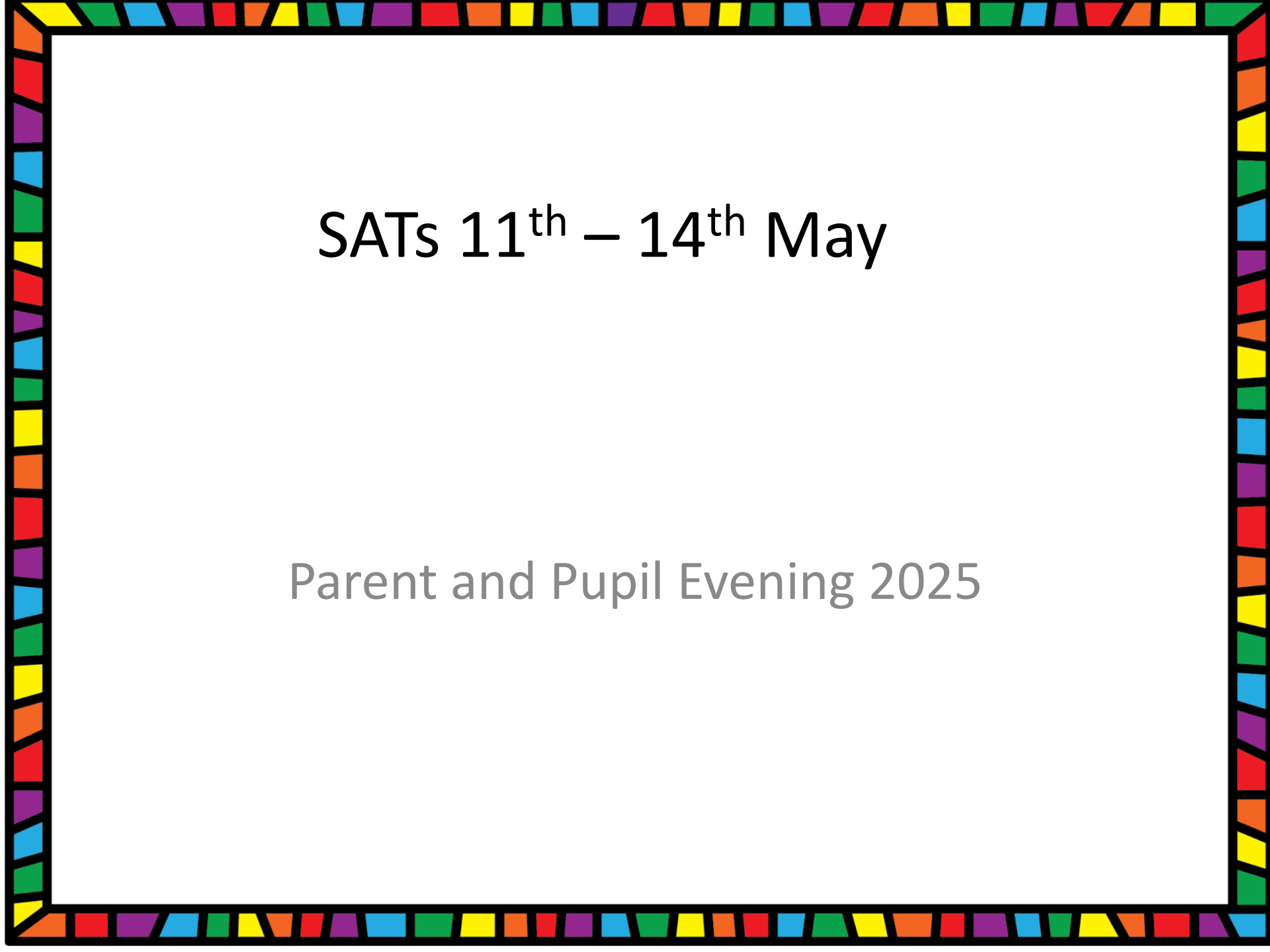




SATs 11th – 14th May

Parent and Pupil Evening 2025

Welcome – as you come in, **please help yourself to refreshments.** Feel free to have a look at the different SATs papers.



Expectations and Fears!
The plan for the evening



Managing the Myths!

There is a science test.





Test results are the only
information high school receives.

SATs tests are at the start
of May.





Teacher judgements are not part of
your child's SATs results.

There are four maths
papers.





SATs are the only
measure of a child's
success.



Any Recent Changes?

