



**EUXTON**

Church of England Primary School

# SATS INFORMATION EVENING 2025

# KS2 SATs 2025 Dates

## Monday 12th May 2025

Spelling, Punctuation and Grammar: Spelling - 20 mins

Spelling, Punctuation and Grammar: Punctuation and Grammar - 45 mins

## Tuesday 13th May 2025

Reading - 60 mins

## Wednesday 14th May 2025

Maths Paper 1: Arithmetic - 30 mins

Maths Paper 2: Reasoning - 40 mins

## Thursday 15th May 2025

Maths Paper 3: Reasoning - 40 mins

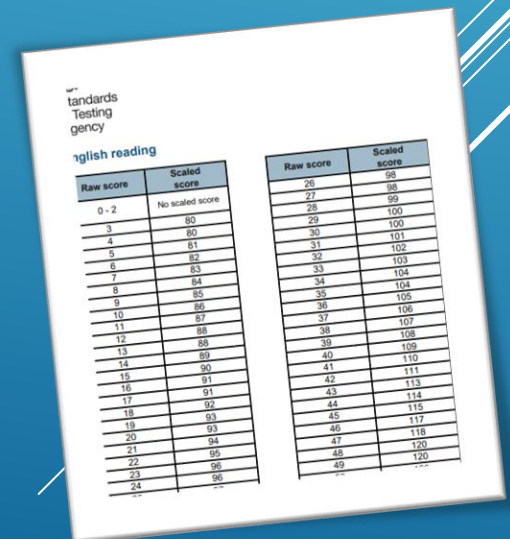


THIRD SPACE  
LEARNING

# Results: July

- ▶ You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the national average.
- ▶ Children with a scaled score of 100 will be working at the expected standard.
- ▶ Based on prior years, the average percentage required to reach a scaled score of 100:

<b>GPS</b>	<b>54%</b>
Reading	53%
Maths	54%



standards  
Testing  
gency

English reading

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	90
15	91
16	91
17	92
18	93
19	93
20	94
21	95
22	95
23	96
24	96

Raw score	Scaled score
26	96
27	98
28	99
29	100
30	100
31	101
32	102
33	103
34	104
35	105
36	106
37	107
38	108
39	109
40	110
41	111
42	113
43	114
44	115
45	117
46	118
47	120
48	120
49	120

# ACCESS ARRANGEMENTS

Alternative access arrangements can include:

- ▶ Additional time (up to a maximum of 25%)
- ▶ A transcribe
- ▶ Working in a separate room
- ▶ Taking regular breaks

We will carefully consider access arrangements and make these in accordance with the guidance. You will be made aware of this if it concerns your child.

## 1.1 Overview of access arrangements

Access arrangements must never advantage the pupil. Any support should be based primarily on normal classroom practice. Support must not change the test questions and the pupil's answers must be their own.

It may be helpful to use KS2 [practice materials](#)<sup>1</sup> with pupils before administering the tests. This will enable schools to identify whether pupils need additional support or adaptations, either to the test materials or to their administration.

Access arrangements might be used to support pupils who have:

- difficulty reading
- difficulty writing
- difficulty concentrating
- processing difficulties
- a hearing impairment
- a visual impairment
- English as an additional language

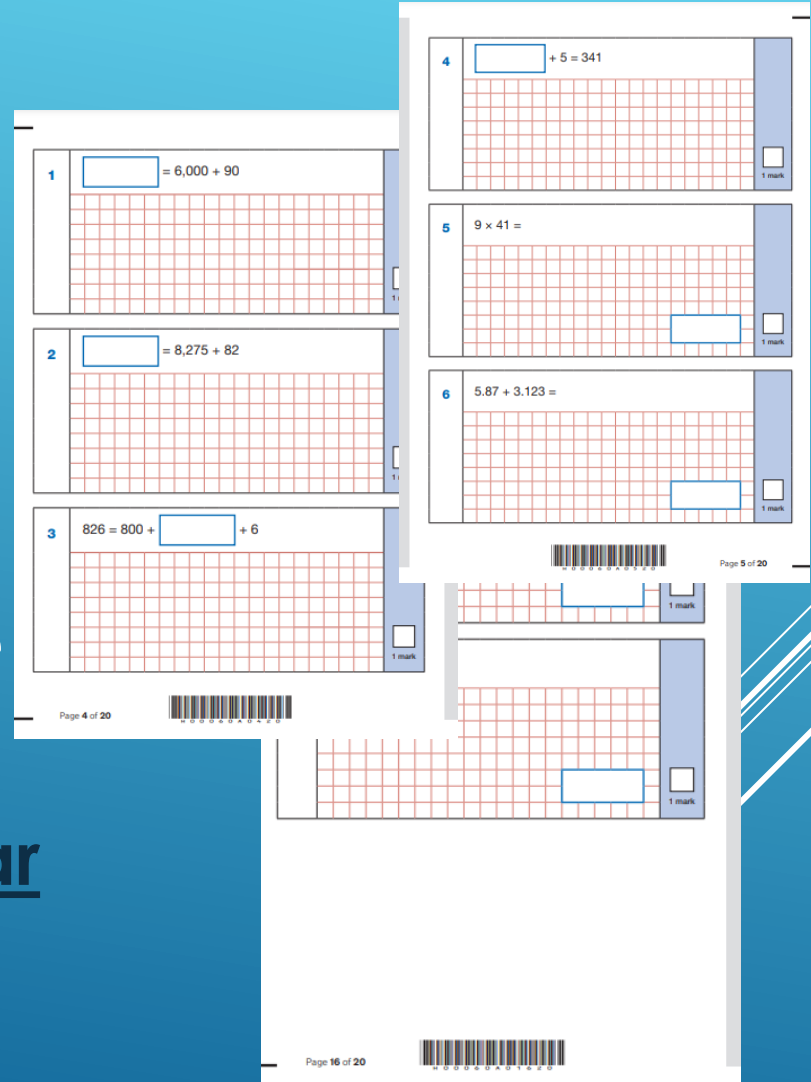
Due to the diversity of pupils' needs, this guidance does not list every circumstance where it may be appropriate to use access arrangements.

