SATS and getting Secondary Ready

12/11/24

Preparing for secondary school

In year 6, children are being prepared for their time at secondary school.

- Learning **across the curriculum** – broad and balanced curriculum.
- **Attitude** to learning.
- **Good habits** and organisation– PE kit, homework, equipment.
- **Regular homework** completed to the best of their ability (Real focus on getting ready for SATs).

Are SATs important?

- SATs measure children's academic ability at a particular point in time against the expectations set out in the national curriculum. Hence, SATs are very useful as they allow teachers to measure an individual child's attainment and progress over time (between Year 2 and Year 6).

- The results of SATs are given to the children's new secondary school, and they use these to group/set children and help them to set targets for GCSE's.

- When individual results are grouped together across an entire school, city or region, SATs results allow local authorities and the government to make important comparisons. Making easy comparisons helps the Department for Education (DfE) ensure that schools can be held to account for the attainment of their students and the progress they make.

How do we prepare children for SATs?

- Lessons cover all the elements that children need to cover for their SATs. SATs are based on what children have learnt throughout KS2.
- Targeted support in lessons to stretch the more able, close gaps and support where needed.
- Targeted booster interventions in the afternoon.
- Children taught test technique.

How do we prepare children for SATs? - SATs club

- This will take place on **Mondays after school until 4:30**.
- **Initially we will invite specific children** we have identified as needing support in either Maths, SPaG or Reading.
- Children we don't invite to SATs club will still be **supported in afternoon interventions** where necessary.
- Closer to the SATs in May we will then **open SATs club to all children** that wish to attend.

What do the SATs look like?

- This academic year SATs are taking place on the **12th – 15th May 2025**.
- During the tests, **children with additional needs can be supported** by having a reader, scribe, rest breaks, extra time or being in a smaller room with less children.
- We make a decision about which children may need this support in **April**. Any children with an EHCP automatically qualify for 25% extra time.
- The children's scores in each of the test are converted to a standardised score: **100 is the expected level for the end of year 6, 110 is working at Greater Depth.**
- Schools receive these results in July.

Date	Activity
Monday 12 May 2025	English grammar, punctuation and spelling papers 1 and 2
Tuesday 13 May 2025	English reading
Wednesday 14 May 2025	Mathematics papers 1 and 2
Thursday 15 May 2025	Mathematics paper 3

What do the SATs look like? – SPaG

- A **spelling test** is administered containing 20 words, which lasts approximately **15 minutes**.
- A separate test is given on **grammar, punctuation and vocabulary**.
- This test lasts for **45 minutes** and requires short answer questions including some multiple choice.
- Marks for these **two tests are added together** to give a total for grammar, punctuation and spelling.

Sample Questions

Grammar, Punctuation and Spelling Paper 1

40 Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

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Sample Questions

Grammar, Punctuation and Spelling Paper 1

44 Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am ☐

was ☐

were ☐

be ☐

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Sample Questions

Grammar, Punctuation and Spelling Paper 1

7 Rewrite the underlined verbs in the sentence below so that they are in the **simple past**.

Oliver feels proud when he collects his medal after he wins the race.

1 mark

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Sample Questions

Grammar, Punctuation and Spelling Paper 1

12 Insert a **dash** in the correct place in the sentence below.

I will not tell you any more about the film you'll have to see it for yourself.

1 mark

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Sample Questions

Grammar, Punctuation and Spelling Paper 1

12 Insert a **dash** in the correct place in the sentence below.

I will not tell you any more about the film you'll have to see it for yourself.

