



# Year 6 SATs 2025 Presentation

## What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 11<sup>th</sup> May** ending on **Thursday 14<sup>th</sup> May**.
- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 11<sup>th</sup> May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 11<sup>th</sup> May
  - Reading – Tuesday 12<sup>th</sup> May
  - Maths (paper 1: Arithmetic) – Wednesday 13<sup>th</sup> May
  - Maths (paper 2: Reasoning) – Wednesday 13<sup>th</sup> May
  - Maths (paper 3: Reasoning) – Thursday 14<sup>th</sup> May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.



## When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked **externally**.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:
  - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
  - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
  - Reading – 60 minutes
  - Maths (paper 1: Arithmetic) – 30 minutes
  - Maths (paper 2: Reasoning) – 40 minutes
  - Maths (paper 3: Reasoning) – 40 minutes



## Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

*Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.*



## The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.



# Grammar, Punctuation and Spelling: Monday 13<sup>th</sup> May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for **45 minutes**.
- Paper 2 consists of a spelling test only. It should take approximately **15 minutes**, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).
- **Pass mark 35 ARE and 54 GD. (70 possible marks)**



# Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children will have been working hard with their class teacher on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

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

This test requires a range of answer types but does not require longer formal answers.



# Grammar, Punctuation and Spelling: Paper 1 (GPS)

## Example questions:

1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

39

Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. **Although, while**

\_\_\_\_\_ football is his favourite sport, James also enjoys  
watching tennis on TV.

1 mark

49

Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The Romans invaded Britain over two thousand years ago.

e.g. Over two thousand years ago, Britain  
was invaded by the Romans.

1 mark

# Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

## Spelling

1. There was a \_\_\_\_\_ in the field.
2. I kept in \_\_\_\_\_ with my old friends when we moved.
3. The questions were \_\_\_\_\_ from one to ten.

### 2023 Spelling script

**Spelling 1:** The word is **lamb**.

There was a **lamb** in the field.

The word is **lamb**.

**Spelling 2:** The word is **touch**.

I kept in **touch** with my old friends when we moved.

The word is **touch**.

**Spelling 3:** The word is **numbered**.

The questions were **numbered** from one to ten.

The word is **numbered**.

## Reading: Tuesday 14<sup>th</sup> May

There is one reading test that lasts for **60 minutes**.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of **non-fiction, fiction and/ or poetry**.

The test covers the following areas (known as Content Domains):

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Predict what might happen from details stated and implied;
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of words and phrases;
- Make comparisons within the text.
- **Pass mark 28 ARE and 40 for GD (50 possible marks)**



# Reading

The reading SATs paper requires a range of answer styles.

## Example questions:

Questions 1–12 are about *A Noise in the Night*  
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. \_\_\_\_\_
2. \_\_\_\_\_

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

## A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing*, she told herself strictly. *It's a hedgehog, or a mole. It's something nice and harmless.*



Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write <b>two</b> ways.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"><li>1. Priya's heart beating fast, e.g.<ul style="list-style-type: none"><li>• <i>Priya's heart started to race</i></li><li>• <i>her heart was beating really quickly.</i></li></ul></li><li>2. Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none"><li>• <i>she took a deep breath</i></li><li>• <i>Priya was trying to calm herself</i></li><li>• <i>she must be nervous because she needs to calm down.</i></li></ul></li><li>3. Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none"><li>• <i>she tells herself it must be something harmless</i></li><li>• <i>she tries to reassure herself.</i></li></ul></li><li>4. Priya waking with a start, e.g.<ul style="list-style-type: none"><li>• <i>she woke with a start.</i></li></ul></li></ol>	Up to 2m

# Reading

## Example questions:

### Based on text 2: Bats Under the Bridge

**22** Draw **four** lines to match an amount on the left to a fact on the right.

thousands	•	•	people visiting the Congress Avenue Bridge each year
a few	•	•	bats living in one cave
ten	•	•	months baby bats need to develop before travelling
fifteen million	•	•	tonnes of insects eaten by bats each night

1 mark

### Section 2: Bats Under the Bridge

Qu.	Requirement	Mark																
22	<p>Draw <b>four</b> lines to match an amount on the left to a fact on the right.</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for all correctly matched:</p> <table border="0"><tbody><tr><td>thousands</td><td>•</td><td>•</td><td>people visiting the Congress Avenue Bridge each year</td></tr><tr><td>a few</td><td>•</td><td>•</td><td>bats living in one cave</td></tr><tr><td>ten</td><td>•</td><td>•</td><td>months baby bats need to develop before travelling</td></tr><tr><td>fifteen million</td><td>•</td><td>•</td><td>tonnes of insects eaten by bats each night</td></tr></tbody></table>	thousands	•	•	people visiting the Congress Avenue Bridge each year	a few	•	•	bats living in one cave	ten	•	•	months baby bats need to develop before travelling	fifteen million	•	•	tonnes of insects eaten by bats each night	1m
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# Reading

## Example questions: 3 mark question

38

Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence

3 marks

## Section 3: A Howl at Dusk

Qu.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give <b>two</b> things, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <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>	Up to 3m														
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# Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In a typical Reading SATs paper,

- 20% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 30% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 45% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.



