

# KEY STAGE 2 SATS

Westfield Primary School  
Presentation to Parents





# YR 6 2025 SATS

- SATs are a national assessment system used to assess all pupils at the end of year 6.
- The KS2 SATs test children on everything they have learnt in Key Stage 2, so it is a reflection of what they have learnt over several years.
- We prepare the children for these tests and ensure that they feel comfortable and successful when sitting them.



# SITTING THE TESTS ...

- Most children will sit the test in the hall – spaced out.
- Any children who qualify for special measures will have a quiet, dedicated space with adult support, following the government's guidelines, as to what support they receive.
- We carry out a mock SATs week in January, this enables the children to understand what it will be like; allows us to train staff on how they can support and shows us any changes that might need to be made. We will share the results of this week on the Spring Term reports and can discuss at Parents Evening.
- We also make both the mock and the real weeks fun by providing breakfast for the children every morning and having less structured projects for the afternoon.



# How to help your child ...

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school. It is vital that they are present during the SATs week.
- Support your child with any homework tasks. The links we put on Seesaw are all revising terminology that will come up in the papers. Please ensure your child covers this at home. <https://www.theschoolrun.com/> - is a really helpful website for you to aid your child's understanding.
- You can download past papers free online. *Please do not complete the 2024 SATs paper, as we will be using these during Mock Week.*
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

# ASSESSMENT AND REPORTING



There is no pass or fail with the tests. Children will be given a score that determines whether they are working below, at or above the 'national standard'.

- Test scores are reported as 'scaled scores'. This means an average is taken from everybody who sits the tests to determine the range of ability and the pass grade.
- This ranges from 80 to 130, with 100 being Expected.
- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the subject judged by the test.
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.
- In the Summer term, once all of the school's data has been processed, the government produce a single sheet sharing the children's scores. You will receive this inside their end of year report.



# THE TESTS

**Key Stage 2 SATs take place nationally in the week commencing 12th May 2025.**

- The timetable for the tests:

**Monday** - Punctuation, Vocabulary and Grammar (45 minutes) and Spelling (approximately 15 minutes)

**Tuesday** - Reading (60 minutes)-

**Wednesday** - Mathematics - Paper 1: Arithmetic (30 minutes) and Paper 2: Reasoning (40 minutes)

**Thursday** – Mathematics Paper 3: Reasoning (40 minutes)

- There are no tests on Friday

- All the above tests are externally marked.

- Writing will be 'Teacher Assessed' internally. This means there will be no writing assessment on the termly report – there will be a blank box, as it is not part of SATs week.

# The GPS TEST



This test is split up into two sections.

The children have a Spelling test containing 20 words, lasting approximately 15 minutes. The spellings may include those on the Year 5 and 6 Spelling lists, and also some that use the spelling patterns we have been learning throughout the year.

A separate test is given on Punctuation, Vocabulary and Grammar

This test lasts for 45 minutes and requires short answer questions, including some multiple choice. This tests their understanding of the 'parts of speech' – ie nouns, verbs, determiners, adverbials etc.

<https://www.theschoolrun.com/> - is a really helpful website that explains the terminology that will come up.

The children have to be able to recognise when these have been used and be able to use them in their own writing. They will lose marks if they write a sentence that doesn't use punctuation correctly.

Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

# Sample Questions



40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

GPS Paper 1

| Sentence   | Subordinating conjunction | Co-ordinating conjunction |
|--|---------------------------|---------------------------|
| I like ice-skating <u>and</u> roller-skating.                          |                           |                           |
| Jamie likes roller-skating, <u>but</u> he has never tried ice-skating. |                           |                           |
| Jamie will go ice-skating <u>if</u> I go with him.                     |                           |                           |

1 mark



44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.



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1 mark

# The Reading Test



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.

Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation. The test expects a certain level of vocabulary understanding: so reading and discussing challenging texts is really important.