1 mark

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Sample Questions

Grammar, Punctuation and Spelling Paper 2

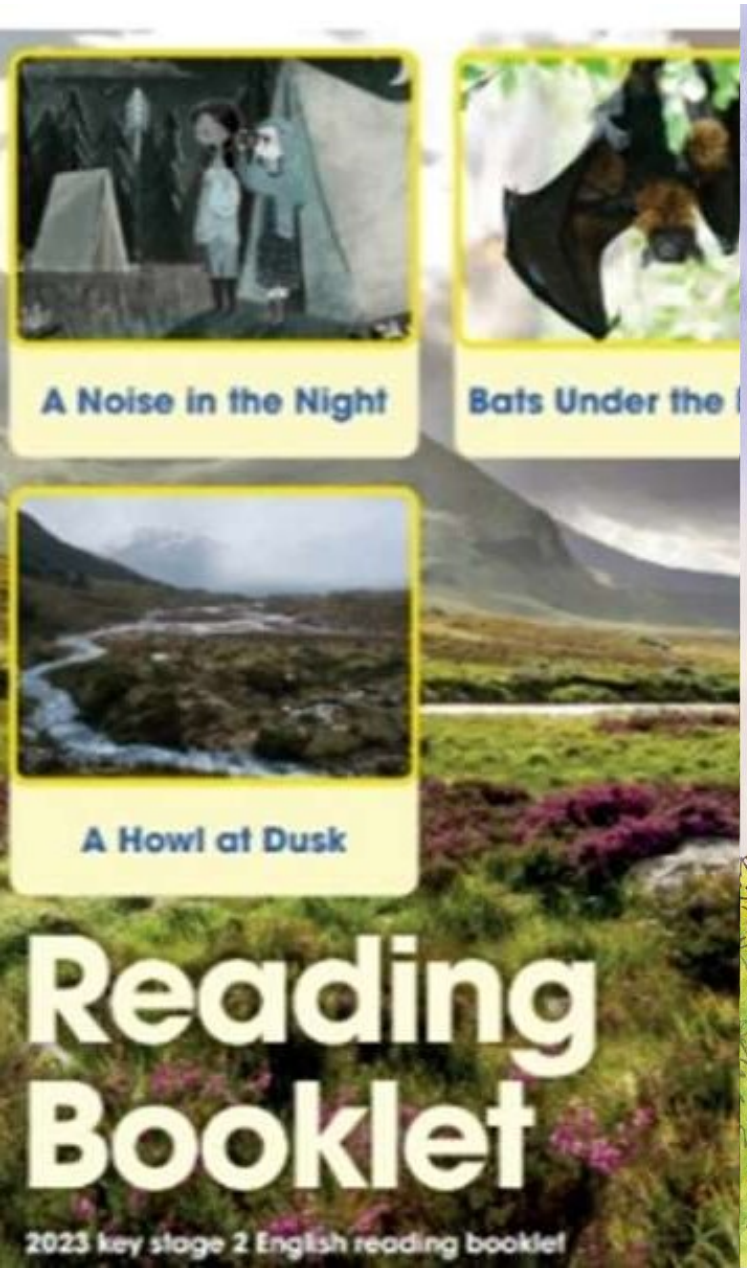
Spelling task

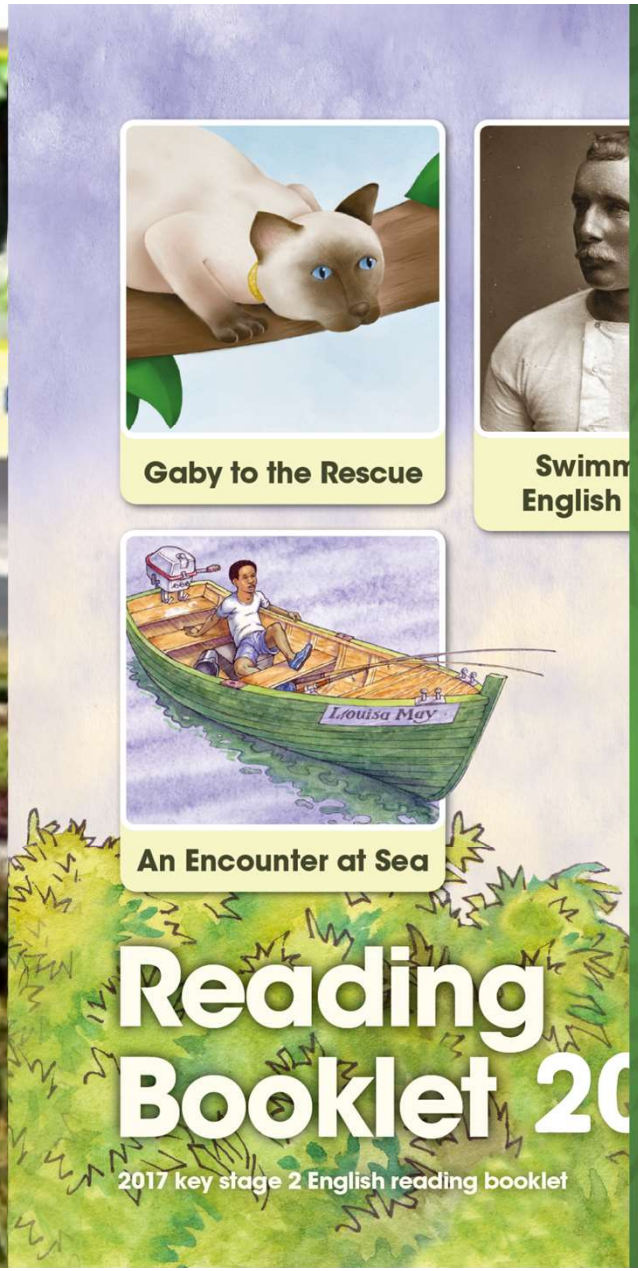
