



YEAR 6 SATs 2025  
PRESENTATION FOR  
PARENTS, CARERS & GUARDIANS



## 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 12<sup>th</sup> May** ending on **Thursday 15<sup>th</sup> May**.
- The SATs papers consist of:
  - Grammar, Punctuation & Spelling - Paper 1 - **Monday 12<sup>th</sup> May**
  - Grammar, Punctuation & Spelling - Paper 2 - **Monday 12<sup>th</sup> May**
  - English Reading - **Tuesday 13<sup>th</sup> May**
  - Maths Paper 1 (Arithmetic) - **Wednesday 14<sup>th</sup> May**
  - Maths Paper 2 (Reasoning) - **Wednesday 14<sup>th</sup> May**
  - Maths Paper 3 (Reasoning) - **Thursday 15<sup>th</sup> May**
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.



## WHEN AND HOW THE SATs ARE COMPLETED

- 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 last longer no longer than 60 minutes:
  - Grammar, Punctuation & Spelling - Paper 1 (Grammar/punctuation) – **45 minutes**
  - Grammar, Punctuation & Spelling - Paper 2 (Spelling) – **15 minutes**
  - English Reading – **60 minutes**
  - Maths Paper 1 (Arithmetic) – **30 minutes**
  - Maths Paper 2 (Reasoning) – **40 minutes**
  - Maths Paper 3 (Reasoning) - **40 minutes**



## 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 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 score ensures an accurate comparison of performance over time.

Scaled Scores range from 80 to 120.

A Scaled Score of 100 or more shows the pupils is meeting the National Standard.

## English reading

Raw score	Scaled score
0-2	No scaled score
3	82
4	83
5	84
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120

## Mathematics

Raw score	Scaled score
0-2	No scaled score
3	80
4	80
5	80
6	81
7	82
8	83
9	83
10	84
11	85
12	85
13	86
14	86
15	87
16	88
17	88
18	88
19	89
20	89
21	90
22	90
23	91
24	91
25	91
26	92
27	92
28	92
29	93
30	93
31	93
32	93
33	94
34	94
35	94
36	95
37	95
38	95
39	95
40	96

Raw score	Scaled score
41	96
42	96
43	97
44	97
45	97
46	97
47	98
48	98
49	98
50	98
51	98
52	99
53	99
54	99
55	99
56	100
57	100
58	100
59	100
60	101
61	101
62	101
63	101
64	101
65	102
66	102
67	102
68	102
69	103
70	103
71	103
72	103
73	104
74	104
75	104
76	104
77	105
78	105
79	105
80	105

Raw score	Scaled score
81	106
82	106
83	106
84	106
85	107
86	107
87	107
88	108
89	108
90	108
91	109
92	109
93	109
94	110
95	110
96	110
97	111
98	111
99	112
100	112
101	113
102	113
103	114
104	115
105	116
106	117
107	118
108	119
109	120
110	120

## English grammar, punctuation and spelling

Raw score	Scaled score
0-2	No scaled score
3	80
4	81
5	82
6	83
7	84
8	85
9	85
10	86
11	87
12	88
13	88
14	89
15	90
16	90
17	91
18	91
19	92
20	92
21	93
22	93
23	94
24	94
25	95

Raw score	Scaled score
26	95
27	96
28	96
29	97
30	97
31	97
32	98
33	98
34	99
35	99
36	100
37	100
38	101
39	101
40	101
41	102
42	102
43	103
44	103
45	104
46	104
47	105
48	105
49	106
50	107

Raw score	Scaled score
51	107
52	108
53	108
54	109
55	110
56	110
57	111
58	112
59	112
60	113
61	114
62	115
63	116
64	117
65	119
66	120
67	120
68	120
69	120
70	120



## SPELLING, PUNCTUATION AND GRAMMAR: Monday 12th May

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (Spelling, Punctuation and Grammar.)  
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.



# SPELLING, PUNCTUATION AND GRAMMAR: Paper 1

The children have been working hard 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.



# SPELLING, PUNCTUATION AND GRAMMAR: Paper 1

## Example Questions:

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

8

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

e.g. **that, which**

Everyone loved the music \_\_\_\_\_ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and  
the second sentence is about three people.

1 mark



## SPELLING, PUNCTUATION AND GRAMMAR: Paper 2

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

**Example Questions:**

### Spelling task

1. The dragon is an imaginary \_\_\_\_\_.
2. There was \_\_\_\_\_ food for everyone.
3. My little brother is in \_\_\_\_\_ class.



