

## At Pirton Hill Primary School...

- We all **expect** to work hard and expect others to help us to succeed.
- We all **believe** in ourselves and know that everyone has something special to contribute.
- We all have the opportunity to **achieve** and fulfil our potential.
- We **enjoy** learning and are determined to improve on our personal best.

*Expect, Believe, Achieve, Enjoy*



We all have the opportunity to **achieve** and fulfil our potential.

## Thank you for coming this evening!

During the session, we aim to:

- explain what SATs are and how the children are assessed and scored;
- raise parents awareness of the demands of the Year 6 end of year tests; *and*
- suggest ways in which parents can help children prepare for the tests.

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## Q. What is the plan for the session?

- Introduction and Overview of SATs – Mr Booth
- Reading/GPS – Mrs Knight
- Maths – Mr Swaile
- Preparing for SATs – at school and at home – Mr Swaile

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# A Brief Overview of SATs



Mr Booth

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## Q. What are SATs?

A. Key Stage 2 SATs are taken at the end of Year 6. These test children on what they have learnt throughout Key Stage 2 (Years 3 to 6).

KS2 SATs are **mandatory** and all maintained schools in England are required to provide the tests.

They are marked externally and the results reported to the school.

## Q. Are they really that important? Don't secondary schools just test them anyway?

A. Yes, they really are important! The new secondary school flight paths are based entirely on the scaled scores.

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## **Q. Which subjects will they be tested on?**

- Grammar, punctuation and spelling
- Reading comprehension
- Arithmetic and maths reasoning
- Writing - teacher assessed within school
- Science – *only for selected schools.*

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## **Q. When do the Year 6 SAT tests take place?**

A. In the week commencing Monday 11th May 2026

### **Test dates:**

Date	Test
Monday 12th May	<ul style="list-style-type: none"><li>• English - Grammar, Punctuation and Spelling Test – Paper 1 – Short Answer Questions</li><li>• English - Grammar, Punctuation and Spelling Test – Paper 2 – Spelling</li></ul>
Tuesday 13th May	<ul style="list-style-type: none"><li>• English - Reading Test</li></ul>
Wednesday 14th May	<ul style="list-style-type: none"><li>• Mathematics - Paper 1 - arithmetic test</li><li>• Mathematics - Paper 2 – reasoning</li></ul>
Thursday 15th May	<ul style="list-style-type: none"><li>• Mathematics - Paper 3 - reasoning</li></ul>

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## **Q. What happens during SATs week?**

*A. We try to keep the children as relaxed as possible.*

- A good nights sleep is important.
- Children are expected to arrive at school for 8.15am. We will provide them with breakfast for the week!
- It is crucial that the children are in school punctually – lateness adds stress.
- Tests start at 9.00am.

## **Q. What if my child is ill?**

A. The timetable is set nationally and there is no deviating! And an absent child is recorded as a child that “has not met the expected standard”.

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## **Q. Why is there not a writing test?**

A. Whilst the children undertake Grammar, Punctuation and Spelling tests (*which is part of the writing assessment*) – the rest of the writing (*handwriting, composition etc.*) is assessed in your child's every day work.

Writing is assessed in school – and the judgements that our teachers make are checked by external moderators from the Local Authority.

We do not submit our writing results until start of July – so SATs week is not the end...

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## **Q. You mentioned scaled Scores? What are they?**

Scaled scores help test results to be reported consistently from one year to the next. The range of the scaled score is from 80 – 120

National curriculum tests are designed to be as similar as possible in terms of challenge year on year, but slight differences in difficulty will occur between years.

Scaled scores maintain their meaning over time so that 2 pupils achieving the same scaled score in different years will have demonstrated the same attainment.

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## **Q. Scaled Scores? What are they?**

A pupil's scaled score is based on their raw score.

The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answer correctly.

The pupil's raw score is translated into a scaled score using a conversion table.