1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.
5. We learned how to do _____ in mathematics.
6. Charlie _____ with relief.

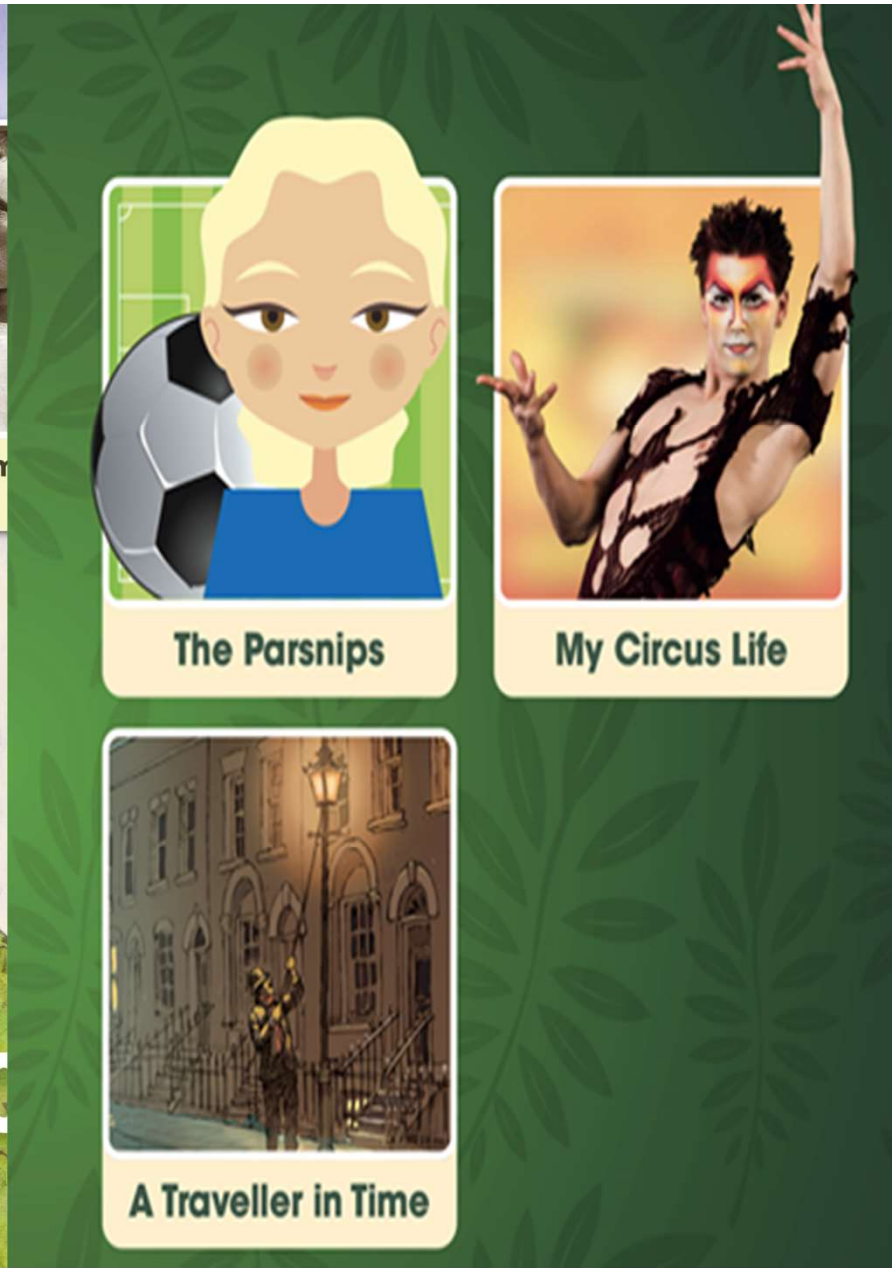
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What do the SATs look like? – Reading

