



SATs Awareness Meeting

SATS 2025/26

Important National Test Dates

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.

Format of Tests

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) – 20-30 minutes (no time restraints)
- Reading – 60 minutes
- Maths (paper 1: Arithmetic) – 30 minutes
- Maths (paper 2: Reasoning) – 40 minutes
- Maths (paper 3: Reasoning) – 40 minutes

Access Arrangements

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 (up to 25%);

Tests being opened early to be modified;

An adult to scribe (write) for them;

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.

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.

After marking each test, the raw score is converted 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 ensure 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 Standard.

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 **20-30 minutes**. There is no set amount of time (pupils will be given as much time as they need to complete the test).

Grammar and Punctuation Test One

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

Dipti is keen to practise the drums she wants to play in the school band.

Draw a line to match each word to a **suffix** to make four different words.
Use each suffix only once.

Word

social

relation

child

season

Suffix

ish

al

ise

ship

Rewrite the underlined verbs so that they are in the **simple past**.

I usually feed my cat before I eat breakfast.

Which sentence is punctuated correctly?

Tick **one**.

Charlie's party, which was at the ice rink was really enjoyable.

☐

Charlie's party which was at the ice rink, was really enjoyable.

☐

Charlie's party, which was at the ice rink, was really enjoyable.

☐

Charlie's party which, was at the ice rink, was really enjoyable.

☐

Spelling Test

Spelling

1. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.
4. The cup of tea was so hot it was _____.
5. We learnt the _____ to the song.
6. You _____ to wear your coat.

2023 Spelling script

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.

Writing

Writing is assessed by the school.

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

Writing

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]

Working at Expected Standard Exemplification Materials

This science-fiction story mirrors the narrative of 'Jack and the Beanstalk'. It draws on the structure, and patterns of language, of many traditional tales.

Within and across sentences and paragraphs, cohesion is achieved through appropriate use of pronouns (*Everything was still*), adverbials (*Within a few minutes; already*) and repetition (*Tap, tap*), as well as the integration of dialogue in the narrative. The constant presence of the stick, referenced in a variety of ways, in itself acts as a cohesive thread (*marvellous stick, magic stick, portal stick, good for nothing stick*).
[C]

The opening paragraph effectively transplants the tale of Jack being sent to the market to trade the family treasure into a futuristic setting.
[C]

Another Dimension

In 2621 on the planet Zordo, a young but poor boy carefully fixed his **droid**, ~~with~~ which was the only source of income he had left. Whilst his mother was busy, he typed things on the micro tablet that ~~een~~ constantly shut down ~~without even~~ in the middle of a game. "Please fix the droid ~~preply~~ with care," his mother begged. "And when you've finished, take it to the market to be sold," she cried. "Yes, mother," he groaned and nodded as he said it. Quickly, Jack picked up the brand-new looking droid and raced out the door before he was shouted at again. ~~Seen, jack~~ Within a few minutes he was already at the ~~an all~~ the alley way which led to the market, when an old man in rags blocked the pathway. "Where are you going with that droid boy?" asked the curious old man. "I intend to sell it at the market, Sir," Jack said, feeling angry at being disrupted from his walk.

The old man examined the droid for a minute and then looked back to Jack. "I will trade you for this marvellous stick young man," he

The opening sentence includes a fronted adverbial, an expanded noun phrase (*a young but poor boy*) and two relative clauses (including one with an omitted relative pronoun), providing a succinct but comprehensive introduction to the main elements of the story.
[GP]

Vocabulary appropriate to the science-fiction genre (*droid, portal, lasers, hologram*) supports the futuristic setting of the story and helps to create the atmosphere of the piece.
[C]

Ideas are well-organised across paragraphs. Transitions between paragraphs are skilfully managed, notably through deliberate shifts of focus (*he was home before he could even breathe / "You're back already"*). However, language and ideas are not always as well-developed and clear as they might be in the work of a child working at greater depth (*he typed things on the micro tablet / feeling angry at being disrupted from his walk / meanwhile, about a mile away*).
[C]

Working at Expected Standard Exemplification Materials

These 2 short pieces describe a midnight fridge-raid from contrasting third and first person perspectives, demonstrating confident control over language, sentence structures that are carefully chosen for effect and precise vocabulary choice.

