

**Welcome to Woodlands Primary**  
**Year 6 SATs Information Meeting**



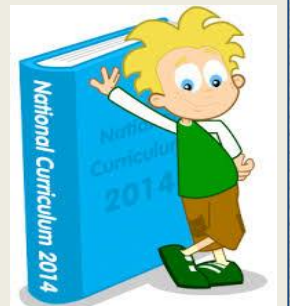


# Purposes of the Meeting:

- Explain what the KS2 SATs are and why we do them
- Share the timetable for the KS2 SATs tests
- Explain how the SATs papers are marked
- Share the expectations for each subject
- Look at example questions from each paper
- Explain what we are doing in school



- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- Children are in 10<sup>th</sup> year of new curriculum. This is the 8<sup>th</sup> year of the new tests (SATs did not take place in May 2020 or May 2021).



## **Why we do them:**

- It is a statutory requirement for all Year 6 pupils. The SATs will go ahead this year for the second year since the pandemic.
- SATs help teachers – and you – learn more about your child's areas of strength and areas of development.
- They can also measure how much each child improves from one Key Stage to another .



# The Timetable – Week Beginning 13.05.2024

Date	Activity
Monday 13 <sup>th</sup> May 2024	English grammar, punctuation and spelling Paper 1: questions
	English grammar, punctuation and spelling Paper 2: spelling
Tuesday 14 <sup>th</sup> May 2024	English reading
Wednesday 15 <sup>th</sup> May 2024	Mathematics Paper 1: arithmetic
	Mathematics Paper 2: reasoning
Thursday 16 <sup>th</sup> May 2024	Mathematics Paper 3: reasoning
Friday 17 <sup>th</sup> May 2024	Year 6 Individual and Year Group Photographs

***Each morning the SATs are taking place, the children will be invited to attend breakfast club.***

In addition, **writing** and **science** teacher assessments are reported in June.

# 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

# 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.



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

Spelling, Punctuation and Grammar consists of two papers.

Paper 1 focuses on all three elements (spelling, punctuation and grammar). 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).



# Spelling, Punctuation and Grammar – Paper 1

The children will have been working hard 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.

## Example questions:

1

Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

☐

Ask Ryan what he thinks about it

☐

What time will the film start

☐

I didn't know what to say

☐

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

23

Draw a line to match each word to its correct **antonym**.

**Word**

meandering

sympathetic

evade

plausible

**Antonym**

confront

unfeeling

unbelievable

straight

1 mark



## Example questions!

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Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

☐

Ask Ryan what he thinks about it

☐

What time will the film start

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Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

1 mark

23

Draw a line to match each word to its correct **antonym**.

**Word**

**Antonym**

meandering

confront

sympathetic

unfeeling

evade

unbelievable

plausible

straight

1 mark

# Grammar, Punctuation and Spelling (Paper 2)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting ~20 minutes which takes place on Monday 13<sup>th</sup> May and focuses solely on spelling. Example questions:

19. Omar put the cutlery back in the \_\_\_\_\_.

20. Ellen's gold bracelet was her most treasured \_\_\_\_\_

**Spelling 19:** The word is **drawer**.

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

**Spelling 20:** The word is **possession**.

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.



# Reading: Tuesday 14<sup>th</sup> May 2024

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.

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>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>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>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>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