# Sample Questions



8

If she was trying to **reassure** Joe, it wasn't working.

What does *reassure* mean in this sentence?

---

1 mark

15

Look at the section headed: **Save our bees.**

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

|   | Evidence |
|---|----------|
| The Bumblebee Conservation Trust is worried about bees. |          |
| The leaflet makes readers feel hopeful for bumblebees.  |          |

2 marks

# How to help your child with reading ...



All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.

Listening to your child read can take many forms, we have a subscription to an on-line reading resource called Bug Club, which gives a wide variety of books and questions.

First and foremost, focus developing an enjoyment and love of reading.

Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.

Read a little at a time but often, rather than rarely but for long periods of time!

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.

Visit the local library - it's free!

# Maths Tests



In Mathematics, 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. There are 35 questions, so children need to be able to solve questions quickly, and accurately.

Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.

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



24  $15.4 - 8.88 =$

1 mark

25

1 3  0 1 6

Show your method

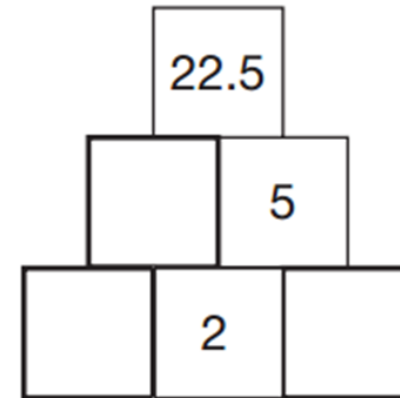
2 marks

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

# How to help your child with Maths ...



Play times tables games (TT Rockstars)

Play mental maths games including counting in different amounts, forwards and backwards

Encourage opportunities for telling the time

Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping

Look for numbers on street signs, car registrations and anywhere else!

Look for examples of 2D and 3D shapes around the home

Identify, weigh or measure quantities and amounts in the kitchen or in recipes

Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess

Remember to use websites such as Active Learn Primary and TT Rockstars to help children practice Maths



# How to help your child with Writing ...

- Practise and learn weekly spelling lists – make it fun! Use the Look Say Cover Write Check method
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!
- BBC Bitesize have great websites to practise Grammar, Punctuation and Spelling activities. The Oak National Academy website also has some great resources if you want to practise at home.



# WHAT IS ANXIETY?

“Anxiety is a normal, human feeling of fear or panic. When we face stressful situations, it can set off our brain’s in-built alarm bell system, which tell us something isn’t right and that we need to deal with it.”

**YOUNG**MINDS

Fight, Flight  
Freeze



# SOME COMMON SIGNS OF ANXIETY



Frequent headaches

Feeling irritable or overwhelmed

Lack of motivation / lethargy

Stopping socializing with friends

Loss of enjoyment in hobbies

Mind going blank

Butterflies in stomach

Biting nails or fidgeting

Feeling sick or unwell

Poor concentration

Losing appetite or overeating

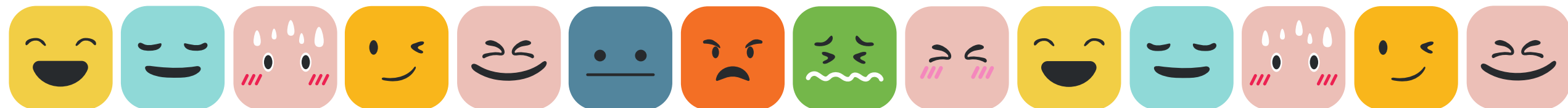
Sleeping poorly



# It is normal to feel anxious about tests...

Events that challenge us cause most people to feel some nervousness and apprehension