## ENGLISH READING - Tuesday 13<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 comparison within the text.**



# ENGLISH READING

The reading SATs paper requires a range of answer styles.

## Example Questions:

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none"><li>• <i>just about to tuck into his tea and toast</i></li><li>• <i>having his breakfast</i></li><li>• <i>drinking tea.</i></li></ul>	1m



# ENGLISH READING

## Example Questions:

Bases on text 2: Fact sheet: About Bumblebees



### Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19

In what way is *buzz pollination* more useful than other forms of pollination?

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1 mark

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"><li>it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><li><i>because it releases trapped pollen that they wouldn't have been able to get out</i></li><li><i>it makes a buzz that gets more pollen than other bees do</i></li><li><i>it helps release more pollen.</i></li></ul></li><li>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><li><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i></li><li><i>it means we can buy more common foods cheaper</i></li><li><i>it would be harder to grow beans.</i></li></ul></li></ol>	1m



## ENGLISH READING

### Example Questions:

### Based on text 3: Music Box

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

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p>	Up to 3m																
	<table border="1"><thead><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr></thead><tbody><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none"><li>there are widening cracks in the planks in the ceiling</li></ul></td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none"><li>she wishes she had a bigger work space</li><li>she has to eat at the same table that she works at</li></ul></td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none"><li>there is a fire / stove</li><li><i>comfortable nest</i></li></ul></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><li><i>Piston rings, bolts, and cylinders littered its surface</i></li></ul></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none"><li>no electricity / kerosene lamps / cast-iron stove</li></ul></td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none"><li>it is situated among fields</li><li><i>to go outside and watch the fields</i></li></ul></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none"><li>the storm coming outside is dangerous</li></ul></td></tr></tbody></table>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none"><li>there are widening cracks in the planks in the ceiling</li></ul>	2. it is small / tiny	<ul style="list-style-type: none"><li>she wishes she had a bigger work space</li><li>she has to eat at the same table that she works at</li></ul>	3. it is warm / cosy	<ul style="list-style-type: none"><li>there is a fire / stove</li><li><i>comfortable nest</i></li></ul>	4. it is untidy / cluttered	<ul style="list-style-type: none"><li><i>Piston rings, bolts, and cylinders littered its surface</i></li></ul>	5. it is old fashioned	<ul style="list-style-type: none"><li>no electricity / kerosene lamps / cast-iron stove</li></ul>	6. it is isolated	<ul style="list-style-type: none"><li>it is situated among fields</li><li><i>to go outside and watch the fields</i></li></ul>	7. it is safe	<ul style="list-style-type: none"><li>the storm coming outside is dangerous</li></ul>	
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	<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>																	



## ENGLISH 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 2023 reading SATs paper,

- 18% of marks could be gained from answering questions, involving giving and explaining the meaning of words in context (2a Vocabulary);
- 32% of marks could be gained from answering questions, involving retrieving and recording information or identifying key details from a text (2b Retrieval);
- 46% of marks could be gained from answering questions, involving making inferences from a text and justifying inferences with text evidence (2d Inference).

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



## MATHS - Wednesday 14<sup>th</sup> May and 15<sup>th</sup> May

The Maths assessments consist of three tests.

- Maths Paper 1 (Arithmetic) - **Wednesday 14<sup>th</sup> May**
- Maths Paper 2 (Reasoning) - **Wednesday 14<sup>th</sup> May**
- Maths Paper 3 (Reasoning) - **Thursday 15<sup>th</sup> May**



# MATHS Paper 1

The Maths Arithmetic paper has a total of **40 MARKS**.

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 Question:

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<input type="text"/>
	Show your method	

Qu.	Requirement	Mark	Additional guidance
23	<p>Award <b>TWO</b> marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award <b>ONE</b> mark for a formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.</p> <p>• <math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}</math></p> <p>OR</p> <p>• <math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}</math></p>	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> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$



