

# Welcome

**SATs (Standard Assessment Tests)  
Parent Briefing and Secondary Transition**

**4 September 2024**

# SATs Dates 2025

## Monday 12 May – Thursday 15 May

Monday 12 May 2025	Grammar, Punctuation and Spelling, Paper 1 (Grammar, punctuation and vocabulary) Grammar, Punctuation and Spelling, Paper 2 (Spelling test)
Tuesday 13 May 2025	English Reading
Wednesday 14 May 2025	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 15 May 2025	Maths Paper 3 (Reasoning)

Writing is assessed by the teacher at the end of the year (based on writing evidence collected throughout the year) as well as Science.

# How long is each test?

<b>Grammar, Punctuation and Spelling, Paper 1 – Grammar, Punctuation and Vocabulary</b> Max marks 50	<b>45 minutes</b>
<b>Grammar, Punctuation and Spelling, Paper 2 – Spelling Test</b> Max marks 20	<b>15 mins</b>
<b>English Reading (3 texts)</b> Max marks 50	<b>60 minutes</b>
<b>Maths Paper 1 (Arithmetic)</b> Max marks 40	<b>30 minutes</b>
<b>Maths Paper 2 (Reasoning)</b> Max marks 35	<b>40 mins</b>
<b>Maths Paper 3 (Reasoning)</b> Max marks 35	<b>40 mins</b>

# Spelling, Grammar and Punctuation (SPAG),

## Paper 1

- Grammatical terms/ word classes
- Functions of sentences
- Combining words, phrases and clauses
- Verb forms, tenses and consistency
- Punctuation
- Vocabulary
- Standard English and formality

## Paper 2

- Spelling (Statutory key words and spelling patterns KS2)

# Examples

Tick **one** box in each row to show whether the sentence is a **question**, a **statement** or a **command**.

Sentence	Question	Statement	Command
In autumn, many trees lose their leaves			
Look at the trees carefully			
Scientists are studying how trees can live for thousands of years			
How can you tell a tree's age			

Which **word class** is the underlined word in the sentence below?

My brother thinks that football is an amazing game.

Tick **one**.

adverb

☐

adjective

☐

determiner

☐

conjunction

☐

Insert a **colon** in the correct place in the sentence below.

There are two places that I have always wanted to visit the Arctic and Antarctica.

Complete the sentence below with a **noun** formed from the verb invent.

The engineer thought her latest \_\_\_\_\_ would solve the problem.

# SPELLING TEST

## Spelling task

1. The dragon is an imaginary \_\_\_\_\_.
2. There was \_\_\_\_\_ food for everyone.
3. My little brother is in \_\_\_\_\_ class.



# READING PAPER

- Designed to measure if the children's comprehension of age-appropriate reading material meets the national standard.
- Questions are based on 3 different texts – fiction, non-fiction and/or poetry.
- The paper will include a range of questions including retrieval, inference and word meaning.

tenrec

stridulation

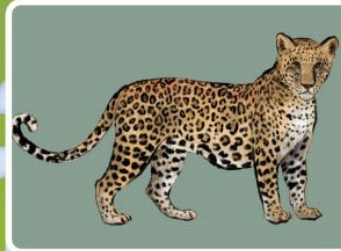
hodgepodge



**Streaky and Squeaky**



**The Girl who  
Walked on Air**



**The Leopard**

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Questions 1–13 are about *The Park* (pages 4–5)

1

What is Ajay doing when the post arrives?

1 mark

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none"><li>• <i>just about to tuck into his tea and toast</i></li><li>• <i>having his breakfast</i></li><li>• <i>drinking tea.</i></li></ul>	1m

32

What impressions do you get of Piper's house?

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

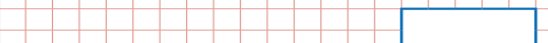
Impression	Evidence

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none"><li>there are widening cracks in the planks in the ceiling</li></ul></td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none"><li>she wishes she had a bigger work space</li><li>she has to eat at the same table that she works at</li></ul></td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none"><li>there is a fire / stove</li><li><i>comfortable nest</i></li></ul></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><li><i>Piston rings, bolts, and cylinders littered its surface</i></li></ul></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none"><li>no electricity / kerosene lamps / cast-iron stove</li></ul></td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none"><li>it is situated among fields</li><li><i>to go outside and watch the fields</i></li></ul></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none"><li>the storm coming outside is dangerous</li></ul></td></tr></table> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none"><li>there are widening cracks in the planks in the ceiling</li></ul>	2. it is small / tiny	<ul style="list-style-type: none"><li>she wishes she had a bigger work space</li><li>she has to eat at the same table that she works at</li></ul>	3. it is warm / cosy	<ul style="list-style-type: none"><li>there is a fire / stove</li><li><i>comfortable nest</i></li></ul>	4. it is untidy / cluttered	<ul style="list-style-type: none"><li><i>Piston rings, bolts, and cylinders littered its surface</i></li></ul>	5. it is old fashioned	<ul style="list-style-type: none"><li>no electricity / kerosene lamps / cast-iron stove</li></ul>	6. it is isolated	<ul style="list-style-type: none"><li>it is situated among fields</li><li><i>to go outside and watch the fields</i></li></ul>	7. it is safe	<ul style="list-style-type: none"><li>the storm coming outside is dangerous</li></ul>	Up to 3m
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# Arithmetic Paper

The maths arithmetic paper has a total of 40 marks.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BODMAS/BIDMAS), percentages of amounts and calculating with decimals and fractions.

