



Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

Year 6 National Curriculum Tests' (SATs) Presentation

What are SATs?

SATs is an acronym for Statutory Assessment Tests. All pupils in state school education in England have to be entered for these tests.

It is important to remember that they **ONLY** test a child's ability in English and Mathematics.



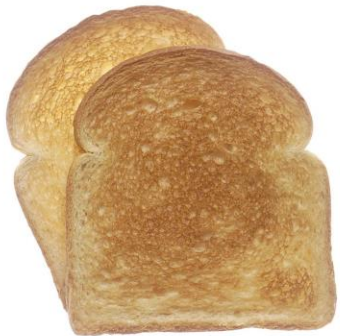
2026 Dates	Assessment
Monday 11 th May P1 and P2	English grammar, punctuation and spelling Paper 1: – 45 minutes English grammar, punctuation and spelling Paper 2: spelling – 15 minutes
Tuesday 12 th May P1 and P2	English Reading – 1 hour
Wednesday 13 th May P1 and P2	Mathematics Paper 1: arithmetic – 30 mins Mathematics Paper 2: reasoning – 40 mins
Thursday 14 th May P1 and P2	Mathematics Paper 3: reasoning – 40 mins



The school day during SATs week

All year 6 pupils gather together in the dining room and are provided with breakfast.

Following the assessments, lessons resume according to the timetable. Therefore, it essential that pupils pack for the day ahead as normal, including PE kit.



Where will the SATs take place?

Most pupils will be in their usual teaching groups. The tests take place in the Wilson Suite, to allow pupils to be in a familiar classroom and separate from the learning taking place elsewhere. Where possible, the main English/maths teacher will be present at all times.

Pupils will have a practice run during the week beginning 13th April, so they are familiar with rooms, routines and timings.



Illness and holidays

Please send your child to school if they are feeling a little ill. They can go home immediately afterwards if necessary. During the SATs, all pupils need to take the test on the same day – there won't be an opportunity to sit the assessments outside the time slots already indicated without a significantly good reason and external approval.

PLEASE DO NOT TAKE HOLIDAYS DURING THIS WEEK!

If your child does not take the assessments, for whatever reason, they will not receive an official level.



Additional Needs

Provision is made for some pupils to take the tests in a different classroom, where there is TA support. They may be supported but not helped by a teaching assistant.

Some pupils will have a scribe if needed. Some pupils will have brain breaks if needed.

Some pupils may be entitled to extra time, depending on their needs.



Keep it in perspective!

- The SATs only assess how your child performs on the day of the assessments.
- Teacher assessments are much more valid as we see your child on a daily basis.
- Your child is valued whatever they are good at.



Results

You will be given your child's scaled score and whether they have reached the expected standard set by the Department for Education.

The range of scaled scores available for each KS2 test is between 80 and 120. The expected standard for each test is a scaled score of 100 or more. If a child is awarded a scaled score of 99 or less, they won't have achieved the expected standard in the test. 110 or higher counts as 'greater depth'.

Results of the SATs will be shared at the end of the summer term. As well as the May test outcomes, we will also be reporting on your child's end of Key Stage 2 English – writing and Science standards.



How can you help?



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- Early nights
- Supervise/talk through/check the home learning set for revision
- Regular short bursts of online learning (information to follow)
- Limit other screen time
- Time to relax
- Arrive to school punctually
- Have the correct equipment - glasses, a decent ruler to measure with, pens, sharp pencils, rubber
- Ensure your child knows their FULL name, including their middle name, and can write it accurately and their date of birth
- Ensure your child brings their usual equipment, including PE kit when relevant, during the assessment week
- Full water bottle

Post-SATs Reward

Hill Walk –
Friday 15th
May after the
final SATs paper.





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Key Stage 2 English SATS

English Assessment Overview

There are three parts to English KS2 SATs:

- **Writing** - a collection of writing evidence, built up over Year 6 in English and across the curriculum. Internally assessed but externally moderated every 4 years.
- **GPS** - (Often referred to as GPS or SPaG) externally assessed.
- **Reading** – externally assessed.



