

# **How to support your child in their SATS year**

Please have a look at the past  
papers while you wait



# What are the SATs?

- 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 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.*



## **What happens in school**

- We want the children to feel as confident and as ready as they can for their SATS
- We are starting to prepare the children in a relaxed way to get them used to the style and types of questions. For example, giving them top tips, sats style questions and modelling
- We will be doing practise papers so they can get used to the style of questions as well as working in test conditions
- Practise papers give me an understanding of areas we need to revise and work on to further support their confidence
- We will be doing booster groups/revision sessions after February half term



## **Revision guides**

- There will be an opportunity to buy revision guides that I have chosen based on children's area of need
- These will be in Maths, Reading and SPAG
- Children can then bring these to revision sessions to work through at their own pace but also have support if they need it
- These will be available for after February half term



## 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).



# Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children will have been working hard with their class teacher 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:

3

Tick **one** box to show where a **question mark** is needed in the sentence below.

"Have you finished eating your lunch" asked Hannah

☐☐☒☐

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

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

# 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**.

## **How to help:**

- Encourage your child to practise their personalised spellings and spellings for their homework.
- Grammar homework revisits terminology that has been previously learnt or we are revising
- If you are not sure on the terminology, BBC bitesize, [grammarmonster.com](http://grammarmonster.com), oxford Owl are very helpful



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

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.

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> <tr> <th></th><th>Yes</th><th>No</th></tr> <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> </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.

1. \_\_\_\_\_

2. \_\_\_\_\_

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		

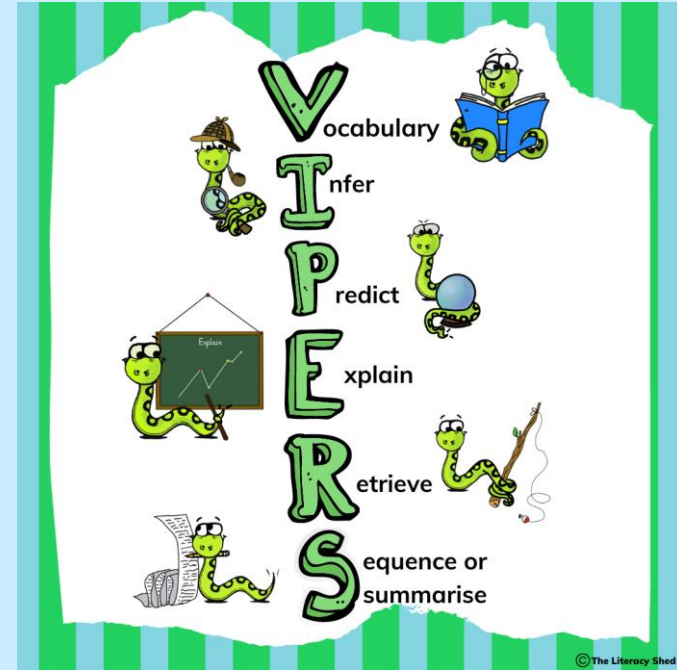
3 marks

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
Tom is...		
Acceptable points (Impression) Evidence		
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</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>	
Continued on the following page		

Qu.	Requirement	Mark
26 (cont.)	<p>Geoff is...</p> <p>AP - Impression Evidence</p>	
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?'</li> <li>'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?'</li> <li>'They're buttons, you see?'</li> </ul>	

## How to help:

- Keep reading with your child
- Ask them questions about what they have read:
  - What happened in the last chapter?
  - What is your impression of the main character?
  - What does the word xx mean?
  - Can you summarise this page of the book?
- Their comprehension homework has questions presented in the same style as SATS questions. Encourage them to do it by themselves, but please do explain / help them find the answers in the text.



## **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)

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

Example questions:

<b>27</b>	19% of 2,300 =		<input type="text"/>	<input type="checkbox"/> 1 mark
<b>28</b>	$17 \overline{) 884}$		<input type="text"/>	<input type="checkbox"/> 2 marks
	Show your method			

27	437	1m	Do not accept 437%
Qu.	Requirement	Mark	Additional guidance
28	<p>Award <b>TWO</b> marks for a correct answer of 52</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetic error, e.g.</p> <ul style="list-style-type: none"><li>long division algorithm, e.g.</li></ul> <div><math display="block">\begin{array}{r} 52 \text{ r}2 \\ 17 \overline{) 884} \\ - 850 \\ \hline 34 \\ - 32 \text{ (error)} \\ \hline 2 \end{array}</math></div> <p>OR</p> <div><math display="block">\begin{array}{r} 53 \text{ (error)} \\ 17 \overline{) 884} \\ - 850 \\ \hline 34 \\ - 34 \\ \hline 0 \end{array}</math></div> <p>50 × 17 2 × 17</p> <ul style="list-style-type: none"><li>short division algorithm, e.g.</li></ul> <div><math display="block">\begin{array}{r} 53 \text{ (error)} \\ 17 \overline{) 884} \end{array}</math></div>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Short division methods <b>must</b> be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm and be a complete method.</p> <p>The carrying figure must be less than the divisor.</p>

# Maths Paper 1 (Arithmetic)

Example 1 mark questions:

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

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

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

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

# Maths Paper 1 (Arithmetic)

Example 2 mark question:

14										
				6	1	4				
Show your method	×				3	2				

2 marks

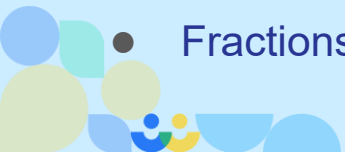
Qu.	Requirement	Mark	Additional guidance
14	<p>Award <b>TWO</b> marks for the correct answer of 19,648</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.</p> <ul style="list-style-type: none"> <li> <math display="block">\begin{array}{r} 614 \\ \times 32 \\ \hline 1228 \\ 18420 \\ \hline 19640 \text{ (error)} \end{array}</math> </li> </ul> <p>OR</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

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.