A tense atmosphere is created across both paragraphs through the use of short sentences and phrases, and apt vocabulary choices (*darted, grabbed, bolted*). This is lightened by juxtaposing humour with tension (*distant snoring; his heart raced*) and the succinct integration of dialogue (*"Ewan!"*) as the climax to the first paragraph.

A range of cohesive devices links ideas within and across the 2 paragraphs, including the use of pronouns (*he, one*), adverbs (*Now; Suddenly; Then*), repetition of detail (*urging; the seventh one*) and ellipsis to leave some story elements unsaid.

Appropriate changes have been made during the writing process, with particular attention given to consistent pronoun usage to clarify meaning. [C]

Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he **creeped** crept across the landing.

As his heart raced he stared into the darkness; he could hear the fridge urging him on – willing him to move.

Now the stairs. The tricky bit. Suddenly a THUD!... He **raced** down the creaking stairs – even the seventh one that makes an earsplitting **noise** creak. He could see the re white rectangle straight ahead of him. Then he opened it.

He took a quick glance and saw the chocolate digestives. ~~Then she~~ He could feel a pair of eyes watching ~~her~~ him in

the darkness. Who was it? Had he been seen...? ~~My~~ His eyes darted around the room, his heart in his mouth. He **grabbed** the biscuits and ran for it.

"Ewan!" echoed a voice

Sneaking Downstairs

A series of short phrases in quick succession creates a sense of urgency and excitement, echoing Ewan's thoughts as he sneaks downstairs. The structure of the scene and the language employed mirror that from scenes in adventure or ghost narratives, applied here to a more humorous context. [GP]

The selection of verb forms – past and present tense – distinguish between the past tense narrative and the current state of the seventh stair, placing the reader at the heart of the action. [GP]

Frankie takes care to remove the agent from this section, not sharing to whom the 'pair of eyes' belong and making use of the past perfect passive form (had he been seen...?) in order to build tension. [GP]

Appropriate choice of vocabulary supports an informal, conversational tone, reflecting the likely age of the protagonist and the humorous situation. [C]

The figurative language here captures the temptation Ewan feels in an entertaining way for the reader. [C]

Controlled multi-clause sentence, incorporating co-ordination and subordination, including a relative clause (*that makes an ear-splitting thud*), conveys the drama of the situation, as well as cleverly echoing the language used in the previous first-person account. [GP]

An appropriate range of punctuation is used correctly, including a hyphen to avoid ambiguity (*human-eating fridge*), commas to clarify meaning, punctuation of direct speech, and a semi-colon to mark the boundary between 2 independent clauses. [GP]

I lay under the covers, staring at the ceiling, my stomach empty. Slowly I got out of bed and crept towards my door. The handle shimmered in the darkness, urging me to turn it. My hand **quivered** as the brass handle turned and made a 'click'. I jumped. Shadows crept across the landing while I nibbled at my nail. My parent's room's door creaked and I bolted down the stairs – including the seventh one that makes an earsplitting thud when you step on it. I stared at the human-eating fridge and my legs turned to jelly as I tiptoed towards it. I reached out...

Careful use of the third person and well-chosen preposition phrases provide additional detail, enabling the reader to picture the scene and the action within it. [GP]