## 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

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

1m

**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction

**Award 1 mark** for all correctly matched:

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

## 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														
	<table><tr><th>Acceptable points (personality)</th><th>Likely evidence</th></tr><tr><td>1. he is unfriendly / rude / surly</td><td><ul style="list-style-type: none"><li>unfriendly eyes</li><li>'What's it to you?'</li><li>strode off without another word</li><li>didn't bother to look at Innis whilst replying</li><li>he didn't look at him when he replied.</li></ul></td></tr><tr><td>2. he is independent / brave / calm</td><td><ul style="list-style-type: none"><li>he was on his own</li><li>not concerned he might be walking towards the wolf</li><li>he didn't seem to be shocked that there was a wolf about.</li></ul></td></tr><tr><td>3. he is curious</td><td><ul style="list-style-type: none"><li>the only questions asked were about wolves</li><li>'How far?'</li><li>'Where exactly?'</li><li>he stops when Innis mentions the wolf.</li></ul></td></tr><tr><td>4. he is mysterious / strange</td><td><ul style="list-style-type: none"><li>he doesn't talk much</li><li>he wiped the snow off, turned and strode off</li><li>he appeared out of nowhere</li><li>he didn't tell Innis much about himself.</li></ul></td></tr><tr><td>5. he is secretive / defensive</td><td><ul style="list-style-type: none"><li>he didn't tell Innis anything about himself</li><li>strode off without another word</li><li>'What's it to you?'</li></ul></td></tr><tr><td>6. he is determined / single-minded / self-centred</td><td><ul style="list-style-type: none"><li>was only interested in the wolf</li><li>strode off without another word</li><li>he only paid attention to what he was interested in</li><li>he only interacted when he realised that Innis had useful information.</li></ul></td></tr></table>	Acceptable points (personality)	Likely evidence	1. he is unfriendly / rude / surly	<ul style="list-style-type: none"><li>unfriendly eyes</li><li>'What's it to you?'</li><li>strode off without another word</li><li>didn't bother to look at Innis whilst replying</li><li>he didn't look at him when he replied.</li></ul>	2. he is independent / brave / calm	<ul style="list-style-type: none"><li>he was on his own</li><li>not concerned he might be walking towards the wolf</li><li>he didn't seem to be shocked that there was a wolf about.</li></ul>	3. he is curious	<ul style="list-style-type: none"><li>the only questions asked were about wolves</li><li>'How far?'</li><li>'Where exactly?'</li><li>he stops when Innis mentions the wolf.</li></ul>	4. he is mysterious / strange	<ul style="list-style-type: none"><li>he doesn't talk much</li><li>he wiped the snow off, turned and strode off</li><li>he appeared out of nowhere</li><li>he didn't tell Innis much about himself.</li></ul>	5. he is secretive / defensive	<ul style="list-style-type: none"><li>he didn't tell Innis anything about himself</li><li>strode off without another word</li><li>'What's it to you?'</li></ul>	6. he is determined / single-minded / self-centred	<ul style="list-style-type: none"><li>was only interested in the wolf</li><li>strode off without another word</li><li>he only paid attention to what he was interested in</li><li>he only interacted when he realised that Innis had useful information.</li></ul>	
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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 the 2023 Reading SATs paper,

- 18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 46% 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 2024**

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 15<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 16<sup>th</sup> May





# Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks.

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

Example question:

23

×

836

27

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
23	<p>Award <b>TWO</b> marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award <b>ONE</b> mark for a formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.</p> <div><div><div>•</div><div><div><div>836</div><div>×</div><div>27</div></div><div><div>5852</div><div>16720</div><div>22602</div></div><div>(error)</div></div></div><div>OR</div><div><div><div>•</div><div><div><div>836</div><div>×</div><div>27</div></div><div><div>5612</div><div>16720</div><div>22332</div></div><div>(error)</div></div></div></div></div>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p><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:</p> <div><div><div><div>836</div><div>×</div><div>27</div></div><div><div>5852</div><div>1672</div><div>7524</div></div><div>(place value error)</div></div></div>



# Maths Paper 1 (Arithmetic)

Example questions:

6

$$5.87 + 3.123 =$$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

8.993

1 mark

11

$$\boxed{22} = 87 - 65$$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

15

$$60 \div (30 - 24) =$$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

10

1 mark

18

$$20\% \text{ of } 3,000 =$$

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

600

1 mark

## Example questions:

22

$$1\frac{3}{7} - \frac{4}{7} =$$

$$10/7 - 4/7 = 6/7$$

$$\frac{6}{7}$$

1 mark

25

3	7	8	8	8
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**Show  
your  
method**

2 marks

Qu.	Requirement	Mark	Additional guidance
25	<p>Award <b>TWO</b> marks for the correct answer of 24</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetic error, i.e.</p> <ul style="list-style-type: none"> <li>long division algorithm, e.g.</li> </ul> $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{)888} \\ - 740 \\ \hline 140 \text{ (error)} \\ - 111 \\ \hline 29 \end{array}$ <p><b>OR</b></p> $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{)888} \\ - 740 \\ \hline 148 \\ - 148 \\ \hline 0 \end{array} \quad \begin{array}{l} 20 \times 37 \\ 4 \times 37 \end{array}$ <ul style="list-style-type: none"> <li>short division algorithm, e.g.</li> </ul> $\begin{array}{r} 2 \text{ } 3 \text{ r}27 \text{ (error)} \\ 37 \overline{)88^{14}8} \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p>          <p>Short division methods <b>must</b> be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure <b>must</b> be less than the divisor.</p>

# Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15<sup>th</sup> May and paper 3 will take place on Thursday 16<sup>th</sup> May. These tests have a total of 35 marks 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.