- Progress Data resumes



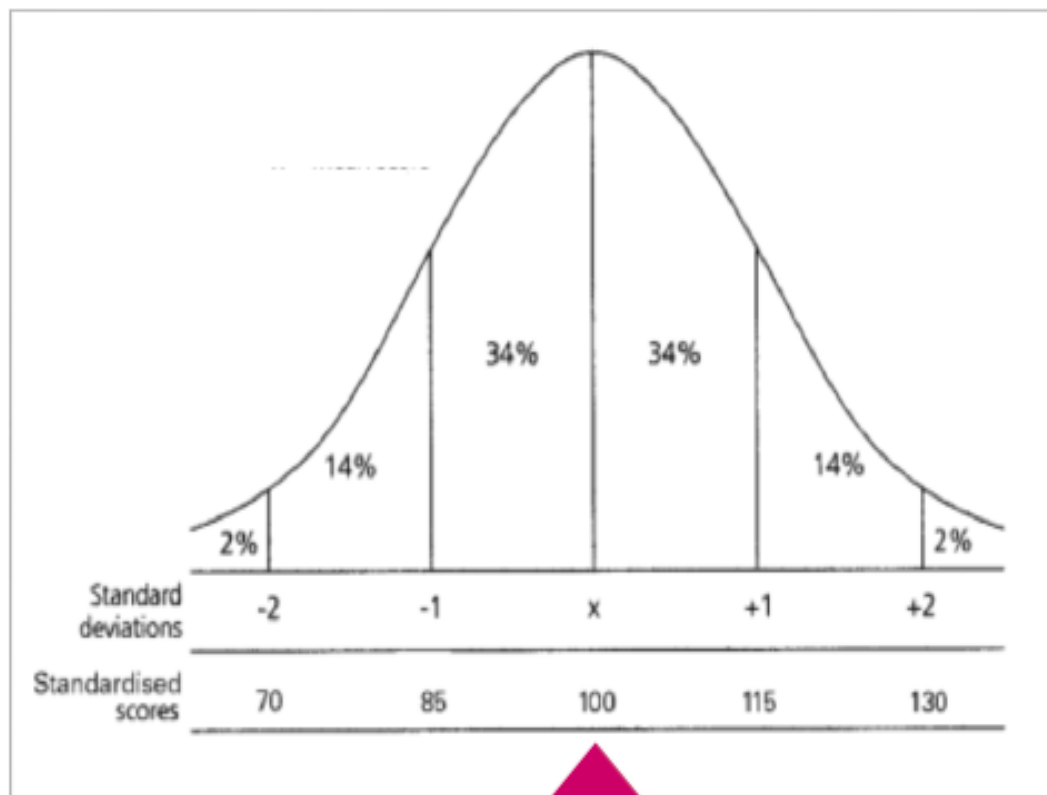
Scaled Scores

- The scale will have a lower end point at 80 and an upper end point at 120.
- 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' that is equivalent to 100 might be different.

Scaled scores enable
raw test marks from
different exams to be
reported using a
consistent scale

100 is typically the
average

68% of the population
tested will achieve
scores between **85** and
115



For KS1 and KS2 tests, a score of 100
will show that a pupil has achieved the
national expected standard
(which may not be the average)

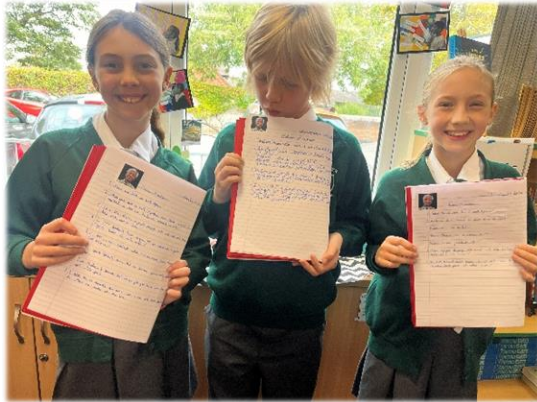
Results

- Each pupil will receive the following:
 - a raw score (number of marks awarded)
 - a scaled score (110+ = Greater Depth)
 - confirmation of whether or not they attained the national standard
- Year 7 teachers will be able to view their incoming pupils' scaled scores so that they can prepare for their new intake.