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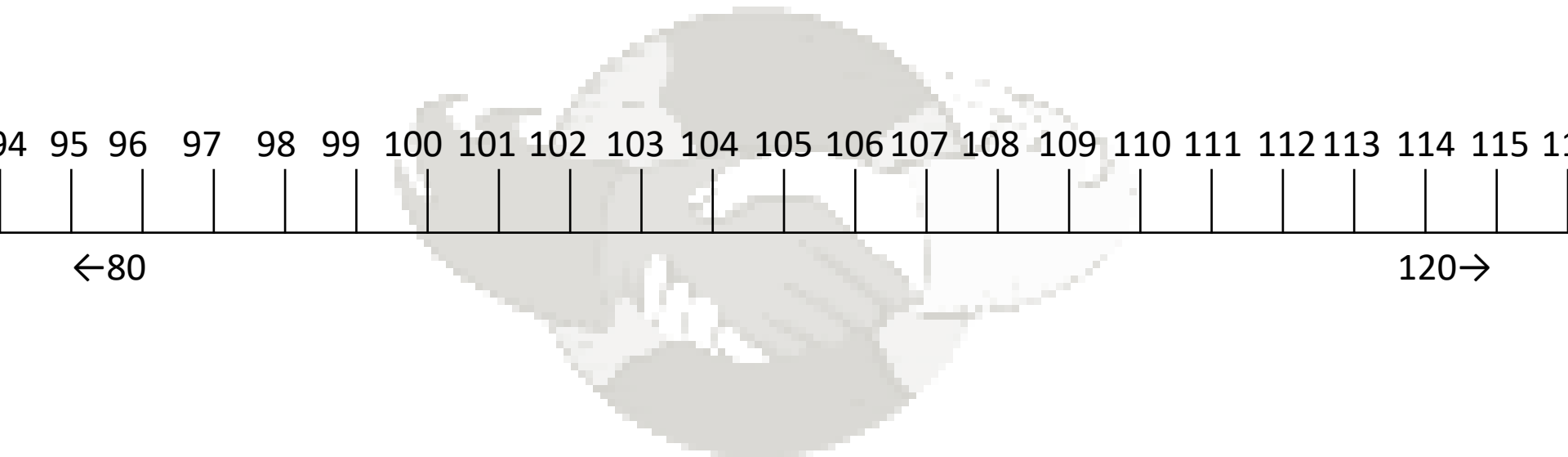
English Reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	90
15	90
16	91

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101
31	102
32	103
33	104

English Reading	
Raw score	Scaled score
34	105
35	106
36	107
37	107
38	108
39	109
40	110
41	112
42	113
43	114
44	115
45	117
46	118
47	120
48	120
49	120
50	120