<b>22</b>	$1\frac{3}{7} - \frac{4}{7} =$ 	<input type="text"/> 1 mark
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<b>25</b>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;">3 7   8 8 8</div>	
<b>Show your method</b>	<div style="border: 1px solid blue; width: 150px; height: 60px; margin-left: auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p>2 marks</p>

Qu.	Requirement	Mark	Additional guidance
25	<p>Award <b>TWO</b> marks for the correct answer of 24</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetic error, i.e.</p> <ul style="list-style-type: none"> <li>long division algorithm, e.g.</li> </ul> $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{)888} \\ \underline{-740} \phantom{00} \\ 140 \text{ (error)} \\ \underline{-111} \phantom{00} \\ 29 \end{array}$ <p><b>OR</b></p> $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{)888} \\ \underline{-740} \phantom{00} \\ 148 \\ \underline{-148} \phantom{00} \\ 0 \end{array} \quad \begin{array}{l} 20 \times 37 \\ 4 \times 37 \end{array}$ <ul style="list-style-type: none"> <li>short division algorithm, e.g.</li> </ul> $\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{)88^{14}8} \end{array}$	<p><b>Up to 2m</b></p>	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Short division methods <b>must</b> be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure <b>must</b> be less than the divisor.</p>

<b>6</b>	$5.87 + 3.123 =$	<div><input type="text"/></div> <div>1 mark</div>

<b>11</b>	<div><input type="text"/></div> $= 87 - 65$	<div><input type="text"/></div> <div>1 mark</div>

<b>15</b>	$60 \div (30 - 24) =$	<div><input type="text"/></div> <div>1 mark</div>

<b>18</b>	$20\% \text{ of } 3,000 =$	<div><input type="text"/></div> <div>1 mark</div>

# Reasoning Papers

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

They cover a wide range of mathematical topics from key stage 2 including:

- Number and place value (including Roman numerals)
- The four operations
- Geometry (properties of shape, position and direction)
- Statistics
- Measurement (length, perimeter, mass, volume, time, money)
- Algebra
- Ratio and proportion
- Fractions, decimals and percentages

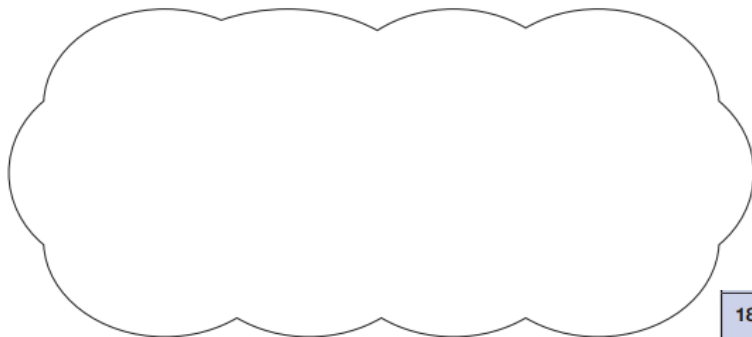
18

Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$  and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

**Do not** accept vague or incomplete explanations, e.g.

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

**Do not** accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

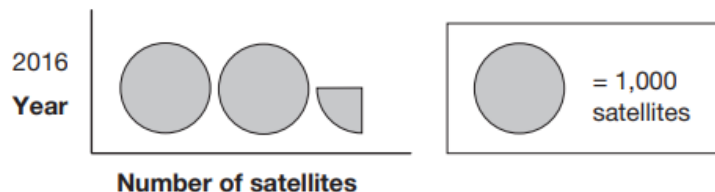
- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

Carterhatch  
Junior School



9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

1 mark



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

km

1 mark

# Support

## At school

- Small groups to support pupils
- Daily Homework – CGP Books
- Opportunity to buy Revision Books bundle - £8
- Practice papers throughout the year – past SATs papers
- Later in the year, SATS bootcamp login directed by staff for targeted areas

## At home

- Daily Homework – CGP Books
- Daily Reading
- Weekly homework – My Maths and Spelling
- Times Tables Rockstars – daily practice
- Monitor screen time

# Transition to Secondary

- PSHE curriculum
- Junior Citizens
- Worry boxes
- E-Safety lessons throughout the year
- Digital Health Lessons
- Transition Days



# Self-Generated Imagery

**Self-generated imagery refers to where a child has been coerced into taking imagery of themselves by another person via a screen (e.g. webcam).**

**This often happens in the child's home, e.g. bedroom or bathroom.**

- Out of the 275,652 confirmed CSAM reports, 254,071 were self-generated.
- This is a 27% increase over 2022
- 94% of self-generated imagery was girls.
- 41% was boys.
- 64% contained both genders (e.g. children being coerced to abuse siblings/peers).