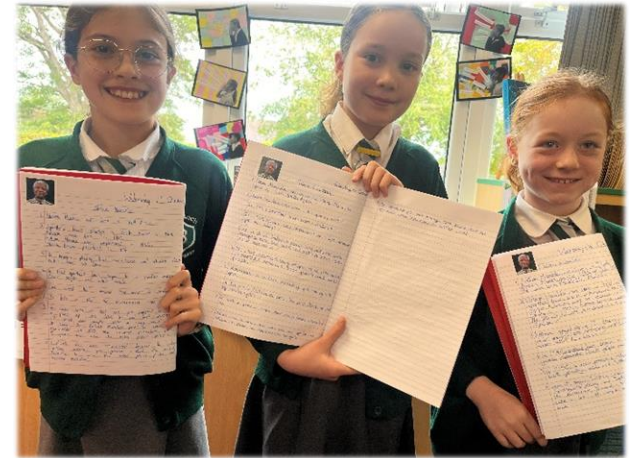


Teacher Assessments

- Teacher assessment is submitted for writing and science.
- Teacher assessments for writing
 - Three bands for writing:
 - Working towards the expected standard
 - Working at the expected standard
 - Working at greater depth



Writing



- There is teacher assessment of writing:
 - structure and cohesion
 - sentences and word choices
 - punctuation and grammar
 - thinking about the reader
- Moderation – local and county
- Supporting writing
- It's not what you know, it's what you use



Tests

- At the end of Year Six, children will sit tests that are set and marked externally in:
 - Reading
 - Maths
 - Spelling, punctuation and grammar

Reading

- One test
- One hour
- A selection of question types, including:
 - Ranking/ordering
 - Labelling
 - Find and copy
 - Short constructed response
 - Open-ended response



Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

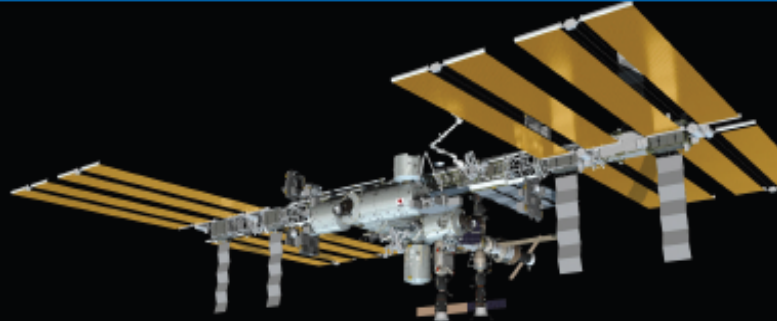
Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.



Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.



I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

Questions 1–15 are about *Space Tourism* (pages 4–6).

Look at the introduction.

Why is space tourism *impossible* for most people?

1 mark

How would you get from the spacecraft to the space hotel?

1 mark

Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1.

2.

2 marks

How much did the first space tourist pay to go into space?

1 mark

Questions 25–36 are about *The Lost World* (pages 8–9).

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

26 How far into the forest did the stream become a *considerable bog*?

1 mark

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*.

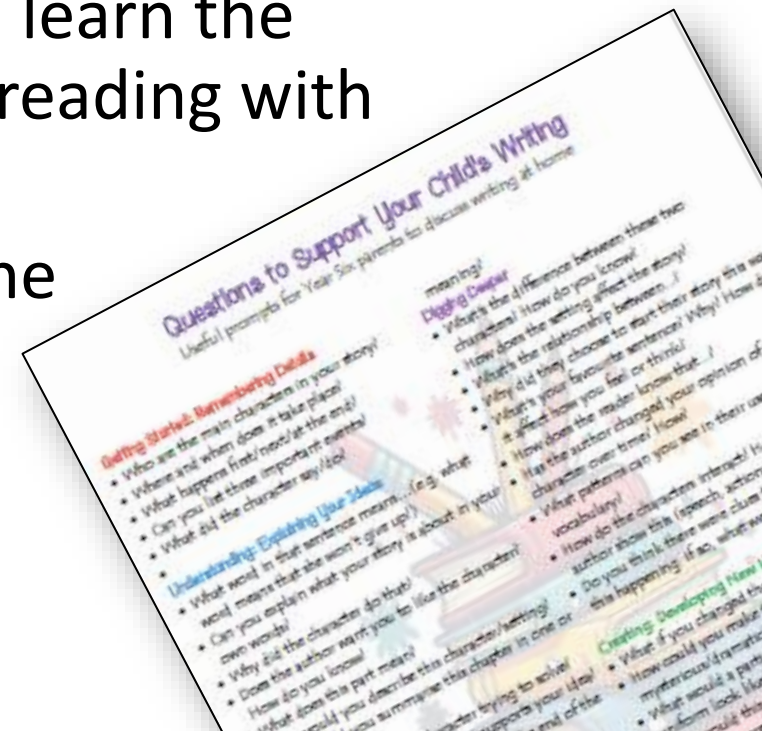
Use evidence from the text to support your answer.

3 marks



Reading – Supporting Your Child

- Read with your child and ask your child to read aloud to you
- Read aloud to your child whilst your child follows the text. Listening is an important part of reading: it will help your child learn the importance of punctuation and reading with expression.
- Ask questions, like the ones in the examples given above
- Use question stems to ask more challenging questions



What can we talk about?

