



St Peter's CE Junior School

Learning and living life in all its fullness



**Welcome to our SATs Information Meeting
2026**



Underpinning of our Church School Vision

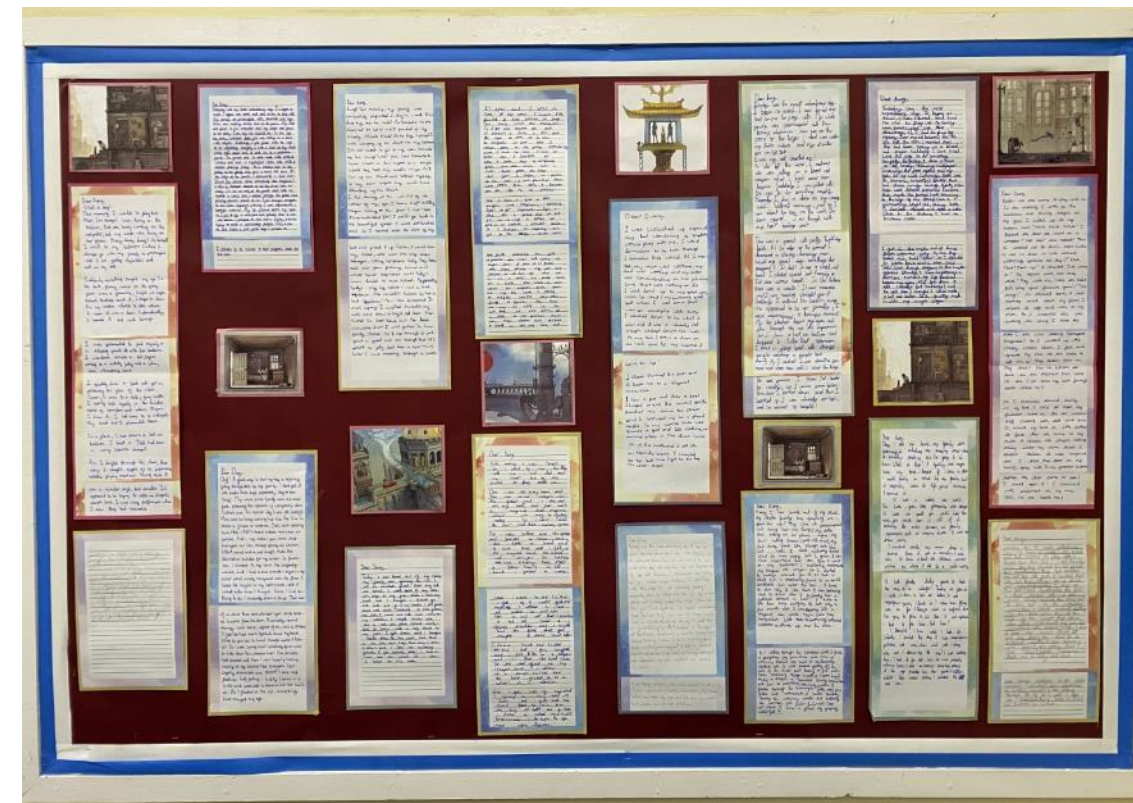
Our Christian vision is inspired by John 10:10: *'I have come that they may have life, life in all its fullness'*.

In celebration of the loving gift of life, which we believe that Jesus offers to all in abundance, we strive to *'Learn and Live - Life in all its Fullness'*. As members of St. Peter's school, we are encouraged by the lessons we see in the life and learning of St. Peter, who challenges us to extend fullness of life to our local and global community as we seek to *'use whatever gift you have received to serve others'* (1 Peter 4:10).



Standard Assessment Tests (SATs)

- Children are formally assessed against national expectations at the end of each key stage.
 - Year 4 – Times Tables Check
 - Year 6 - End of KS2 (Reading, writing, maths, Science)
- Children are continuously assessed by their teacher, in order to plan effectively for the next steps in their learning.