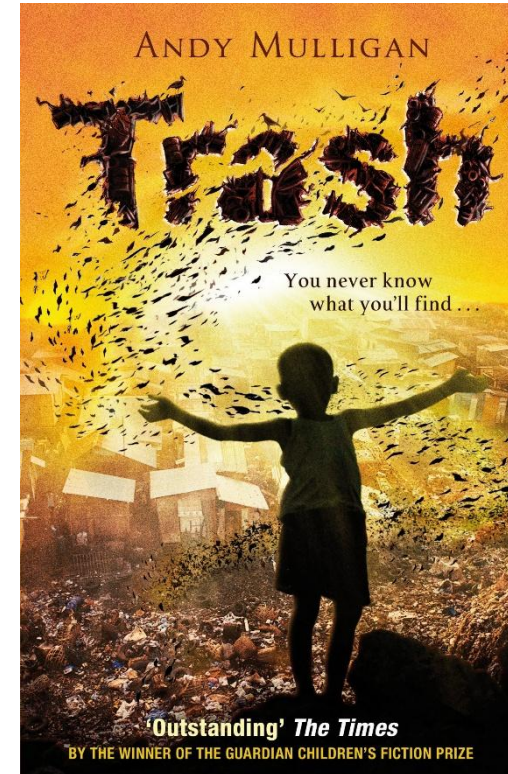
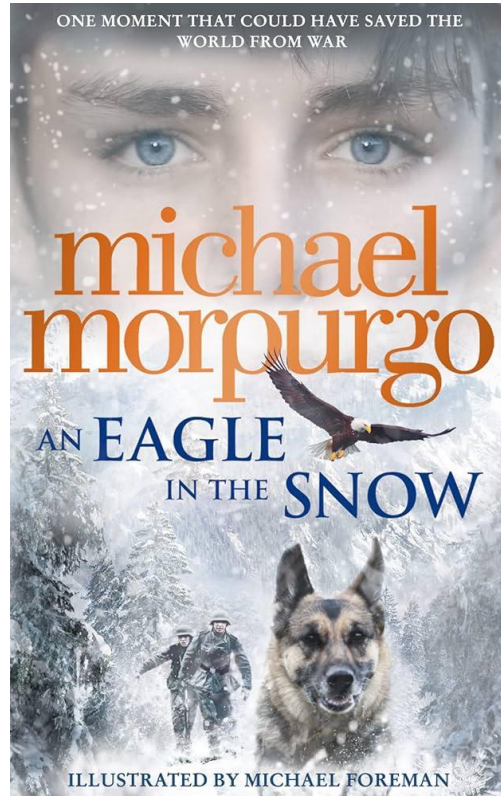
Precise use of verbs (*shimmered, urging, quivered, nibbled*) shows the writer's strong vocabulary, enabling the communication of subtle nuances in vocabulary choice. [GP]

Human-eating fridge - further example of figurative language being used for humour and effect. [C]

Spelling is mostly correct. [T]

Joined handwriting is legible. [T]

Year 6 Texts Linked to Writing



Reading Comprehension

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 Test Questions

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing*, she told herself strictly. *It's a hedgehog, or a mole. It's something nice and harmless.*



Questions 1–12 are about *A Noise in the Night* (pages 4–5)

- 1** Look at the first paragraph.
- How can you tell Priya was feeling nervous?
- Write **two** ways.

1. _____
2. _____

2 marks

Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</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. Priya's heart beating fast, e.g.<ul style="list-style-type: none">• <i>Priya's heart started to race</i>• <i>her heart was beating really quickly.</i>2. Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none">• <i>she took a deep breath</i>• <i>Priya was trying to calm herself</i>• <i>she must be nervous because she needs to calm down.</i>3. Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none">• <i>she tells herself it must be something harmless</i>• <i>she tries to reassure herself.</i>4. Priya waking with a start, e.g.<ul style="list-style-type: none">• <i>she woke with a start.</i>	Up to 2m

Example questions:

Based on text 2: Bats Under the Bridge

This is a magazine interview about the bats that live under the Congress Avenue Bridge in the USA.

Bats Under the Bridge

By day, the Congress Avenue Bridge in the city of Austin could hardly look more normal: a grey, dreary city-centre road bridge. By night, it plays host to one of the most amazing shows nature has to offer. The underside of the bridge is home to more than a million bats, and every evening in summer they all come swarming out at once, rising up into the city sky like a tornado before spreading out in all directions like plumes of smoke. Standing on the bridge, you might even feel the wind from their wings as they pass by.