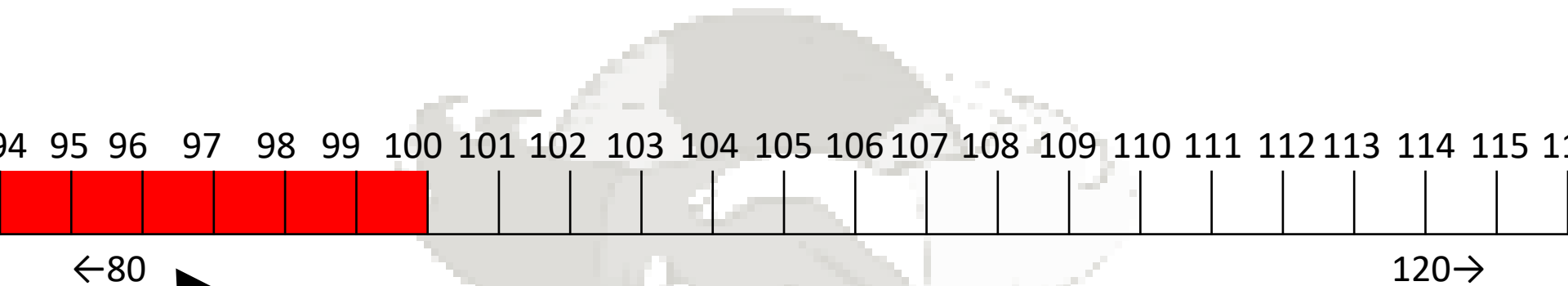
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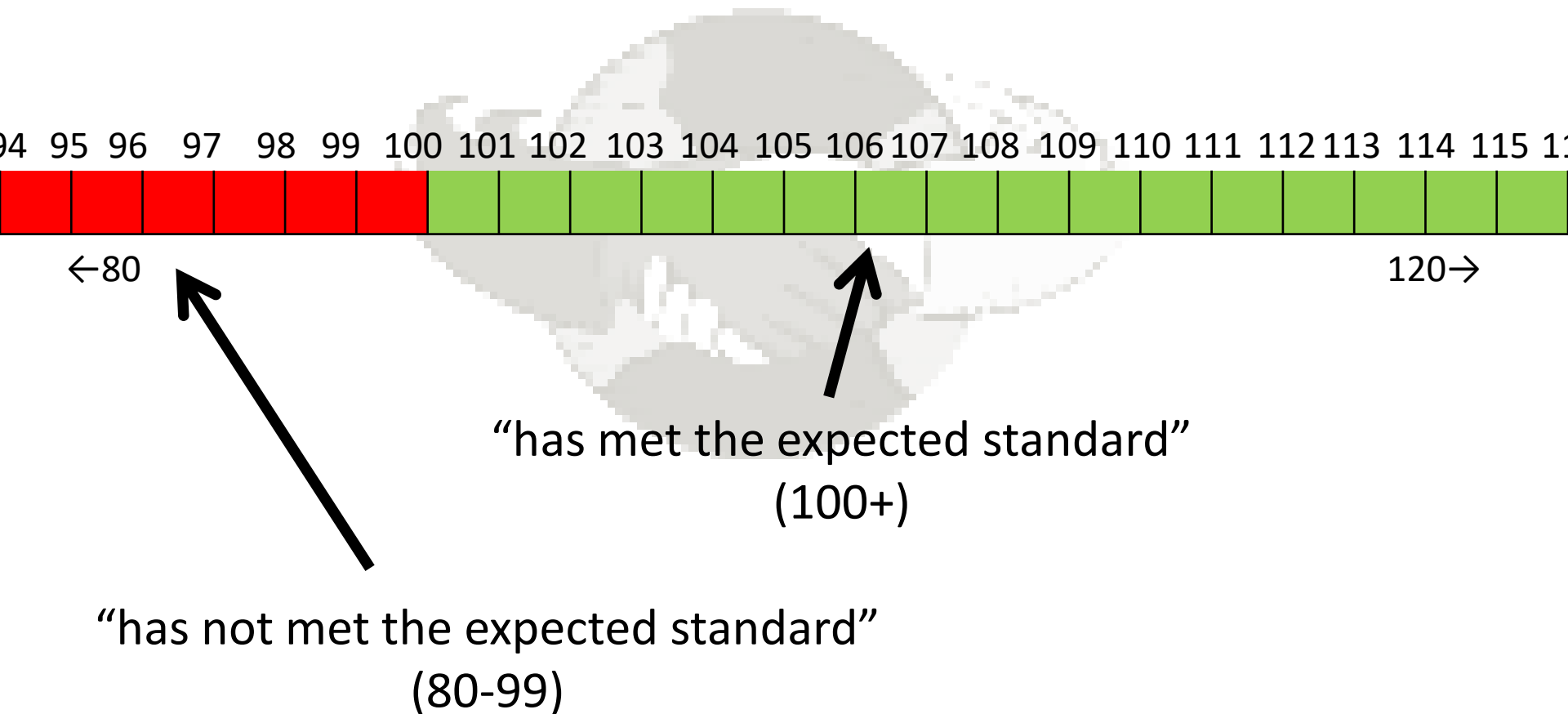


“has not met the expected standard”  
(80-99)

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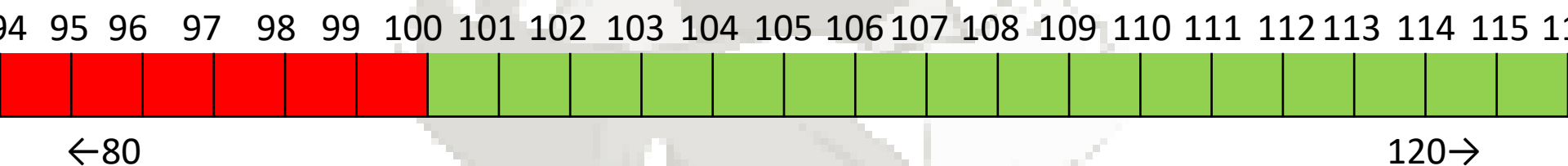
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*2018 Raw scores (to get 100+) -*