Every pupil will receive:

- a **raw score** for each test (for example, if they achieved 35/40 on Maths paper 1, their raw score for that test would be 35).
- a **scaled score**: 100 = national expectation
- **confirmation** of whether or not they attained the 'expected' national standard.

The scale is not set in advance so we do not know what raw scores will equate to a scaled score of '100'.



SATs Week Timetable

Mon 11 th May	<ul style="list-style-type: none">• SPaG (Spelling, Punctuation and Grammar)
Tues 12 th May	<ul style="list-style-type: none">• Reading
Weds 13 th May	<ul style="list-style-type: none">• Maths Paper 1 – Arithmetic• Maths Paper 2 – Reasoning
Thurs 14 th May	<ul style="list-style-type: none">• Maths Paper 3 - Reasoning

Monday 11th May - English grammar, punctuation and spelling

Format Paper 1:

- Questions consists of a single test paper and pupils have 45 minutes to complete it

Format Paper 2:

- Spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator.
- Pupils will have approximately 15 minutes to complete the test, by writing the 20 missing words in the answer booklet. The test is not strictly timed.



Assistance:

If a pupil asks a question about test content, you may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to “insert a pair of commas”, ‘insert’ may be explained but not ‘commas’.

Pupils should not require any assistance during the administration of Paper 2: spelling.

Example questions from the Grammar Paper 1

5

Which sentence is a **command**?

Tick **one**.

The nurse will bandage your sprained ankle.

You have been told to stay at home and rest.

Putting an ice pack on it should help.

Hold the handrail to keep yourself steady.

1 mark

6

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The car's horn beeps loudly.

The cars' horn beeps loudly.

The cars horn beep's loudly.

The cars horn beeps' loudly.

1 mark

7

Rewrite the underlined verbs in the sentence below so that they are in the **simple past**.

Oliver feels proud when he collects his medal after he wins the race.

<input type="text"/>	<input type="text"/>	<input type="text"/>
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1 mark

8

Tick one box in each row to show whether the underlined word is a **possessive pronoun** or a **relative pronoun**.

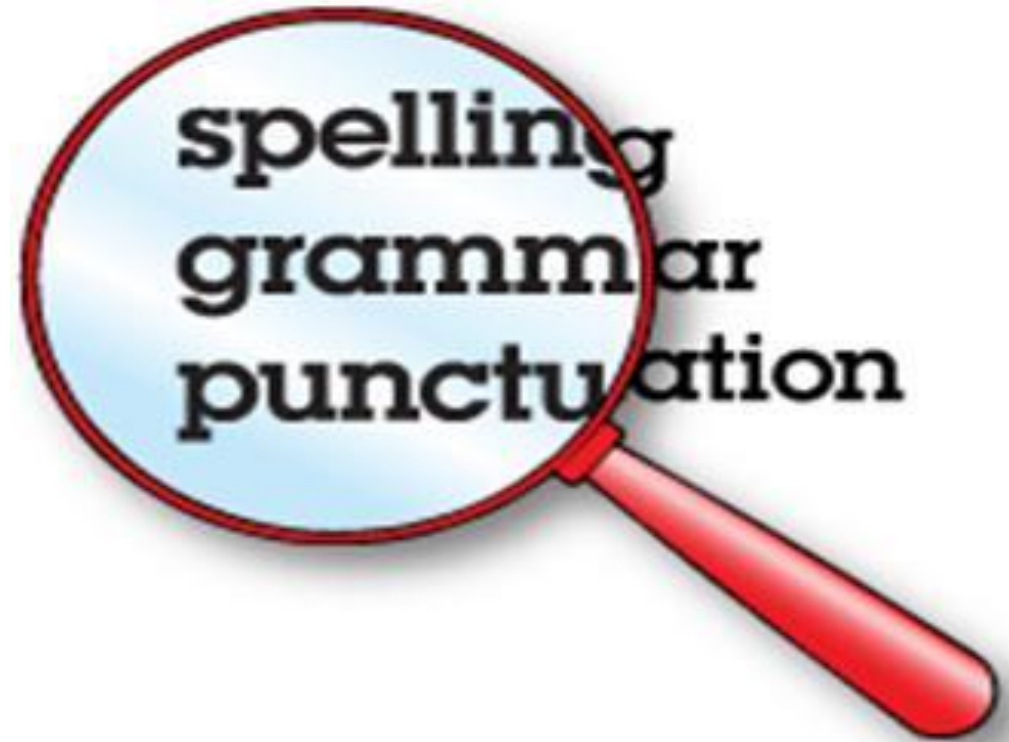
Sentence	Possessive pronoun	Relative pronoun
That red cycle helmet is <u>mine</u> .	<input type="checkbox"/>	<input type="checkbox"/>
I wear it when I ride the new bike <u>which</u> my uncle gave me.	<input type="checkbox"/>	<input type="checkbox"/>
My bike goes much faster than <u>yours</u> .	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