# MATHS

**Paper 1: Arithmetic: 30 minutes**  
**40 marks**

We have now learnt all of the arithmetic and practise it daily. I have gathered a list of topics to revise and we have plenty of time to keep practising.

<https://mathsbot.com/primary/ks2>



19

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

A large grid for working out the answer to question 19. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 6 columns and 2 rows.

1 mark

35

$$\frac{3}{4} + \frac{7}{8} =$$

A large grid for working out the answer to question 35. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 6 columns and 2 rows.

1 mark

30

$$17 \times 1\frac{1}{2} =$$

1 mark

26

$$\frac{1}{4} \times \frac{1}{8} =$$

1 mark



36

$$\frac{3}{4} \div 2 =$$

32

$$\frac{2}{5} \div 2 =$$

1 mark

How to support your child with their arithmetic learning:

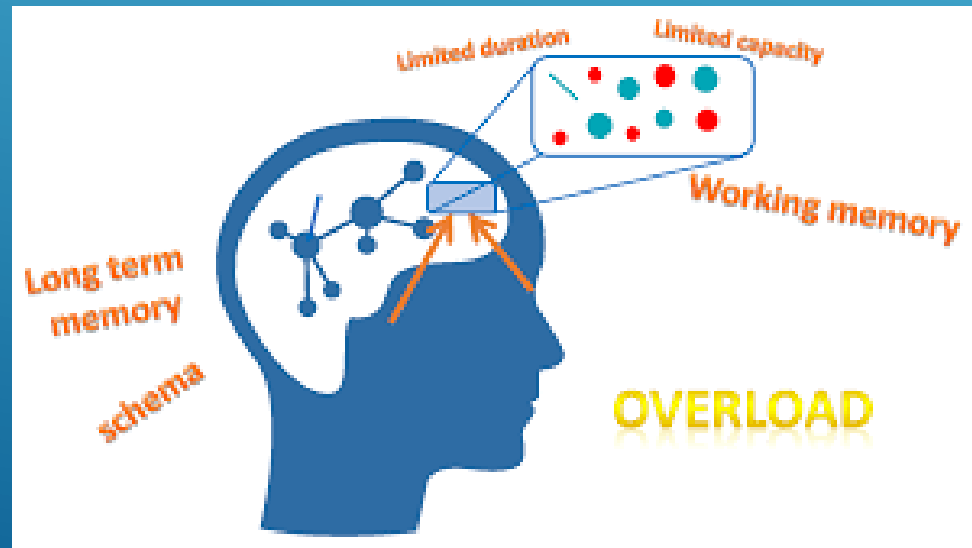
- ▶ Times tables knowledge;
- ▶ Number bonds;
- ▶ Equivalent fraction/decimal/percentages.

If they can retrieve the simple facts, they will have the brain space to work with the numbers.

$$180 \div 3 =$$

$$120 \div 12 =$$

$$91 \div 7 =$$



# MATHS

## Paper 2 & Paper 3

Each paper is worth 35 marks.

40 minutes

‘Reasoning is fundamentally knowing and doing maths’ NRICH

How to support your child with this:

- ▶ Strong arithmetic knowledge;
- ▶ Relate maths to ‘real-life’ problems; estimate
- ▶ Mentally calculate shopping, have an awareness of measures, recognise number-lines, vocalise how you would work out a problem.



The **full price** of a T-shirt is £15

The price is reduced by 30%.

