

Year 6

SATs Meeting

Aims of this meeting

- To share with you key information about the Year 6 SATs.
- To give you the opportunity to ask any questions you may have.
- To share some websites and ways that you can help your child prepare for the exams.

What are SATs?

- SATs are Standard Assessment Tests. These are taken by all Year 6 children.
- The tests will take place from Monday 11th May to Thursday 14th May 2025.
- The tests will give the children a scaled score in Grammar, Punctuation, Vocabulary and Spelling (GPVS), Reading and Mathematics.
- The children do not sit a writing test. Instead, levels are given by their class teacher based on a portfolio of evidence collected throughout the year.

The SATs Timetable

Date	Activity
Monday 11 th May	English grammar, punctuation and spelling test – papers 1 and 2
Tuesday 12 th May	English Reading
Wednesday 13 th May	Mathematics papers 1 and 2
Thursday 14 th May	Mathematics paper 3

Scaled Scores

- The SATs show us what pupils can do independently and the children will be given a standardised scale score. These scores range from 80 to 120.
- A scaled score between 100 and 120 shows that the child has met the expected standard in the test. The lowest scaled score that can be awarded is 80. The highest score is 120.
- Pupils need to have a raw score of at least 3 marks to be awarded a scaled score.
- It is expected that the average Year 6 child will score 100.
- All children sit the same test. Within the tests there will be questions aimed at those children working at greater depth.
- On the following tables: orange = Working Towards Key Stage 2; yellow is Expected Standard for Key Stage 2 and green is Greater Depth in Key Stage 2.

English grammar, punctuation, vocabulary and spelling (GPVS)

Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score
0-2	No score	16	90	30	98	44	104	58	113
3	80	17	91	31	98	45	105	59	114
4	80	18	92	32	98	46	105	60	115
5	82	19	92	33	99	47	106	61	116
6	83	20	93	34	99	48	106	62	117
7	84	21	93	35	100	49	107	63	118
8	85	22	94	36	100	50	108	64	119
9	86	23	94	37	101	51	108	65	120
10	86	24	95	38	101	52	109	66	120
11	87	25	95	39	102	53	109	67	120
12	88	26	96	40	102	54	110	68	120
13	89	27	96	41	103	55	111	69	120
14	89	28	97	42	103	56	111	70	120
15	90	29	97	43	104	57	112		

Reading

Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score
0-2	No score	16	92	30	101	44	114
3	80	17	92	31	102	45	116
4	80	18	93	32	103	46	117
5	82	19	94	33	104	47	119
6	83	20	95	34	104	48	120
7	84	21	95	35	105	49	120
8	85	22	96	36	106	50	120
9	86	23	97	37	107		
10	87	24	97	38	108		
11	88	25	98	39	109		
12	89	26	99	40	110		
13	89	27	99	41	111		
14	90	28	100	42	112		
15	91	29	101	43	113		

Mathematics

Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score
0-2	No score	16	87	30	92	44	96	58	100	72	103	86	107	100	112
3	80	17	88	31	93	45	96	59	100	73	103	87	107	101	113
4	80	18	88	32	93	46	97	60	100	74	103	88	107	102	113
5	80	19	89	33	93	47	97	61	100	75	104	89	108	103	114
6	81	20	89	34	94	48	97	62	101	76	104	90	108	104	115
7	82	21	89	35	94	49	97	63	101	77	104	91	108	105	116
8	83	22	90	36	94	50	98	64	101	78	105	92	109	106	117
9	84	23	90	37	94	51	98	65	101	79	105	93	109	107	118
10	84	24	91	38	95	52	98	66	102	80	105	94	109	108	119
11	85	25	91	39	95	53	98	67	102	81	105	95	110	109	120
12	85	26	91	40	95	54	99	68	102	82	106	96	110	110	120
13	86	27	92	41	95	55	99	69	102	83	106	97	111		
14	86	28	92	42	96	56	99	70	102	84	106	98	111		
15	87	29	92	43	96	57	99	71	103	85	106	99	112		