**Monday 11th May - English grammar,
punctuation and spelling**

How can you help at home?

- Use spelling shed at home
- Support with learning spellings each week
- CGP books to support with grammar and punctuation



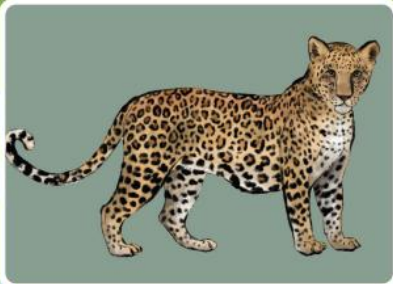
An example text from a Reading paper



Streaky and Squeaky



The Girl who Walked on Air



The Leopard

Reading Booklet

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.

4

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.

5

Example questions related to the text from a Reading Paper

Questions 1–13 are about *Streaky and Squeaky*
(pages 4–5)

- 1 According to the text, Madagascar is well known for its range of weird and wonderful wildlife.

This suggests...

Tick **one**.

it is very difficult to find your way around the island.

tenrecs are the most famous animals on the island.

there are lots of unusual animals on the island.

streaked tenrecs live all over the world.

1 mark

- 2 Read the paragraph beginning: *They are not hedgehogs...*

Find and copy **one** word that means the same as 'met'.

1 mark

- 3 How can you tell streaked tenrecs are *social animals*?

1 mark

- 9 Look at the section: *What issues are streaked tenrecs facing?*

What serious problems are streaked tenrecs facing?

Give **two** problems.

1. _____

2. _____

2 marks

- 10 Why are streaked tenrecs important to the rainforest?

1 mark

- 11 According to the text, why are streaked tenrecs rarely kept in zoos?

Give **one** reason.

1 mark

Example questions related to the text from a Reading Paper

12 How are zoos trying to help streaked tenrecs?

1 mark

13 Look at the whole text.

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
There are many different types of tenrec.		
Highland tenrecs have white streaks.		
Tenrecs communicate by stamping their forepaws on the ground.		
Tenrecs live for a long time.		
Lowland streaked tenrecs like to live alone.		

2 marks

26 Look at the whole text.

Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking.

1. _____

2. _____

3. _____

3 marks

27 Look at the whole text.

Draw **three** lines to match Louie's feelings to the moment that she felt them.

before going on the rope	shy
while walking along the rope	anxious
back down on the ground	focused

1 mark

Wednesday 13th May

- **Mathematics Paper 1: Arithmetic**
- **Mathematics Paper 2: Reasoning**

Format:

