 41 \text{ r}67 \\ 73 \overline{) 3066} \\ \underline{- 2920} \\ 140 \text{ (error)} \\ \underline{- 73} \\ 67 \end{array}$ <p style="text-align: center;">OR</p> $\begin{array}{r} 32 \text{ (error)} \\ 73 \overline{) 3066} \\ \underline{- 730} \quad 10 \times 73 \\ 2336 \\ \underline{- 2190} \quad 30 \times 73 \\ 146 \\ \underline{- 146} \quad 2 \times 73 \\ 0 \end{array}$ <ul style="list-style-type: none"> short division algorithm, e.g. $\begin{array}{r} 41 \text{ r}71 \text{ (error)} \\ 73 \overline{) 306^{14}6} \end{array}$	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. The carrying figure must be less than the divisor.</p>	



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 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 PAPERS 2 (REASONING)

Example questions:

6

Emma has a 5 litre bag of compost.



She uses 2.75 litres.

How much compost does Emma have left?

2.25 litres

1 mark

7

In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the **bicycle ride**?

$\frac{6}{10}$

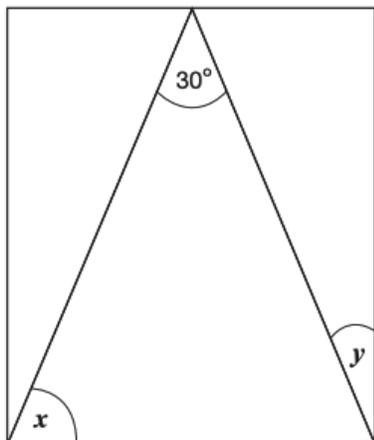
1 mark

MATHS PAPERS 2 (REASONING)

Example question:

24

Here is an **isosceles** triangle inside a rectangle.



Not to scale

Calculate the sizes of angles x and y .

Show your method

$x =$ <input type="text"/> °	$y =$ <input type="text"/> °
------------------------------	------------------------------

2 marks

24

Award **TWO** marks for the correct answer of $x = 75$ **AND** $y = 15$

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method calculating both angles, e.g.

- $180 - 30 = 150$
 $150 \div 2 = 70$ (error)
 $90 - 70$

OR

Award **ONE** mark for either correct x **OR** y .

Up to 2m

Answer need not be obtained for the award of **ONE** mark.

If there is no evidence of an appropriate method and the values for x **AND** y are incorrect, accept for **ONE** mark $x + y = 90$, unless x is between 65–69 (inclusive) **AND** y is between 21–25 (inclusive).

MATHS PAPERS 3 (REASONING)

Example questions:

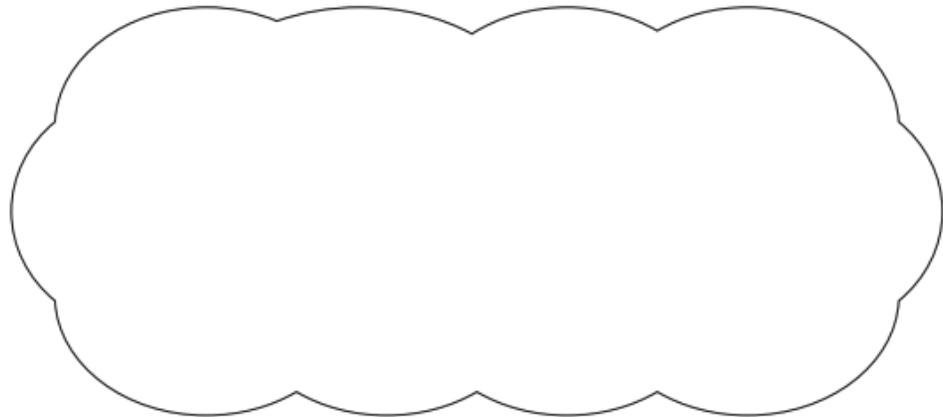
19

Jack says,

When you square a prime number, the answer has only two factors.



Explain why Jack is **not** correct.



1 mark

19

Award **ONE** mark for a correct explanation, e.g.

- It has 3 factors – the prime number, 1 and the square of the prime number.
- The prime number has 2 factors; the squared prime number will be divisible by one, itself and the prime number.
- All prime numbers squared have 3 factors.

OR

A correct explanation that gives a counter example, e.g.

- 5 is prime
 $5^2 = 25$
25 has 3 factors: 1, 5 and 25, not two
- 7^2 has more than 2 factors – 1, 7 and 49
- $121 = 1 \times 121 = 11 \times 11$
- $3^2 = 9$
9 – 1, 9, 3
- $5^2 = 25$
Factors of 25 = 1, 5, 25
All squared primes have 3 factors.

1m

Do not accept vague or incomplete explanations, e.g.

- A square number doesn't have 2 factors (repeat of the question)
- $2^2 = 4$ (incomplete)
- Prime numbers have 2 factors only (incomplete)
- Prime numbers squared have more than 2 factors (vague)

Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation, e.g.

