



Year 6 SATs Information

13th November 2024

What are SATs?

At the end of Year 6, children in England sit tests in:

Reading

Maths

Grammar, Punctuation and Spelling (GPS)

These tests are set and marked externally, and the results are used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

Your child is also assessed in Writing and Science, however this is done solely through teacher assessment rather than through a test.

This academic year, SATs will take place Monday 12th – Thursday 15th May 2025.

The SATs timetable runs as follows:

Monday 12th May

English GPS Paper 1: questions

English GPS Paper 2: spelling

Tuesday 13th May

English reading

Wednesday 14th May

Mathematics Paper 1: arithmetic

Mathematics Paper 2: reasoning

Thursday 15th May

Mathematics Paper 3: reasoning

Attendance is crucial during the build up to SATs and during the week that SATs are taking place.

GPS - Monday

The GPS test consists of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes.

The GPS test includes two sub-types of questions:

- **Selected response**, e.g. 'Circle 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.'

Reading - Tuesday

The reading test is a single paper with questions based on three passages of text. **Your child will have one hour to complete the test.**

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'

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?'

Lengthier response, e.g. 'What impressions do you get of Martine? Give two, using evidence from the text to support your answer.'

Maths - Wednesday and Thursday

Children sit three papers in Maths:

Paper 1: **arithmetic**, 30 minutes

Papers 2 and 3: **reasoning**, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3 will involve a number of question types, including:

Multiple choice

True or false

Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart

Less constrained questions, where children will have to explain their approach for solving a problem

1. Overview of access arrangements

Access arrangements must never advantage the pupil. Any support should be based primarily on normal classroom practice. Support must not change the test questions and the pupil's answers must be their own.

It may be helpful to use [previous KS2 papers](#) with pupils before administering the tests. This will enable schools to identify whether pupils need additional support or adaptations to the test materials or their administration.

Access arrangements may be appropriate for pupils:

- with an education, health and care (EHC) plan
- for whom provision is being made in school using the SEN Support system
- whose learning difficulty or disability significantly affects their ability to access the tests
- who have behavioural, emotional or social difficulties

Access arrangements may also be used to support pupils' specific needs with:

- difficulty reading
- difficulty writing
- difficulty concentrating
- difficulty processing information
- a hearing impairment
- a visual impairment
- English as an additional language

Due to the diversity of pupils' needs, this guidance does not list every circumstance where it may be appropriate to use access arrangements.

Scribes
Readers
Additional Time (25%)
Rest breaks
Smaller groups

Results

A child's 'raw score' is simply the total number of marks that they have scored on a test.

By using a conversion chart, the child's raw scores are transformed into age-standardised test scores or simply 'scaled scores'.

Broadly speaking, scaled scores give a much easier indication of how a pupil is performing relative to the national sample of pupils of the same age group. The average score is always 100, hence a higher score is above average and a lower score is below average.

For SATs, scaled scores range between 80 and 120.

If a child's scaled score is:

- **below 100**, they have *not* reached the **expected standard**.
- **between 100 and 109**, they have reached the **expected standard**.
- **110 or over**, they have **exceeded the expected standard** and are judged as **working at greater depth**.

Parents get their child's scaled scores during the summer term as part of their Year 6 report.

Writing

Working at the expected standard

The pupil can:

- 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed.²

"Lauren, I have ^{just} received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed Mum as she put some winter clothing in a suitcase and ~~the~~ ^{two} tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof car coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's Bill was parked and they set off for Gatwick Airport.

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she started picking up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a ~~very~~ very painful frost bite. What might she could she do now ~~with~~ to get rid of the frost bite? She thought to herself, but gradually it melted from the warm heat of her coat.

Within a few minutes, Lauren carried on with the journey when a bundle of hail stones constantly crashed down onto her head as a blizzard slowly ~~occured~~ occurred right in front of her. There was no way of escaping the disastrous snow storm because it ~~was~~ only plough ~~what~~ in front of it (which was Lauren).

Menacingly, a snow leopard approached her, as if from nowhere, with an angry mind ready to attack. Lauren was stuck between a fierce snow leopard and a powerful blizzard, knowing there was no one to help her and no way to escape.