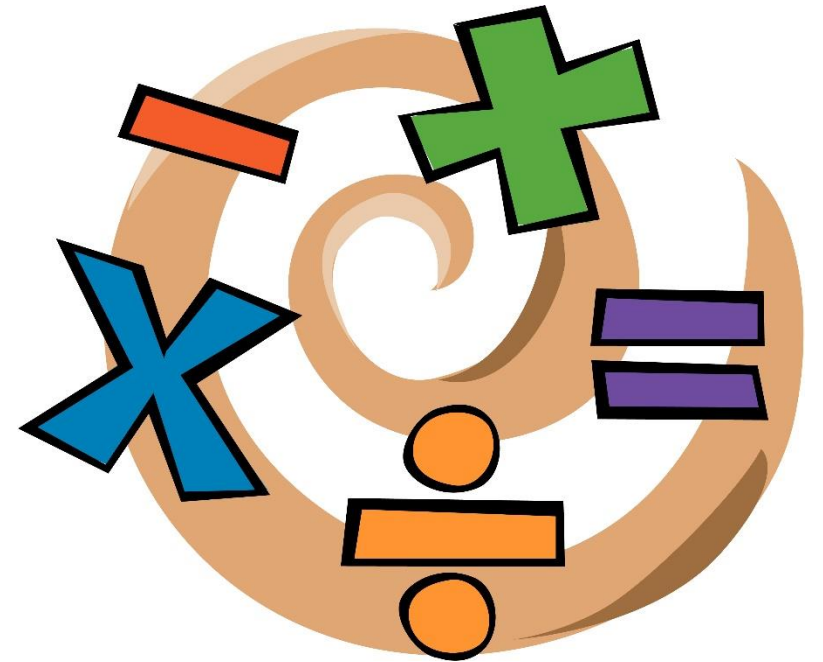
- **Paper 1:** arithmetic consists of a single test paper and pupils will have 30 minutes to complete it.
- **Paper 2:** reasoning consists of a single test paper and pupils will have 40 minutes to complete it.

Assistance:

If a pupil requests it, a question may be read to them on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols.

This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.



Example questions from Mathematics Paper 1: Arithmetic

1	$689 + 38 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

32	$\frac{1}{2} \div 3 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

2	$72 \div 3 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

33	43% of 900 =	<input type="text"/>	<input type="checkbox"/> 1 mark

3	$23 \times 6 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

34	$2\frac{1}{6} - \frac{2}{3} =$	<input type="text"/>	<input type="checkbox"/> 1 mark

Thursday 14th May

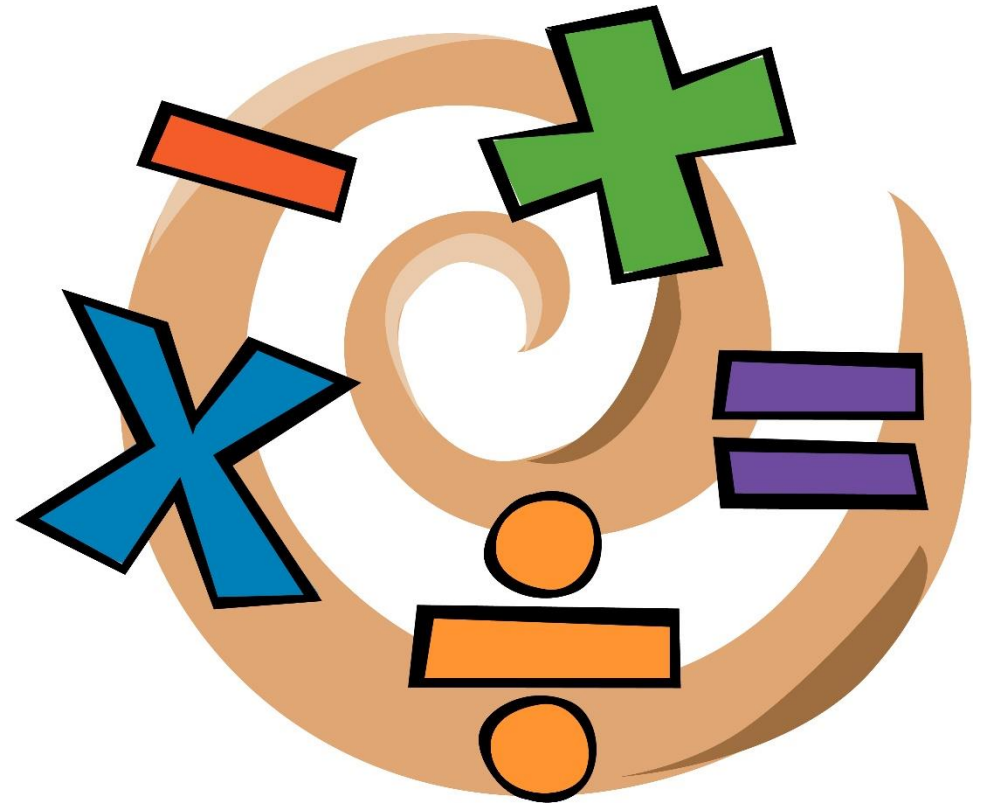
- Mathematics Paper 3: Reasoning

Format:

- Paper 3: reasoning consists of a single test paper and pupils will have 40 minutes to complete it.