Questions to Support Your Child's Writing

Useful prompts for Year Six parents to discuss writing at home

Getting Started: Remembering Details

- Who are the main characters in your story?
- Where and when does it take place?
- What happens first/next/at the end?
- Can you list three important events?
- What did the character say/do?

Understanding: Explaining Your Ideas

- What word in that sentence means... (e.g. what word means that she won't give up)?
- Can you explain what your story is about in your own words?
- Why did the character do that?
- Does the author want you to like the character? How do you know?
- What does this part mean?
- How would you describe this character/setting?
- How would you summarise this chapter in one or two sentences?
- What problem is the character trying to solve?
- What evidence from the text supports your idea?
- What does the character learn by the end of the story?
- What's the main message of the story?
- Why do you think the author has chosen a particular word?

Exploring: Using What You Know

- How could you show (not tell) that the character is angry/scared/excited?
- What adjectives have been used to describe this setting?
- Can you find any words that you don't know, but you could use the surrounding ideas to guess the meaning?
- How would this character solve the problem of tension, excitement, etc.?
- Can you think of a personal experience that is similar to something in the story?
- Can you rewrite this sentence using synonyms for the words...? How does it change the meaning?

meaning?

Digging Deeper

- What's the difference between these two characters? How do you know?
- How does the setting affect the story?
- What's the relationship between...?
- Why did they choose to start their story this way?
- What's your favourite sentence? Why? How does it affect how you feel or think?
- How does the reader know that...?
- Has the author changed your opinion of a character over time? How?
- What patterns can you see in their use of vocabulary?
- How do the characters interact? How does the author show this (speech, actions, descriptions)?
- Do you think there were clues that foreshadowed this happening? If so, what were they?

Creating: Developing New Ideas

- What if you changed the setting to...?
- How could you make this more exciting/mysterious/dramatic?
- What would a particular character's school uniform look like?
- How would this character speak to their teacher, parents or carers?
- How could you build more suspense here?
- Can you invent a new reaction for your character that would suit their personality?
- If this character came for tea, what would they eat?
- What would happen if you added a new character?
- If the story were a film, what sound or music would you add to this moment?



Maths

- Children will sit three papers in maths:
- Paper 1: arithmetic
 - 30 minutes
 - fixed response questions
- Papers 2 and 3: reasoning
 - 40 minutes per paper
- All Papers will involve a number of question types, including:
 - multiple choice
 - true or false
 - constrained questions
 - less constrained questions



Sample KS2 Arithmetic Questions

$6.1 + 0.3 =$

$5 \times 4 \times 7 =$

$4^2 =$

$\frac{1}{9} + \frac{4}{9} =$

$1,440 \div 12 =$

$630 \div 9 =$

$1,034 + 586 =$

$20\% \text{ of } 1,500 =$

$2.5 + 0.05 =$

$\frac{4}{5} - \frac{1}{5} =$

$24 \times 3 =$

$100 \times 100 =$

$48 \div 6 =$

$1.28 \times 100 =$

30

$$\begin{array}{r} \times \quad \quad 6 \ 5 \ 7 \ 4 \\ \quad \quad \quad 3 \ 1 \\ \hline \end{array}$$

