



SATs Workshop



What are SATs?

-National standardised tests that take place across the country.

-They are used to check the educational progress of children from where they started primary school to the point at which they leave.

-They will have formal assessments for Maths, Reading and GPS.

-Writing is teacher assessed and focuses on a portfolio of the child's writing from across the year.

Timetable for SATs 2025



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

How do scores in SATs work?



- Children will receive a 'raw' score from their assessments.
- This 'raw' score translates to a 'scaled' score which is formulated once every child across the country has completed the SATs.
- To be considered 'working at the expected standard' children need to obtain a score of 100.
- To be considered 'working at greater depth' children will need to achieve a score of 110.
- If children score anything from 80-99 on the scaled scores, they will be considered 'working towards the expected standard'.



How do the scores total?

- Reading assessment is out of 50.
- Maths Arithmetic 1 is out of 40.
- Maths Reasoning 2 is out of 35.
- Maths Reasoning 3 is out of 35 (the total of the Maths assessment is out 110).
- Grammar, Punctuation and Spelling is out of 50.
- Spelling is out of 20 (the total of the GPS assessment is out 70).

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

Example questions -

Maths Arithmetic - 30 minute assessment.



34

$$2\frac{5}{6} - \frac{3}{4} =$$

35

$$38\% \text{ of } 750 =$$

Example questions -

Maths Reasoning 2 - 40 minute assessment.

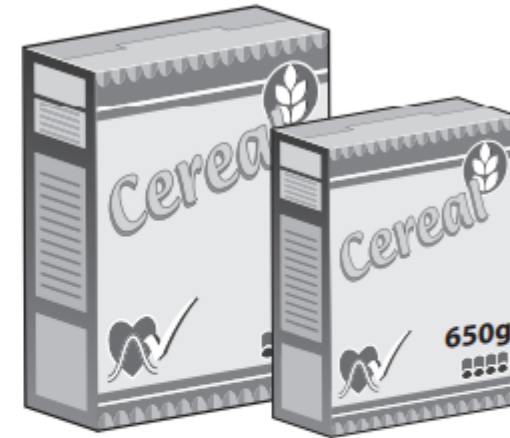


23

A small box contains **650** grams of cereal.

A large box contains **20% more** cereal.

One portion of cereal is **40** grams.



How many **full** portions are in a **large** box?

Example questions -

Reading - 1 hour assessment



38

Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Example questions -

GPS - 45 minute assessment



Circle the **relative pronoun** in each sentence below.

A large collection of gold and silver, which is known as the Staffordshire Hoard, was discovered in 2009.

Mr Herbert, who made the discovery using his metal detector, received a reward for finding it.

Writing Portfolio.

June 2024



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

Writing Portfolio.

June 2024

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 Portfolio.

June 2024



Working at greater depth

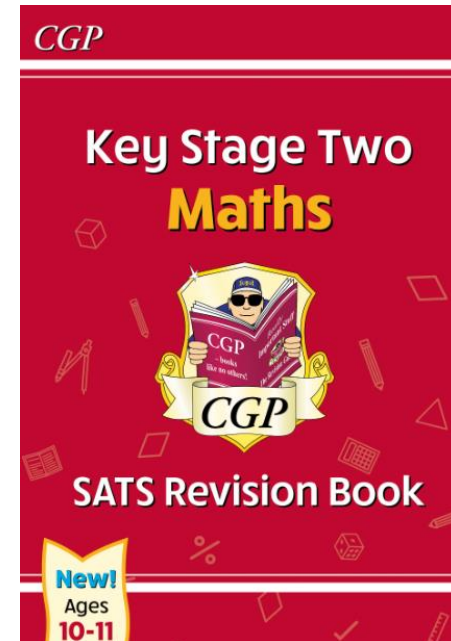
The pupil can:

- 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.[^]

[There are no additional statements for spelling or handwriting]

How we are supporting.

- Practice PiXL assessments.
- Practice SATs week.
- CGP books. Each week, one homework task to be chosen from these books.
- Yr 6 Booster lunchtime club.
- SATs questions are worked into the day



Any questions?