A small amount of anxiety can help us to perform at our best



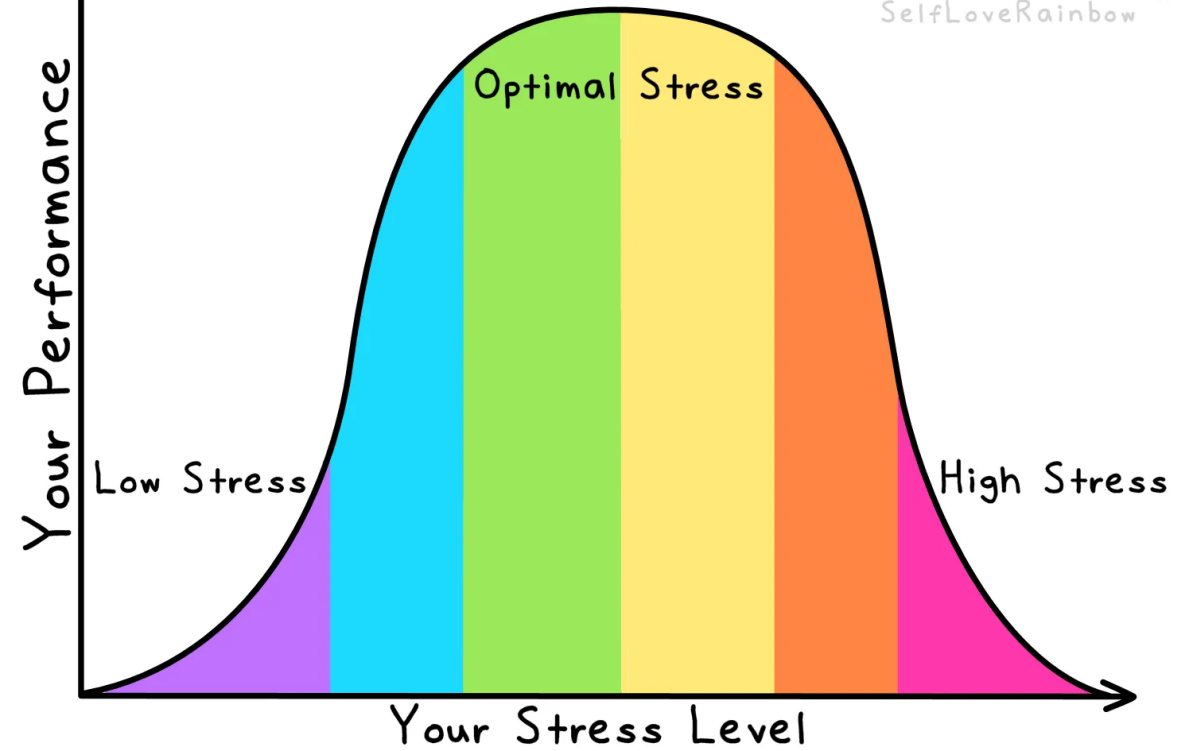
But too much stress can lead to feelings of excessive anxiety and low mood.

These can have a negative impact on us and may prevent us from doing our best.

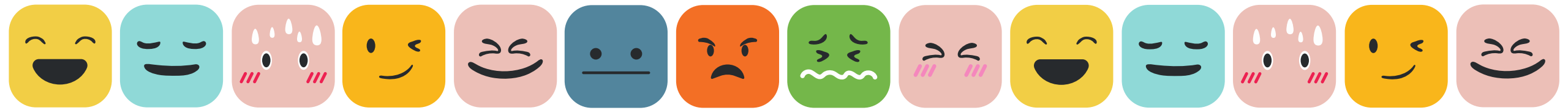
So it is important to find ways of managing those feelings.

