YEAR 6 SATS PARENT MEETING

Monday 10th May – Thursday 13th May 2027

SATs Timetable

Date	Activity
Monday 10 May 2027	English grammar, punctuation and spelling Papers 1 and 2
Tuesday 11 May 2027	English reading
Wednesday 12 May 2027	Mathematics Papers 1 and 2
Thursday 13 May 2027	Mathematics Paper 3

GRAMMAR, PUNCTUATION & SPELLING

Expectations in the National Curriculum Tests

Grammar, Punctuation & Spelling

- For Grammar, Punctuation and Spelling, there are two tests:
  - Short answers (50 questions in 45 minutes)
  - Spelling (20 words)

Grammar, Punctuation & Spelling

Short Answers Test

- The short answers test is made up mostly of tick box, matching questions or one-word answers.
- Children are expected to know and use grammatical terminology accurately.
- They are expected to use these skills in writing, but also within the Spelling, Punctuation and Grammar test.
- There is a glossary available online: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Grammar, Punctuation & Spelling

- At QE, we are helping children with this by giving them daily SPAG warm-ups, where we focus on key vocabulary and revise aspects that they would have learnt previously.
- We sometimes give children this practice in the same format in which the tests are presented, so children are familiar with the style and layout.
- As well as specific grammar activities, the teaching of grammar is also embedded into English lessons during the week.

Grammar, Punctuation & Spelling

Spelling test

- For the spelling test, the teacher reads out a sentence and the child fills in the gaps with the missing word.
- For this, children are expected to apply their knowledge of spelling patterns for example, words ending in – cious, -sion, -ly. These patterns are the same patterns that children have for homework.
- As well as the spelling patterns, the government have published a list of words which they expect children at junior school to learn. There is one for years 3 and 4, and one for years 5 and 6.

Grammar, Punctuation & Spelling

Spelling task

Spelling 1: The word is **afternoon**.
Monica walks her dog in the park every **afternoon**.
The word is **afternoon**.

Spelling 2: The word is **tapping**.
Sarah was woken by a bird **tapping** on the window.
The word is **tapping**.

Spelling 3: The word is **knee**.
Despite his **knee** injury, Simran won the race.
The word is **knee**.

Spelling 4: The word is **double**.
Rashid wanted to **double** his top score.
The word is **double**.

Spelling 5: The word is **paused**.
Ellie **paused** and looked around the room.
The word is **paused**.

Spelling 6: The word is **unsure**.
Zainab was **unsure** which answer was correct.
The word is **unsure**.

Spelling 7: The word is **postage**.
The **postage** was surprisingly cheap.
The word is **postage**.

Spelling 8: The word is **judge**.
Our special guest will **judge** the competition.
The word is **judge**.

Spelling 9: The word is **happiest**.
Freya is **happiest** when she is playing football.
The word is **happiest**.

Spelling 10: The word is **tough**.
Maya found the last stage of the race very **tough**.
The word is **tough**.

Spelling 11: The word is **lorries**.
The **lorries** transported the computers to the shop.
The word is **lorries**.

Spelling 12: The word is **system**.
There is a new **system** for borrowing library books this term.
The word is **system**.

Spelling 13: The word is **international**.
The players were looking forward to their first **international** match.
The word is **international**.

Spelling 14: The word is **difference**.
One **difference** between spiders and beetles is the number of legs they have.
The word is **difference**.

Spelling 15: The word is **fracture**.
A bone **fracture** can be diagnosed by having an x-ray taken.
The word is **fracture**.

Spelling 16: The word is **luckily**.
We thought we would miss the bus, but **luckily** the driver waited for us.
The word is **luckily**.

Grammar, Punctuation & Spelling

English – Appendix 1: Spelling

Word list – years 5 and 6

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

READING

Expectations in the National Curriculum Tests

Reading

The Reading test

- The test consists of a reading booklet containing 3 texts and a separate answer booklet.
- The test will last for 1 hour which includes reading time.
- There will be a mixture of genres of text which may include fiction, non-fiction and poetry.

Reading – The SATs Test

- The least-demanding text will come first with the following texts increasing in level of difficulty.
- The questions will emphasise overall understanding/comprehension of the text.
- Pupils can approach the test as they choose. However, we encourage and practise by reading the first question then reading the text to find the answer, answer the question then moving on.