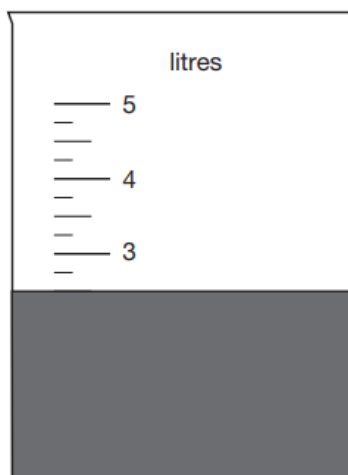


# Maths Papers 2 (Reasoning)

## Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½

litres

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark

# Maths Papers 2 (Reasoning)

## Example question:

18

Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.

1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$  and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

**Do not** accept vague or incomplete explanations, e.g.

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

**Do not** accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

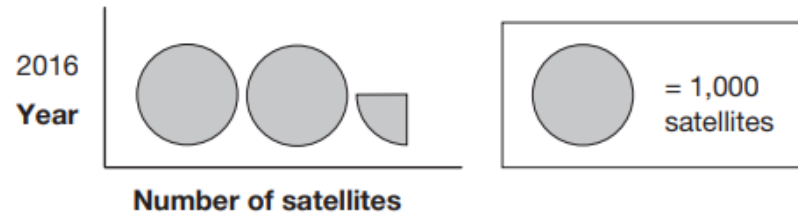
- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

# Maths Papers 3 (Reasoning)

## Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

2,250

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark



# Maths Papers 3 (Reasoning)

Example question:

19

Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.



Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?

Show  
your  
method

beads

3 marks

Qu.	Requirement	Mark	Additional guidance
19	<p>Award <b>THREE</b> marks for the correct answer of 7,174</p> <p>If the answer is incorrect, award <b>TWO</b> marks for:</p> <ul style="list-style-type: none"> <li>evidence of an appropriate complete method which contains no more than one arithmetic error, e.g.</li> </ul> $\begin{array}{r} 53 \\ \times 68 \\ \hline 3504 \text{ (error)} \end{array} \quad \begin{array}{r} 105 \\ \times 34 \\ \hline 3570 \end{array}$ $3,504 + 3,570 = 7,074$ <p>Award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"> <li>evidence of an appropriate method with more than one arithmetic error.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>sight of 3,604 as evidence of long multiplication step (<math>68 \times 53</math>) completed correctly.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>sight of 3,570 as evidence of long multiplication step (<math>105 \times 34</math>) completed correctly.</li> </ul>	Up to 3m	<p>Answer need not be obtained for the award of <b>ONE</b> mark.</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 arithmetic error.</p>

# Writing: Assessed by the class teacher

## Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<sup>1</sup> At this standard, there is no specific requirement for a pupil's handwriting to be joined.



# Writing: Assessed by the class teacher

## 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<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

<sup>1</sup> These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

<sup>2</sup> The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

# Writing: Assessed by the class teacher

## 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 writing<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

<sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

<sup>3</sup> Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.



# How we support and prepare your child for the SATs

- Focused lessons on key objectives and revise key areas of learning.
- Practise arithmetic tests
- SATs papers
- Small group work with AC, CC or PM
- Maths Boosters
- Reading Boosters
- Whole class and guided reading 90 minute session weekly
- Booster sessions after school (Tuesday – Reading and Thursday – Maths)
- Supported editing time in writing
- Purple pen (response to teacher marking time)
- Targeted group revision sessions in the Summer Term

# How you can support your child in reading

- First and foremost, focus on developing an enjoyment and love of reading!
- Enjoy stories together – reading stories to your child at ks1 and ks2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time.
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.



# How you can support your child in maths!

- Encourage children to login and play on Timestables Rockstars. This will improve crucial recall of times tables.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.



# How you can support your child in writing!

- Ensure your child is completing their weekly spelling homework.
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

## Advice for Year 6 children

- Listen to your teachers and key adults in school 😊
- 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!





Thank you for listening!



If you or your child have any questions, please let us know via our class emails:

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[6dm@woodlands.cheshire.sch.uk](mailto:6dm@woodlands.cheshire.sch.uk)

[6bs@woodlands.cheshire.sch.uk](mailto:6bs@woodlands.cheshire.sch.uk)

or they can come and ask us in school anytime!