

Welcome

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

10 September 2026

SATs Dates 2027

Monday 10 May – Thursday 13 May

Monday 10 May	Grammar, Punctuation and Spelling, Paper 1 (Grammar, punctuation and vocabulary) Grammar, Punctuation and Spelling, Paper 2 (Spelling test)
Tuesday 11 May	English Reading
Wednesday 12 May	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 13 May	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?

Grammar, Punctuation and Spelling, Paper 1 – Grammar, Punctuation and Vocabulary Max marks 50	45 minutes
Grammar, Punctuation and Spelling, Paper 2 – Spelling Test Max marks 20	20 mins (not timed)
English Reading (3 texts) Max marks 50	60 minutes
Maths Paper 1 (Arithmetic) Max marks 40	30 minutes
Maths Paper 2 (Reasoning) Max marks 35	40 mins
Maths Paper 3 (Reasoning) Max marks 35	40 mins

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

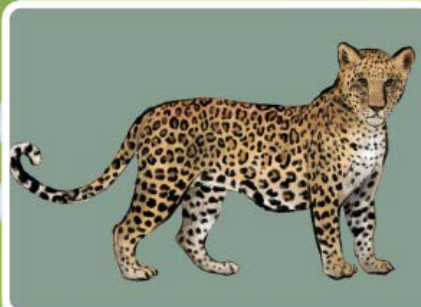
hodgepodge



Streaky and Squeaky



**The Girl who
Walked on Air**



The Leopard



**A Life-changing
Game**



In the Cave



Longbow Girl

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	What is Ajay doing when the post arrives? Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction Award 1 mark for reference to him eating (his breakfast), e.g. <i>just about to tuck into his tea and toast</i> <i>having his breakfast</i> <i>drinking tea.</i>	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	What impressions do you get of Piper's house? Give two impressions, using evidence from the text to support your answer. Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td> - there are widening cracks in the planks in the ceiling </td></tr><tr><td>2. it is small / tiny</td><td> - she wishes she had a bigger work space - she has to eat at the same table that she works at </td></tr><tr><td>3. it is warm / cosy</td><td> - there is a fire / stove <i>comfortable nest</i> </td></tr><tr><td>4. it is untidy / cluttered</td><td> <i>Piston rings, bolts, and cylinders littered its surface</i> </td></tr><tr><td>5. it is old fashioned</td><td> - no electricity / kerosene lamps / cast-iron stove </td></tr><tr><td>6. it is isolated</td><td> - it is situated among fields <i>to go outside and watch the fields</i> </td></tr><tr><td>7. it is safe</td><td> - the storm coming outside is dangerous </td></tr></table> Award 3 marks for two acceptable points, at least one with evidence. Award 2 marks for either two acceptable points, or one acceptable point with evidence. Award 1 mark for one acceptable point.	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	there are widening cracks in the planks in the ceiling	2. it is small / tiny	- she wishes she had a bigger work space - she has to eat at the same table that she works at	3. it is warm / cosy	- there is a fire / stove <i>comfortable nest</i>	4. it is untidy / cluttered	<i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	no electricity / kerosene lamps / cast-iron stove	6. it is isolated	- it is situated among fields <i>to go outside and watch the fields</i>	7. it is safe	the storm coming outside is dangerous	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), percentages of amounts and calculating with decimals and fractions.

22	$1\frac{3}{7} - \frac{4}{7} =$		1 mark

25	3 7 8 8 8		2 marks

Show your method

Qu.	Requirement	Mark	Additional guidance
25	Award TWO marks for the correct answer of 24 If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e. - long division algorithm, e.g. $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{)888} \\ \underline{-740} \\ 140 \text{ (error)} \\ \underline{-111} \\ 29 \end{array}$ OR $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{)888} \\ \underline{-740} \\ 148 \\ \underline{-148} \\ 0 \end{array} \quad \begin{array}{l} 20 \times 37 \\ 4 \times 37 \end{array}$ - short division algorithm, e.g. $\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{)888} \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.