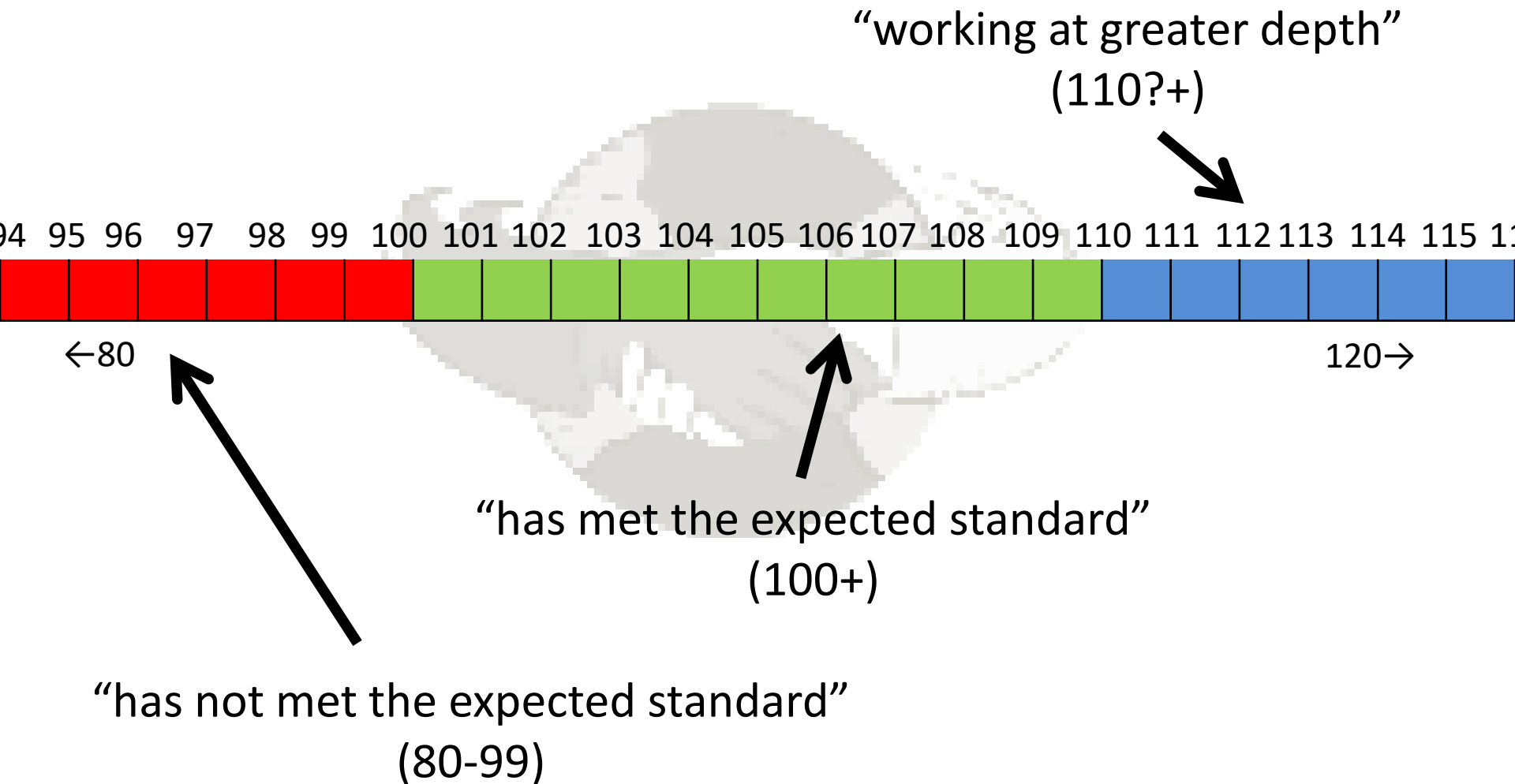
- *Reading: 28/50*
- *Grammar, Punctuation & Spelling: 38/70*
- *Maths: 64/110*

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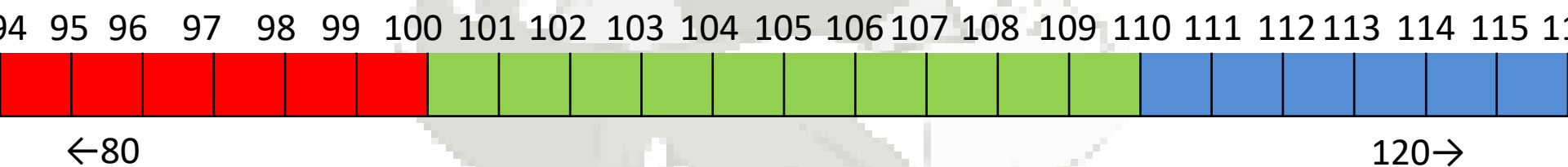
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*2018 Raw scores (to get 110+) -*