# Stress Performance Curve

Check in with your stress levels! Are you feeling over-stressed, under-stressed, or in the middle. SelfLoveRainbow



| Under-Stressed |             | Optimal Stress |             | Over-Stressed |         |
|----------------|-------------|----------------|-------------|---------------|---------|
| Bored          | Unmotivated | Creative       | Productive  | Overwhelm     | Burnout |
| Inactive       | Listless    | Focused        | Motivated   | Exhaustion    | Anxiety |
| Relaxed        | Laid Back   | Engaged        | In the Zone | Breakdown     | Panic   |



# ENCOURAGE POSITIVE COPING STRATEGIES

Exercise

Connecting with others

Doing something creative

Doing something calming

Shifting your child's mindset



# EXERCISE - WHAT DOES YOUR CHILD ENJOY?

Going for a walk or bike ride

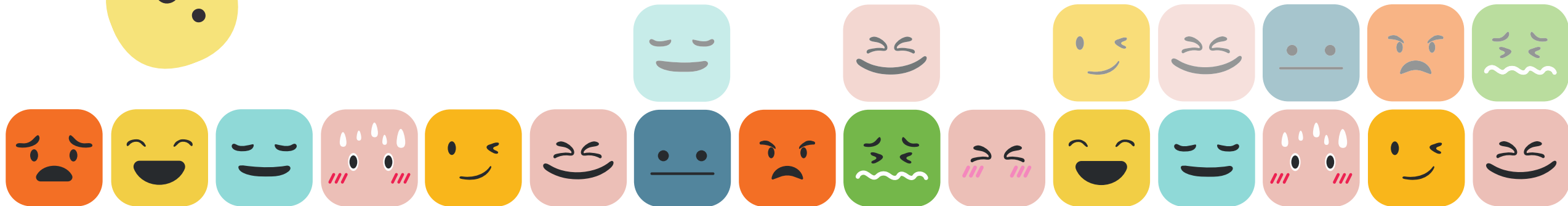
Dancing or gymnastics

Playing football or another sport

Swimming

Bouncing on a trampoline

Playing in the park



## CONNECTING WITH OTHERS

Seeing or messaging a friend

Playing a game with someone

Cuddling or playing with a pet

Sharing feelings and worries with a trusted adult



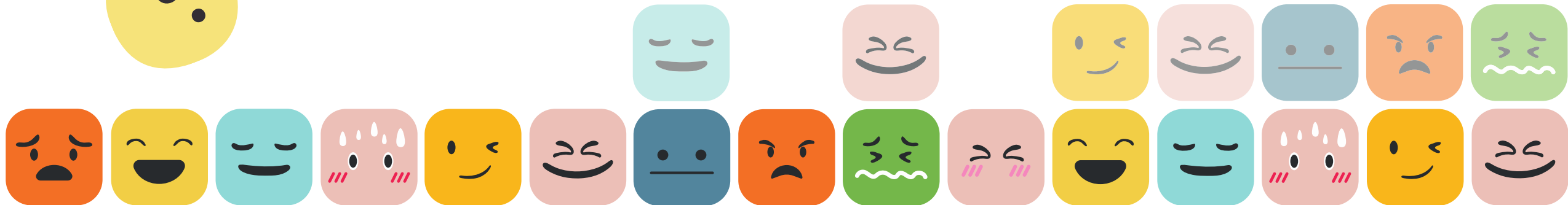
# DOING SOMETHING CREATIVE

Colouring or drawing

Playing Minecraft

Cooking or baking

Playing with Lego





## DOING SOMETHING CALMING

Taking some deep breaths

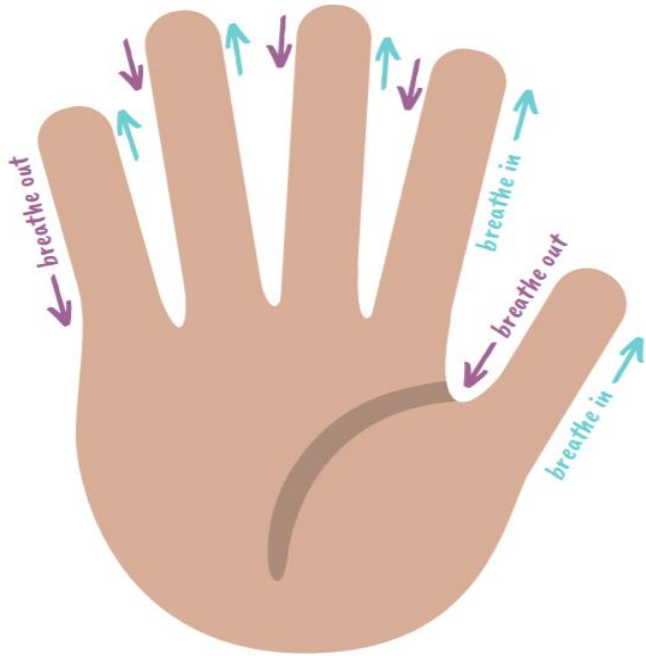
Listening to soothing music

Thinking of a calm, happy place