The GPVS Test

- The GPVS test is made up of 2 components, worth a total of 70 marks:
 1. A booklet of short-answer questions (50 marks)
 2. A spelling task (20 marks)
- The short-answer questions consists of between 40 and 50 questions assessing grammar, punctuation and vocabulary. Each question is worth 1 or 2 marks with a total for the paper of 50 marks. The questions may include multiple choice, circling/underlining key words or a require a short response from the child.
- The spelling task consists of 20 sentences which are read aloud by the test administrator. Each sentence has a word missing which the pupil must complete. The task is worth a total of 20 marks.

The GAPS Test

7

Circle the correct word in each box to complete the sentences in **Standard English**.

Pass me

them
those

 cartons, please.

You sang that song very

good.
well.

We always

did
done

 our homework on time.

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music _____ was played last night.

1 mark

The Reading Test

- The reading booklet usually contains 3 texts. The least demanding text comes first, with the following texts increasing in level of difficulty. Pupils have one hour to read the texts and complete the questions at their own pace.
- The reading answer booklet consists of approximately 35 to 40 questions (totalling 50 marks). There are different types of questions:
 - shorter, closed response items (such as multiple choice and matching questions)
 - Shorter, open response items
 - longer, open response items that require children to explain and comment on the texts in order to demonstrate a full understanding.

This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.

31 Look at page 9.

Why has Micah come to Piper's house on the night of the storm?

1 mark

32 What impressions do you get of Piper's house?

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

Impression	Evidence

3 marks

The Maths Test

- The mathematics test consists of:
- Paper 1 – Arithmetic lasting 30 minutes.
- Paper 2 – Reasoning lasting 40 minutes.
- Paper 3 – Reasoning lasting 40 minutes.
- Pupils marks from all 3 tests will be added together to calculate their overall mathematics score.
- Pupils are allowed to ask for the questions to be read to them.
They can use the following equipment in the test:
- a ruler (showing centimetres and millimetres)
- a protractor
- a mirror

10

$91 \div 7 =$

☐

1 mark

26

$1\frac{1}{5} + 2\frac{1}{10} =$

☐

1 mark

11

$= 87 - 65$

☐

1 mark

27

$35\% \text{ of } 320 =$

☐

1 mark

12

$602 -$ $= 594$

☐

1 mark

28

$\frac{8}{9} - \frac{1}{4} =$

☐

1 mark

1

In this grid, there are four multiplications.

Write the **three** missing numbers.

4	×	8	=	
×		×		
3	×		=	21
=		=		
		56		

1 mark

2

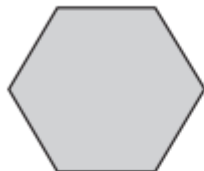
What number is 1,000 **less** than 9,072?

1 mark

17

These two shapes have the **same** perimeter.