Assistance:

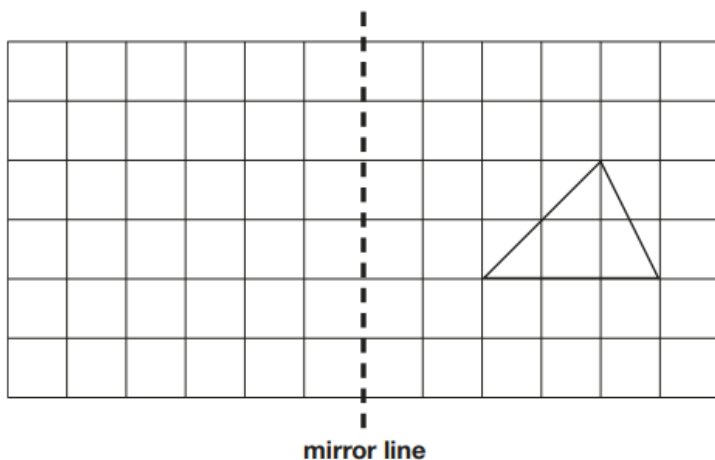
- If a pupil requests it, a question may be read to them on a one-to-one basis.
- If reading to a pupil, you can read words and numbers but not mathematical symbols.
- This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.



Example questions from the Mathematics Paper 2 and 3: Reasoning

1

Here is a triangle on a grid.



Draw the reflection of the triangle in the mirror line.

Use a ruler.

1 mark

2

This table shows the cost of fruit at a school cafeteria.

Fruit	Cost for one
banana	12p
plum	23p
apple	32p
pear	38p

Amir buys two pieces of fruit.

He pays with a £2 coin.

He gets £1.50 change.

Tick the **two** pieces of fruit that Amir buys.

Tick **two**.

banana

plum

apple

pear

1 mark

Example questions from the Mathematics Paper 2 and 3: Reasoning

23

Mrs Mills has **940** seeds to plant into trays.

She plants **12** seeds in each tray.

The last tray is not full.



What **fraction** of the last tray is filled?

Show
your
method

A large grid for showing the method to solve question 23. The grid is 20 units wide and 10 units high. A small box is drawn in the bottom right corner of the grid, containing a horizontal line.

2 marks

19

A hall has 1,250 seats.

At 7 pm, 880 seats are filled.

At 8 pm, there are 40 empty seats.

How many seats were filled between 7 pm and 8 pm?

Show
your
method

A large grid for showing the method to solve question 19. The grid is 20 units wide and 10 units high. A small box is drawn in the bottom right corner of the grid, containing the word "seats".