English Grammar, Punctuation and Spelling

- **Paper 1: Grammar & Punctuation (45 min)**

The grammar and punctuation test will include two sub-types of questions:

- **Selected response**, e.g. 'Identify the adjectives in the sentence below'
- **Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

- **Paper 2: Spellings**

The test is an **aural spelling test of 20 words**, lasting around 15 minutes. Each word is read aloud, then repeated in a sentence and then repeated for a final time.



English Grammar, Punctuation and Spelling

Sample questions

2

Which pair of verbs correctly completes the sentence below?

Pluto _____ now called a dwarf planet, but once it _____ classified as a planet.

Tick one.

was is

was was

is is

is was

14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick one.

as a preposition phrase

as a relative clause

as a main clause

as a noun phrase

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



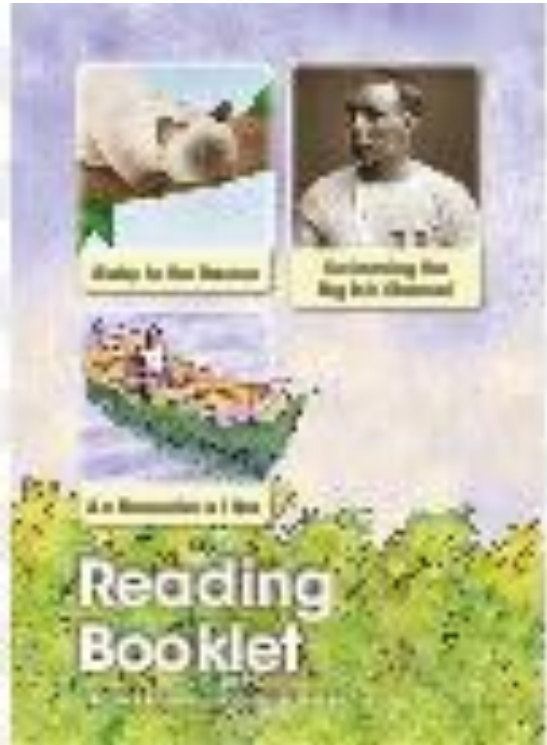
English Grammar, Punctuation and Spelling

Spelling task

1. Sam is _____ to play football at playtime.
2. Use a ruler to draw a _____ line.
3. Being dizzy is a strange _____.
19. The drum is part of the _____ family.
20. The prickly jumper was made from a _____ material.



English Reading Paper



The reading test is a single paper with questions based on three texts.

Your child will have one hour, including reading time, to complete the test.



Streaky and Squeaky

Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

This is an extract from a story in which Louie shows her circus skills to her friend, Ned. This is the first time she has ever shown anyone her ability to walk across a tightrope.

The Girl who Walked on Air



I was ready. No one had ever watched me before. Jittery though I was, I trusted Ned to be straight with me. He saw all the acts go in and out of the ring, so he'd know a star turn if he saw one.

The rope was now about ten feet off the ground. Ned watched from the ground. He thought it was all one big prank. Right up until I kicked off my clogs, tied back my hair and asked him for a leg-up on the rope.

"You ain't getting up on that?" he said in amazement.

"Of course I am! Now help me up."

"It isn't safe, Louie. You can't just get up on the rope and ... well ... do it. It's a proper skill. It takes years of practice!"

"Yes," I said. "I know."

I could've told him about my scrapbook. About Blondin*, my hero. And that while he, Ned Bailey, had been snoring away in his cosy bed, I'd been practising every morning for as long as I could remember. But I wanted him to see it for himself.

*Charles Blondin was a French tightrope walker and acrobat who was famous in the 1800s.

When I reached the middle, the rope began to sway. Not badly, but enough to make me steady myself. I didn't have a balance pole; I made do with outstretched arms. Bending my knees a little helped too. Slowly, surely, I kept moving, the rope always a part of me. As it grew still again, I spun on one foot like a dancer. Below me, Ned breathed in sharp. Eventually, at the other side, I leaned on the tree trunk and grinned down at him.

"What d'you reckon?"

His mouth hung open. "Do it again," he said. "Blimey, Louie! Do it again!"

The flames were there inside me. Now I'd started, I wanted more. More people, more cheers, more gasps of delight.

