

# KS2 SATs Information Session for Parents

13<sup>th</sup> October 2025

# Aims of the session

To give parents and carers information about the KS2 SATs week, covering;

- ▶ What are the SATs tests and why do we do them?
- ▶ When will they happen?
- ▶ How are they administered and marked?
- ▶ What sorts of questions will be asked?
- ▶ How can parents and carers support pupils at home?

# What are SATs and why do we have them?

- SATs (Standard Assessment Tests) are tests taken to assess the progress of a child's learning. At primary schools, [SATs](#) tests are taken in Year 2 (now optional) and Year 6 (statutory).
- SATs allow teachers to learn more about the strengths and weaknesses of each child in their class. Plus, the assessments also allow teachers to compare each child with other children in their class and with their peers across the country.
- In addition, SATs are also useful for assessing the progress of a child as they move from one Key Stage to another (hence why they happen at the end of Key Stage 1 and Key Stage 2).
- SATs are also used by local authorities and the Department for Education to identify schools that are struggling or performing well.

## The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

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 Standard.

An overall judgement of ARE (age related expectations) WTS (working towards standard) or GDS (working at greater depth within the standard) will be awarded.

# What tests will my children take?

- ▶ There are two SPaG (Spelling, Punctuation and Grammar) papers on day one.
  - ▶ Paper 1 which focuses on short answer questions about grammar and punctuation (45 minutes)
  - ▶ Paper 2, which is a spelling test.(approx. 15 minutes)
- ▶ Reading Paper-one reading paper which includes reading 3 separate texts and answering questions about them. (1 hour)
- ▶ Three Maths Papers
  - ▶ Arithmetic (30 minutes)
  - ▶ Reasoning Paper 1 (40 minutes)
  - ▶ Reasoning Paper 2 (40 minutes)
- ▶ There is no test for writing. Assessments for writing are made by gathering evidence of pupil's writing across the course of Year 6. This is assessed by class teachers and moderated-this may be internally or externally.

# SATs Week 2026

- **Monday 11 May 2026:** English grammar, punctuation and spelling (Papers 1 & 2)
- **Tuesday 12 May 2026:** English reading
- **Wednesday 13 May 2026:** Mathematics (Papers 1 & 2)
- **Thursday 14 May 2026:** Mathematics (Paper 3)

# How are the tests administered?

- ▶ 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**.
- ▶ Although the SATs dates for 2026 are in May, the test results are not released until towards the end of the summer term. This is because even though the SATs tests are taken within the classroom, they are marked externally.
- ▶ You will be informed of your pupil's SATs results in their end of Year report. You will be told their raw score, their standardised score, and whether this means they are working at ARE, Working Towards, or working at GD.

# Special Arrangements

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

- ▶ 25% additional time; for children with an EHCP or for those who find it difficult to process information
- ▶ A reader; for children whose reading ability would be a barrier to them reading the questions
- ▶ The use of prompts or rest breaks; for children who struggle to remain focussed and on task for 15 minutes
- ▶ A scribe-an adult to write for them
- ▶ Tests being opened early to be modified e.g. copied onto coloured paper
- ▶ Transcription after the test has finished; for children whose handwriting may prevent the marker from being able to read their response clearly

*Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.*

# Paper 1: Grammar, punctuation and vocabulary (45 minutes)

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:

1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

39

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

e.g. **Although, while**

\_\_\_\_\_ football is his favourite sport, James also enjoys  
watching tennis on TV.

1 mark

49

Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The Romans invaded Britain over two thousand years ago.

e.g. **Over two thousand years ago, Britain  
was invaded by the Romans.**

1 mark

# Paper 2: Spelling (approx. 15 minutes)

- ▶ This test requires children to spell 20 words.
- Each word is read out as part of a sentence that is printed in the children's answer booklet.
- Children write the missing word in the gap.
- The spellings are based on the spelling rules taught across Key Stage 2 and increase in difficulty.

## 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.

## 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**.

# Reading (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.

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 <b>two</b> ways.</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 1 mark</b> for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"><li>Priya's heart beating fast, e.g.<ul style="list-style-type: none"><li><i>Priya's heart started to race</i></li><li><i>her heart was beating really quickly.</i></li></ul></li><li>Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none"><li><i>she took a deep breath</i></li><li><i>Priya was trying to calm herself</i></li><li><i>she must be nervous because she needs to calm down.</i></li></ul></li><li>Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none"><li><i>she tells herself it must be something harmless</i></li><li><i>she tries to reassure herself.</i></li></ul></li><li>Priya waking with a start, e.g.<ul style="list-style-type: none"><li><i>she woke with a start.</i></li></ul></li></ol>	Up to 2m

1 What is Ajay doing when the post arrives?

\_\_\_\_\_

24 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Wasps can be aggressive.		
Male bumblebees sometimes sting.		
Bumblebees only go outside when it is warm.		
You need a big garden to help bumblebees.		

