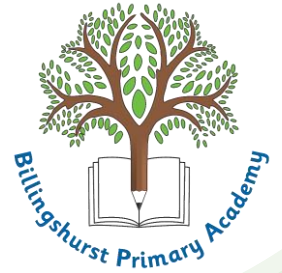


Year 6 SATS
(Standardised Assessment Tests)

**Key Stage Two
National Curriculum
Assessments**

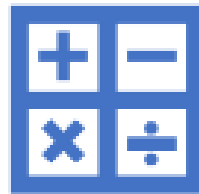
12th – 15th May 2025



**Monday – Grammar,
Punctuation and Spelling
(45 minutes)**



Tuesday – Reading (1 hour)

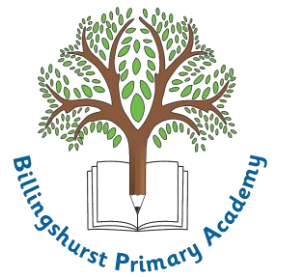


**Wednesday – Arithmetic
(30 minutes) and Reasoning
Paper 1 (40 minutes)**



**Thursday – Maths reasoning
Paper 2 (40 minutes)**

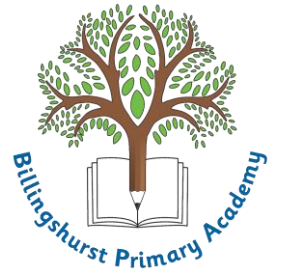
Teacher Assessment



Writing: Writing Assessment framework

Science: Assessed framework

Background information

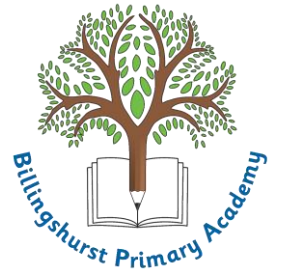


National standard: This is the level that children are expected to reach in their SATs, which is set at 100.

Expected level/standard: A score of 100 means that your child is working at the expected standard.

Scaled Score: This is a score (80-120) that is converted to allow SATs results to be compared year on year. This helps to take into account particularly difficult test years and other factors.

Maths



3 papers in total

Paper 1 Arithmetic: 35 marks

Paper 2 & 3 Reasoning: 40 marks each

Assessment of learning across Key Stage 2

Arithmetic: 30 minutes (36 questions)



| | | |
|----------|--|------------------------------------|
| 1 | $39 + 673 =$ | <input type="checkbox"/> 1 mark |
| | <div style="border: 1px solid red; width: 100%; height: 100%; background-color: #f0f0f0;"></div> | |

| | | |
|----------|--|------------------------------------|
| 2 | $\frac{9}{11} - \frac{4}{11} =$ | <input type="checkbox"/> 1 mark |
| | <div style="border: 1px solid red; width: 100%; height: 100%; background-color: #f0f0f0;"></div> | |

| | | |
|----------|--|------------------------------------|
| 3 | $2 \times 45 =$ | <input type="checkbox"/> 1 mark |
| | <div style="border: 1px solid red; width: 100%; height: 100%; background-color: #f0f0f0;"></div> | |

| | | |
|-----------|--|------------------------------------|
| 21 | $20\% \text{ of } 1,200 =$ | <input type="checkbox"/> 1 mark |
| | <div style="border: 1px solid red; width: 100%; height: 100%; background-color: #f0f0f0;"></div> | |

| | | |
|------------------|--|-------------------------------------|
| 22 | $43 \overline{) 645}$ | <input type="checkbox"/> 2 marks |
| | <div style="border: 1px solid red; width: 100%; height: 100%; background-color: #f0f0f0;"></div> | |
| Show your method | | |

| | | |
|-----------|--|------------------------------------|
| 30 | $99\% \text{ of } 200 =$ | <input type="checkbox"/> 1 mark |
| | <div style="border: 1px solid red; width: 100%; height: 100%; background-color: #f0f0f0;"></div> | |

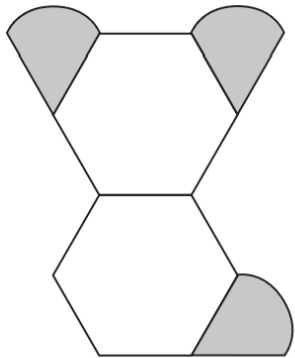
| | | |
|-----------|--|------------------------------------|
| 31 | $\frac{1}{4} \div 2 =$ | <input type="checkbox"/> 1 mark |
| | <div style="border: 1px solid red; width: 100%; height: 100%; background-color: #f0f0f0;"></div> | |

| | | |
|-----------|--|------------------------------------|
| 32 | $9^2 - 36 \div 9 =$ | <input type="checkbox"/> 1 mark |
| | <div style="border: 1px solid red; width: 100%; height: 100%; background-color: #f0f0f0;"></div> | |

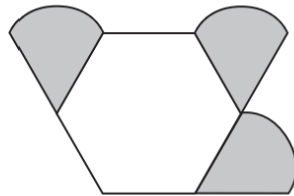
Maths reasoning: 40 minutes for each paper

21

Amina is making designs with two different shapes.
She gives each shape a value.