2 marks

Wednesday 13th May

- Mathematics Paper 1: Arithmetic
- Mathematics Paper 2: Reasoning

Thursday 14th May

- Mathematics Paper 3: Reasoning

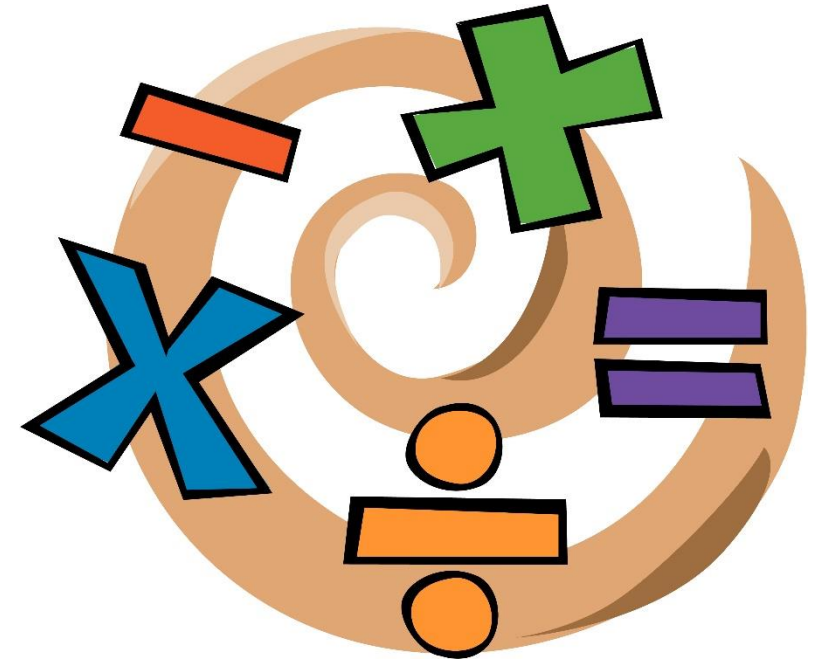
How can you help at home?

- CGP Books
- Use MyMaths lessons as well as set homework
- Times Tables Rock Stars
- Support understanding of related division facts
- Arithmetic – MathsBot - [SATs - Key Stage 2 Arithmetic - Compact Version](#)

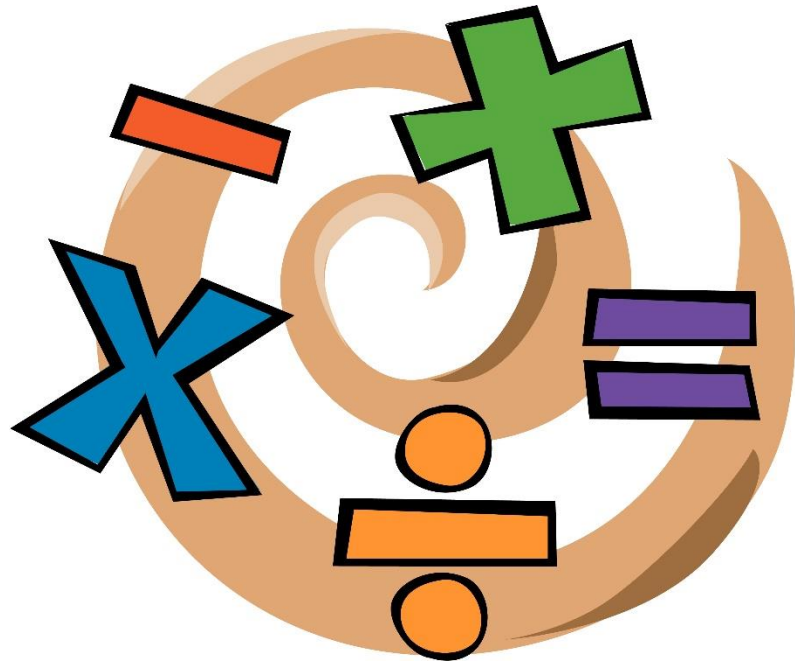
Maths Bot






(If you select the questions you'd like your child to focus on then press 'new' at the top left hand side of the screen, it will refresh the page and provide you with questions solely related to that topic).

For example if your child is struggling with percentages, click questions 27, 28 and 30 and press 'new'. You will just be given percentage questions.



Important mathematical facts that children in Year 6 should be able to quickly recall.