5 and 19

7 and 17

11 and 13

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

1 mark

13

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

0.009

least

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

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

0.999

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.

# Maths Paper 3 (Reasoning)

## Example question:

17

A shop buys **35 boxes** of crisps.

Each box contains **48 packets** of crisps.



On average, the shop sells **56 packets** of crisps each day.

How many **days** will it take for all of the crisps to be sold?

Show  
your  
method

A large rectangular grid for showing the method to solve the problem. The grid is composed of small squares. In the bottom right corner of the grid, there is a small rectangular box labeled 'days'.

3 marks

17

Award **THREE** marks for the correct answer of 30

If the answer is incorrect, award **TWO** marks for:

- evidence of an appropriate complete method which contains no more than one arithmetic error, e.g.

$$48 \times 35 = 1580 \text{ (error)}$$

$$1580 \div 56 = 28 \text{ r}12$$

Award **ONE** mark for:

- evidence of an appropriate method with more than one error

OR

- sight of 1680 (as evidence of the appropriate multiplication step completed correctly).

Up to  
3m

Any appropriate rounding or truncating of the answer does not negate an appropriate method.

Any answer which does not result from appropriate rounding or truncating implies an additional step not shown.

Any incorrect answer to the pupil's division that is not appropriate rounding or truncating is an error.

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

If a pupil's final answer results in a notation error, this is taken as an additional error and only **ONE** mark can be awarded in an appropriate, complete method.

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.

**TWO** marks will be awarded for an appropriate method with the misread number followed through correctly.

**ONE** mark will be awarded for evidence of an appropriate method using the misread number followed through correctly with no more than one error.

## **How to help:**

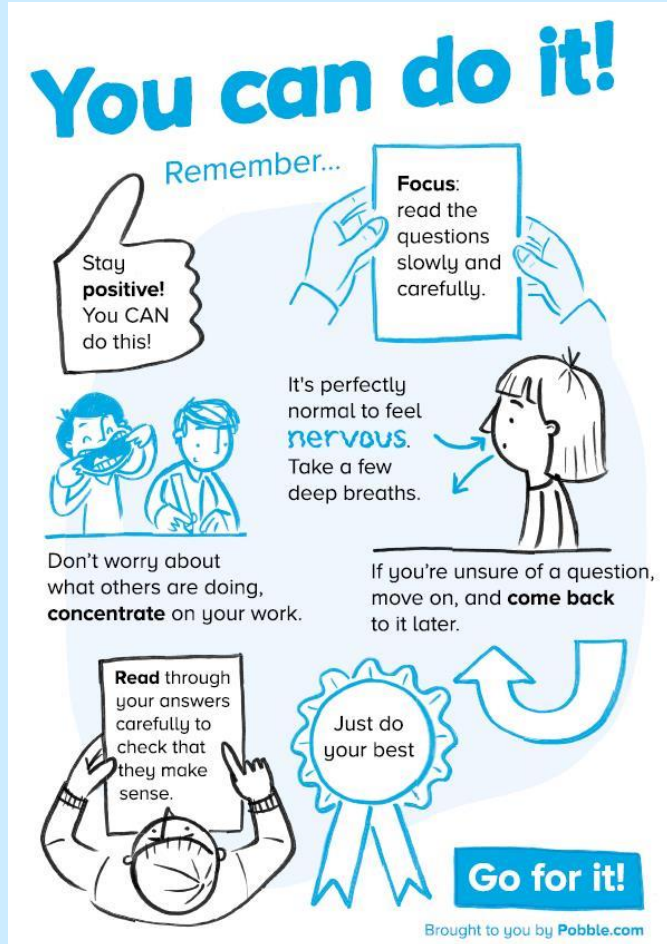
- Encourage children to do their maths homework and if they are stuck, please do help them and explain how they would work it out.
- Times table practise/ TTR- the more fluent the children are in their times tables, the easier they will find questions on long multiplication, long division and fractions
- Extra homework/support- I am happy to provide more work for home if your child feels they need extra help on some areas



# Supporting your child in preparing for the SATs

## Talking about SATS

- Keep conversations positive and pressure-free
- Listen to their worries and validate their feelings
- Avoid comparing with siblings or peers
- As long as they try their best, that is all we can ask



## **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

Tips:

- Please don't use past papers as they are used in school to prepare the children.
- Talk to me or Mrs Magdeburg if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a 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 study.
- 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.



## 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 their amazing personal characteristics.

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. Your school may be able to provide you with more detailed feedback.

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.