- *Reading: 40/50*
- *Grammar, Punctuation & Spelling: 56/70*
- *Maths: 96/110*

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**Q. When will I find out how they have done?**

*A. The results are due* to be released to schools on Thursday 9<sup>th</sup> July 2026

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**Q. What do the results look like?**

## **Pupil's Results at Key Stage 2 – 2026**

**Glenn Booth**

**(6K)**

### **Teacher Assessment Results:**

English Writing	Working at the expected standard
Science	Has not met the standard

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## Q. What do the results look like?

### Test Results:

<b>English Grammar, Punctuation and Spelling</b>	
Grammar, Punctuation and Spelling Test	18
Spelling Test	9
Grammar, Punctuation and Spelling Test Total	27
Grammar, Punctuation and Spelling Scaled Score	94
Grammar, Punctuation and Spelling Outcome	Not Achieved Standard
<b>English Reading</b>	
Reading Test	29
Reading Scaled Score	101
Reading Outcome	Achieved Standard

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## Q. What do the results look like?

### Test Results:

Mathematics	
Mathematics Arithmetic Test	24
Mathematics Reasoning Test 1	16
Mathematics Reasoning Test 2	21
Mathematics Test Total	61
Mathematics Scaled Score	100
Mathematics Outcome	Achieved Standard

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## Q. How well will my child do?

Nationally, it would be expected that children who achieved the following levels of at the end of KS1 (Year 2) should achieve the following results:

Key Stage 1 (Year 2)	Expected Outcome
Below the expected level	Below the expected level
Expected level	Expected level
Greater Depth	Greater Depth

*However, we know that many factors impact on progress – including effort, commitment to homework and attendance!*

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# The Reading Assessment

## Mrs Knight

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## **The Reading Assessment**

**One hour to read a booklet containing 3 different text types and answer questions about these texts. The 2024 paper is going to be linked to the curriculum so children can use the skills learnt in lessons.**

### **Types of text:**

➤ story / report / diary / web pages / journal / letters / comic strip / advertisements

### **Types of questions could include:**

- inference / deduction / understand
- interpret / explain / comment
- writer's viewpoint, purpose or use of language / structure and organisation of the text

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## **Examiners are looking for:**

Pupils who can:

- Follow instructions
- Retrieve information and give evidence
- Infer and deduce
- Use and understand varied / technical vocabulary
- Recognise a style / genre / text type
- Write in clear full sentences with correct punctuation / appropriate sentence length
- Write with a clear viewpoint

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20

*Into your pitiful shell, so brittle and thin*

In this line, the word *brittle* is closest in meaning to...

Tick one.

shiny.

☐

soft.

☐

delicate.

☐

rough.

☐

Some questions will test the children's understanding of vocabulary.

1 mark

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Some questions will ask the children to find literal answers from the texts.

25

Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor  
Summerlee.

Lord John.

Malone.

Professor  
Challenger.

1 mark

(b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

1 mark

(c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

1 mark

(d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

1 mark

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Other questions will require the children to infer and deduce answers using words or phrases as evidence.

29

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

<hr/> <hr/> <hr/>
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## **How can you help?**

- Listen to your child read regularly. Focus on developing an enjoyment and **love of reading**.
- The children need to **read at pace** to ensure they are able to answer all the questions.
- **Encourage** your child to read their Accelerated Reader text and to complete the quizzes.
- Enjoy stories **together** – reading stories to your child at KS2 is equally as important as listening to your child read.
- Read a little at a time but **often**, rather than rarely but for longer.
- **Talk about the story before, during and afterwards** – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- **Look up definitions of words together** – you could use a dictionary, the internet or an app on a phone or tablet. Children need to have a broad and rich vocabulary.
- **All reading is valuable**. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

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# The Grammar, Punctuation and Spelling Assessment

**Mrs Knight**

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This test contributes to your child's English assessment and is based on the two statutory appendices within the National Curriculum 2014. (Appendix 1: Spelling and Appendix 2: Vocabulary, Grammar and Punctuation).