Fortunately, Lauren realised she had her super strong winter boots on and immediately took one of them off. Determined to escape, she flung one of the boots onto the snow leopard, causing it to limp away in agony. Relieved, she cried with happiness and leaped with joy that she was finally free from that vicious leopard.

In time the blizzard disappeared, the hail stones had stopped and everything was calm again. Lauren arrived at the winter hut and ran for the light.

Writing

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Piece B: Description

The Applause

I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling. But - but all I can think of is the stage and the applause. My racing heart thuds underneath my silky tutu. Thud. Thud. Thud.

Then suddenly the stage director is at the door, calling my name. My name. My stomach gives an unexpected flutter and I take a deep breath. As the stage door swings open, I tell myself everything will be okay - nothing could possibly go wrong. I have been training for this since the age of three. Tall bulky men with headsets and clipboards keep ushering me in the right direction. Half of me wants to run onto stage and dance my heart out but there is also a part of me that wants to go and hide away. Adrenaline ~~was~~^{is} circling its way

around my body and rushing into my fingertips.

Walking into the wings is like waiting for your death. Although I was extremely excited, I was even more nervous. I stopped a few centimetres from the stage entrance with the whole quer de ballet behind me and slowly took a shaky, deep breath. The stage was ~~like~~ a lit up arena waiting to be danced on. The crowd, which seemed to consist of about a million people, erupted as I walked on to stage. I gave a little smile, and began to dance.

What can I do to support my child?

- ▶ Be in on time, everyday!
- ▶ READ, READ, READ.....
- ▶ Practise times tables on TTRS
- ▶ If your child is invited to booster sessions, please make sure that they attend
- ▶ Complete homework tasks (including practising spellings)

Attendance - the impact

wednesday 7th september 2022
L.O. to use colour and some COLOURS to
picturate a sea.

In the light, I can see a sign that
leads on the ground, again running near to.

In the distance, I can see a sign that
says, a narrow way, snow is in one
of the 12.

In the 80s, I can see a sign that
says, a narrow way, snow is in one
of the 12 with an oss-white colour
of the 12.

In the distance, I can see a sign that
says, a narrow way, snow is in one
of the 12 with an oss-white colour
of the 12.

Monday 6th March 2023
L.O. to write a balanced argument.

Were the Vikings "ruthless warriors" or
"peaceful settlers"?

The Vikings, who were also called Norse, come from
Denmark, Norway and Sweden (also known as Scandinavia).
They invaded Britain because Scandinavia did not have
enough land (meaning crops would not grow) and
they thought Britain was rich. The Vikings invaded in
793 AD. They slowly began to invade (attack) Britain, and
eventually took over Northumbria and Mercia. They
destroyed individual towns and monasteries. This colonial
trip. In this text, we will decide using evidence if these determined
pirates are more peaceful settlers, ruthless warriors.

"ruthless warriors"

Some people had the opinion that the Vikings are
"ruthless warriors". They carried this opinion from their
pillaging villages, towns and monasteries. It was the Vikings'
for which they attacked - as it was not necessary. Although
although they needed to survive, they still caused many
deaths and plundered many homes and holy places while
being massive. The 7 kingdoms split out and decided to
become one. Yet these kingdoms set Northumbria, Mercia,
Sussex, Essex, Northampton and East Angles. By the time
they had merged, shortly they realised they should make
a peace treaty and prepare, but the Vikings broke the
treaty.

"peaceful settlers"

Yet, most people argued an opinion that these pirates
were also peaceful settlers and there is proof to support this
theory. For example, The Vikings did not only raid and
loot, they travelled to Ireland as supported by the
British longships. After they arrived, it is certain they
planned to prepare for a settlement (such as a village).
As they traded, they used silver (to not be taken advantage
of), although it could be silver or coins, these pirates
were half-hearted.

"peaceful settlers"

In addition to being regarded as ruthless warriors, some
said they were peaceful settlers. They sought to trade
with the Anglo-Saxons for a decade, when King Alfred
proposed that a peace treaty should be agreed, they
accepted, then signed Danelaw with their land. Instead
- if they began to focus on their trade and not other
than - slowly settling, they wanted to find a permanent
settlement which they could call home.

Any questions?