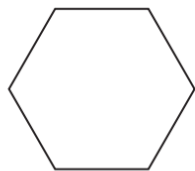


Total value is 147




Total value is 111

Calculate the value of each shape.

 =

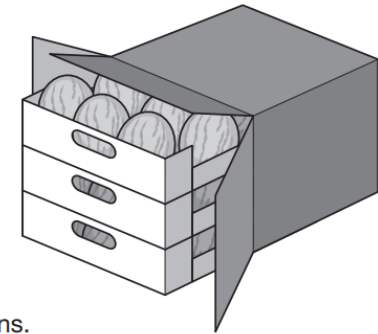
1 mark

 =

1 mark

15

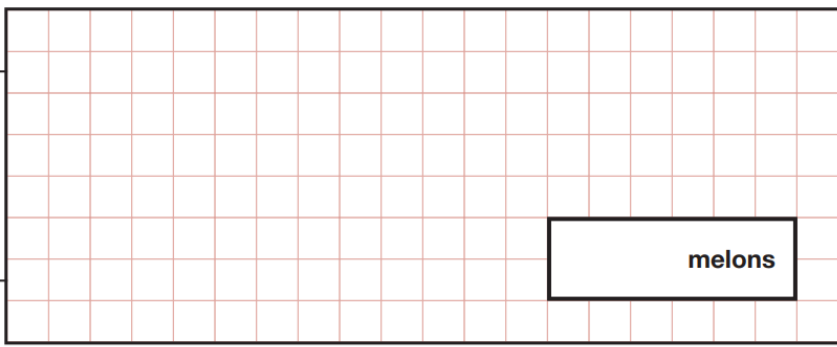
A box contains trays of melons.
There are 15 melons in a tray.
There are 3 trays in a box.



A supermarket sells **40** boxes of melons.

How many melons does the supermarket sell?

Show your method



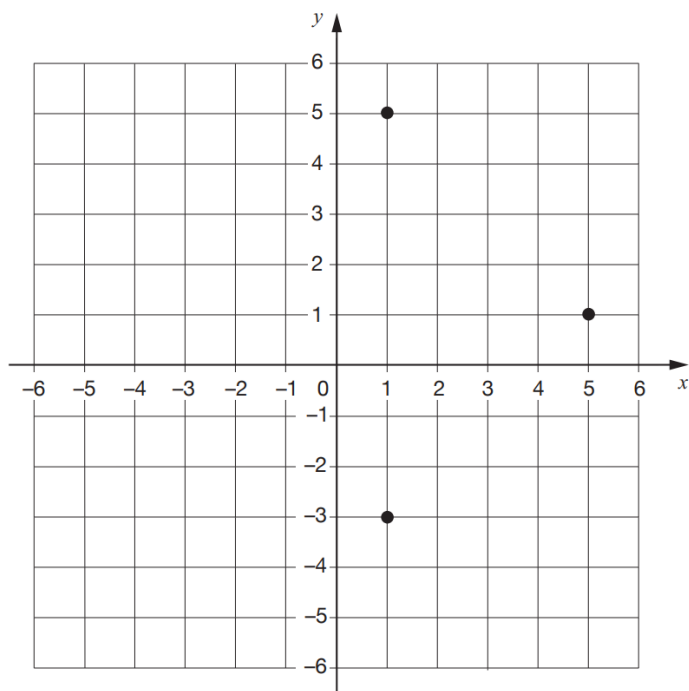
2 marks

No difference between each paper.

10

Layla draws a **square** on this coordinate grid.

Three of the vertices are marked.



What are the coordinates of the missing vertex?

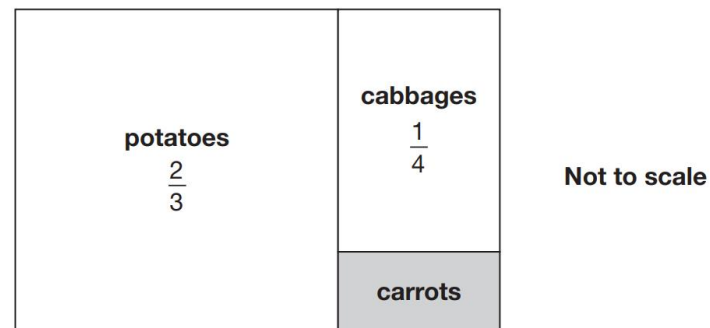
(,)

1 mark

18

This is a diagram of a vegetable garden.