regular hexagon



square

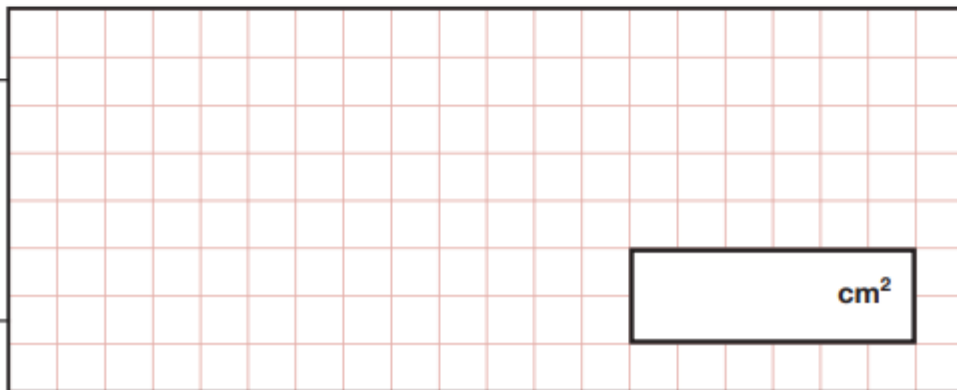


Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

Show
your
method



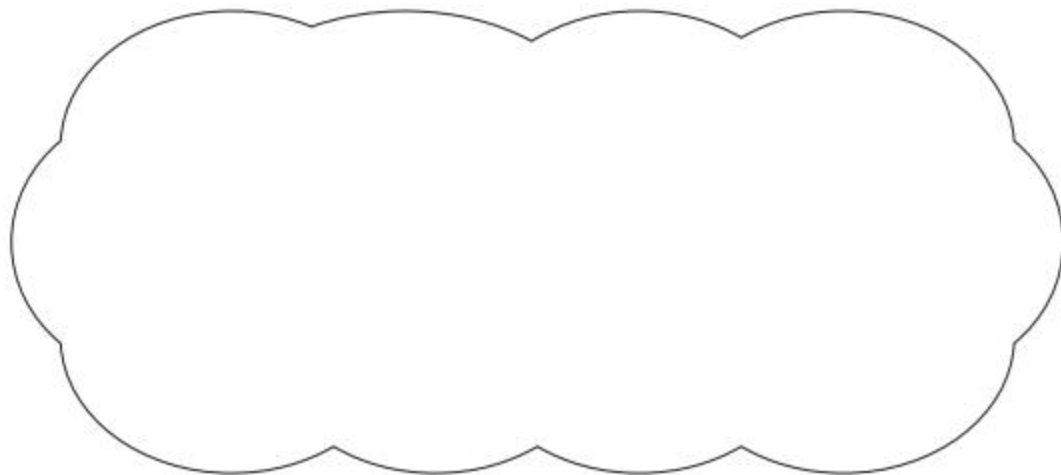
2 marks



Kirsty says,

When you double the size of an acute angle,
you always get an obtuse angle.

Explain why Kirsty is **not** correct.



Expectations

- It is very important that your child is in school during SATs week
- We provide a breakfast during SATs week. This ensures that children are in school on time and are calm and ready for the tests.
- Your child will take their exams in their classrooms. Displays that may help will be covered over.
- Some children may sit their exams in small groups to help them feel supported and secure.



SATs Results

- The children's SATs papers are marked externally. We normally get the results back at the beginning of July.
- The results will be shared with the children and then you will get your child's end of year report with the SATs scores.

What we are doing in school to prepare your child for SATs

- High quality teaching.
- Cross curricular links – children are writing in all areas of the curriculum and are using rich texts.
- Children are aware strengths and of their next steps.
- Practice tests throughout the year.
- Intervention with Mrs Carey and Miss Johnston
- Same day intervention to address gaps and misconceptions
- Lots of reassurance and encouragement.

How you can help your child

- Make sure your child attends school.
- Listen to and encourage your child to read daily (fiction and non fiction texts).
- Discuss the texts they are reading to ensure they have understood the content.
- Test the children on their times tables and basic maths skills. These maths facts will help speed up their mental calculations.
- Help your child learn their weekly spellings.
- Make sure your child has somewhere quiet to do complete their homework.
- Give lots of reassurance and encouragement.
- BBC schools has good revision resources.

Useful Websites

<https://welearn365.com>

<https://www.allsaintsceprimaryschoolandnursery.co.uk/year6>

https://www.google.com/search?q=sats+revision+books&rlz=1C1GCEB_enGB1155GB1156&oq=sats+revision+books&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTU0MzBqMGoxNagCCLACAQ&sourceid=chrome&ie=UTF-8

www.bbc.co.uk/bitesize/ks2/



**Please contact Miss
Edwards if you have any
questions about the
SATs or any other
aspects of your child's
learning.**