Focus, Louie.

A deep breath, a thought of Blondin and my mind cleared. I stepped out onto the rope, spread my arms and walked as if I was strolling in the park. Then I turned right round and did it all again. Finally Ned said, "You better come down."

Back on the ground, I felt suddenly shy in my too-big tunic and old tights. Ned seemed unable to speak.

In this account, the writer Ruskin Bond looks back on the experiences he had while living in the mountains and forests near Mussoorie, in northern India.



The Leopard

I first saw the leopard when I was crossing the small stream at the bottom of the hill. As I began climbing, the grunting and chattering increased, as though the monkeys were trying to warn me of some hidden danger. A shower of pebbles came rattling down the steep hillside, and I looked up to see a sinewy, orange-gold leopard poised on a rock about twenty feet above me.

He was not looking toward me, but had his head thrust attentively forward. Yet he must have sensed my presence, because he slowly turned his head and looked down at me. He seemed a little puzzled by my presence there; and when, to give myself courage, I clapped my hands sharply, the leopard sprang away into the thickets, making absolutely no sound as he melted into the shadows. I had disturbed the animal in his quest for food. But a little later I heard the quickening cry of a deer as it fled through the forest. The hunt was still on.

The leopard, like other members of the cat family, is nearing extinction in India, and I was surprised to find one so close to Mussoorie. It was some weeks before I saw the leopard again, although I was often aware of its presence. A dry, rasping cough sometimes gave it away. At times I felt almost certain that I was being followed. Once, when I was late getting home, and the brief twilight gave way to a dark, moonless night, I was startled by a family of porcupines running about in a clearing. I looked around nervously and saw two bright eyes staring at me from a thicket. I stood still, my heart banging away against my ribs. Then the eyes danced away, and I realised that they were only fireflies.

On one occasion, I found the remains of a deer, which had only been partly eaten. I wondered why the leopard had not hidden the rest of his meal, and decided that it must have been disturbed while eating.

Then, climbing the hill, I met a party of hunters resting beneath the oaks. They asked me if I had seen a leopard. I said I had not. They said they knew there was a leopard in the forest.

Leopard skins, they told me, were selling in Delhi for very good money. Of course there was a ban on the export of skins, but they gave me to understand that there were ways and means... I thanked them for their information and walked on, feeling uneasy and disturbed.

The hunters had seen the carcass of the deer, and they had seen the leopard paw prints, and so they kept coming to the forest. Almost every evening I heard their guns banging away, for they were ready to fire at almost anything.

"There's a leopard about," they always told me. "You should carry a gun."

"I don't have one," I said, and they went away.

After that, there were fewer birds to be seen, and even the monkeys had moved on. The pine martens, who had previously become bold, now dashed into hiding at my approach. The smell of one human is like the smell of any other.

One day, I was out walking and came across the entrance to a cave. The silence was so absolute that it seemed to be ringing in my ears. But there was something else of which I was becoming increasingly aware: the strong feline odour of one of the cat family.

I paused and looked about. I was alone. There was no movement of dry leaf or loose stone. Perhaps the leopard was crouching there in the dark, watching me, recognising me, knowing me as the man who walked alone in the forest without a weapon.

I like to think that he was there, that he knew me, and that he acknowledged my visit in the friendliest way: by ignoring me altogether.

Perhaps I had made him confident – too confident, too careless, too trusting of the human in his midst. I did not venture any further; I was not out of my mind. I did not seek physical contact, or even another glimpse of that beautiful sinewy body, springing from rock to rock. It was his trust I wanted, and I think he gave it to me.

But did the leopard, trusting one man, make the mistake of bestowing his trust on others? Did I, by casting out all fear – my own fear, and the leopard's protective fear – leave him defenceless?

We should be aiming at 150-170 words per minute.

90 by the end of Year 1.

120 by the end of Year 4.

2024	
Ex.	Qu.
2012	1061
~3100	

English Reading Paper

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'



English Reading Paper

1 A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

Tick **one**.

balanced

squatted

trembled

pounced

2 Look at the first paragraph, beginning: *A Siamese cat...*

Gaby pulled the cardigan tighter around her.

