Chadsmead Primary Academy

12th February 2025

Dear Parents/Carers

Year 6 SATs Information

Monday 12th May 2025
- Grammar & Punctuation Test – 45 minutes
- Spelling Test – 20 minutes

Tuesday 13th May 2025
- English Reading Test – 60 minutes

Wednesday 14th May 2025
- Mathematics Arithmetic (Paper 1) – 30 minutes
- Mathematics Reasoning (Paper 2) – 40 minutes

Thursday 15th May 2025
- Mathematics Reasoning (Paper 3) – 40 minutes

Writing Assessment
Unlike other SATs subjects, the writing assessment is teacher-assessed rather than a formal test. **This assessment period continues until the end of June.** Teachers evaluate students' writing across various pieces of work completed throughout the year. Teachers need a broad range of writing samples to make accurate assessments. Regular attendance is important to allow children to produce sufficient work to demonstrate their abilities.

Why SATs Matter
While some secondary schools may play down the significance of SATs, it's important to remember that these tests provide key information about your child's progress and help set predictions for future exams, including GCSEs.

Throughout the year, we have been using SATs-style questions in our lessons to ensure the children are familiar with the format and types of questions they will encounter.

The assessment style used in school is very similar to SATs, so they will feel comfortable with the structure of the tests.

Routine of the Day
On each test day, children can arrive at school at 8.30am and enter through the school office. We will provide toast as an additional breakfast treat. During this time, we'll also go over a few key points to help get them into the right frame of mind for the day ahead, After breakfast,

the tests will take place in a quiet, focused environment. If there are two tests on the same day, the children will have a short break in between to refresh and relax.

Equipment

Ensuring that students are well-prepared with the necessary equipment for their SATs can help reduce stress and increase their confidence (although we will provide items if needed).

Please ensure your child brings the following items to school each day during the SATs period:

- **Two blue handwriting pen:** For writing answers clearly.
- **Two pencils:** For any rough work or drawings.
- **A ruler:** For measuring and drawing straight lines.
- **An eraser:** In case they need to make corrections.
- **A pencil sharpener:** To keep pencils ready for use.

Extra Time and Support

Some children may be eligible for extra time during the tests. This decision is made based on specific government guidelines, and we ensure that every eligible child receives the support they need. If your child meets the criteria for this, we will have made the arrangements beforehand.

Booster Sessions

In the lead up to the SATs, your child may be invited to attended booster sessions either after school or during the school day. These sessions are tailored to their individual needs and will help them to focus on areas where thy may need extra support.

Attendance and Punctuality

If your child is feeling unwell or there are any issues that might impact their attendance, please let us know so we can assist where needed, it is essential that we work together to support the children. We understand that children may sometimes feel unwell on a SATs day, but it is important for them to attend their SATs as scheduled. If your child is feeling poorly, please inform us so we can provide the necessary support to help them through the day.

To ensure that all children can perform to the best of their abilities, we request that no holidays be booked prior to or during the SATs week. This will help us maintain a consistent and supportive environment for everyone.

How to help your child

Practise makes perfect	**Exam skills – you have the knowledge can you watch the clock and attempt all questions?**	**Maximise your chance, move on if stuck**
The greater the exposure, the less daunting the test will be	**Boosters, homework, test practice**	**Easter – 2 weeks is a long time!**

Helpful Websites/Apps

Maths	Reading	Grammar, Punctuation and Spelling
Century Tech BBC Bitesize DoodleLearning Online-maths-tutor.com CGP Website Third Space Learning – Fluent in 5 White Rose 1 minute maths app uk.ixl.com mathletics.com Timestable Rockstars White Rose Vimeo – this contains explanations for concepts	Century Tech BBC Bitesize DoodleLearning CGP Website uk.ixl.com	Century Tech BBC Bitesize DoodleLearning Online-maths-tutor.com CGP Website Spellzone.com uk.ixl.com
Any SATs workbooks that are available online or in shops		

Yours sincerely

Mrs G Grainger
Headteacher

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Y5/Y6 Reading Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1*) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
to maintain positive attitudes to reading and understanding of what they read by: • when reading out loud, adapting intonation, tone and volume to suit the purpose and audience; • making comparisons within and across books; • reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.	
to understand what they read by: • explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text; • asking questions about a text; • drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; • making predictions based on details stated and implied with evidence from the text.	
to distinguish independently between statements of fact and opinion.	
to retrieve, record and present information from texts to other readers in informal notes and formal presentations.	
to participate in discussions about books that are read to them and those they can read for themselves.	

Year 6 Maths Assessment Checklist

Number - Number and Place Value

☐ I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.

☐ I can round any whole number to a required degree of accuracy.

☐ I can use negative numbers in context, and calculate intervals across zero.

☐ I can solve number and practical problems that involve all of the above.

Number - Addition, Subtraction, Multiplication and Division

☐ I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

☐ I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

☐ I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

☐ I can perform mental calculations, including with mixed operations and large numbers.

☐ I can identify common factors, common multiples and prime numbers.

☐ I can use my knowledge of the order of operations to carry out calculations involving the four operations.

☐ I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

☐ I can solve problems involving addition, subtraction, multiplication and division.

☐ I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Year 6 Maths Assessment Checklist

Number - Fractions (Including Decimals and Percentages)

☐ I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

☐ I can compare and order fractions, including fractions > 1.

☐ I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

☐ I can multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$).

☐ I can divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$).

☐ I can associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, $\frac{3}{8}$).

☐ I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.

☐ I can multiply one-digit numbers with up to two decimal places by whole numbers.

☐ I can use written division methods in cases where the answer has up to two decimal places.

☐ I can solve problems which require answers to be rounded to specified degrees of accuracy.

☐ I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion

☐ I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.

☐ I can solve problems involving the calculation of percentages (for example, of measures and such as 15% of 360) and the use of percentages for comparison.

Year 6 Maths Assessment Checklist

Ratio and Proportion continued

- [ ] I can solve problems involving similar shapes where the scale factor is known or can be found.

- [ ] I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

- [ ] I can use simple formulae.

- [ ] I can generate and describe linear number sequences.

- [ ] I can express missing number problems algebraically.

- [ ] I can find pairs of numbers that satisfy an equation with two unknowns.

- [ ] I can enumerate possibilities of combinations of two variables.

Measurement

- [ ] I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

- [ ] I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.

- [ ] I can convert between miles and kilometres.

- [ ] I can recognise that shapes with the same areas can have different perimeters and vice versa.

- [ ] I can recognise when it is possible to use formulae for area and volume of shapes.

- [ ] I can calculate the area of parallelograms and triangles..

- [ ] I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units (for example, mm^3 and km^3).

Year 6 Maths Assessment Checklist

Geometry – Properties of Shapes

☐ I can draw 2-D shapes using given dimensions and angles.

☐ I can recognise, describe and build simple 3-D shapes, including making nets.

☐ I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.

☐ I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

☐ I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry – Position and Direction

☐ I can describe positions on the full coordinate grid (all four quadrants).

☐ I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

☐ I can interpret and construct pie charts and line graphs and use these to solve problems.

☐ I can calculate and interpret the mean as an average.

Notes