## Maths: Wednesday 15<sup>th</sup> May and Thursday 16<sup>th</sup> May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 13<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 13<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 14<sup>th</sup> May
- Pass mark ARE 58 and 95 GD (110 possible marks)



# Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks** and lasts for **30 minutes**.

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

Example questions:

<b>19</b>	$29.5 - 16.125 =$	<input type="text"/>	<input type="checkbox"/>	1 mark

<b>20</b>	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/>	2 marks
	Show your method			

<b>19</b>	13.375	<b>1m</b>	
<b>20</b>	Award <b>TWO</b> marks for the correct answer of 37,592	<b>Up to 2m</b>	Working must be carried through to reach a final answer for the award of <b>ONE</b> mark. <b>Do not</b> award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.
	If the answer is incorrect, award <b>ONE</b> mark for the formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g. <ul style="list-style-type: none"><li><math display="block">\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}</math></li></ul> <b>OR</b> <ul style="list-style-type: none"><li><math display="block">\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35060 \\ \hline 37092 \end{array}</math></li></ul>		
			$\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \\ \hline 5588 \text{ (place value error)} \end{array}$



# Maths Paper 1 (Arithmetic)

Example 1 mark questions:

**7**  $7.8 + 6.953 =$

$$\begin{array}{r} 7.800 \\ + 6.958 \\ \hline 14.758 \\ \phantom{14.758} 1 \end{array}$$

1 mark

**12**  $801 - \boxed{6} = 795$

Mental method:  
Count on from 795 to 801

1 mark

**16**  $\frac{3}{16} + \frac{5}{8} =$

$$\frac{5}{8} = \frac{10}{16}$$
$$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$$

1 mark

**23**  $70 + 48 \div 6 =$

$$48 \div 6 = 8$$
$$70 + 8 = 78$$

1 mark



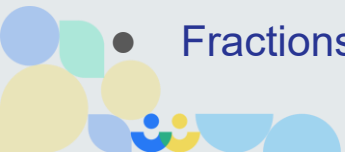


## Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13<sup>th</sup> May and paper 3 will take place on Thursday 14<sup>th</sup> May. These tests have a total of 35 marks each and lasts for 40 minutes each.

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,

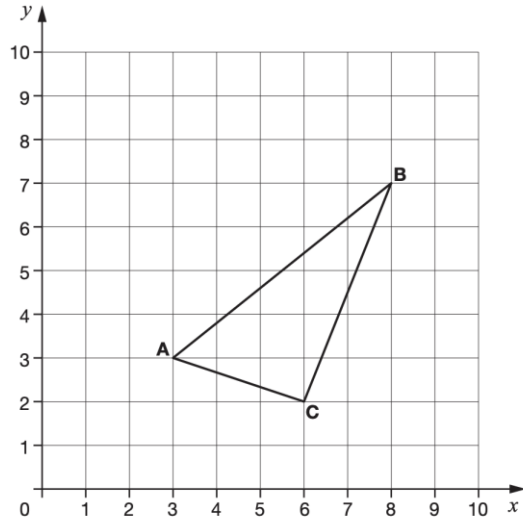
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.



# Maths Papers 2 (Reasoning)

## Example questions:

3



ABC is a triangle.

What are the coordinates of point C?

( 6 , 2 )

1 mark

8

In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark

# Maths Papers 2 (Reasoning)

## Example questions:

17

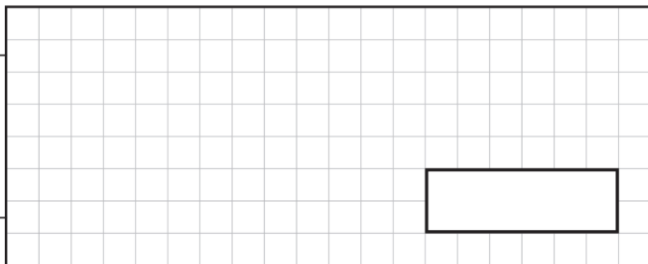
The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show  
your  
method



2 marks

17

Award **TWO** marks for the correct answer of 33

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.