# MATHS Paper 1 (Arithmetic)

## Example Questions:

**6**  $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

1 mark

**11**  =  $87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

**15**  $60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

1 mark

**18** 20% of 3,000 =

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

1 mark



# MATHS Paper 1 (Arithmetic)

## Example Questions:

22  $1\frac{3}{7} - \frac{4}{7} =$

$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$

$\frac{6}{7}$

1 mark

25

3 7  $\overline{) 888}$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	<p>Award <b>TWO</b> marks for the correct answer of 24</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, i.e.</p> <ul style="list-style-type: none"><li>long division algorithm, e.g.</li></ul> $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{) 888} \\ - 740 \\ \hline 140 \text{ (error)} \\ - 111 \\ \hline 29 \end{array}$ <p>OR</p> $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{) 888} \\ - 740 \\ \hline 148 \\ - 148 \\ \hline 0 \end{array}$ <ul style="list-style-type: none"><li>short division algorithm, e.g.</li></ul> $\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{) 888} \end{array}$	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. The carrying figure <b>must</b> be less than the divisor.</p>



## MATHS PAPERS 2 AND 3 (REASONING)

**Paper 2** will take place on **Wednesday 14<sup>th</sup> May** and **Paper 3** will take place on **Thursday 15<sup>th</sup> May**.

These tests have a total of **35 MARKS** 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:

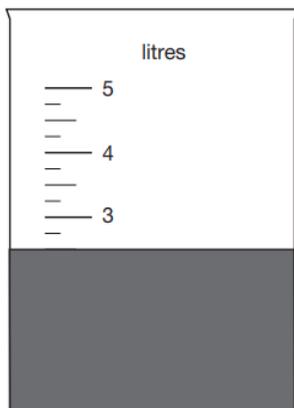
- **Number and Place Value (Including Roman Numerals);**
- **The Four Operations;**
- **Geometry (Properties of shape, position and direction);**
- **Statistics;**
- **Measurement (Length, Perimeter, Mass, Volume, Time, Money);**
- **Algebra;**
- **Ratio and Proportion;**
- **Fractions, Decimals and Percentages.**



# MATHS PAPERS 2 (REASONING)

## Example Questions:

- 7 Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2  $\frac{1}{2}$  litres

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark



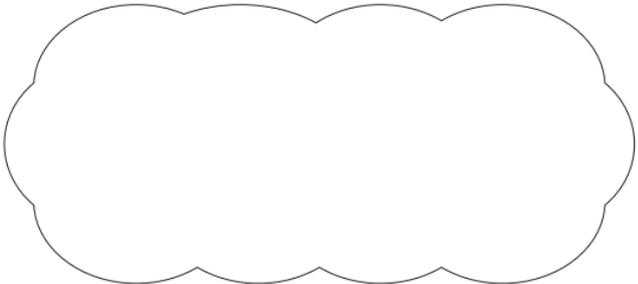
## MATHS PAPERS 2 (REASONING)

### Example Question:

**18** Circle the **prime** number.

95                      89                      87

Explain how you know the other numbers are **not** prime.



1 mark

<b>18</b>	Award <b>ONE</b> mark for a correct explanation of why the 95 <b>AND</b> 87 are <b>NOT</b> prime, e.g. <ul style="list-style-type: none"><li>• 87 is divisible by 3 and/or 29 <b>AND</b> 95 is divisible by 5 and/or 19</li><li>• 87 is in the 3 times table <b>AND</b> 95 is in the 5 times table</li><li>• 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87</li><li>• <math>8 + 7 = 15</math> and 15 is divisible by 3 <b>AND</b> 95 is divisible by 5</li></ul>	<b>1m</b>	No mark is awarded for circling '89' alone. Both non-primes must be explained correctly for the award of the mark. <b>Do not</b> accept vague or incomplete explanations, e.g. <ul style="list-style-type: none"><li>• The other 2 numbers have more than 2 factors (vague)</li><li>• 87 is divisible by 3 (incomplete).</li></ul> <b>Do not</b> accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g. <ul style="list-style-type: none"><li>• <math>3 \times 27 = 87</math></li><li>• 89 has three factors</li><li>• no numbers go into 89</li></ul>
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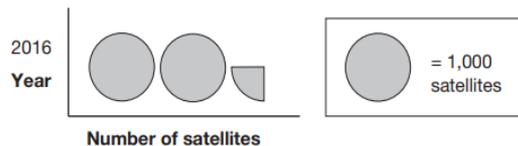


## MATHS PAPERS 3 (REASONING)

### Example Questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

2,250

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark



# MATHS PAPERS 3 (REASONING)

## Example Question:

19

Layla makes jewellery to sell at a school fair.

Each bracelet has 53 beads.

She makes 68 bracelets.



Each necklace has 105 beads.