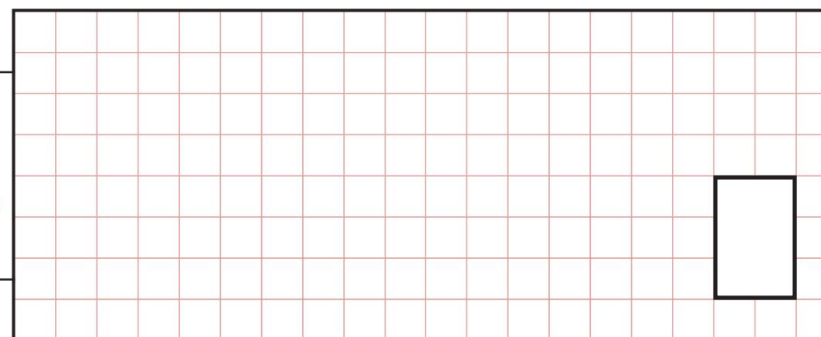
It shows the fractions of the garden planted with potatoes and cabbages.



The remaining area is planted with carrots.

What **fraction** of the garden is planted with carrots?

Show
your
method



2 marks

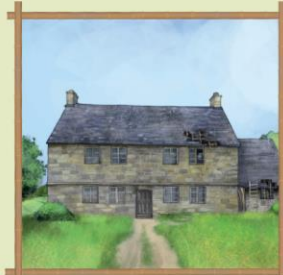
English reading: 3 texts, 1 hour (approx. 40 questions)



The Giant Panda Bear



Grannie



Albion's Dream

Reading Booklet

2018 key stage 2 English reading booklet

The Giant Panda Bear

Panda bears are very popular animals, partly because of their unusual appearance and partly because there is something mysterious and fascinating about them. However, their numbers are falling. It is thought that only around 1600 giant pandas still survive in the wild.

Appearance

Giant pandas have the same type of body shape as other bears. They have thick black and white fur, which some scientists think may be to disguise them in the snowy and rocky surroundings where they live. An adult can grow up to 1.5 metres and weigh up to 150 kilograms. They might look cute but they have razor-like claws. They also have powerful jaws for crushing and grinding bamboo!

Habitat

Giant pandas in the wild live on mountainous slopes in western China. Their habitat is densely populated with fir trees and bamboo. It is the forests in these mountains that attract the panda as bamboo is their favourite food.

Diet

In the wild, their main diet is bamboo. To survive, they need to eat for most of the day. In fact, they eat 15 to 30 kilograms of food every day and spend 10 to 16 hours feeding. In zoos, they have a specially prepared diet of bamboo, eggs, fish and honey.

Cubs

Newborn cubs weigh around 150 grams (about the weight of an apple) and are all white at birth. The black spots develop after about a month. They begin eating bamboo at six months and weigh 31 to 36 kilograms at the end of the first year. Cubs stay with their mother for two to three years, reach maturity at five to seven years and live in the wild for about 25 years.

Other interesting facts

- Giant panda bears have to eat every day which means, unlike other bears, they cannot hibernate in the winter.
- Giant pandas' bodies are able to digest meat but they rarely eat it.
- Until recently, scientists thought that pandas spent most of their lives alone, but new studies show that small groups of pandas can share a large territory.

4 Look at page 4.

According to the text, what do pandas spend the majority of their time doing?

1 mark

5 Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.

The first one has been done for you.

A cub eats bamboo for the first time.

A cub leaves its mother.

A cub develops black spots.

A cub weighs 31 to 36 kilograms.

A cub weighs about the same as an apple.

1

1 mark



There also lived with Jack an elderly spinster called Em Sharp who was the true guardian of the place and of the memories of the family. The farmhouse never got any cleaner under her care, but it never got any dirtier either. In fact, she was determined that nothing should change, and nothing did.

There were times, as I grew older, when I went to stay with Jack on my own. I followed him on his work around the farm, or explored the empty rooms of the farmhouse. One day – I was twelve years old – it was raining and Jack had taken the car on business. Left to my own devices, I visited the dogs and young chicks, watched Em Sharp for a while as she prepared lunch, then made my way upstairs into the largest and most remote of the empty rooms, where one of the big bookcases had attracted my curiosity.

I pulled out some of the books, glancing idly at the contents, and then, as I went to return one of them to its place, my eye was caught by something in the dark recesses of the shelf. I reached in and drew it out. It was a large red dice, but like no other dice I had ever seen.

I took it to the window to inspect it. Each face had a symbol: a tower, a sword, a broken circle, something that looked like a pillar of stone. It was obvious that the dice had been fashioned by hand, for I could even make out the tiny blade marks, and none of the faces was precisely even.