- The reading test consists of **a single test paper** with **three unrelated reading texts**. Children are given **60 minutes** in total, which includes reading the texts and answering the questions.
- A total **of 50 marks** are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are **multiple choice or selected response**; others require short answers and some require an extended response or explanation.


A Noise in the Night
Bats Under the
A Howl at Dusk
Reading Booklet
2023 key stage 2 English reading booklet


Gaby to the Rescue
Swimm
English
Louisa May
An Encounter at Sea
Reading Booklet 20
2017 key stage 2 English reading booklet


The Parsnips
My Circus Life
A Traveller in Time

Sample Questions

Reading Paper

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

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Sample Questions

Reading Paper

17 Look at the section headed: ***What's so different about the bumblebee?***

The text refers to the bumblebees' *cousins*.

Who are their *cousins*?

_____

1 mark

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Sample Questions

Reading Paper

1 According to the text, Madagascar *is well known for its range of weird and wonderful wildlife*.

This suggests…

Tick **one**.

- it is very difficult to find your way around the island. ☐
- tenrecs are the most famous animals on the island. ☐
- there are lots of unusual animals on the island. ☐
- streaked tenrecs live all over the world. ☐

1 mark

Sample Questions

Reading Paper

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

Paragraph	Content
The paragraph beginning: *Imagine treading through...*	diet
The paragraph beginning: *Both highland and lowland streaked tenrecs are...*	behaviour
The paragraph beginning: *Tenrecs forage...*	appearance

1 mark

Sample Questions

Reading Paper

13 Look at the whole text.

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

	True	False
There are many different types of tenrec.		
Highland tenrecs have white streaks.		
Tenrecs communicate by stamping their forepaws on the ground.		
Tenrecs live for a long time.		
Lowland streaked tenrecs like to live alone.		