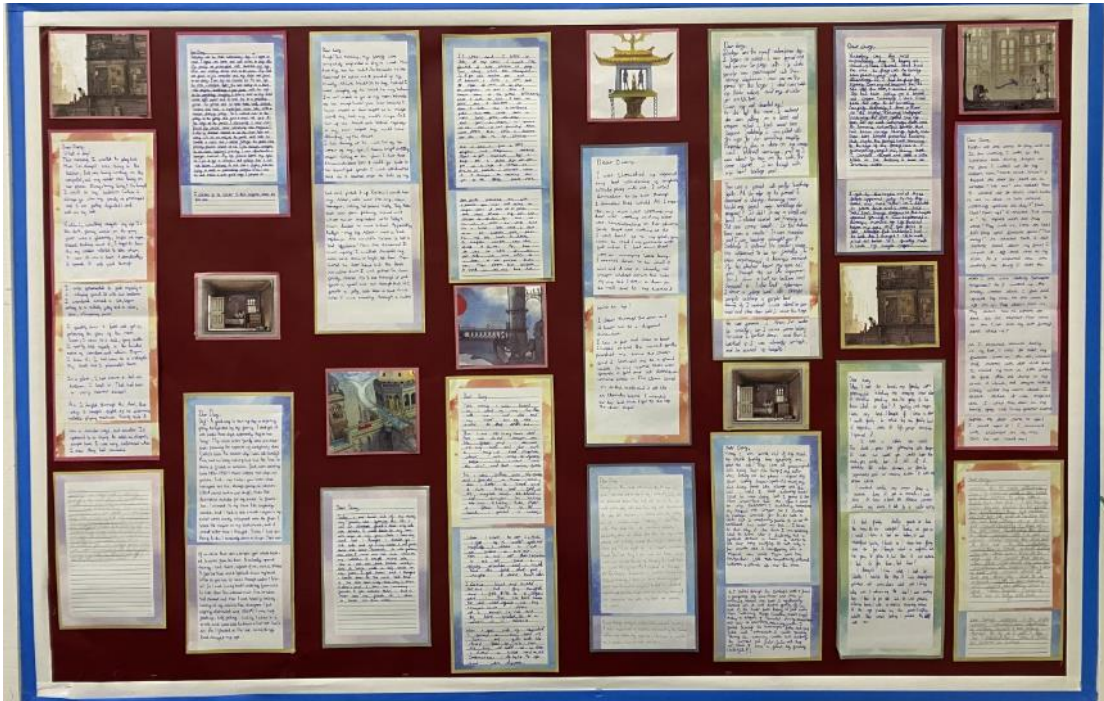


4^2	8×7	$32 \div 100$	26×10
5^2	6×7	$97 \div 10$	5.4×10
6^2	7×9	$4.5 \div 100$	3.3×100
7^2	4×9	$220 \div 10$	40×10
8^2	6×8	$635 \div 10$	26×100
9^2	5×8	$2.2 \div 10$	1.34×10
4^3	9×6	$390 \div 10$	0.45×10
6^3	8×9	$49 \div 100$	22.1×10
	1 cm = mm	1 Hour = mins	0.5 —
	9cm = mm	1/2 Hour = mins	0.2 —
	23cm = mm	1 Day = hrs	0.25 —
	3.5cm = mm	1 minute = secs	0.1 —
	1m = cm	Factors of 24	25% 0.
	1km = mtrs	, , , , , , ,	12.5% 0.
	1000m = km	Multiples of 4	50% 0.
100p = £	1 mile = km	, , , , , , ,	75% 0.
250p = £	10mm = cm	Prime Numbers	13% 0.
£4.73 = p	100cm = mtr	, , , , , , , ,	0.2% 0.
Draw Parallel Lines		Formula for Area	X
Degrees In Circle		Formula of Perimeter	+ + +
Degrees in Straight Line		Formula for Volume	X X
V=	X=	L=	C=
D=	M=	XII =	IV =

Writing:

- There is no writing test.
- Children will be given a writing level based on continuous teacher assessment throughout the year.
- Focus on style, grammar elements and handwriting.

We were moderated for writing 3 years ago, so do not expect to be again this year.



How can you help at home?

You will have received a Midway Report at half term prior to your parents evening appointment.

There will be next steps for your child to focus on for the rest of the year. Please work on these next steps with your child.

This short report is designed to involve parents in understanding and supporting your child's individual needs during the academic year. As part of the upcoming Spring Term parents' meeting with your child's class teacher, the information within the midway report will be discussed in further detail. A more detailed end of year report will also be sent to parents in July.