What is the **reduced price**?

Show  
your  
method

£

2 marks

10

A theme park sells tickets online.

Each ticket costs £24

There is a £3 charge for buying tickets.

Which of these shows how to calculate the total cost, in pounds?

Tick **one**.

number of tickets  $\times$  3 + 24

number of tickets  $\times$  24 + 3

number of tickets + 3  $\times$  24

number of tickets + 24  $\times$  3

11

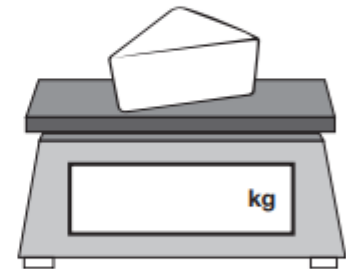
Amina is shopping.

She says,



I would like to buy **one-quarter** of a kilogram of cheese.

Write one-quarter on the scales as a decimal.



1 mark

The cheese costs £1.35

Amina pays with a £2 coin.

How much change should Amina get?

19

A machine pours 250 millilitres of juice every 4 seconds.

How many **litres** of juice does the machine pour every **minute**?

Show  
your  
method

litres

2 marks

15

Amina asked 60 children to choose their favourite flavour of jelly.

These were her results.

Flavour	Number of children
Raspberry	12
Lemon	8
Orange	15
Blackcurrant	25
<b>Total</b>	<b>60</b>

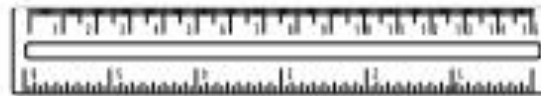
What **percentage** of the 60 children chose orange?

%



10

Adam buys 4 pens and a ruler and pays £4.75 altogether.



Jack buys 2 pens and pays £1.98 altogether.



How much does a **ruler** cost?





YEAR 6 READING

[phillipmartin.info](http://phillipmartin.info)

# READING PAPER

Your child will have one hour, including reading time, to complete the test. There are 3 different texts and each text has questions based on what they have read. Children read text one and then answer the questions, then they move onto text 2 and then answer the questions, before completing text 3. Approximate 20 minutes per text (including reading time).

There will be a selection of question types, including:

- Ordering/Ranking
- Find and copy
- Retrieval
- Inferential
- Prediction
- Understanding words in context

For the inferential style questions we encourage the children to use PEPE (Point, Evidence, Point Evidence).

10

Match the events below to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

1 mark

11

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

13

Find out when a meteor shower is due and arrange to go star spotting with an adult...

In this sentence, the word *arrange* is closest in meaning to...

Tick **one**.

set out.

meet.

pack up.

plan.

---

1 mark

8

Look at Anousheh's blog entry for September 25th.

**Find** and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

---

---

1 mark

- 15** Tick **true** or **false** in the following table to show what you should do when spotting shooting stars.

	True	False
Take warm clothes, a blanket, a pillow and a torch.		
Stay close to town.		
Point your torch up to the sky.		
You must have binoculars.		

\_\_\_\_\_ **1 mark**

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



35

The mood of the characters changes throughout the extract.

- (a) **Find** and **copy** the group of words on page 9 where Lord John's mood changes.

---

---

1 mark

- (b) How does Lord John's mood change?

---

---

---

1 mark

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

---

---

---

---

---

---

2 marks

24

What is the main message of the poem?

Tick **one**.

People can learn a lot from holding small creatures.

People should think about how their actions affect others.

People are much bigger than frogs and snails.

People should overcome their fear of nature.

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1 mark



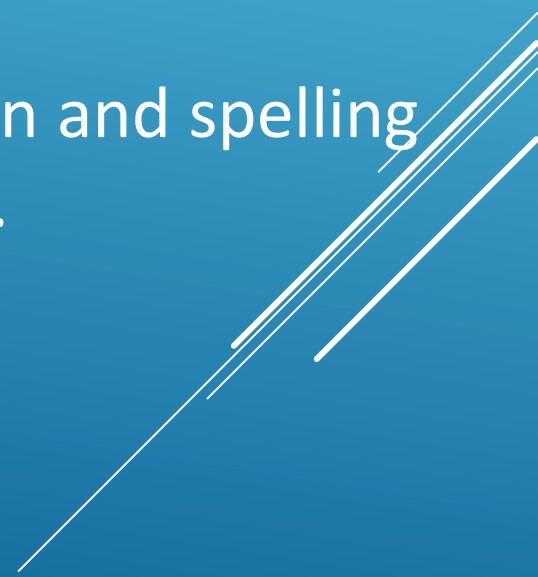
**Grammar**



**Spelling**

AND GRAMMAR

# KS2 GRAMMAR, PUNCTUATION & SPELLING

- ▶ 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 paper covers all grammar, punctuation and spelling rules taught across the primary spectrum.
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

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

4

Which sentence has been punctuated correctly?

