SATs PRESENTATION 2025

SATs..
WHY?

WHY…..

- ATTAINMENT- against age-related expectations set out in the National Curriculum

- PROGRESS- from end of Key Stage One to end of Key Stage Two

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 12th May** ending on **Thursday 15th May.**
- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – **Monday 12th May**
  - Grammar, punctuation and spelling (paper 2: Spelling) – **Monday 12th May**
  - Reading – **Tuesday 13th May**
  - Maths (paper 1: Arithmetic) – **Wednesday 14th May**
  - Maths (paper 2: Reasoning) – **Wednesday 14th May**
  - Maths (paper 3: Reasoning) – **Thursday 15th May**
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.
- Results are then sent home with your child's end of year report

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

WHEN and HOW?

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

Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:
- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

- For those pupils that we have identified as requiring this, we will be notifying you directly.

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.

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.

Grammar, Punctuation and Spelling: **<u>Monday 12th May</u>**

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 **_<u>approximately</u>_** 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:

1 Which sentence must end with a **question mark**?

Tick **one**.

Do you know how long it took for the trees to grow	✓
We have planted rose bushes around the trees	
How beautiful the flowers will be	
I will ask my teacher if I can show you	

1 mark

33 Add a **prefix** to the word <u>charge</u> in the sentence below to show that the waiter did not charge too much.

The waiter was careful not to _____over_____charge the customer.

1 mark

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

The noise of the traffic disturbed us.

e.g. We were disturbed by the noise of the traffic.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:

Spelling

1. Our dogs are _____ and full of energy.

2. The swans nested on an _____ in the lake.

3. We met a _____ writer.

2024 Spelling script

Spelling 1: The word is **young**.
Our dogs are young and full of energy.
The word is **young**.

Spelling 2: The word is **island**.
The swans nested on an island in the lake.
The word is **island**.

Spelling 3: The word is **famous**.
We met a famous writer.
The word is **famous**.

Reading: **<u>Tuesday 13th May</u>**

There is one reading test that lasts for 60 minutes.
The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

The test covers the following areas (known as Content Domains):
- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Predict what might happen from details stated and implied;
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of words and phrases;
- Make comparisons within the text.

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

2 Read the paragraph beginning: *They are not hedgehogs...*

Find and **copy one** word that means the same as 'met'.

_____

1 mark

Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

2	Read the paragraph beginning: *They are not hedgehogs...*	1m
	Find and **copy one** word that means the same as 'met'.	
	Content domain: 2a – give or explain the meaning of words in context	
	Award 1 mark for:	
	▪ *encountered.*	

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Reading

Example questions:

9 Look at the section: ***What issues are streaked tenrecs facing?***

What serious problems are streaked tenrecs facing?

Give **two** problems.

1. _____

2. _____

_____
2 marks

9	Look at the section: ***What issues are streaked tenrecs facing?*** What serious problems are streaked tenrecs facing? Give **two** problems. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: 1. deforestation / the destruction of streaked tenrecs' habitat, e.g. • *deforestation destroys their habitat* • *tenrecs live in the rainforest and it's being destroyed* • *the landscape is being destroyed.*	Up to 2m

5 Draw **three** lines to match each paragraph to its main content.

Paragraph

The paragraph beginning: *Imagine treading through...*

The paragraph beginning: *Both highland and lowland streaked tenrecs are...*

The paragraph beginning: *Tenrecs forage...*

Content

diet

behaviour

appearance

_____
1 mark

5	Draw **three** lines to match each paragraph to its main content. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for all correctly matched: **Paragraph** — The paragraph beginning: *Imagine treading through...* / The paragraph beginning: *Both highland and lowland streaked tenrecs are...* / The paragraph beginning: *Tenrecs forage...* **Content** — diet / behaviour / appearance	1m

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Reading

Example questions:

3 mark question

Qu.	Requirement	Mark

26	Look at the whole text.
	
	Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking.
	
	Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text
	
	Award 1 mark for reference to any of the following up to a maximum of **3 marks**:
	
	1. the quotation, *You ain't getting up on that?*
	
	2. the quotation, *It isn't safe, Louie / You can't just get up on the rope and…*, e.g.
	   • *he told her that it wasn't safe for her*
	   • *he wasn't sure that it was safe for her to be on it.*
	
	3. the quotation, *It's a proper skill / It takes years of practice*, e.g.
	   • *he pointed out it takes years to master*
	   • *he thought she needed more practice.*
	
	4. the quotation, *Shouldn't I stay here? / Just in case you fall?*, e.g.
	   • *he thought she would fall*
	   • *he wanted to stay beneath the rope incase she falls*
	   • *he offered to help if she fell*
	   • *he was asking if he should stay there*
	   • *he hesitated to move – thinking she would fall.*
	
	5. the quotation, *Ned breathed in sharp.*
	
	Do not accept reference to the quotation, *You better come down.*
	
	Do not accept reference to the quotation, *He thought it was all one big prank.*
		Up to 3m

26 Look at the whole text.

Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking.