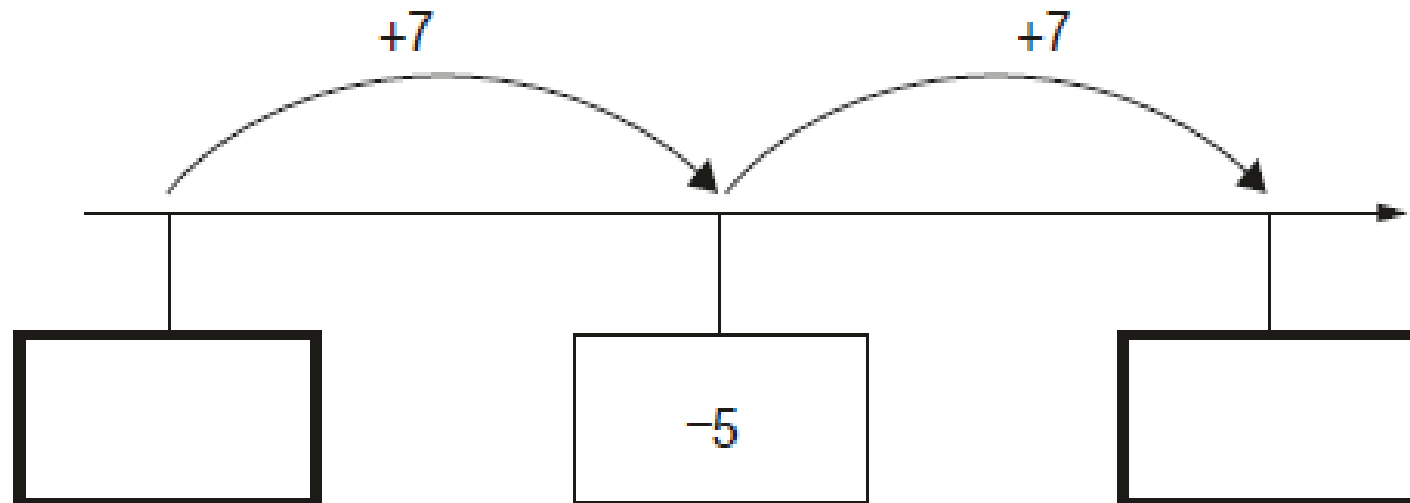
Show
your
method

2 marks

2

Here is part of a number line.

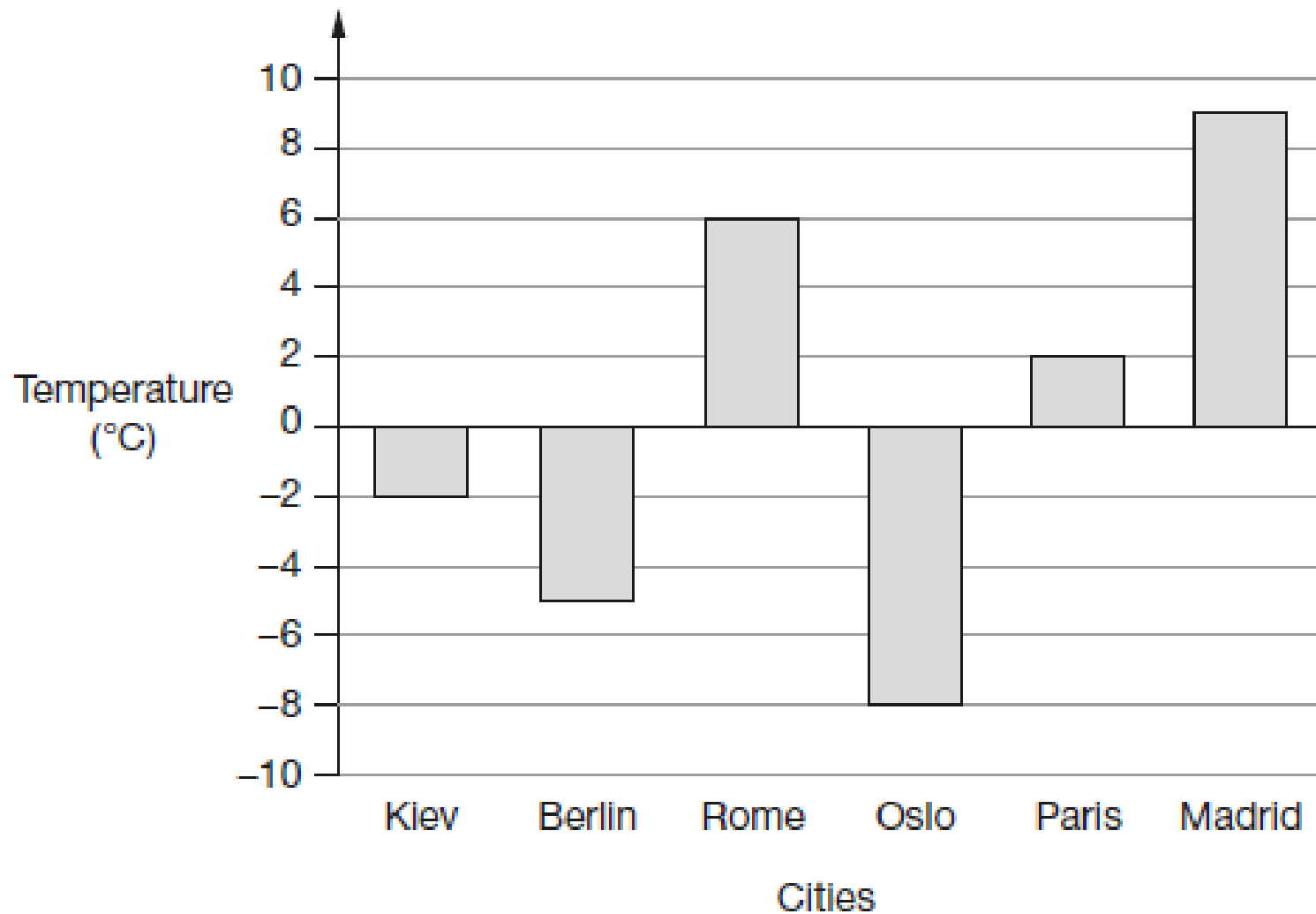
Write the missing numbers in the boxes.