- $49 = 1, 7, 49$
- 5 squared is 25
1, 5, 5, 25
25 has four factors
- All prime numbers squared have more than 3 factors

MATHS PAPERS 3 (REASONING)

Example question:

20

This table shows how many people finished the New York Marathon in each of the first four decades it was held.

New York Marathon	
Decade	Total number of people who finished
1st decade	24,863
2nd decade	170,932
3rd decade	282,420
4th decade	350,824

What is the mean number of people who finished the marathon per decade? Round your answer to the **nearest hundred**.

Show your method

people

3 marks

Qu.	Requirement	Mark	Additional guidance
20	<p>Award THREE marks for the correct answer of 207,300</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none"> evidence of an appropriate complete method which contains no more than one error, e.g. $\begin{array}{r} 24,863 \\ 170,932 \\ 282,420 \\ + 350,824 \\ \hline 828,939 \text{ (error)} \end{array}$ $828,939 \div 4 = 207,234 \text{ r}3$ <p>Rounded to the nearest hundred = 207,200</p> <p>OR</p> <ul style="list-style-type: none"> sight of 207,259 r3 OR $207,259 \frac{3}{4}$ OR 207,259.75 <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one error. 	Up to 3m	<p>Answer need not be obtained or rounded for the award of ONE mark.</p> <p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.</p>

SUPPORTING YOUR CHILD IN PREPARING FOR THE SATS

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)!

It's important to acknowledge and celebrate the hard work and dedication the children have put in throughout the year. Regardless of personal views on the SATs, discrediting their efforts can undermine their achievements, and the SATs serve as one way to reflect the progress they've made.



SUPPORTING YOUR CHILD IN PREPARING FOR THE SATS

Tips:

- Don't use past papers as they are used in school to prepare the children.
- Talk to us if you have any concerns rather than worry your child.
- Encourage your child to talk to myself, Mrs Stott, Ms Grady or another 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 revision tasks.
- Give 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. This will help them to relax before the SATs and give them something to look forward to after.

Useful websites:

- **BBC Bitesize** – Revision activities for all subjects.
- **Arithmagicians** – Arithmetic questions.
- **Top Marks** – Maths games and practice.
- **Oxford Owl** – Reading support and eBooks.

SUPPORTING YOUR CHILD IN PREPARING FOR THE SATS

Further tips:

- Before the Easter holidays, I will be sending home some tasks and setting tasks on seesaw/MyMaths to be completed over the 2 weeks. Although it is of course vital for children and families to relax over this period, it is also important to keep the taught skills fresh in their minds over the holiday.
- 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.
- Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.
- Homework that will be set leading up to SATs will be specific tasks to help to support their learning, it is vital this is completed.
- There will also be a SATs revision club running in the 4 weeks leading up to the tests. The information will be sent via school spider – you will need to let us know if you wish for your child to attend.

REVISION TIMETABLE:

On Friday 20th March via school spider, you will be able to book your child onto the following revision sessions. Some sessions are 30 minutes and held at lunch time and others are 1 hour and are held after school. If the lunch time session clashes with additional responsibilities that your child has e.g. befriending. we will swap this around to accommodate closer to the time.

Although these are optional sessions, it is recommended that children do attend some sessions. Experience tells us that they help to prepare the children and relieve any anxieties.

Y6 SATs Revision Club 2026

Day	Week 1 (WC 13 th April)	Week 2 (WC 20 th April)	Week 3 (WC 27 th April)	Week 4 (WC 4 th May)
Monday (3:30-4:30)	Maths - arithmetic	Maths - reasoning	Reading	Mixture of all papers
Tuesday (3:30-4:30)	Reading AT	Spelling	Maths - reasoning	Mixture of all papers
Thursday (12:45-1:15)	Spelling	Maths - arithmetic	Spelling	Mixture of all papers
Friday (3:30-4:30)	Maths - reasoning	Reading	Maths - arithmetic	Mixture of all papers

Children are encouraged to bring an additional small healthy snack, if they are attending an **after-school** revision session.

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..., and they certainly won't highlight all of their amazing personal characteristics.

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.



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.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.



WHAT TO DO IF YOU ARE WORRIED ABOUT YOUR CHILD

Talk to school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. 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 or another member of staff

SATs are obviously linked to school. Don't be surprised if your child would prefer seek reassurance from teachers over family members.

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.



ADVICE FOR OUR YEAR 6 CHILDREN

- The adults you work with all want you to do your best, we know just how hard you have worked!
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- The papers are not alien to you, you have done lots and lots of past papers, they will be no harder than those ones!
- Remember that the Year 6 SATs last for 4 days out of your whole life!

Feedback from Previous Year 6's:

“Stay focused in class so you don't have loads of extra revision to do at home!”

“Listen to Miss Womersley's top tips before the papers, they really helped me”

“Ask to go over topics again if you don't feel confident, there's no point struggling.”

“The revision classes really helped me with my confidence.”

“The SATs breakfast is amazing and the party makes it sooo worth it!”