She makes 34 necklaces.

How many beads does Layla use **altogether**?

Show  
your  
method

<p>beads</p>
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3 marks

Qu.	Requirement	Mark	Additional guidance
19	<p>Award <b>THREE</b> marks for the correct answer of 7,174</p> <p>If the answer is incorrect, award <b>TWO</b> marks for:</p> <ul style="list-style-type: none"><li>evidence of an appropriate complete method which contains no more than one arithmetic error, e.g.</li></ul> $\begin{array}{r} 53 \\ \times 68 \\ \hline 3504 \text{ (error)} \end{array} \quad \begin{array}{r} 105 \\ \times 34 \\ \hline 3570 \end{array}$ $3,504 + 3,570 = 7,074$ <p>Award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"><li>evidence of an appropriate method with more than one arithmetic error.</li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li>sight of 3,604 as evidence of long multiplication step (<math>68 \times 53</math>) completed correctly.</li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li>sight of 3,570 as evidence of long multiplication step (<math>105 \times 34</math>) completed correctly.</li></ul>	Up to 3m	<p>Answer need not be obtained for the award of <b>ONE</b> mark.</p> <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 arithmetic error.</p>



## SUPPORTING YOUR CHILD IN PREPARING FOR THE SATs

A positive attitude can make all the difference! Offer as much encouragement and support as possible (but we know you're already doing that!).

### **Tips:**

- Avoid using past papers for practice, as these are typically used in school for SATs preparation.
- Make sure your child attends school every day during SATs week.
- If you have any concerns, talk to me directly instead of worrying your child.
- Encourage your child to speak to a teacher or trusted adult (including you) if they're feeling anxious. Remember, a small amount of anxiety is normal and not harmful.
- Create a quiet, distraction-free space for your child to study or complete homework.
- Encourage outdoor activities and reduce screen time to help them unwind.
- Ensure your child is eating well, staying hydrated, and getting plenty of rest.
- Plan something fun and relaxing for the weekend before and after the SATs. This gives



## SUPPORTING YOUR CHILD IN PREPARING FOR THE SATs

### **Further Tips:**

- Review key skills like times tables or real-world mental math (e.g., while shopping or cooking). This helps keep revision light and practical.
- As mentioned earlier, avoid using past papers. There are plenty of free or affordable SATs practice materials available for parents.
- If you want to support your child's maths learning at home, many excellent websites offer free Year 6 revision resources, such as BBC Revision or Oak National Academy.



## THINGS TO REMEMBER ABOUT SATs

### **SATs: Understanding What They Really Measure**

SATs primarily focus on what children know about Maths and English. They do not reflect their talents in subjects like Science, Geography, Art, or PE, nor do they highlight the many amazing personal qualities your child possesses.

### **SATs don't tell the full story.**

The results will show whether or not your child met a certain standard, but they won't reveal by how much. These thresholds can vary each year based on national performance, so what qualifies as "meeting the expected standard" this year may be different from last year.

### **SATs are just four days in a child's entire primary school journey.**

In reality, there are only one or two short papers each day, lasting between 30 to 60 minutes.



## WHAT TO DO IF YOU ARE WORRIED ABOUT YOUR CHILD

It's normal for SATs to cause some degree of worry or anxiety, but it's important to recognise when it goes too far.

### **SATs anxiety should not:**

- Affect your child's appetite
- Disrupt your child's sleep
- Change your child's personality
- Lead to panic, tears, or disengagement from lessons
- Be a reason for your child to avoid school

If any of these signs are present, it may indicate that SATs anxiety is becoming excessive and additional support could be helpful. This isn't about taking away the reality of SATs but about helping your 10 or 11-year-old develop the skills to manage the stress in a healthy way.



# WHAT TO DO IF YOU ARE WORRIED ABOUT YOUR CHILD

## **TELL US**

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

## **TALK TO YOUR CHILD**

Talk to your child about what aspect of SATs concerns them 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 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.



## ADVICE FOR YEAR 6 CHILDREN

- Listen to your teacher.
- The adults you work with 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 avoid silly mistakes.
- Check no pages are stuck together!
- 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.***



## SATs 2025

Monday May 12th	English grammar, punctuation and spelling papers 1 and 2
Tuesday May 13th	Reading
Wednesday May 14th	Mathematics paper 1 (arithmetic) and paper 2 (reasoning)
Thursday May 15th	Mathematics paper 3 (reasoning)