Austin is the capital city of the state of Texas in the USA, but it is also the bat capital of North America. The bats under the bridge attract thousands of visitors every year, and every August bat



22 Draw **four** lines to match an amount on the left to a fact on the right.

thousands	•	people visiting the Congress Avenue Bridge each year
a few	•	bats living in one cave
ten	•	months baby bats need to develop before travelling
fifteen million	•	tonnes of insects eaten by bats each night

1 mark

Section 2: Bats Under the Bridge

Qu.	Requirement	Mark												
22	<p>Draw four lines to match an amount on the left to a fact on the right.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for all correctly matched:</p> <table><tbody><tr><td>thousands</td><td>•</td><td>people visiting the Congress Avenue Bridge each year</td></tr><tr><td>a few</td><td>•</td><td>bats living in one cave</td></tr><tr><td>ten</td><td>•</td><td>months baby bats need to develop before travelling</td></tr><tr><td>fifteen million</td><td>•</td><td>tonnes of insects eaten by bats each night</td></tr></tbody></table>	thousands	•	people visiting the Congress Avenue Bridge each year	a few	•	bats living in one cave	ten	•	months baby bats need to develop before travelling	fifteen million	•	tonnes of insects eaten by bats each night	1m
thousands	•	people visiting the Congress Avenue Bridge each year												
a few	•	bats living in one cave												
ten	•	months baby bats need to develop before travelling												
fifteen million	•	tonnes of insects eaten by bats each night												

Three-mark Question

A Howl at Dusk

The howl pierced the darkening sky and made Innis Munro stop dead in his tracks. He pulled his hood down, listened intently. The only sound was his beating heart.

That was a wolf, he thought.

But it couldn't have been. There were no wolves on the island of Nin, no wolves in Scotland any more, not for almost three hundred years. It was just a trick of the wind.

He pressed on but kept his hood down. The afternoon light of early March was fading fast, snow was falling, and he was still a good half-mile from home.

Innis walked faster, told himself it was not the howl that made him hurry but the gloomy sky and gathering snow. He was crossing 'the Barrens' – the middle of the island where the land was bumpy and boggy.

To a stranger, a mainlander, it would have seemed he was lost in the middle of bleak nowhere, but Innis knew this ground, knew every rise and dip.

Another howl came; long, bloodcurdling, wolf-like.

Innis stopped again, caught his breath and held it. He turned full circle, scanning the landscape, peering through the snow and the gloom. Closer this time.

38 Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence

Section 3: A Howl at Dusk

Qu.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give two things, 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>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Up to 3m														
	<table><tr><th>Acceptable points (personality)</th><th>Likely evidence</th></tr><tr><td>1. he is unfriendly / rude / surly</td><td><ul style="list-style-type: none">unfriendly eyes'What's it to you?'strode off without another worddidn't bother to look at Innis whilst replyinghe didn't look at him when he replied.</td></tr><tr><td>2. he is independent / brave / calm</td><td><ul style="list-style-type: none">he was on his ownnot concerned he might be walking towards the wolfhe didn't seem to be shocked that there was a wolf about.</td></tr><tr><td>3. he is curious</td><td><ul style="list-style-type: none">the only questions asked were about wolves'How far?''Where exactly?'he stops when Innis mentions the wolf.</td></tr><tr><td>4. he is mysterious / strange</td><td><ul style="list-style-type: none">he doesn't talk muchhe wiped the snow off, turned and strode offhe appeared out of nowherehe didn't tell Innis much about himself.</td></tr><tr><td>5. he is secretive / defensive</td><td><ul style="list-style-type: none">he didn't tell Innis anything about himselfstrode off without another word'What's it to you?'</td></tr><tr><td>6. he is determined / single-minded / self-centred</td><td><ul style="list-style-type: none">was only interested in the wolfstrode off without another wordhe only paid attention to what he was interested inhe only interacted when he realised that Innis had useful information.</td></tr></table>	Acceptable points (personality)	Likely evidence	1. he is unfriendly / rude / surly	<ul style="list-style-type: none">unfriendly eyes'What's it to you?'strode off without another worddidn't bother to look at Innis whilst replyinghe didn't look at him when he replied.	2. he is independent / brave / calm	<ul style="list-style-type: none">he was on his ownnot concerned he might be walking towards the wolfhe didn't seem to be shocked that there was a wolf about.	3. he is curious	<ul style="list-style-type: none">the only questions asked were about wolves'How far?''Where exactly?'he stops when Innis mentions the wolf.	4. he is mysterious / strange	<ul style="list-style-type: none">he doesn't talk muchhe wiped the snow off, turned and strode offhe appeared out of nowherehe didn't tell Innis much about himself.	5. he is secretive / defensive	<ul style="list-style-type: none">he didn't tell Innis anything about himselfstrode off without another word'What's it to you?'	6. he is determined / single-minded / self-centred	<ul style="list-style-type: none">was only interested in the wolfstrode off without another wordhe only paid attention to what he was interested inhe only interacted when he realised that Innis had useful information.	
Acceptable points (personality)	Likely evidence															
1. he is unfriendly / rude / surly	<ul style="list-style-type: none">unfriendly eyes'What's it to you?'strode off without another worddidn't bother to look at Innis whilst replyinghe didn't look at him when he replied.															
2. he is independent / brave / calm	<ul style="list-style-type: none">he was on his ownnot concerned he might be walking towards the wolfhe didn't seem to be shocked that there was a wolf about.															
3. he is curious	<ul style="list-style-type: none">the only questions asked were about wolves'How far?''Where exactly?'he stops when Innis mentions the wolf.															
4. he is mysterious / strange	<ul style="list-style-type: none">he doesn't talk muchhe wiped the snow off, turned and strode offhe appeared out of nowherehe didn't tell Innis much about himself.															
5. he is secretive / defensive	<ul style="list-style-type: none">he didn't tell Innis anything about himselfstrode off without another word'What's it to you?'															
6. he is determined / single-minded / self-centred	<ul style="list-style-type: none">was only interested in the wolfstrode off without another wordhe only paid attention to what he was interested inhe only interacted when he realised that Innis had useful information.															