In addition to this, your child's writing will be assessed separately by their Class Teacher in June. The Local Authority may decide to moderate their decisions.

Component	Description	Number of papers	Number of marks	Timing of component
<b>Paper 1:</b> questions	grammar, punctuation and vocabulary	1	50	45 minutes
<b>Paper 2:</b> spelling	spelling (20 words)	1	20	15 minutes (not strictly timed)
	<b>Total</b>	<b>2</b>	<b>70</b>	<b>60 minutes</b>

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## Content Domain

Areas to be tested:

- ✓ Word classes – nouns, adjectives, articles etc
- ✓ Features of sentences – statements, commands, questions
- ✓ Complex sentences – clauses, subordinating connectives
- ✓ Standard English – tenses, I and me, contractions
- ✓ Vocabulary – synonyms, antonyms, word meanings, prefixes and suffixes, singular and plural
- ✓ Punctuation – capital letters, commas, inverted commas, apostrophes, ellipsis, colons etc
- ✓ Formal and Informal Vocabulary- subjunctive form etc
- ✓ Common misconception words
- ✓ Statutory spelling rules throughout schooling

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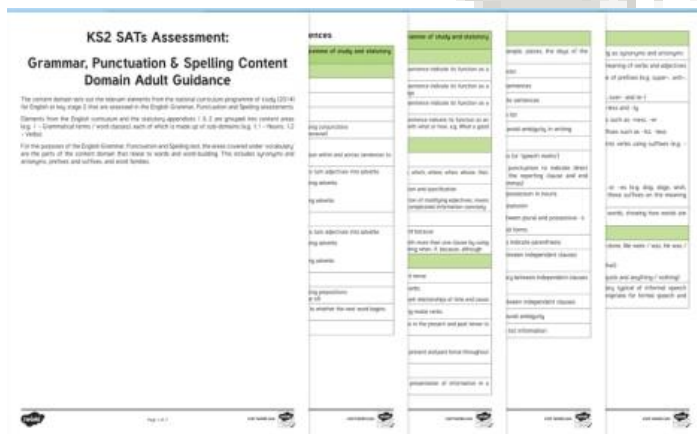


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## Important Note:

Where the pupils need to write their answers, marks will only be awarded if they have used the correct spelling choices and punctuated their sentences correctly.

Question type	Range of marks	Percentage of Paper 1 marks
<b>Selected response</b>	33–42	66–84%
<b>Constructed response</b>	8–17	16–34%



**Reading Record**  
Including a Guide for the Reading Helper

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2

Which pair of verbs correctly completes the sentence below?

Pluto \_\_\_\_\_ now called a dwarf planet, but once it \_\_\_\_\_ classified as a planet.

Tick one.

was      is

☐

was      was

☐

is      is

☐

is      was

☐

1 mark

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

↑	↑	↑	↑
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

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14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**.

as a preposition phrase

☐

as a relative clause

☐

as a main clause

☐

as a noun phrase

☐

1 mark

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf  
for Dad.

1 mark

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Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates <b>certainty</b>	Modal verb indicates <b>possibility</b>
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

---

1 mark

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## Spelling

1. Sara wanted to be an explorer and \_\_\_\_\_ new lands.
2. The spy was sent on a secret \_\_\_\_\_.
3. For PE lessons, your clothes should be \_\_\_\_\_ and comfortable.
4. The \_\_\_\_\_ showed which way to go.
5. China is a large \_\_\_\_\_.
6. Laura won a medal for \_\_\_\_\_.
7. Not all berries are \_\_\_\_\_.
8. Sit up straight to improve your \_\_\_\_\_.

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# The Maths Assessments

**Mr Swaile**

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# Maths skills add up to higher earnings, study finds

By Angela Harrison  
Education correspondent, BBC News

🕒 8 March 2013



🔗 Share

**People who were good at maths as young children go on to earn more than other similar children by the time they are 30, a study has found.**

How well children do at school and early reading skills are already widely known to be linked to higher earnings.

But researchers claim there is an especially strong link between early maths skills and future pay.



**National Numeracy is campaigning for better maths skills for people of all ages**

**They found children who were good at maths at 10 went on to earn 7% more at 30 than an "otherwise identical" child.**



SATs are (often) used by secondary schools in generating target GCSE grades and often affect the initial groups in which children are placed in Year 7.