2 marks

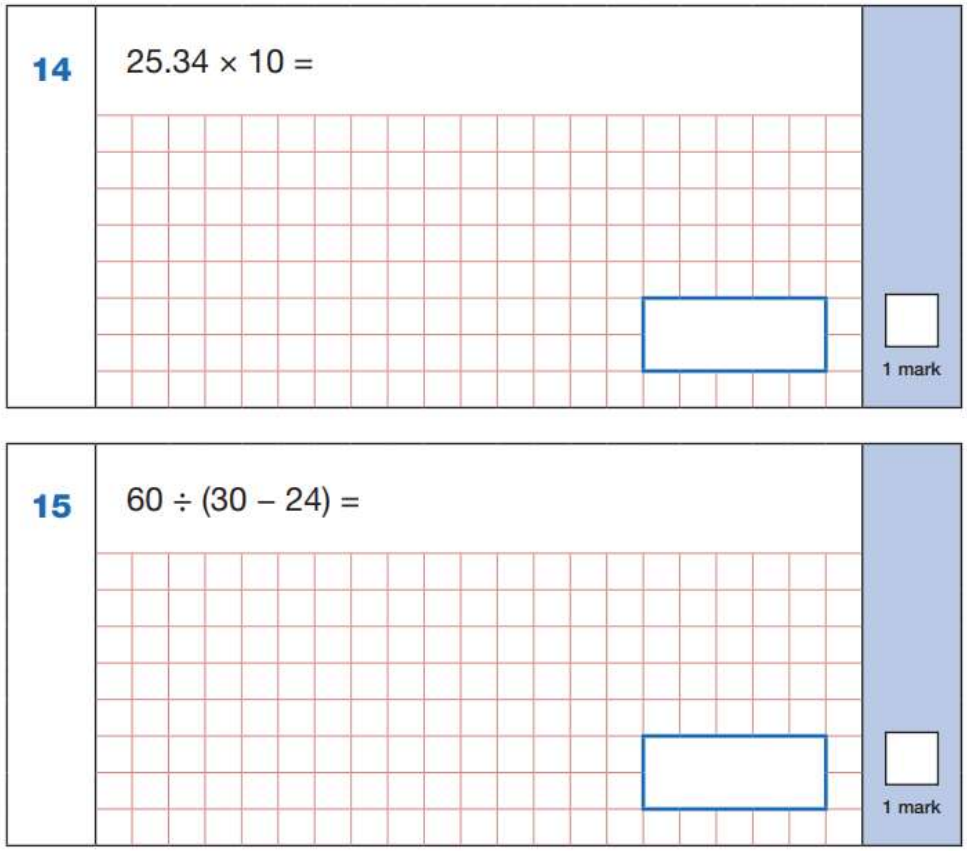
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What do the SATs look like? – maths

- Children will sit **three tests**: paper 1, paper 2 and paper 3.
- **Paper 1 is for arithmetic**, lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty.
- **Papers 2 and 3 cover problem solving and reasoning**, each lasting for **40 minutes**.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Sample Questions