3 marks

Reading At Home

The [KS2 2025 reading comprehension paper](#) heavily focused on inference (24 marks) and retrieval (15 marks), which together accounted for the majority of the marks.

Other key areas included word meaning (vocabulary) in context (6 marks) and question types testing skills like summarizing, comparing, and explaining meaning.

When reading with your child at home try focusing on these types of questions.

Inference

How can you tell that...?

What impression do you get of...?

How do you know that...?

What evidence is there of...?

Explain what... suggests about...

Why did...?

Explain how...

How does...suggest that...?

How do these words make the reader feel?

What in the text tells us that...?

What evidence is there of...?

How do you think... felt when...?

What kind of person do you think... was?

Explain how... felt about...

Maths

The maths assessments consist of three tests.

Paper 1: Arithmetic (30 minutes) – Wednesday 13th May

Paper 2: Reasoning (40 minutes) – Wednesday 13th May

Paper 3: Reasoning (40 minutes) – Thursday 14th May

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.

19	$29.5 - 16.125 =$	<div></div>	<div></div> 1 mark
20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	<div></div>	<div></div> 2 marks

19	13.375	1m
20	<p>Award TWO marks for the correct answer of 37,592</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> <p>• $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}$</p> <p>OR</p> <p>• $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35060 \text{ (error)} \\ \hline 37092 \end{array}$</p>	<p>Up to 2m</p> <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> $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \text{ (place value error)} \\ \hline 5588 \end{array}$

Arithmetic

7

$$7.8 + 6.953 =$$

☐

1 mark

12

$$801 - \boxed{} = 795$$

☐

1 mark

16

$$\frac{3}{16} + \frac{5}{8} =$$

☐

1 mark

23

$$70 + 48 \div 6 =$$

☐

1 mark

Example: Two-Mark Question

25	4 7 6 1 1	<div></div>	<div></div> 2 marks
Show your method			

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for the correct answer of 13</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} 15 \text{ r}25 \\ 47 \overline{) 611} \\ \underline{- 470} \\ 260 \text{ (error)} \\ \underline{- 235} \\ 25 \end{array} $ <p>OR</p> $ \begin{array}{r} 18 \text{ (error)} \\ 47 \overline{) 611} \\ \underline{- 470} \quad 10 \times 47 \\ 141 \\ \underline{- 141} \quad 3 \times 47 \\ 0 \end{array} $ <ul style="list-style-type: none"> short division algorithm, e.g. $ \begin{array}{r} 1 \text{ 5r}6 \text{ (error)} \\ 47 \overline{) 61^{24}1} \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 Reasoning