8 If she was trying to **reassure** Joe, it wasn't working.

What does *reassure* mean in this sentence?

\_\_\_\_\_

1 mark

39 What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

3 marks

# Reading

## Example questions: 3 mark question

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
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

3 marks

### 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 <b>two</b> things, using evidence from the text to support your 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.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>	Up to 3m														
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# 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>19</b>	$29.5 - 16.125 =$		<input style="width: 40px; height: 20px;" type="text"/> 1 mark
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<b>20</b>	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$		<input style="width: 40px; height: 20px;" type="text"/> 2 marks
Show your method			

<b>19</b>	13.375	<b>1m</b>	
<b>20</b>	Award <b>TWO</b> marks for the correct answer of 37,592  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.	<b>Up to 2m</b>	Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.  <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.
	$\begin{array}{r} \bullet \quad 508 \\ \times \quad 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}$		$\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \text{ (place value error)} \\ \hline 5588 \end{array}$
	<b>OR</b>  $\begin{array}{r} \bullet \quad 508 \\ \times \quad 74 \\ \hline 2032 \\ 35060 \text{ (error)} \\ \hline 37092 \end{array}$		

# Maths Paper 1 (Arithmetic)

## Example 1 mark questions:

**7**  $7.8 + 6.953 =$

$$\begin{array}{r} 7.800 \\ + 6.958 \\ \hline 14.758 \\ 1 \end{array}$$

$14.758$

1 mark

**12**  $801 - \boxed{6} = 795$

Mental method:  
Count on from 795 to 801

1 mark

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

$$\frac{5}{8} = \frac{10}{16}$$

$$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$$

$\frac{13}{16}$

1 mark

**23**  $70 + 48 \div 6 =$

$$48 \div 6 = 8$$

$$70 + 8 = 78$$

$78$

1 mark

# Papers 2 and 3: Mathematical Reasoning (40 minutes per paper)

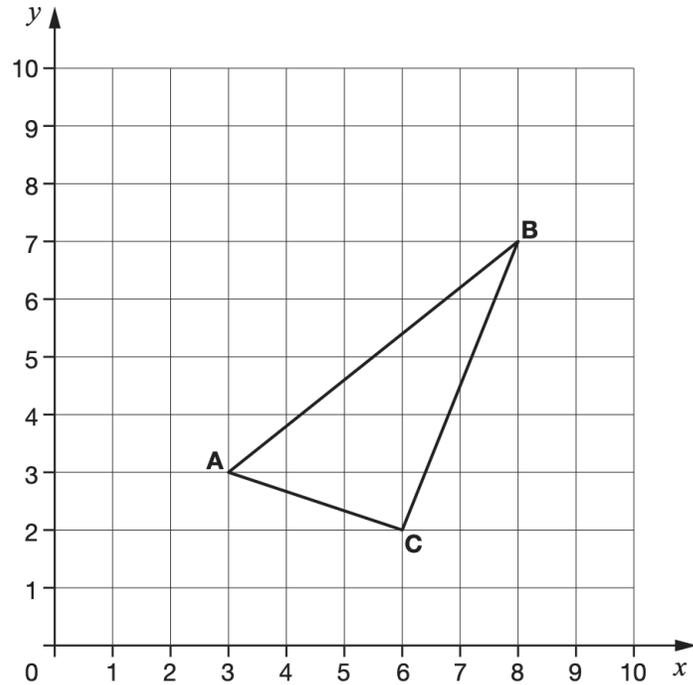
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- ▶ 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:

3



ABC is a triangle.

What are the coordinates of point C?

( 6 , 2 )

1 mark

8

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

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

24,400

1 mark

# Maths Papers 2 (Reasoning)

## Example questions:

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

A 20x10 grid for showing the method. A small rectangle is drawn in the bottom right corner of the grid, spanning 4 units wide and 2 units high.

2 marks

17

Award **TWO** marks for the correct answer of 33

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

- $4 \times 50 = 200$   
 $200 \div 6 = 30$  (*error*)

**OR**

- $50 \div 6 = 8 \text{ r}2$   
 $(8 \text{ r}2) \times 4 = 32 \text{ r}8$

**OR**

Award **ONE** mark for sight of:

- $33 \frac{1}{3}$  **OR**  $33.\dot{3}$  **OR**  $33.33\text{r}$  **OR**  $33.3$

**OR**  $33\text{r}2$

(as evidence of completing  $200 \div 6$  correctly without interpreting the remainder in context)

Up to  
2m

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

If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g.