- $4 \times 50 = 200$   
 $200 \div 6 = 30$  (*error*)

**OR**

- $50 \div 6 = 8 \text{ r}2$   
 $(8 \text{ r}2) \times 4 = 32 \text{ r}8$

**OR**

Award **ONE** mark for sight of:

- $33\frac{1}{3}$  **OR**  $33.\dot{3}$  **OR**  $33.33\text{r}$  **OR**  $33.3$   
**OR**  $33\text{r}2$

(as evidence of completing  $200 \div 6$  correctly without interpreting the remainder in context)

Up to  
2m

Answer need not be obtained for the award of **ONE** mark.

If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g.

- $200 \div 6 = 31 \text{ r}8$

Acceptable rounded answers would be 31 **OR** 32

For the 'sight of' mark, accept equivalent fractions.


Award **ONE** mark for an answer of 34.

# Maths Papers 3 (Reasoning)

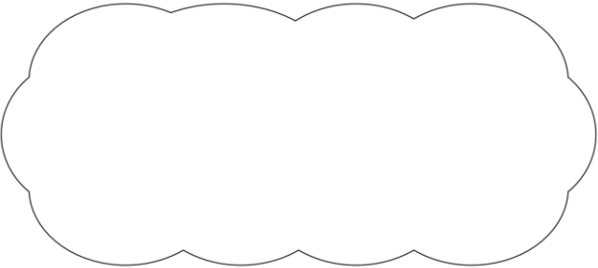
## Example questions:

**9** Jack says,

I multiplied a whole number by 3  
My answer was 32



Explain why Jack is **not** correct.



**1 mark**

<p><b>9</b> Award <b>ONE</b> mark for an explanation that recognises that 32 is not a multiple of 3, e.g.</p> <ul style="list-style-type: none"><li>• 32 is not in the <math>3\times</math> table</li><li>• <math>32 \div 3 = 10 \text{ r}2</math> or 10.66 (which are not whole numbers)</li><li>• if you count in multiples of 3 from 0, you won't get 32</li><li>• <math>3 + 2 = 5</math>, 5 is not a multiple of 3 so he is wrong.</li></ul> <p><b>OR</b></p> <p>For a description that includes one or both of the multiples of 3 either side of 32, e.g.</p> <ul style="list-style-type: none"><li>• if you do <math>10 \times 3 = 30</math> and <math>11 \times 3 = 33</math> there is no 32</li><li>• <math>10 \times 3 = 30</math> and 32 is 2 away.</li></ul>	<p><b>1m</b></p> <p><b>Do not</b> accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.</p> <p><b>Do not</b> accept vague or incomplete explanations, e.g.</p> <ul style="list-style-type: none"><li>• If you multiply by 3 you will get 30, not 32</li><li>• 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33</li><li>• 32 is not a factor of 3</li></ul> <p><b>Do not</b> accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.</p>
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# Maths Papers 3 (Reasoning)

## Example question:

21

There are 25 classes in a school.

Each class has 34 pupils.

62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

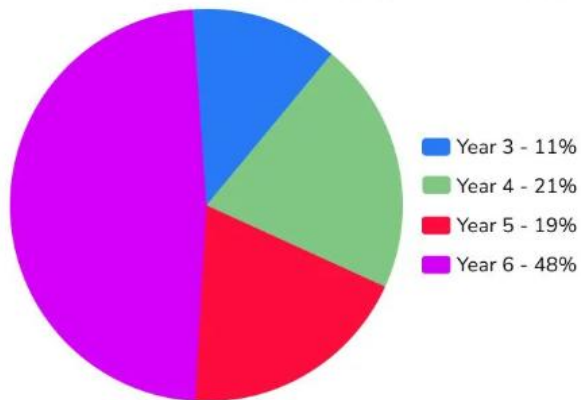
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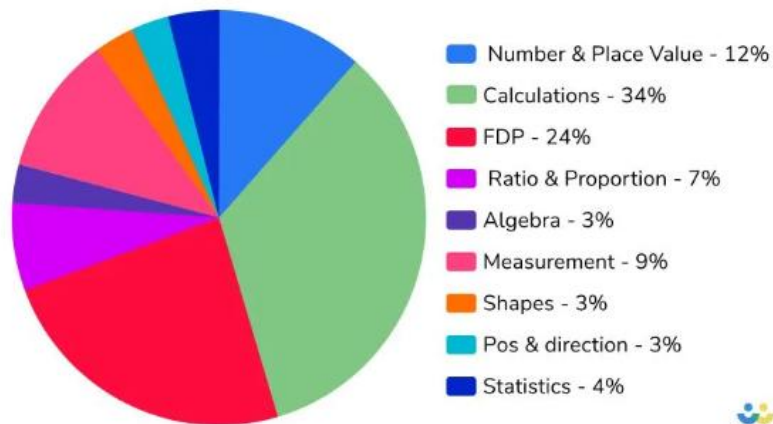
3 marks