6	$5.87 + 3.123 =$	1 mark

11	$= 87 - 65$	1 mark

15	$60 \div (30 - 24) =$	1 mark

18	$20\% \text{ of } 3,000 =$	1 mark

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 (from Y3-Y6) 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

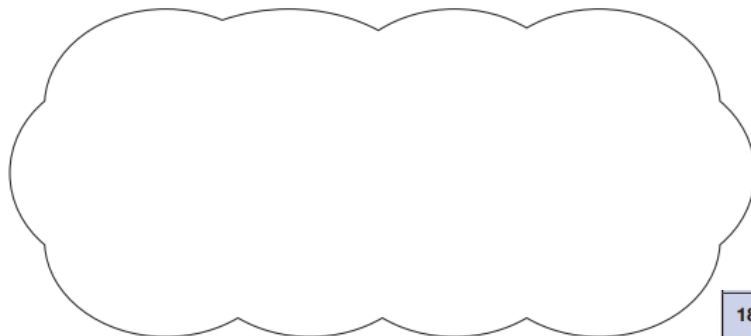
18

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).

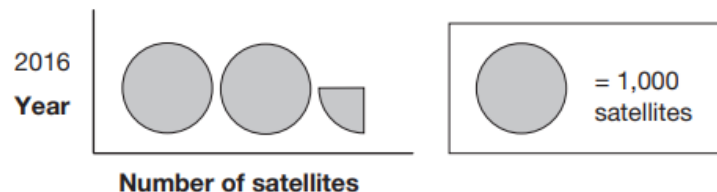
Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

- $3 \times 27 = 87$
- 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 provided
- Opportunity to buy Revision Books bundle - £8 via Arbor School Shop
- Practice papers throughout the year complete in school – 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

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.**

Transition to Secondary

- PSHE curriculum
- Junior Citizens
- Worry boxes
- E-Safety lessons throughout the year
- Digital Health Lessons
- Transition Days
- Meetings with receiving schools
- Timetable day



Keep Your Child Safe Online



TALK

Talk to your child about their internet use and safety

Have meaningful conversations about how they use the internet

Praise your child for safe online behaviours

Welcome your child if they want to ask you a question or tell you about a problem, even if they've done something unwise themselves

EDUCATE

Learn as much as you can about games, platforms, parental controls and the benefits and risks of online activity

Teach your child about specific issues and concerns

Teach your child about safe and unsafe relationships and how to repair friendships following disagreements online

CO-VIEW

Co-view your child's online activity at least 1x/week

Interact with your child online

Model appropriate online behaviour

Co-operate with each other to promote the well-being of all



HOUSE RULES

Set clear routines, rules and boundaries ("house rules")

Keep to age ratings and guidance for apps, games and devices

Restrict online activity to daytime and communal areas

Use filters and parental controls

Spend regular screen-free time with your child



AGE 11+

for a basic phone or highly restricted smart phone without internet access or social media

AGE 14+

for a smart phone with parental controls

*Agree a contract with your child to encourage responsible phone use



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Junior School

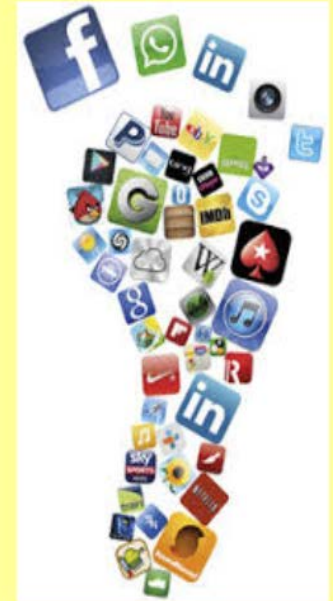
Online Actions, Real World Consequences



Real world footprint



Digital Footprint



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.

Games and Apps

Roblox
7+



Fornite
12+



Call of Duty
18+



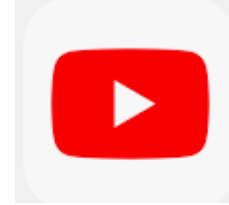
Minecraft
7+



GTA 18+



YouTube - 13



TikTok - 13



Instagram - 13



Facebook - 13



Facebook
Messenger - 13



Snapchat - 13



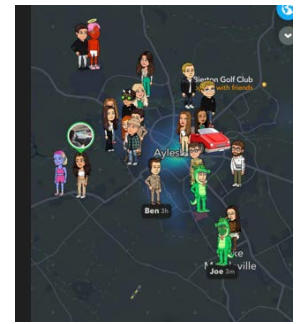
Whatsapp - 16



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.