Why does Gaby do this?

Tick **one**.

She is thinking of wrapping the cat in her cardigan.

She is worried about damaging the cardigan.

She is feeling cold.

She is worried the cardigan will be difficult to climb in.



English Reading Paper

3 In the paragraph beginning: *Mind made up...* Gaby says to the cat, 'You're out of luck...'

In what way does Gaby think the cat is out of luck?

5 Why had Gaby climbed the tree the previous summer?



What we offer

Form-time Intervention

The Lightning Squad

This programme uses a blended approach, with face-to-face tutoring supported by an online platform and engaging, evidence-based activities to ensure that pupils are not just ticking boxes but become fully engaged readers.

Literacy Gold

This suite of interventions targets pupils with dyslexia and other issues around tracking and processing. It helps pupils to develop vocabulary, comprehension, decoding, processing, memory and phonological awareness.

Handwriting

We work with small groups of pupils using evidence-based practice from the National Handwriting Association to improve pen grips, letter formation and healthy body posture.

Touch Typing

Touch typing is a platform used by pupils who need support to become more competent and confident with their typing skills. This is used with a small group of carefully selected pupils.

Regular opportunities for reading

Reading is promoted in every subject at Bredon and there are daily opportunities across the curriculum for pupils to read.

Home Learning Platforms

Our home learning platforms (SATs Bootcamp and Spelling Frame) are proven to support pupils to make progress with their spelling, punctuation and grammar. SATs Bootcamp can also be used to support pupils with their reading.



How can you help?



1. Let your child see you reading.
2. Read together at **least three times** a week. Build stamina and fluency.
3. WPM:120
4. Range of texts
5. Ask questions about the reading:
 - * What is the story about?
 - * Where does the story take place?
 - * Why do you think the character made that choice?
 - * Why did that happen?
 - * How did you know about...?
 - * What does a particular word mean? Can you think of a synonym?
6. Write for real purposes: letters of thanks, postcards, stories, poems, speeches.
7. Talk about punctuation.

How can you help?

- Play word games - hangman, Scrabble, Boggle, Wordle
- Read magazine and/or newspaper articles together as a family and discuss them. Visit the library/book shops.
- Check in on their home learning – use of Spelling Frame and SATs Boot Camp.
- CGP revision guides may be useful for those who prefer paper-based learning.



Sats
boot camp



Useful websites:

The online resources we have purchased for pupils to use for home learning: www.spellingframe.co.uk and www.yearsix.co.uk

The English area of the Bitesize website is packed with activities and questions to help you prepare for the National Tests in English.

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

This site will help with the spelling, grammar and punctuation tests

<http://www.compare4kids.co.uk/spag.php>

Reading Ideas:

<https://www.lovereadings4kids.co.uk/browse-by-age>





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Key Stage 2 Mathematics SATS

Mathematics Test Overview

- **Paper 1: Calculation (30 minutes)**
 - 36 questions which are purely calculation.
 - No context given.
 - One or two marks per question.
 - No mathematical equipment can be used.
- **Papers 2 & 3: Reasoning (40 minutes)**
 - Approximately 25 questions covering all areas of mathematics.
 - Questions range from 1 to 3 marks.
 - Use of ruler, protractor and mirror allowed.
- **No Statutory Teacher Assessment**