Maths Paper 1: Arithmetic

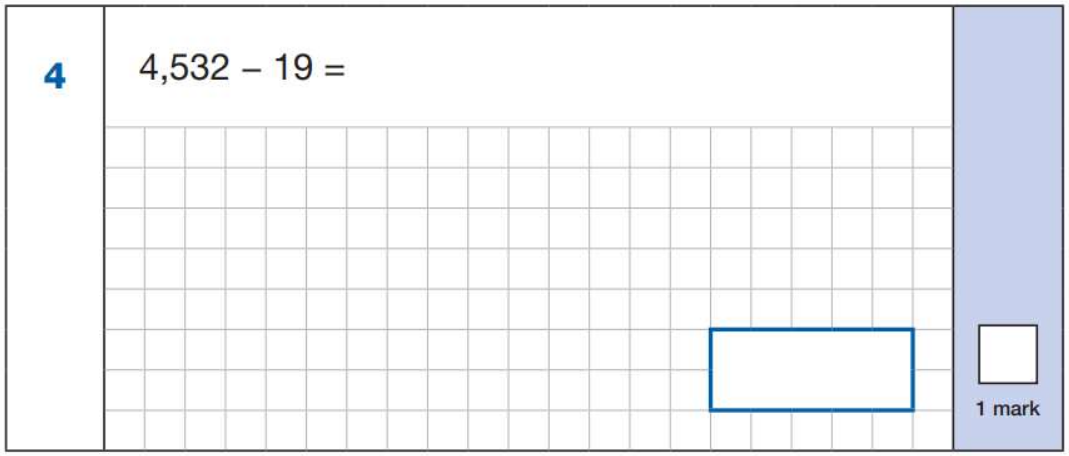


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Sample Questions

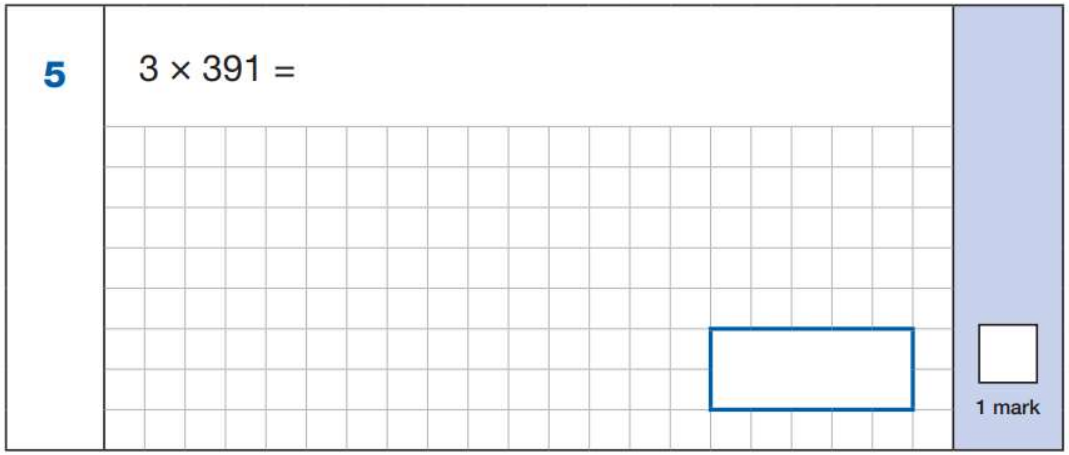
Maths Paper 1: Arithmetic

4 4,532 – 19 =



1 mark

5 3 × 391 =

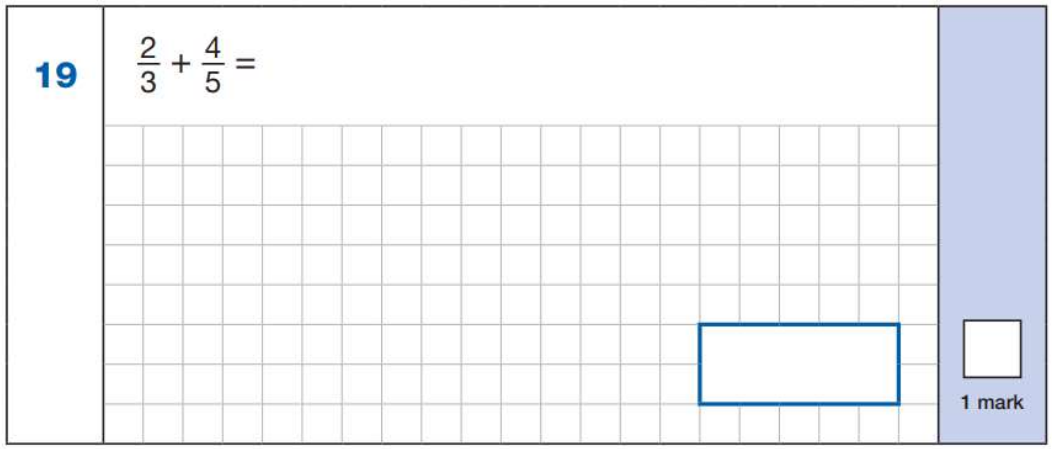


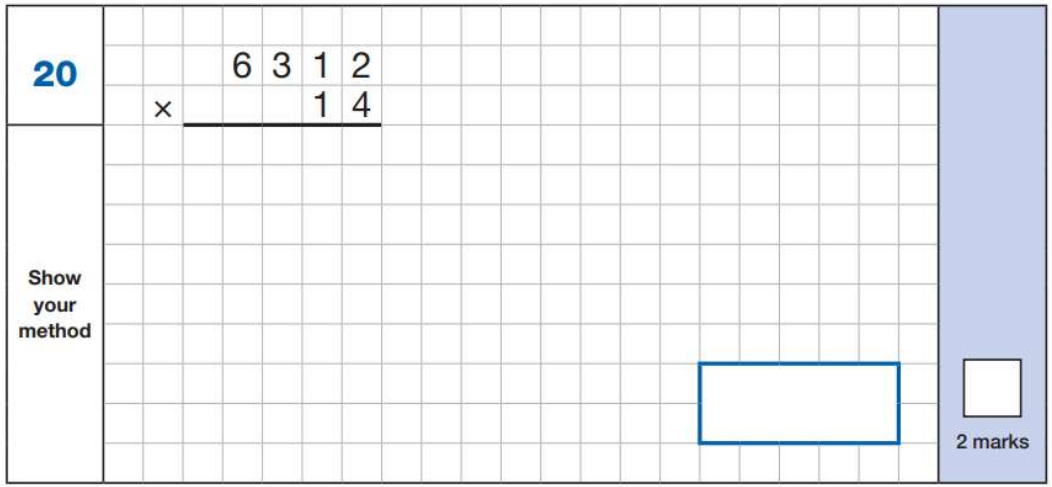
1 mark

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Sample Questions

Maths Paper 1: Arithmetic