Reading – The SATs Test

- We are not able to read, explain or re-phrase anything for the children in this test, other than the general instructions to ensure that they understand these.
- The questions are worth a total of 50 marks with some questions being awarded between 1 and 3 marks.

Question Types

The test will cover a range of reading skills, including:

- **Decoding words** – understanding what words mean, using the context to help them.
- **Comprehension** – summarise, retrieve, explain and sequence information from the text.
- **Inference** – use the clues and what they know about situations to suggest likely outcomes/actions, including predicting, and explaining characters' thoughts, actions and feelings.
- Understanding the **writer's use of language** to create an effect or impact the reader.
- **Themes and Conventions** – why certain types of writing are like they are, themes or changes within a text.

Reading – Question Examples
Multiple Choice

2 *The struggle had been between two **rival** families…*

Which word most closely matches the meaning of the word *rival*

Tick **one**.

- equal ☐
- neighbouring ☐
- important ☐
- competing ☐

12 Circle the correct option to complete each sentence below.

(a) The text begins with Martine going out to ride her giraffe…

- **in the early morning.**
- **at midday.**
- **in the late afternoon.**
- **at night.**

(b) Martine rode her giraffe…

- **slowly.**
- **speedily.**
- **safely.**
- **fearfully.**

Reading – Question Examples
Ranking or Ordering

33 Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text.

The first one has been done for you.

An important lesson is learnt.	
Reasons for the extinction of the dodo.	
Summary of the plight of the dodos.	1
New information is discovered about the dodo.	
An explanation for the unreliable evidence.	
Humans arrived on Mauritius.	

Reading – Question Examples
Matching

22 Draw lines to match each part of the story with the correct quotation from the text.

setting	*For a while Martine had defied her*
past events	*In the instant before her body parted company*
action	*Dawn was casting spun-gold threads*
lesson	*That would teach her to show off*

Reading – Question Examples
Find and Copy

1 Look at the paragraph beginning: *Glancing nervously...*

Find and **copy one** word meaning relatives from long ago.

_____

1 mark

Reading – Question Examples
Short Response

17 What evidence in the text is there that warthogs can be dangerous?

Give **two** examples.

1. _____

2. _____

2 marks

18 What helped Martine to get safely on Jemmy's back after the warthog's attack?

_____

_____

1 mark

Reading – Question Examples
Longer Response

20 Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

- yes ☐
- no ☐
- maybe ☐

Explain your choice fully, using evidence from the text.

3 marks

- These questions are worth the most marks
- You are awarded marks for number of points or amount of evidence.
- 3 marks - 3 reasons or 2 with evidence from text.
- 2 marks – 2 reasons or 1 with evidence from text.
- 1 mark – 1 reason

P.E.E – Longer Answer Structure

- POINT

Make the point

I think that…the character is angry

- EVIDENCE

Provide the evidence

because the text says….that he shook with rage

- EXPLAIN

Explain what it shows

and this shows that….he is struggling to control his temper after the argument.

Reading – Support at Home

What can parents do to help support their child?

- Read a range of different texts e.g. poetry, newspaper, magazine articles as well as fiction books.
- Develop focus and speed of reading in their heads by having quiet time reading.
- Hear them read aloud a few times a week to ensure that they are taking account of punctuation (this will also support their awareness of and development in grammar and punctuation).
- Note unfamiliar words and phrases and look these up together.

MATHEMATICS

Expectations in the National Curriculum Tests

Maths

- Children will sit three papers in Maths:
- Paper 1: arithmetic - 30 minutes
- Papers 2 and 3: Mathematical fluency, solving problems and reasoning - 40 minutes per paper
- Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including using formal written methods

Maths

The format of the tests:

Table 1: Format of the test

Component	Description	Number of papers	Number of marks	Timing of component
Paper 1: arithmetic	arithmetic assesses pupils' confidence with the range of mathematical operations	1	40	30 minutes
Paper 2 and Paper 3: mathematical reasoning	mathematical fluency, solving mathematical problems and mathematical reasoning	2	70 overall 35 per paper	80 minutes 40 minutes per paper
	Total	**3**	**110**	**110 minutes**

Maths

Marks awarded:

Table 10: Profile of content domain

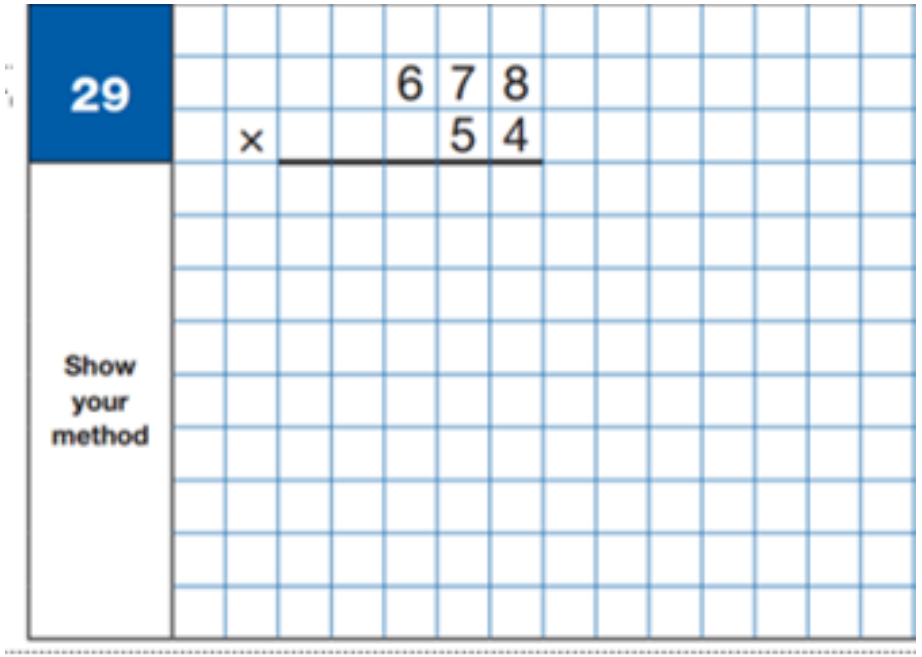
Content area Strand	Number of marks	Percentage of marks
Number, ratio and algebra Number, place value (N) Addition, subtraction, multiplication, division, calculations (C) Fractions, decimals and percentages (F) Ratio and proportion (R) Algebra (A)	83–93	75–85%
Measurement, geometry and statistics Measurement (M) Geometry – properties of shapes (G) Geometry – position and direction (P) Statistics (S)	17–27	15–25%

Table 11: Profile of marks by paper and national curriculum element

Paper	Number, ratio and algebra	Measurement, geometry and statistics	Total marks
Paper 1 (arithmetic)	40	0	40
Papers 2 and 3 (fluency, mathematical problem solving and mathematical reasoning)	22–26	9–13	70 (35 each paper)

Maths Paper 1

- Pupils will have 30 minutes to answer approximately 35 questions
- Context free calculations
- Majority of questions are worth one mark (long multiplication and division questions are worth two marks)
- Speed and accuracy are key



Maths

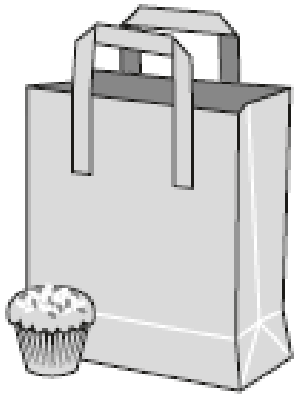
Papers 2 and 3 will involve a number of question types:

- Multiple choice
- Matching
- True or false/yes or no
- Fixed answer questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Multi-step questions, where children will have to show their approach for solving a problem

Maths

- Here is an example question

8 Maria bakes cakes and sells them in bags.



She uses this formula to work out
how much to charge for one bag of cakes.

Cost = number of cakes × 20p + 15p for the bag

How much will a bag of 12 cakes cost?

£

1 mark

Maths

What can you do to help?

- Quick mental facts- doubling and halving, adjusting for mental addition and subtraction. Learn all the time tables up to 12 x 12
- Learn all the division facts up to 12 x 12
- Practise formal methods of addition, subtraction, multiplication and division
- Answer questions in their CGP SATs practice books - these are similar to the reasoning paper.

RESULTS

Results

- Results will be released to schools in July.
- As soon as the results have been processed by school, they will be sent home around the same time as end of year reports.
- You will receive the scaled score for each subject.
- A scaled score of 100 is the 'expected level'. 110 or over is greater depth.

Raw score	Scaled score
29	100
30	100
31	101
32	102
33	103
34	104
35	104
36	105
37	106
38	107
39	108
40	109
41	110

ANY QUESTIONS?