Looking at photos of favourite memories



# DOING SOMETHING CALMING – WAYS TO HELP YOUR CHILD RELAX



**BREATHE IN**  
4 SECONDS



**HOLD**  
4 SECONDS

**BREATHE OUT**  
4 SECONDS

## The 5-4-3-2-1 Grounding Technique

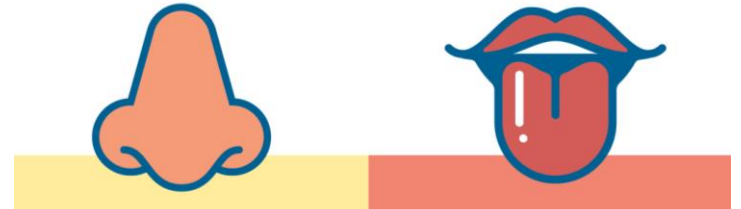
Ease your state of mind in stressful moments.



Acknowledge **5** things that you can see around you.

Acknowledge **4** things that you can touch around you.

Acknowledge **3** things that you can hear around you.



Acknowledge **2** things that you can smell around you.

Acknowledge **1** thing that you can taste around you.



# SHIFTING YOUR CHILD'S MINDSET

Focus on what is in their control

Remind them of things they're good at

Help them to think about something they're looking forward to

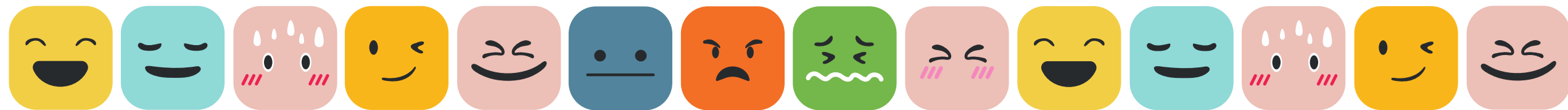


# Sleep

Most children aged 10-11 still need 10-11 hours sleep per night

Sleep deprivation affects mood, memory and concentration

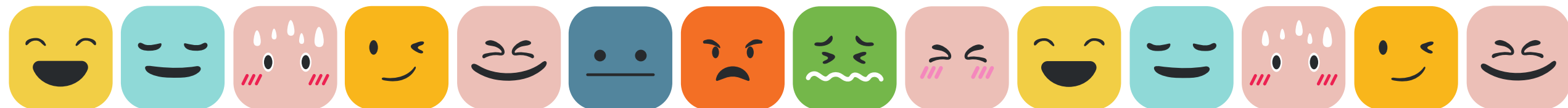
So not getting enough sleep is likely to prevent children from being able to do their best in school tests



# Getting a good night's sleep – make it routine

Encourage your child to keep to the same bedtime each day and have a relaxing routine, for example, bath, milky drink, clean teeth, read a story in bed, lights out

Keep your child's bedroom dark, cool, quiet and free of distractions – white noise or soothing sounds apps can help or calming music