1. _____

_____

2. _____

_____

3. _____

_____

3 marks

15

Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2024 Reading SATs paper,
- 10% of marks could be gained from answering questions involving giving and explaining the meaning of **words in context**;
- 38% of marks could be gained from answering questions involving **retrieving and recording information or identifying key details from a text**;
- 44% of marks could be gained from answering questions involving **making inferences** from a text and justifying inferences with text evidence.

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

MATHS CONTENT

- Comes from **_All of Key Stage Two_**, but
- <u>YEAR SIX CURRICULUM CONTENT</u>

In 2024, the percentage of content taken from the Year 6 curriculum was the highest of the last 6 SATs cycles.

In the arithmetic paper, the percentage of Year 6 content increased slightly to 44% from 42% in 2023.

In Paper 2, the percentage of Year 6 content doubled from that of 2023 to 48%.

In Paper 3, the percentage of Year 6 content increased by 12% to 54%.

This was 37% higher than the Year 6 content in 2022.

Maths: Wednesday 14th May and Thursday 15th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 14th May

- Paper 2: Reasoning (40 minutes) – Wednesday 15th May

- Paper 3: Reasoning (40 minutes) – Thursday 15th 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:

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

9 $7.68 + 13.493 =$

$$\begin{array}{r} 7.680 \\ +\ 13.493 \\ \hline 21.173 \\ {\scriptstyle 1\ \ 1\ \ 1} \end{array}$$

21.173

1 mark

11 $640 \div 8 =$

Mental method:
Using known fact of $64 \div 8 = 8$

80

1 mark

18 $\frac{5}{12} + \frac{1}{3} =$

$\frac{1}{3} = \frac{4}{12}$

$\frac{5}{12} + \frac{4}{12} = \frac{9}{12}$

$\frac{9}{12}$

1 mark

21 $2 + 3^3 =$

$3^3 = 27$
$2 + 27 = 29$

29

1 mark

Maths Paper 1 (Arithmetic)

Example 2 mark question:

30 | Award **TWO** marks for a correct answer of 29 | Up to 2m | Working must be carried through to reach a final answer for the award of **ONE** mark.

If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, e.g.

- long division algorithm, e.g.

$$
\begin{array}{r}
29\ r6 \\
34\overline{\smash{\big)}\,986} \\
-\ 680 \\
\hline
306 \\
-\ 300\ (error) \\
\hline
6
\end{array}
$$

OR

$$
\begin{array}{r}
28\ (error) \\
34\overline{\smash{\big)}\,986} \\
-\ 680 \qquad 20 \times 34 \\
\hline
306 \\
-\ 306 \qquad 9 \times 34 \\
\hline
0
\end{array}
$$

- short division algorithm, e.g.

$$
34\overline{\smash{\big)}\,98^{30}6} \quad \begin{array}{c} 2\ \ 8\ (error) \end{array}
$$

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.

- <u>ARITHMETIC PAPER</u>

Calculation continues to account for the highest percentage of marks at **60%**

32.5% of the marks are awarded to fractions, decimals and percentages questions

- **92.5%** of questions covered calculation or fractions

IN PREPARATION……

- Ensure children have a strong grasp of the four operations, both whole numbers and decimals.
- Build confidence using the four operations with fractions.

- $$\boxed{} = \frac{4}{5} \div 4$$

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 14th May and paper 3 will take place on Thursday 15th May. These tests have a total of 35 marks each and lasts for 40 minutes each.

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

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Papers 2 (Reasoning)

Example questions:

5 Write the three missing digits to make this multiplication correct.

$$\begin{array}{r} 2\ 5\ 4 \\ \times \quad\quad 3 \\ \hline 7\ 6\ 2 \end{array}$$

1 mark

8 Write a **whole number** in each box to make the statements correct.

One has been done for you.

18   rounded to the nearest **ten** is   20

3,500 to 4,499   rounded to the nearest **thousand** is   4,000

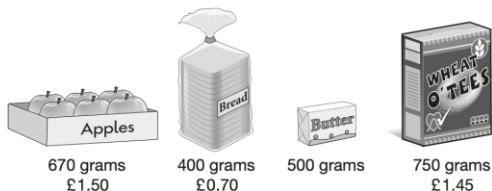815,000 to 824,999   rounded to the nearest **ten thousand** is   820,000

1 mark

Maths Papers 2 (Reasoning)

Example questions:

17 Chen buys these four items.

Apples
670 grams
£1.50

400 grams
£0.70

Butter
500 grams

WHEAT O'TEES
750 grams
£1.45

Chen pays for the four items with a £10 note. The price of the butter is not shown.