Qu.	Requirement	Mark	Additional guidance
21	<p>Award <b>THREE</b> marks for the correct answer of 323</p> <p>Award <b>TWO</b> marks for:</p> <ul style="list-style-type: none"><li>An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g.</li></ul> $\begin{array}{r} 25 \\ \times 34 \\ \hline 100 \\ 750 \\ \hline 950 \text{ (error)} \end{array}$ <p>62% of 950 = 589 950 – 589 = 361</p> <p><b>OR</b></p> <ul style="list-style-type: none"><li><math>34 \times 25 = 950</math> (error) <math>95 \times 3 = 285</math> <math>9.5 \times 8 = 76</math> <math>285 + 76 = 361</math></li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li>sight of 527 (as evidence of calculating 62% of 850)</li></ul> <p>Award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"><li>evidence of an appropriate method with more than one error.</li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li>sight of 850 (as evidence of the multiplication step completed correctly)</li></ul>	<p><b>Up to 3m</b></p>	<p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p><b>TWO</b> marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p><b>ONE</b> mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.</p> <p>Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded <b>TWO</b> marks.</p> <p>Answer need not be obtained for the award of <b>ONE</b> mark.</p>

### KS2 Maths SATS papers analysis (2025) Percentage of questions from each year group curriculum across Arithmetic and Reasoning



### KS2 Maths SATs papers analysis (2025) Percentage of questions by content domain

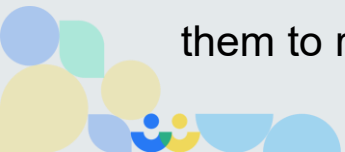


# Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

## Tips:

- Don't use past papers as they are used in school to prepare the children.
- Attend any SATs meetings at school (or read any literature sent home).
- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.



# Supporting your child in preparing for the SATs

## Further tips:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- Keep revision light. Going over key skills (**times tables**, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.



# Writing- expected standard Writing is assessed using evidence collected throughout Year 6.

**Jacobson's News** JM NEWS.COM

ON THE ORIGIN OF SPECIES - Licensally!


Charles Darwin was a famous naturalist, geologist and zoologist. He was born on the 12<sup>th</sup> February 1809 and died on the 19<sup>th</sup> of April 1882, when he was 73 years old. He set sail on the HMS Beagle for the Galapagos Islands on December 27<sup>th</sup>, 1831, to find out about different species. After visiting and thinking about his theory of evolution, he realised that birds that lived on the same island could be carried into a 'survivor' who lived on a nearby island could be carried into a 'survivor'. The only way Darwin knew how to make his incredible life, what should we really think about?

What did Darwin really discover?


Darwin discovered a lot of other, new species on the islands. On arrival he noticed the same finches on different islands had different beaks. He also saw that tortoise shells had changed, cormorant's wings had gone missing, iguanas had adapted or hibernating as night, and snakes became smaller. He also found two different worms had different adaptations of species. Charles Darwin also noticed 21 species ONLY found in the Galapagos Islands. BUT! Evidence also means only found in one place.

What was Darwin's overall animal theory?

Darwin's theory was named the 'theory of evolution'. It was thought up when he saw that finches and mockingbirds on the islands had different beaks.



This is how finches adapted.



Suddenly, everything comes to a halt... Me and six other people are lost at sea and don't know how to get back safely. We are currently trapped together like sardines in a tin. Dark, ominous clouds are creeping upon us each time. The sinister moon looms above our exhausted heads. I shiver. A heavy gust of wind breaks the silence causing us to jolt forward. I lose my balance and suddenly slide forward. The splashes of the waves remind me of the time when I went to the beach...

I had been in the beach, with my family, making sandcastles. I was bursting with excitement. I couldn't wait for this fun occasion. People beamed with excitement. Their eyes glowed and shimmered. They had smiles as warm as the sun. I couldn't help but smile. Joy and laughter filled the beach; joy and laughter filled our hearts.

A wave slams into the side of the boat kicking up cold salt-spray. I jerk, bringing myself back to reality. With worry and fear, I stare out, catching a glimpse of the moon looming towards us. Will I survive? Why did I come here in the first place? Whilst I ponder, rain hits us like bullets. Sinister waves start piercing the delicate boat like arrows. I'm slowly thinking that I'm not going to make it because tears start rolling down my cheek. Suddenly, my mind travels back in time, through images long ago...