Tick one.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

\_\_\_\_\_   
 1 mark

7

Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.

↓

\_\_\_\_\_   
 1 mark



43

Rewrite the two sentences below as one sentence using an appropriate **co-ordinating conjunction**.

Remember to punctuate your answer correctly.

We have time to play a game. We will have to finish it before dinner.

---

1 mark

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

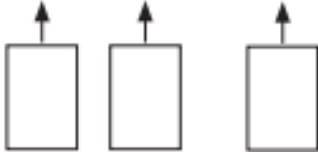


1 mark

25

Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Nadia ate strawberries.



1 mark

23

Draw a line to match each word to its correct **antonym**.

**Word**

meandering

sympathetic

evade

plausible

**Antonym**

confront

unfeeling

unbelievable

straight

1 mark

17

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

---

1 mark

26

Jane wants to know if the band is playing at the festival.  
Write the **question** she could ask to find out.  
Remember to punctuate your sentence correctly.

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1 mark

# SPELLING

This is a significant focus for Year 6.

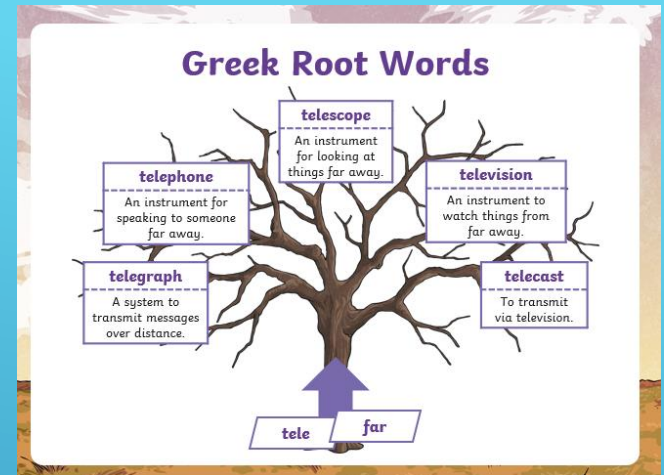
They will be tested on 20 words.

We learn about the etymology of words. We focus upon prefixes and suffixes and this enables us to find patterns in spelling.

Children are taught strategies for learning words and have their own personal spelling journals.

The spellings rules can be found on Spelling Frame.

**Spellingframe**



## In summary:

Year 6 SATs are during the week of:  
Monday 12<sup>th</sup> May-Thursday 15<sup>th</sup> May

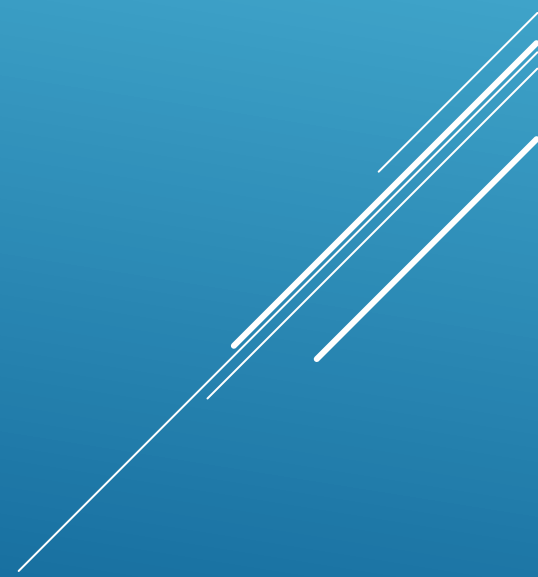
## Maths:

- Times table facts, number bonds, fraction-decimal-percentages, equivalent measures.
- Apply maths to practical activities, e.g., shopping, booking a holiday etc.

Practise spellings on Spelling Frame

Read

Have down-time and plenty of rest.



SATs don't measure sports  
SATs don't measure art,  
SATs don't measure music,  
Or the kindness in your heart.

SATs don't see your beauty,  
SATs don't know your worth,  
SATs don't see the reasons,  
You were put upon this earth.

SATs don't see your magic,  
How you make others smile,  
SATs don't time how quickly,  
You can run a mile.

SATs don't hear your laughter,  
Or see you've come this far,  
SATs are just a tiny glimpse,  
Of who you really are.

So sitting at your table,  
With a pencil and your test,  
Remember SATs aren't who you are  
Remember **you're the best!**



**E**very child  
deserves a champion;  
an adult who will never  
give up on them, who  
understands the power of  
connection and insists that  
they become the best they  
can possibly be.

— RITA PIERSON —

 Ripple Kindness Project  
— For Schools —

[www.ripplekindness.org](http://www.ripplekindness.org)

# Thank you for coming tonight.