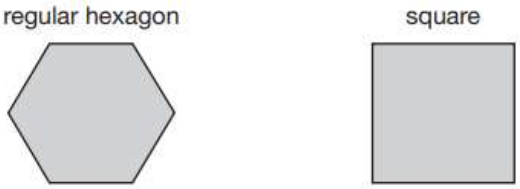


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Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

17 These two shapes have the **same** perimeter.



Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

Show your method

cm^2

2 marks

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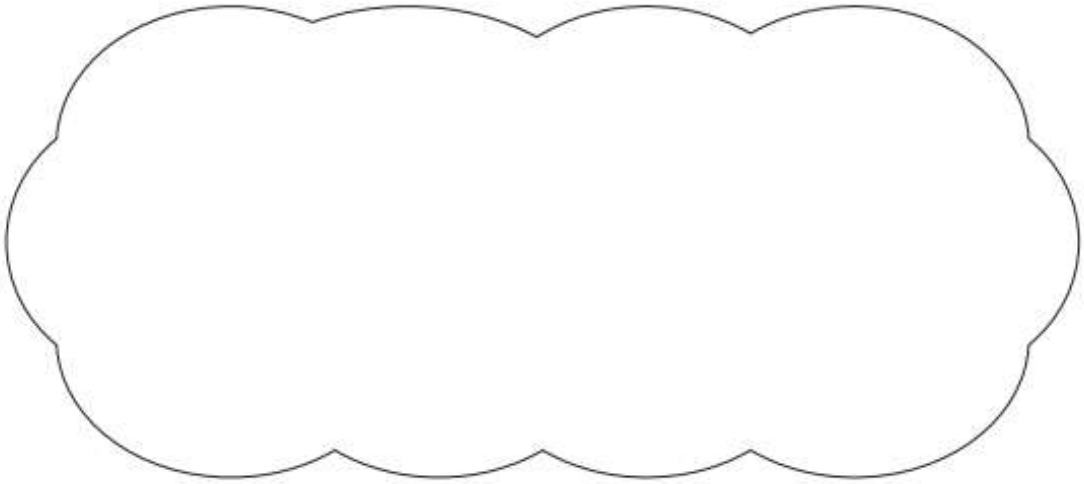
Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