The beach was filled with excited faces. Everywhere I turned, a beaming smile was stitched on people's faces. As people were making and building sandcastles, I asked mother if I could splash in the water. She answered, "Of course, but be safe. Okay?" I replied, "Yes, mother," and sprang to my feet. I was beaming with excitement. Whilst I ran, blissfully, the welcoming sun shone on people's faces. People smiled so hard their cheeks ached. They had smiles as warm as the sun. Whilst I splashed in the water, I thought I saw something, but it wasn't clear.

At that moment, the memory fades because someone nudges me and screeches, "LAND!" I sit straight, with a tingle of excitement, because we have been sitting on this frail vessel for days, but something inside me thinks we are not going to make it. People on the boat smile so hard their cheeks ache with happiness, but I knew it wouldn't last long. Suddenly, I spot a huge wave coming towards us. We start shouting, "Huge wave!" Me and six other souls lose our confidence. We all shout, "Aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa!"

WILL WE MAKE IT?...

The Solist's Grand

Every afternoon, after school had ended, the children would play in the Grand's wonderful garden. This was the garden where sweet smelling fruits ripened under the bright, burning sun as the playful children played. The bushes were lush and green - scented by flowers - buoyed in the summer breeze as the fairytale, brick-made castle towered over the children and the nature. The animals that lived there were phenomenal; they were playful and were always willing to play with the youngsters.

"We are happier than ever here!" exclaimed the ecstatic children. It was a wonderful sight of a glistering sun and playful children in trees, then playing games and chatting happily about their games and singing until sunset.

After school the next day, the children were doing the hockey pecky when they were rudely interrupted by a huge shadow and guffing that were loud thumps and then buzzed out a loud gruff voice that shouted, "What are you doing in my garden!" The children froze and stared up. It was a huge man towering over the children with long blond hair, a scruffy beard, buck teeth and a frown that made thunder crash and hail hail fall hard upon the children as the lightning crashed as the giant roared, "GO AWAY!", the children fled and they ran until when they looked behind they could no longer see the garden. They could only make out a tall, selfish figure instantly building a high wall so that the children could no longer venture into the garden.

"TRESPASSERS WILL BE PROSECUTED" the giant's sign said in great bold block letters. The children were cold. The children were bored. They had nothing to do out here on the road. They all wanted to go inside the garden. The Grand was inside his huge, brick castle with no one but himself; he had been with his friend (The Lorcish Ogre), but after a 7 year visit he returned for

# Writing Assessment Counts: Year 6

Name of pupil:

➤ 2018 TAF statements in bold

## Working at the expected standard

The pupil can:	A	B	C	D	E	F	Collection
<b>Composition</b>							
• Draw upon material read							
• Plan their writing by identifying the audience for and purpose of the writing							
• Draw upon material read							
➤ <b>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</b>							
➤ <b>In narratives, describe settings, characters and atmosphere</b>							
➤ <b>Integrate dialogue in narratives to convey character and advance the action</b>							
• Distinguish between the language of formal and informal speech							
• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear							
<b>Grammar and Punctuation</b>							
➤ <b>Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</b>							
• Use the perfect form of verbs to mark relationships of time and cause							
• Use expanded noun phrases to convey complicated information concisely							

➤ <b>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs</b>									
• Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)									
• Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse/The window in the greenhouse was broken.)									
➤ <b>Use verb tenses consistently and correctly throughout their writing</b>									
➤ <b>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</b>									
• Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)									
• Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point)									
<b>Spelling</b>									
• Spell words with the following patterns: (-anc, -ancy, -ent, -ence, -ency,									
• Use the hyphen to join a prefix to a root word e.g. co-ordinate, re-enter)									
• Understand and use a range of homophones and other words that are often confused (e.g. advise/advice, practise/practice, heard/herd, mourning/morning)									
➤ <b>Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</b>									
<b>Handwriting</b>									
➤ <b>Maintain legibility in joined handwriting when writing at speed</b>									
<b>Evaluate and Edit</b>									
• Assessing the effectiveness of their own and others' writing									
• Proposing most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning									

• Ensuring the consistent and correct use of tense throughout a piece of writing									
• Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree)									
• Distinguishing between the language of speech and writing and choosing the appropriate register									
• Proof read for spelling and punctuation errors									



## Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.



## What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.



# What to do if you are worried about your child

## Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

## Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

## Encourage your child to talk to their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer to seek reassurance from teachers over family members.

## Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.



## Advice for Year 6 children

- Listen to your teacher.
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- Remember that the Year 6 SATs last for 4 days out of your whole life!