Mathematics Calculation

Sample questions

Paper 1: arithmetic sample questions

1	$555 + 656 =$	<input type="text"/> 1 mark

Qu	Requirement	Mark	Additional guidance
1	1211	1 mark	

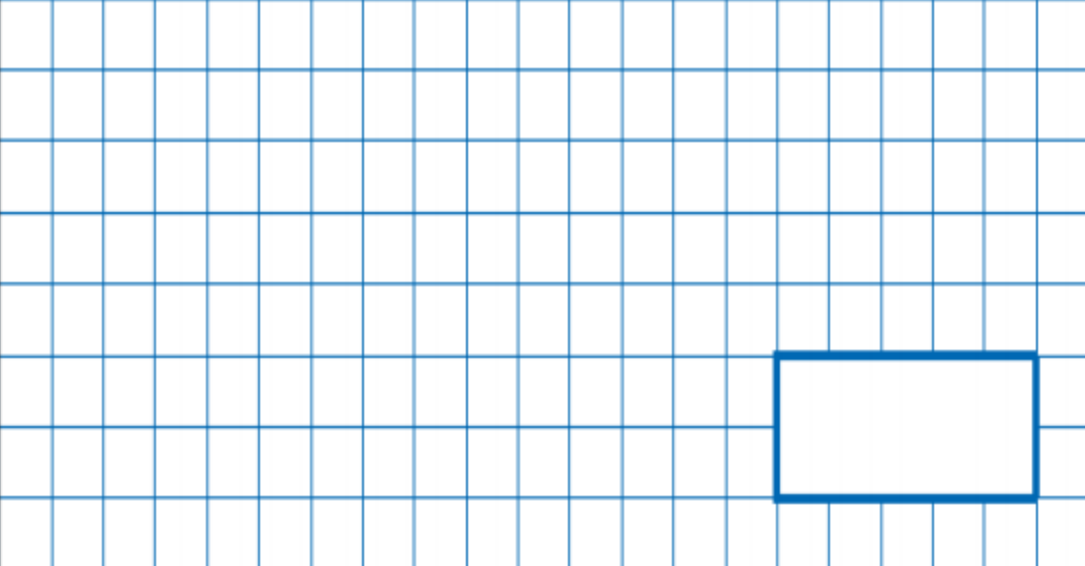
Commentary: This addition requires bridging in every column. Pupils need to recall and use known number facts; a small number of numeric steps are required. A simple response is needed.



Mathematics Calculation

Sample questions

2 $1\frac{1}{7} - \frac{3}{7} =$



1 mark

Qu	Requirement	Mark	Additional guidance
2	$\frac{5}{7}$	1 mark	

Commentary: The addition and subtraction of fractions is new to the curriculum. This question requires pupils to apply a learned procedure with two numeric steps and produce a simple response.



Mathematics Calculation

Sample questions

4	$\begin{array}{r} 2376 \\ \times \quad 15 \\ \hline \end{array}$	<input style="width: 40px; height: 40px; border: 1px solid #0056b3;" type="text"/> 2 marks
	<p>Show your method</p>	


Qu	Requirement	Mark	Additional guidance
4	Award TWO marks for the correct answer of 35640 If the answer is incorrect award ONE mark for evidence of using the formal method of long multiplication which contains no more than one arithmetical error. eg:	Up to 2 marks	Working must be carried through to reach an answer for the award of ONE mark. In all cases accept follow-through of ONE error in working. Do not award any marks if:

Mathematics Reasoning

Sample questions

6

Write the missing digits to make the addition correct.


$$\begin{array}{r} \boxed{1} \boxed{} \boxed{1} \\ + \boxed{} \boxed{1} \boxed{} \\ \hline \boxed{9} \boxed{0} \boxed{0} \end{array}$$