Our curriculum

Our curriculum ethos is inspired by our heartfelt vision of *'Life in all its Fullness'* for all members of our community. We strive to plan and provide curriculum opportunities that instil a love of learning and enable all children to learn for life. [Click here for more information about each year's curriculum.](#)

Next Steps

Next steps are given alongside information about current attainment and the individual needs of children - to be discussed at the upcoming parents' evening appointment.

Reading	To explain the meaning of words and phrases in context, using evidence from the surrounding text.
Writing	To accurately use semi-colons, brackets and dashes within a piece of writing.
Maths	To apply her arithmetic knowledge to word problems, solving multiplication and division multi-step problems in contexts, deciding which operations and methods to use and why.

Behaviour for Learning

One of three narrative statements is given. Please see accompanying letter for more information.

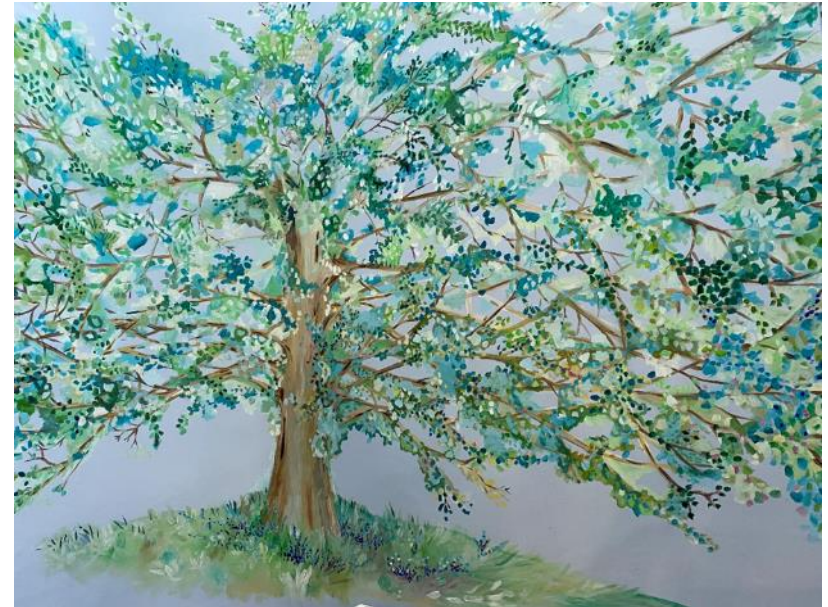
Behaviour for Learning Assessment	1 - Demonstrates a positive attitude towards their work and learning at all times. Works hard to succeed and acts as a role model. Consistently demonstrates our school values.
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How have we helped prepare the children?

Alongside a 'Life in all Fullness' curriculum

- Weekly spelling tests
- Regular grammar sessions
- Daily reading sessions
- Regular reading comprehension
- Regular opportunities to write across a range of genres
- Opportunities to work through past SATs papers to familiarise children with the format of the paper and help them interpret questions.
- Homework set weekly to consolidate learning
- Booster sessions based on individual needs
- Adaptive curriculum based around assessment for learning
- Small focused intervention groups
- Analysis of tests to inform planning

Trying our very best to not put the children under any unnecessary pressure; all we want them to do is try their best.



How can you support your child in the lead up and during SATs week?

- Maintain normal routines at home
- Bedtime slightly earlier than normal during test week
- Encourage your child to eat healthily, especially breakfast
- Continue to support with homework/revision, including reading, spelling, times tables and mental maths.
- Encourage good behaviour for learning at school – listening carefully, following instructions, trying their best, etc.
- Try your very best to not put the children under any unnecessary pressure; all we want them to do is try their best.
- Ensure your child attends school every day.
- Be at school on time – tests start at 9am



Outcomes:

- Results will be sent back to school towards the beginning of July.
- The test results and a teacher assessment is reported to parents and to the secondary school.
- Tests indicate what a child can do on ONE day, the teacher assessment gives a picture of a child's ability over time.



Thank you for your support

Any questions?