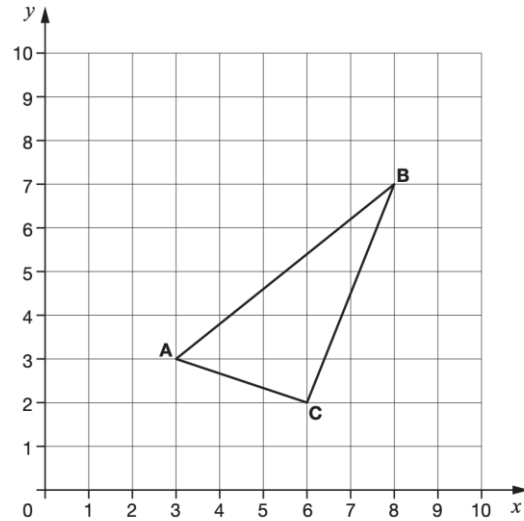
Paper 2 will take place **on Wednesday 15th May** and **paper 3** will take place on **Thursday 16th May**. These tests have a total of **35 marks** each and lasts for **40 minutes** each.

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.**

Reasoning Questions

3



ABC is a triangle.

What are the coordinates of point C?

(,)

1 mark

8

In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

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

2 marks

Reasoning Questions

9

Jack says,

I multiplied a whole number by 3
My answer was 32



Explain why Jack is **not** correct.

A large, empty cloud-shaped box with a scalloped border, intended for the student to write their reasoning.

9

Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g.

- 32 is not in the $3\times$ table
- $32 \div 3 = 10 \text{ r}2$ or 10.66 (which are not whole numbers)
- if you count in multiples of 3 from 0, you won't get 32
- $3 + 2 = 5$, 5 is not a multiple of 3 so he is wrong.

OR

For a description that includes one or both of the multiples of 3 either side of 32, e.g.

- if you do $10 \times 3 = 30$ and $11 \times 3 = 33$ there is no 32
- $10 \times 3 = 30$ and 32 is 2 away.

1m

Do not accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.

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

- If you multiply by 3 you will get 30, not 32
- 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
- 32 is not a factor of 3

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

1 mark

Reasoning Questions

21

There are 25 classes in a school.

Each class has 34 pupils.

62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

Show
your
method

pupils

3 marks

Qu.	Requirement	Mark	Additional guidance
21	<p>Award THREE marks for the correct answer of 323</p> <p>Award TWO marks for:</p> <ul style="list-style-type: none">An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. $\begin{array}{r} 25 \\ \times 34 \\ \hline 100 \\ 750 \\ \hline 950 \text{ (error)} \end{array}$ $62\% \text{ of } 950 = 589$ $950 - 589 = 361$ <p>OR</p> <ul style="list-style-type: none">$34 \times 25 = 950$ (error)$95 \times 3 = 285$$9.5 \times 8 = 76$$285 + 76 = 361$ <p>OR</p> <ul style="list-style-type: none">sight of 527 (as evidence of calculating 62% of 850) <p>Award ONE mark for:</p> <ul style="list-style-type: none">evidence of an appropriate method with more than one error. <p>OR</p> <ul style="list-style-type: none">sight of 850 (as evidence of the multiplication step completed correctly)	Up to 3m	<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> <p>Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded TWO marks.</p> <p>Answer need not be obtained for the award of ONE mark.</p>

Conclusions/Questions



- SATS practice will take place throughout the year to allow pupils to practise and consolidate their knowledge and understanding.
- Please read with your child as regularly as possible and record this in their reading record. Include questions about the text.
- Please practise spellings and spelling rules as regularly as possible.
- Do not hesitate to contact the Year 6 team if you have any questions at any point in the year.
- If you would like any extra resources to support your child, please contact their class teacher.