1 mark



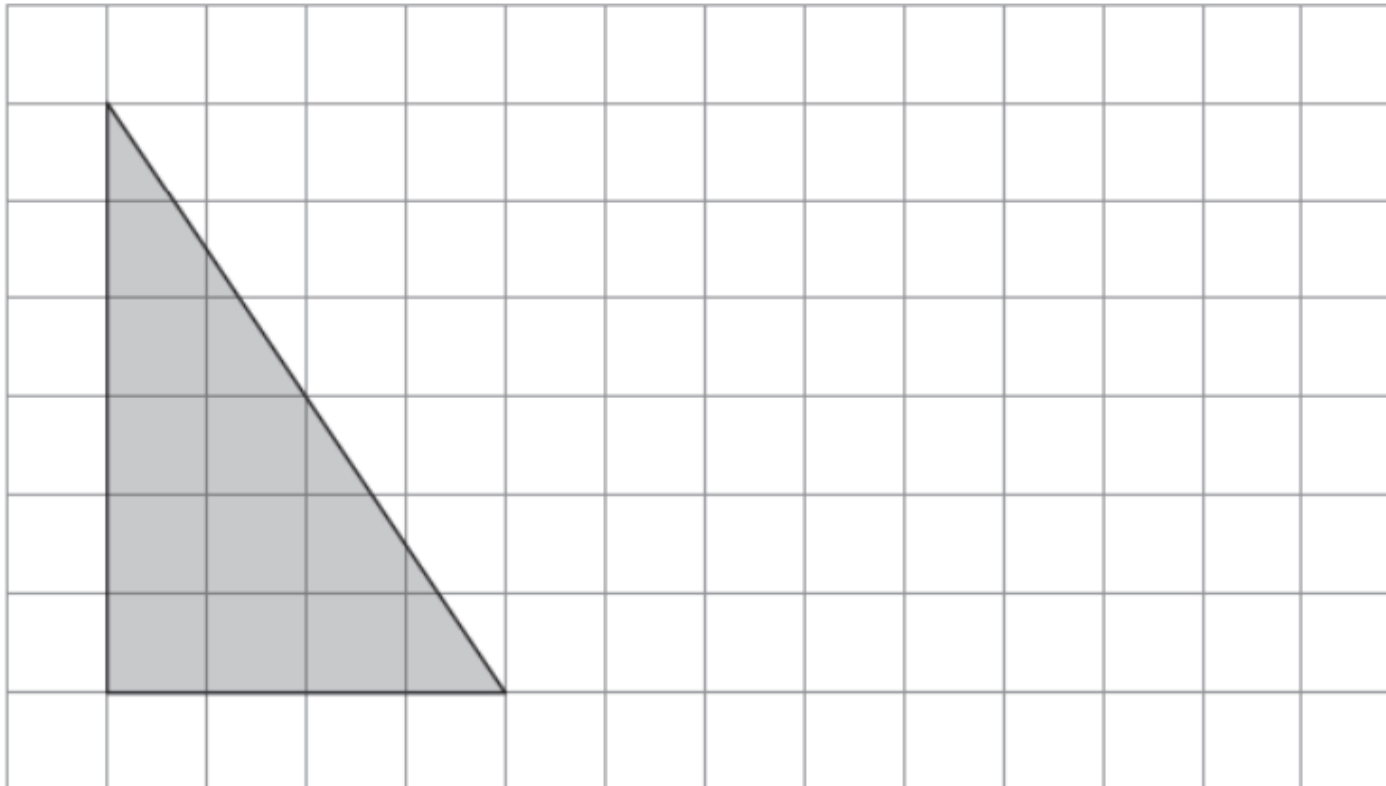
Mathematics Reasoning

10

Draw a rectangle on the grid that has **half** the area of the shaded triangle.

Sample questions

Use a ruler.



1 mark



How can you help?

- Be as positive as possible about mathematics.
- Discuss everyday mathematics.
- Encourage children to complete home learning.
- Encourage use of mathematics websites.
- Practise times tables.
- Encourage attendance at maths clubs.



What we offer

Form-time Intervention

A small group of pupils focusing on key areas. Monday - Thursday form-times. These are pupils who we feel would benefit from a bit of a boost to achieve their targets. Groups have been changing half-termly. In the run-up to SATs the groups may change weekly to provide support for more pupils.

Y6 Girls' Maths Club (invitation only)

The aim of this club is to increase the confidence of the girls whilst engaging in fun maths activities. Tuesday and Thursday lunchtime.

Y6 Problem Solving Club (invitation only)

The aim is to increase the problem-solving skills of pupils and help tackle harder questions within the SATs. Takes place on a Thursday lunchtime.

Maths Clinic

Open to all, however, pupils may be asked to attend by their class teacher. Can be used as a 'drop-in' for extra help with homework. Will also be used for revision sessions nearer to the SATs. Thursday lunchtime.

SATs Bootcamp

A selected group of pupils will take part in targeted tasks on SATs Bootcamp led by a teacher. This group will be quite fluid and will change over time. Wednesday and Thursday form-times.

How can you help?

WEBSITES FOR PUPILS:

- TT Rockstars
- SATs Boot Camp
- Numeracy Workout



Sats
boot camp

TIMES TABLES ROCK STARS



How can you help?