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There are three maths SATs paper:

**Paper 1 – Arithmetic**  
(40 marks)

**Paper 2 – Reasoning**  
(35 marks)

**Paper 3 – Reasoning**  
(35 marks)

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## Arithmetic Test - Paper 1

- The questions cover calculations involving all 4 operations, including calculations with fractions, decimals and percentages.
- Pupils will have 30 minutes to answer 36 questions.
- They must work quickly and accurately!

**Mental maths skills help -  
so knowing facts is important!**

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5

$$1,034 + 586 =$$

☐

1 mark

23

$$\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$$

Show  
your  
method

☐

2 marks

16

$$1,440 \div 12 =$$

☐

1 mark

22

$$12 - 6.01 =$$

☐

1 mark

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## Reasoning Tests – Paper 2 and 3

- Pupils will have 40 minutes to answer (approximately) 23 longer questions.

Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- Multi -step word problems
- Skills questions, e.g. drawing a shape or completing a table or chart.
- Multi - concept questions bringing together different maths topics e.g. fractions and statistics.

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## Pupils who can:

10

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	2	4	6
	8	2	0
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1	0	6	6

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## Examiners are looking for:

Pupils who can:

➤ Follow instructions.

14

$$\frac{6}{5}$$

$$\frac{3}{5}$$

$$\frac{3}{4}$$

Write these fractions in order, starting with the **smallest**.

**smallest**

1 mark

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## Examiners are looking for:

Pupils who can:

- Read questions carefully.

A book has 276 pages.

Amina has read  $\frac{1}{3}$  of the book.

How many pages are left for Amina to read?





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**Preparing for SATs**  
*(at home and at school)*  
**Mr Swaile**

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# How to help at home

- Keep calm and positive
- Encourage the children at all times
- Support with homework (do not do it for them!) ...  
and work towards targets that have been discussed at  
Parents' Evening.

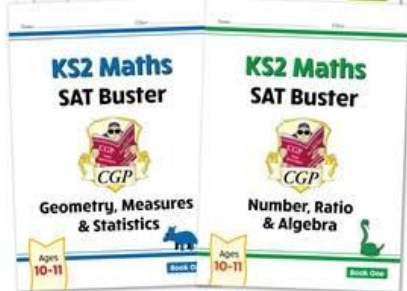
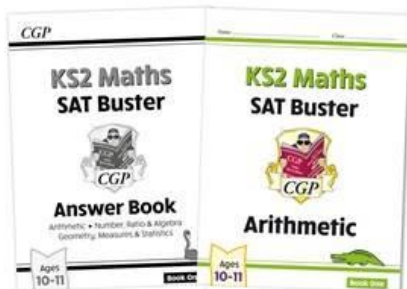
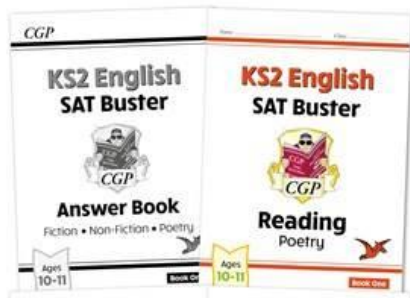
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## Our Recommended Study Aids

*Bundles available to purchase  
now via Parent Pay*



~~£25.20~~

£11.50

~~£12.60~~

£5.75



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## Additional support / Revision aids

- <https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-6-new>
- <https://www.bbc.co.uk/bitesize/subjects/z826n39/year/zncsscw>
- [http://mathsframe.co.uk/en/resources/resource/48/column\\_subtraction](http://mathsframe.co.uk/en/resources/resource/48/column_subtraction)
- <https://www.khanacademy.org/>
- [http://www.icteachers.co.uk/children/children\\_sats.htm](http://www.icteachers.co.uk/children/children_sats.htm)
- [www.multiplication.com](http://www.multiplication.com)
- [www.monstersats.co.uk](http://www.monstersats.co.uk)
- <https://www.sats-papers.co.uk/ks2-sats-papers>
- <https://www.yearsix.co.uk/>



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# Throughout the year, we recommend...

- Early nights and lots of sleep. No devices late at night!
- Good attendance- 100%

Attendance below 95% is shown to negatively impact learning!

- Good punctuality – morning work includes SATs recaps!
- A good healthy breakfast every day
- A positive attitude - encourage your child to embrace the mistakes that they make and to learn from them
- Lots of praise and encouragement

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# Any Questions?



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