

YEAR 6 SATS PRESENTATION FOR PARENTS

Monday 28th April 2025

Thank you for attending.

THE SATS TESTS

- The end of KS2 assessments are sometimes informally referred to as 'SATS'.
- SATs stands for Statutory Assessment Tests and they are held at the end of Key Stage Two.
- It is a statutory requirement for year 6 pupils in state primary schools across the country to do the SATs.
- Tests are created by the Standards and Testing Agency.



A close-up photograph of a person's hand holding a black pen, filling out a bubble sheet. The sheet has a grid of circles, some of which are already filled in. The numbers 1, 2, 3, and 4 are printed next to the circles. The text "WHEN ARE THE SATS?" is overlaid in large, white, bold letters across the center of the image.

WHEN ARE THE SATS?

THE SATS TESTS

Monday 12th May	Tuesday 13th May	Wednesday 14th May	Thursday 15th May
English Paper 1: Grammar, Punctuation and Spelling (45 minutes) English Paper 2: Spelling (20 mins)	Reading (1 hour)	Mathematics Paper 1: Arithmetic (30 mins) Mathematics Paper 2: Reasoning (40 mins)	Mathematics Paper 3: Reasoning (40 mins)

A close-up photograph of a hand holding a black pen, grading a test. The test paper features a grid of circles, each containing a number (1, 2, 3, or 4). Some circles are filled in with black ink, indicating correct answers. The hand is positioned over the grid, with the pen tip near one of the circles. The background is slightly blurred, showing more of the test paper.

**HOW ARE THE TESTS
GRADED?**

GRADING OF THE TESTS



SATs tests are marked externally; the school receives the results in July.

The marked tests provide the following information:

- **a raw score**
- **a scaled score**
- **an indication of whether the national standard has been met.**

GRADING OF THE TESTS

- A child awarded a scaled score between 100-109 is judged to have the 'national standard' (ARE/EXS) in the area judged by the test.
- If a child's score is 110 or above, they are working above the expected national standard (GDS).
- If a child's score is between 80-99, they are judged to have not yet met the national standard and performed below the expectation for their age (working towards).

Writing

- **Teacher Assessment Frameworks (TAFs) to evaluate pupils against national curriculum expectations.**
- **working towards the expected standard**
- **working at the expected standard**
- **working at greater depth**
- **The teacher's professional judgment**

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

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Writing

- **Independent Writing:**

The assessment is primarily based on the pupil's independent writing, reflecting their understanding and skills without significant support.

- **Range of Writing:**

Teachers consider a range of writing pieces to get a comprehensive view of the pupil's abilities.

- **Genre and Purpose:**

Assessments may consider different writing genres (e.g., narrative, non-fiction) (e.g., informing, persuading, entertaining).

- **Cohesion and Coherence:**

The ability to connect ideas and create a clear, flowing narrative is a key element of assessment.

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 correctly¹ (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

- **Vocabulary and Grammar:**

Pupils are assessed on their use of a range of vocabulary, grammar, and punctuation.

- **Spelling:**

Spelling accuracy, including words from the year 5/6 spelling list, is evaluated.

- **Handwriting:**

Legible and joined handwriting is expected.

- **Structure and Organization:**

The ability to use paragraphs and other organisational devices to structure writing is assessed.

- **Clarity and Cohesion:**

Assessments look at the clarity and cohesion of writing, ensuring ideas are presented logically and effectively.

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.⁴

[There are no additional statements for spelling or handwriting]

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.



THE WEEK ITSELF

THE WEEK ITSELF



The week beginning Monday 12th May 2025.

We will be offering all Year 6 children a breakfast before school at 8am. This is an optional provision. If children do not want to attend this offer, then they will need to arrive at school at the usual time of 8:30 am.



THINGS TO REMEMBER

- The wellbeing of your children is our priority.
- It is important that the children feel calm and relaxed about their SATs.
- We are here if you or your child has any concerns.
- We are in this together; we believe in your children, and we will be doing everything to help them reach their full potential.



The background of the image is a collage. The top half is filled with numerous question marks in various colors including green, blue, red, and yellow. The bottom half shows several human hands of different skin tones raised in the air, as if participating in a Q&A session or a vote. A black rectangular box is positioned on the left side, partially overlapping the question marks and the hands.

QUESTIONS