She receives £3.85 change.

What is the price of the **butter**?

Show your method

£ _____

2 marks

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17 Award **TWO** marks for the correct answer of (£)2.50

If the answer is incorrect, award **ONE** mark for evidence of an appropriate complete method which contains no more than **ONE** arithmetic error, e.g.

- £1.50 + £0.70 + £1.45 = £3.65
  £10.00 − £3.65 = £6.15 (*error*)
  £6.15 − £3.85 = £2.30

OR

- £1.50 + £0.70 + £1.45 + £3.85 = £7.50
  £10.00 − £7.50 = £3.50 (*error*)

If no final answer is given, all calculations within an appropriate method must be evaluated correctly for the award of **ONE** mark, e.g.

- £1.50 + £0.70 + £1.45 = £3.65
  £10.00 − £3.65 = £6.35
  £6.35 − £3.85

Up to 2m

Accept for **ONE** mark an answer of £250, £250p, £2,50 or £2.5 as evidence of an appropriate method.

Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.

Misreads of £3.85 as £3.65 **OR** miscopies of £3.65 as £3.85 are not allowed.
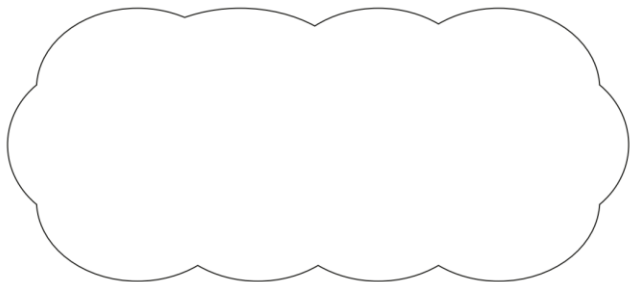
Maths Papers 3 (Reasoning)

Example questions:

24 $\frac{1}{2} \times \frac{5}{6}$ is greater than the value of $\frac{1}{3} \times \frac{7}{8}$

Explain how you know.

1 mark

24	Award **ONE** mark for an explanation that compares the calculations or relative size of the fractions to indicate relative size of the products, e.g.	1m	**Do not** accept responses that restate the question.

Award **ONE** mark for an explanation that compares the calculations or relative size of the fractions to indicate relative size of the products, e.g.

- $\frac{1}{2} \times \frac{5}{6} = \frac{5}{12}$

  $\frac{5}{12} = \frac{10}{24}$

  $\frac{1}{3} \times \frac{7}{8} = \frac{7}{24}$

OR

- $\frac{10}{24} > \frac{7}{24}$

Do not accept responses that restate the question.

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

- the result is bigger because it's a half
- shows the products without supporting calculations or further proof, e.g.

  $\frac{5}{12}$ is bigger than $\frac{7}{24}$

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

Maths Papers 3 (Reasoning)

Example question:

21 A band holds a concert for charity.

The tickets cost £27 each.

They sell 635 tickets.

They pay £3,180 to use the hall.

They give one-third of the **remaining** amount to charity.

How much money does the band give to charity?

Show your method

£ _____

3 marks

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21 Award **THREE** marks for the correct answer of (£)4,655

Award **TWO** marks for:

- an incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g.

  635 × £27 = £17,045 (*error*)

  £17,045 − £3,180 = £13,865

  £13,865 ÷ 3 = £4,621.66

OR

- for sight of (£)13,965 (as evidence of two steps completed correctly)

Award **ONE** mark for:

- evidence of an appropriate method with more than one error

OR

- sight of (£)17,145 (as evidence of the multiplication step completed correctly).

Up to 3m

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.

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

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

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.

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

KS2 Maths SATS papers analysis (2024)
Percentage of questions by content domain

Content domain	2017	2018	2019	2022	2023	2024
Number & PV	12	14	11	14	16	15
Calculations	24	22	19	29	20	21
FDP	14	16	15	16	18	19
Ratio & prop	8	6	6	4	5	6
Algebra	8	10	9	6	7	6
Measurement	14	14	15	12	13	13
Shapes	10	8	11	10	9	11
Pos & direction	4	4	6	4	4	4
Statistics	8	4	8	6	7	6

- ALL SATS PAPERS ARE EXTERNALLY MARKED/SCANNED
- It is essential that digits are clear:

- 6 and 0
- 1 and 7
- 4 and 9
- 4 and 7

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.

DO HIGH SCHOOLS USE THE RESULTS?

- YES, but not these only.