18 Circle the **prime** number.

95 89 87

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



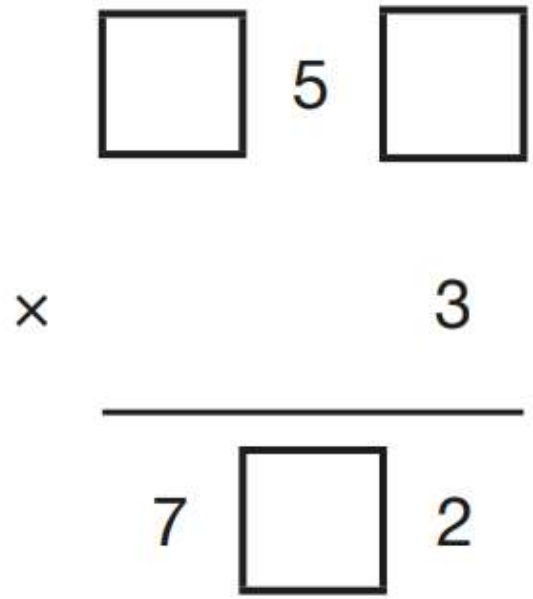
1 mark

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Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

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

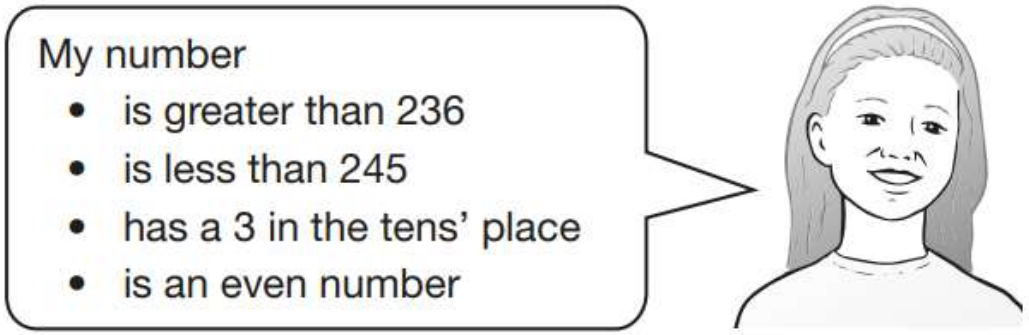


1 mark

Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

6 Olivia is thinking of a number.



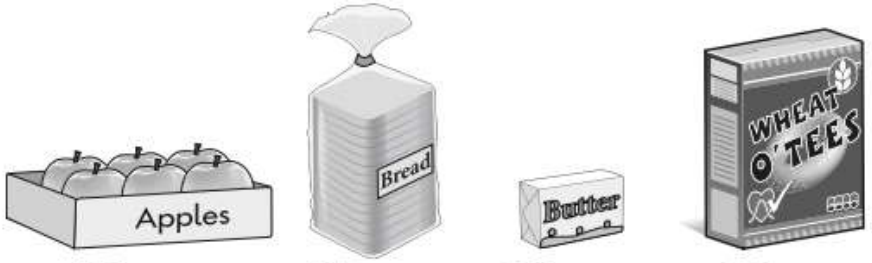
What number is Olivia thinking of?

1 mark

Sample Question

Maths Paper 2 / Paper 3 : Reasoning

17 Chen buys these four items.



670 grams	400 grams	500 grams	750 grams
£1.50	£0.70		£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

What do the SATs look like? – writing

- There is **no SATs test for writing**.
- Instead, children's writing across the year is continually **assessed by their teacher** and **judged as either working towards the expected standard, working at the expected standard or working at greater depth.**

How we support children through SATs

- Learning mentor support if needed
- Get them prepared and test ready through practice and learning test technique
- Extra adult support during the actual tests
- Breakfast club during SATs week: 8:30am start.
- Lots of encouragement
- Rewards after – looking forward to the experiences that come after SATs

The transition

- **The different secondary schools visit school**. They meet with the teachers and the children. Information about their academic standards and their behaviour as well as information about friendship groups are shared.
- **Further meetings take place for SEND pupils**.
- The children get at least a day induction in the summer. The amount of time that this is, depends on the school.
- There is the opportunity for further induction for children who may need it.
- All our records get passed onto the new school.

How can you help your child to be secondary ready?

- Ensure they are completing their homework – including reading.
- Support them in being prepared for SATs by ensuring they come to the SATs club on a Monday after school.
- Helping them to develop their learning behaviour.