- $200 \div 6 = 31 \text{ r}8$

Acceptable rounded answers would be **31 OR 32**

For the 'sight of' mark, accept equivalent fractions.

Award **ONE** mark for an answer of 34.

# Maths Papers 3 (Reasoning)

## Example questions:

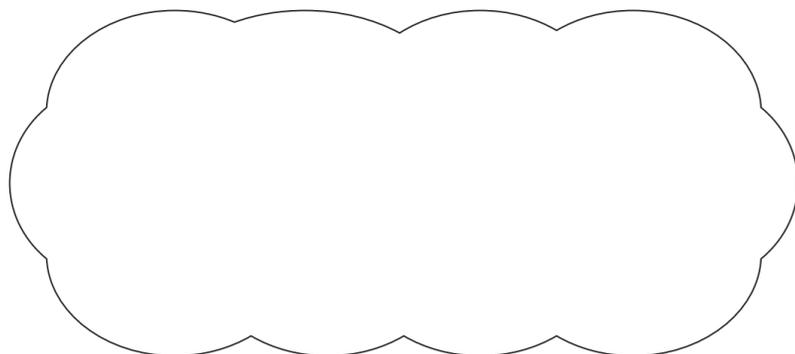
9

Jack says,

I multiplied a whole number by 3  
My answer was 32



Explain why Jack is **not** correct.



1 mark

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.

# Maths Papers 3 (Reasoning)

## Example question:

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

3 marks

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



# Writing.

No one-off test or assessment - pupils' work from January onwards is considered in making a teacher assessment judgement.

Teachers are looking for evidence of pupils applying all taught skills in writing opportunities in English and across the curriculum.

Children will be assessed as either working towards (WTS) the expected standard, meeting the expected standard (EXS) or at greater depth (GDS) within the expected standard. There are also 'Pre-Key stage' descriptors.

Legible handwriting and accurate spelling and punctuation are essential.

## 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<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## 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.<sup>1</sup>

## 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 writing<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# What happens if my child is unwell?

- ▶ If your child is unable to attend school during SATs week, please let us know as soon as possible.
- ▶ It is possible to make arrangements for your child to come in just for the test, or to sit the test at a different time, provided they do not have any contact with any other Year 6 pupils. Schools have to request special permission from the STA to make adaptations to the timetable.
- ▶ It is unlikely your child will be allowed to sit a paper after the day of the test.

# How can you help?

- ▶ Lots of support and encouragement and a positive attitude!
- ▶ Give your child a quiet, distraction free space to complete homework or to revise. Help them to write a revision plan if you think this will help.
- ▶ Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- ▶ If you're looking to support your child further with maths at home, there are lots of good websites with free Year 6 revision resources.
- ▶ 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.
- ▶ Support to attend SATs Preparation sessions

# How can you help?

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king penguin  
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- Cohesive devices**  
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gelada monkey  
narwhal  
2 of 18
- Commas to clarify meaning**  
headlight beetle  
olive ridley turtle  
Namaqua chameleon  
4 of 18
- dictionary skills**  
agama lizard  
warthog  
giant Pacific octopus  
5 of 18
- Figurative language**
- Formal language**

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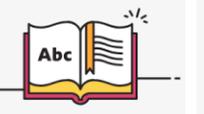
### KS2

Key Stage 2 is a phase of primary education for pupils aged 7 to 11 in England and Wales.

Part of [Learn & revise](#)

#### All KS2 subjects

These subjects may contain both guides and videos.

 <b>Art and Design</b>	 <b>Citizenship</b>	 <b>Citizenship (Wales)</b>
 <b>Design and Technology</b>	 <b>English</b>	 <b>English as an additional language</b>

**CGP**

## Key Stage Two English



### SATS Revision Book

**Ages 10-11**

# 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 don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

SATs are only four days out of a whole Primary School career.

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

## 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 us

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to us so that we can work you and your child to 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 their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer to 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. Similarly, if you don't believe in SATs, your child may reflect this view.

## Advice for Year 6 children

- Listen to your teacher.
- The adults you work with all want you to do your best.
- 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.
- Remember that the Year 6 SATs last for 4 days out of your whole life!

*“Stay focused in class so you don't have loads of extra studying to do at home!” - Year 7 pupil's advice.*

Any questions?