**Self-generated imagery featuring 7-10 year olds increased by 65% (104,282 reports) in 2023.**

- 41% of self-generated imagery included a 7-10 year old girl.
- This is a 67% increase on 2022.

**Self-Generated - 3 to 6 Year Olds**

- Overall 2,401 images, 91% of which were girls.
- The majority of images (47%) were taken in the bedroom or bathroom (12%).

**Sextortion**

- In 2021 the IWF actioned 6 cases of sextortion, in 2023 this has increased to 176.

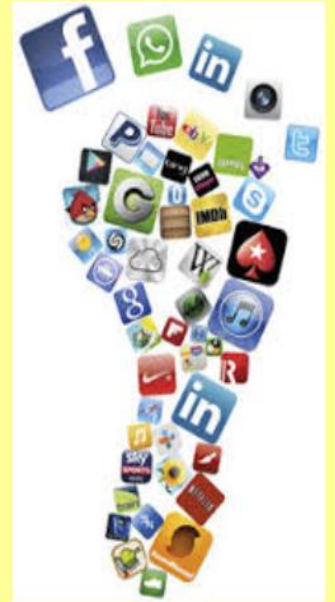
# Online Actions, Real World Consequences



**Real world footprint**



**Digital Footprint**





# Conduct

Online behaviour & sharing



Children need to be aware of the impact that their online activity can have on both themselves and others, and how other people may perceive them because of what they say and do online.



It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information, photos and videos that they may have posted.



When using the internet, it's important to keep personal information (that could identify who they are) safe and not share it with strangers.



# Content

What children see online



Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social media, online games, streams and websites.



Live comments and chats alongside other content including videos, streams and games can be hurtful, harmful or unreliable.



It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. Photos and videos can also be edited or inaccurate.



# Contact

Online communication



It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them.



If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person (including, but not limited to, a request to meet up or a request for images/videos), it's vital that you report it to the police via:



Child Exploitation and Online Protection Centre ([www.ceop.police.uk](http://www.ceop.police.uk)).



# Games and Apps

Roblox  
7+



Fornite  
12+



Call of Duty  
18+



Minecraft  
7+



GTA 18+



YouTube - 13



TikTok - 13



Instagram - 13



Facebook -  
13



Facebook  
Messenger -  
13



Snapchat - 13



Whatsapp - 16



Twitter/X -  
13



# What are the potential risks of social messaging apps to young people?



- **Sharing a location** - Many apps share your **phone location**. In many cases apps don't always let you know that this information is being used, meaning children could be sharing this without knowing.
- **Sending inappropriate content** - With the physical barrier of a screen, some people feel more empowered to **pressurise others into sending messages**, often of a sexual or derogatory nature.
- **Chatting with strangers** - Meeting and chatting with strangers online poses risks of **grooming** and online (and offline) forms of sexual abuse.
- **Distortion of Body image** - With the rise in popularity of photosharing apps such as Snapchat and Instagram children increasingly feel under pressure to conform so, it's important to talk about this and help children develop a critical thinking to question what they see online.

# What you can do to help

- Engage with your children when they are using devices – explore new apps together
- Set clear boundaries (e.g. phone-free zones) and be consistent with these
- Encourage them to talk to a trusted adult if they ever have an issue
- With primary school children, you should know their account details: let them know from the start that you will be regularly monitoring their devices to ensure they are safe
- Use the guides for parental settings (please be mindful that when apps are updated, privacy settings are often reset, so do not forget to check these regularly).
- **YouTube Kids** – You can set YouTube Kids up as a parent which effectively means that you can **share your child's account** and have more assurance over what content they have access to. YouTube Kids has **built-in filters** to ensure that all content available is age appropriate and safe for your child.
- **Watch videos with them** – One of the best ways to understand how your child uses social media is to use it with them as an activity to do together. Instead of watching television together, you can ask your child to put on their favourite YouTuber
- **Check their history** – Check their **watch history**. This is a list of previously watched videos that your child has viewed. You can check these to ensure the videos are safe for your child to view.

# When Will I Know the Results from the SATs Exam? How are they scored?

- Tests are marked externally.
- Results are received in July.
- The tests will give the following scores:
  - Raw score – the actual number of marks your child received in their SATs
  - Scaled score – a conversion score that allows results to be compared year-on-year
  - Expected standard – whether or not they have achieved the national standard
- Scaled scores range from 80 to 120.
- **A scaled score of 100 or more shows the pupil is meeting the National Standard.**