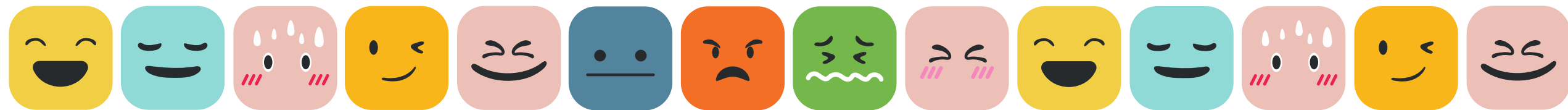
# Things to avoid

Screens for at least an hour before bedtime

Sugar and fizzy drinks from mid- afternoon onwards

Doing school-work in the bedroom

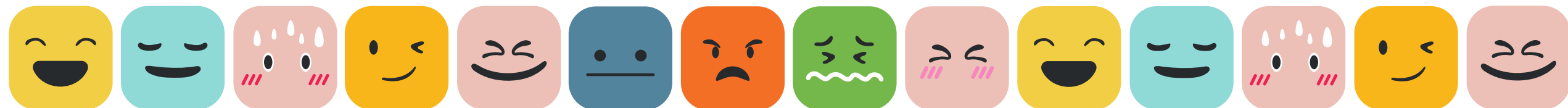
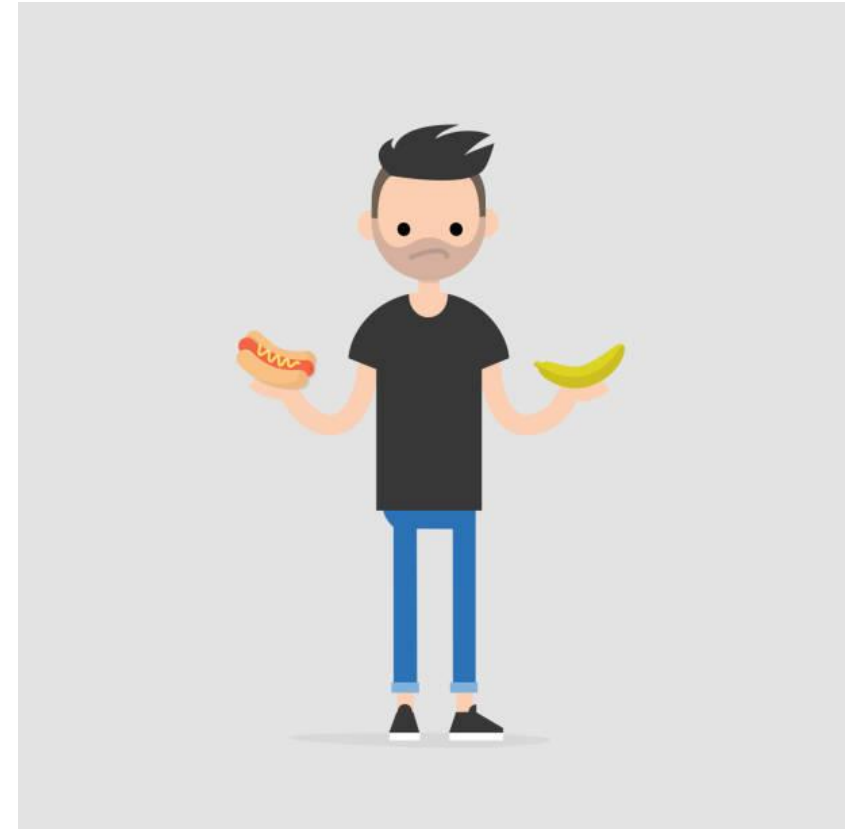
Doing anything stressful in the hour before bed



# Healthy eating

Food is fuel so eating the right types of food at the right time sustains energy levels and improves concentration

Eating breakfast is therefore important, and drinking enough water to keep hydrated



Finally, self-belief is important so remind your child:

YOUR  
BEST IS  
GOOD  
ENOUGH

and







# Any questions?

Please email us on:

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