As I sat and puzzled over the symbols, it dawned on me that the dice ought to belong to a game of some kind. So I returned to the bookcase to make a thorough search.

I looked behind every book and even used my hand to sweep out the shallow gap under the bottom shelf. There must have been ten years' worth of assorted debris under there. Finally I began to edge the entire bookcase away from the wall. It was extremely heavy and it took me some time to get it out far enough to look behind. There was a thick network of cobwebs and dust. I thought for a moment and plunged my hand in the gap.

There was something there, a flat box. It was covered with grime and falling apart. Opening it, I found a board, counters, cards, and a number of little figures. I wiped away the dirt from the lid and made out the title. *Albion's Dream* it said.

At that moment I heard Em Sharp's voice coming up the stairs.

38

Look at page 10.

What impressions do you get of Em Sharp at this point in the extract?

Give **two** impressions, using evidence from the text to support your answer.

| Impression | Evidence |
|------------|-------------------|
| <hr/> | <hr/> <hr/> <hr/> |
| <hr/> | <hr/> <hr/> <hr/> |

3 marks

Spelling: approximately 15 minutes for 20 spellings (read from a teacher transcript)



Spelling task

1. Mum hit her _____ with the hammer.
2. The boy had _____ keeping up with his elder sister.
3. Add eggs to your cake _____.
4. The new laptop is light and _____.
5. We put the bread _____ in the oven.
6. My favourite subject at school is _____.
7. The teacher asked the children to pay _____.
8. Raif _____ his parents' permission to go out.
9. The astronaut felt _____ in space.
10. Raisa was chosen to be a member of the school _____.

2018 Spelling script

Spelling 1: The word is **thumb**.

Mum hit her **thumb** with the hammer.

The word is **thumb**.

Spelling 2: The word is **trouble**.

The boy had **trouble** keeping up with his elder sister.

The word is **trouble**.

Spelling 3: The word is **mixture**.

Add eggs to your cake **mixture**.

The word is **mixture**.

Spelling 4: The word is **portable**.

The new laptop is light and **portable**.

The word is **portable**.

Spelling 5: The word is **dough**.

We put the bread **dough** in the oven.

The word is **dough**.

Spelling 6: The word is **science**.

My favourite subject at school is **science**.

The word is **science**.

Spelling 7: The word is **attention**.

The teacher asked the children to pay **attention**.

The word is **attention**.

Spelling 8: The word is **obtained**.

Raif **obtained** his parents' permission to go out.

The word is **obtained**.

Spelling 9: The word is **weightless**.

The astronaut felt **weightless** in space.

The word is **weightless**.

Spelling 10: The word is **council**.

Raisa was chosen to be a member of the school **council**.

The word is **council**.

Punctuation & Grammar: 45 mins (approx. 50 questions)



11

Draw a line to match each **prefix** to a word to make **four** different words.
Use each prefix only once.

| Prefix | Word |
|--------|---------|
| im | correct |
| in | mature |
| en | fortune |
| mis | able |

1 mark

12

Which option completes the sentence in the **past perfect**?

Soon after a Frenchman _____ the first land speed record, it was broken.

Tick **one**.

- has set
- had set
- set
- was setting

1 mark

36

Which **two** sentences use punctuation to show **parenthesis**?

Tick **two**.

- There are some books – including story books – in the cupboard.
- To make space, we moved the chairs, tables and the boxes of games.
- Our classroom, at the end of the corridor, has a red door.
- On Tuesday, we will be selling cakes for charity.

1 mark

37

Underline the **relative clause** in each sentence.

We visited the funfair that came to our town.

My uncle who lives in Australia has sent me a present.

My friend whose rabbit I look after is on holiday.

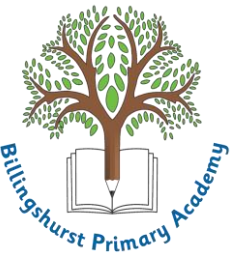
1 mark

How do the test days run?

Breakfast club (starting at 8:15) at the start of each day of tests.

Children sit in their classroom unless children are entitled to additional support (we will speak to those children about this beforehand).

Classrooms and rooms are arranged for test conditions.



What are we doing to prepare the children?

We ensure we provide the children with a broad and rich curriculum.

Regular practice of arithmetic questions (daily arithmetic, SODA questions, weekly target questions, homework).

Weekly homework and homework club.

Practice SAT papers to familiarise them with the time scales and format.

Easter holiday work.



What can parents and carers do to support?



Keep practicing fluency, times tables and number bonds.

Encourage reading for pleasure (15 mins a day).

Encourage children to attend homework club or, where this is not possible, support at home.

Don't worry if the terminology or strategies are different to your own experience at school – please ask if unsure!

Regular routines, lots of sleep and healthy diet.