2 marks

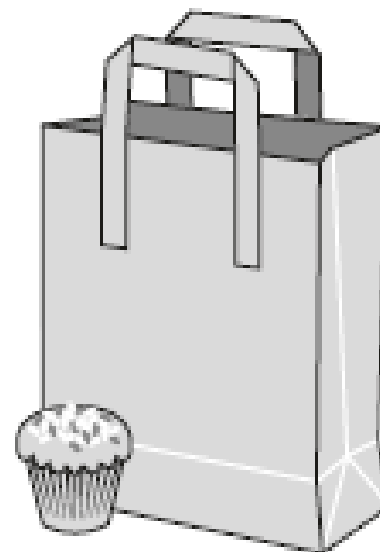
3

This graph shows the temperature in six cities on one day in January.



Which city was 4 degrees **warmer** than Kiev?

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

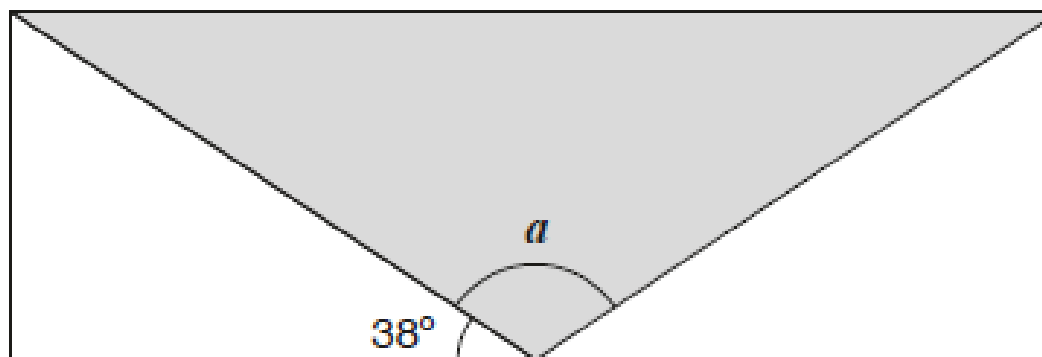
$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

15

A shaded isosceles triangle is drawn inside a rectangle.



Not
to
scale

Calculate the size of angle a .

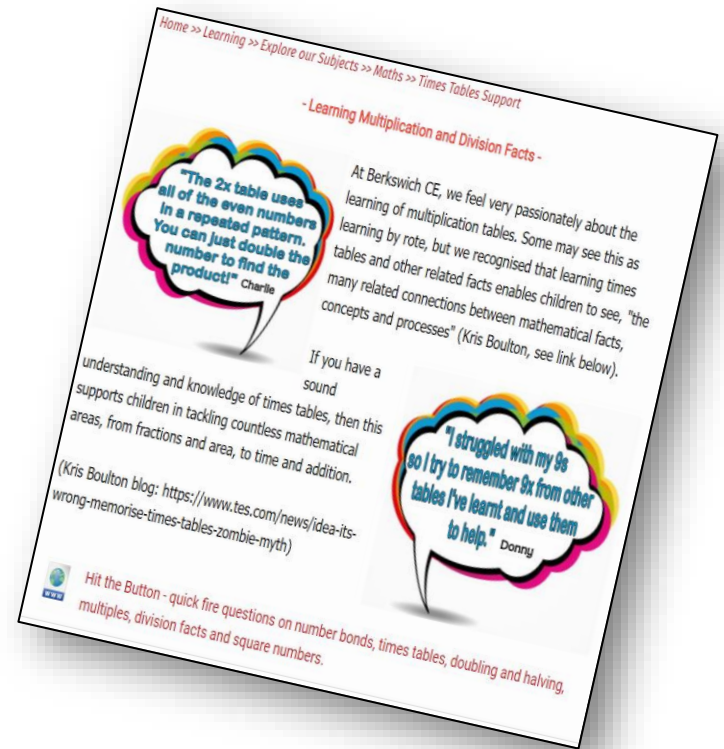
Show
your
method

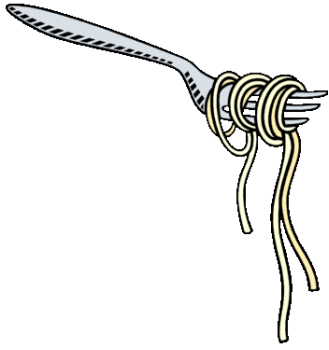
a is °



How can I support my child in Maths?

- Knowing times tables – if you know your times tables, can you use them accurately and quickly for multiplication and division? Can you apply them to multiplying decimals (4×5 used to find 0.4×5)?
- Table Rock Stars!
- Look at your child's heatmap regularly.
- For arithmetic speed practice see the school website: [Home/Learning/Explore our Subjects/Maths/Times Tables Support](https://www.tes.com/news/idea-its-wrong-memorise-times-tables-zombie-myth)





SPaG

- The grammar, punctuation and spelling test will consist of two parts:
 - a grammar and punctuation paper requiring short answers, lasting 45 minutes
 - a spelling test of 20 words, lasting around 15 minutes.
- The grammar and punctuation test will include:
 - selected response (spot or identify)
 - constructed response (explain why or write)



Examples

3

Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix

re

de

mis

im

il

Word

mature

understood

legible

frost

do

1 mark

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

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.		



21

Write a sentence using the word cover as a **noun**.
Remember to punctuate your answer correctly.

1 mark

Write a sentence using the word cover as a **verb**.
Remember to punctuate your answer correctly.

1 mark

41

Circle the three **nouns** in the sentence below.

The fire gave the room a cosy feeling.

1 mark

38

Circle the **modal verb** in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

1 mark

45

What is the grammatical term for the underlined words in the sentence below?

The new paintbrushes are in the box.

1 mark

49

Write out the words from the boxes below to make **one** sentence.

You can use the boxes in any order.

Remember to punctuate your answer correctly.

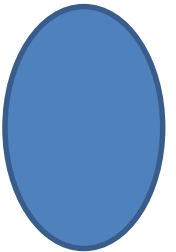
~~went to Spain~~

~~who is in my class~~

~~over the summer~~

~~Ben Green~~

Ben Green, who is in my class, went to Spain over
the summer



49

Write out the words from the boxes below to make **one** sentence.

You can use the boxes in any order.

Remember to punctuate your answer correctly.

~~went to Spain~~

~~who is in my class~~

~~over the summer~~

~~Ben Green~~

Ben Green, who is in my class, went to Spain over
the Summer

0

1 mark

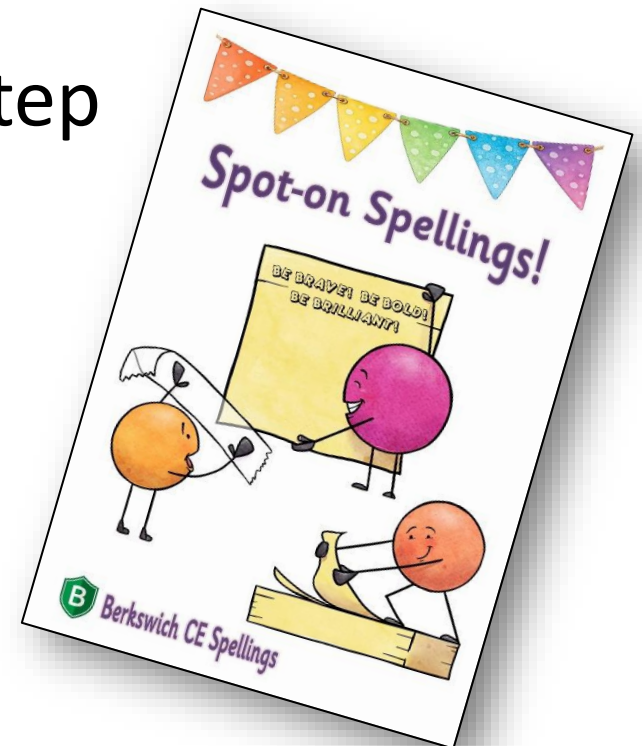
Spelling

- Twenty spellings, in the context of sentences.
- Children need to demonstrate a good use of spellings and spelling patterns learnt: temperature, delicious, varieties, loose



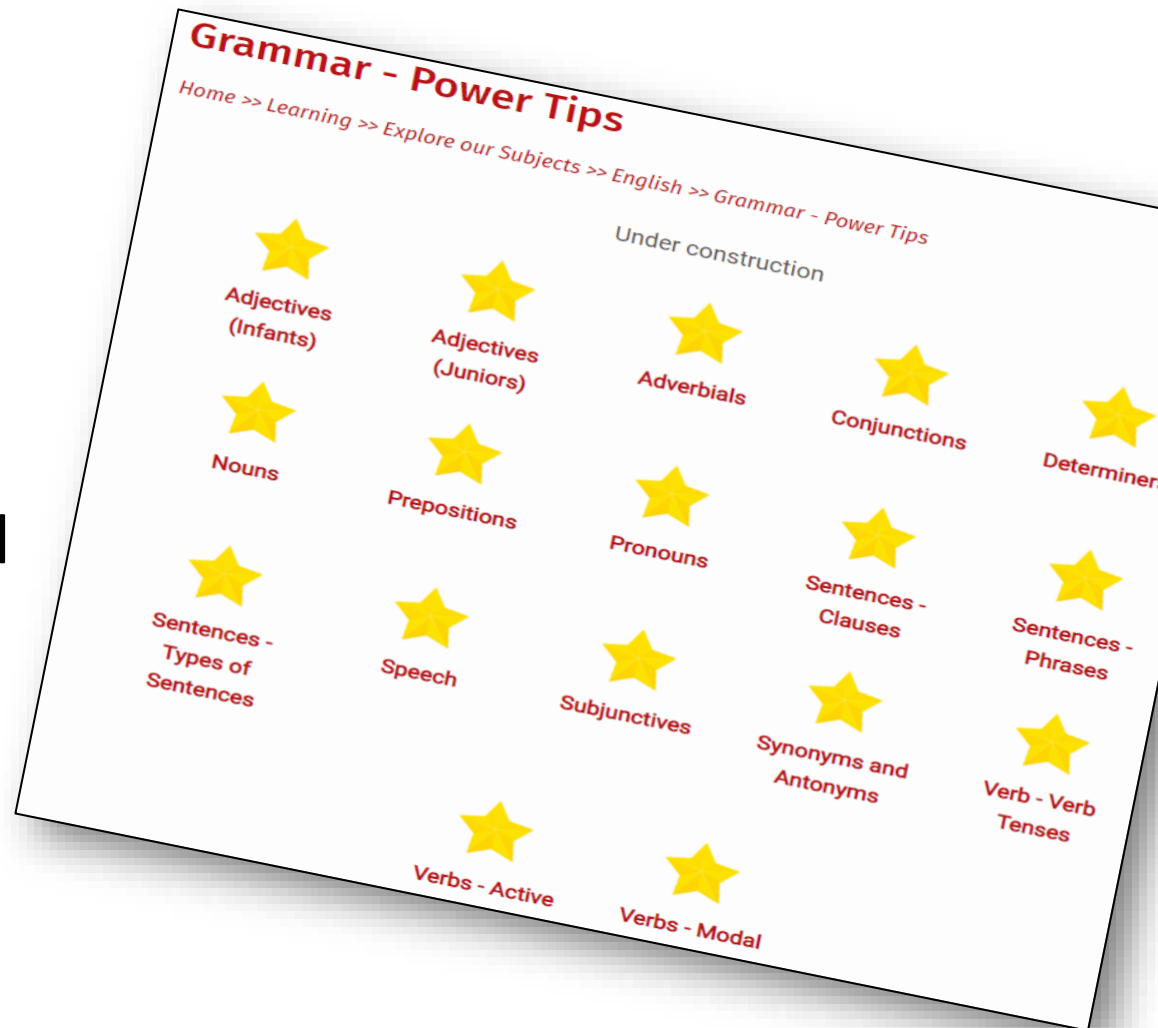
Spelling books: don't give up!

- Expectations
- Use the spellings
- Use spelling frame
- Revisiting books – a natural step



SPaG – Supporting Your Child

- Help your child learn the spellings that are sent home
- Watch out for the basic skills. Is your child missing some capital letters or full stops?
- Practice SATS booklets



We're used to taking on challenges!



There are plenty of treats along the way!



TIMETABLE

Monday
11th May 2026

English - grammar, punctuation and spelling
Paper 1

English - grammar, punctuation and spelling
Paper 2

Tuesday
12th May 2026

English reading test

Wednesday
13th May 2026

Mathematics
Paper 1, Arithmetic

Mathematics
Paper 2, Reasoning

Thursday
14th May 2026

Mathematics
Paper 3, Reasoning

What can you do to help?

- Links on the website
- [Key Stage 2 \(Year 6\) | Berkswich CE Primary School](#)
- Links on the back of the booklet
- You will know your child's targets from parents' evenings, reports and I will give the children specific areas to revise nearer the time.
- TTRS
- Encourage your child to read for 20 minutes a day (a range of texts). Ask questions and read with them.
- Spend time learning spellings at home.
- Surveys
- Collective Worship

What can you do to help?

- Test administration – before and on the day
- Attendance – before and on the day
- Suggestion booklet
- [Web support](#)

