

Year 6 SATs Information 10th - 13th May 2027

What are SATs?

- **Standard Assessment Tests (SATs) are sat at the end of KS2**
- **It is a statutory requirement for pupils in Year 6 to sit SATs**
 - **These assessments are set by the Standards and Testing Agency**
- **SATs help to gauge the attainment and progress of pupils against the National Curriculum**

What does this mean for Year 6?

- * We continue with a full, balanced curriculum throughout Year 6. There is an emphasis on reading, writing and maths however unlike some other settings, we don't remove foundation subjects and replace them with lots of additional maths and English.
- * Nearer to SATs, there may be additional maths sessions to ensure that we cover all of the necessary content.
- * Pupils may also be included in additional interventions or booster groups.

Curriculum Content

- * Focused reading sessions honing in on key skills (we start to look at different question types and how to answer these in detail)
- * Writing - clear progression within units focusing in on grammar and punctuation skills as well as writing for a purpose
- * Maths - lots of new Year 6 content! On top of this, SATs refer back to learning from throughout KS2 so recap is crucial

SATs week:
Monday 10th - Thursday 13th May 2027

Monday: SpaG papers - Punctuation & Grammar (45 mins) + Spellings

Tuesday: Reading paper (1 hour)

Wednesday: Maths papers - Arithmetic 1 (30 mins) and Reasoning 2 (40 mins)

Thursday: Maths paper - Reasoning 3 (40 mins)

What does the week look like?

- **Breakfast available in the Year 6 area as children arrive at school**
- **Papers to be completed in the morning**
- **Finished by lunch time each day**
- **Afternoons more relaxed, usually art/DT**
- **Have 2 sittings for each paper**
- **Normal school hours**



SpaG



Grammar Paper - this assesses pupils' understanding of: punctuation, word class, sentence types, sentence structures and tenses to name a few.

45 mins to complete this paper

Spelling Paper - usually takes around 20 mins and consists of 20 words to spell. A sentence is given with a missing word which the children then write in once they have heard the word.

Examples:

4

Which sentence uses a **comma** correctly?

Tick **one**.

Sadly, the match had to be cancelled. ☐

However, talented she will still need to work hard. ☐

Therefore the answer, is obvious. ☐

Before next weekend all our packing, must be finished. ☐

1 mark

20

What is the grammatical term for the underlined words in the sentence below?

We discovered the dusty, narrow pathway behind the house.

Tick **one**.

a noun phrase ☐

a relative clause ☐

a main clause ☐

an adverbial ☐

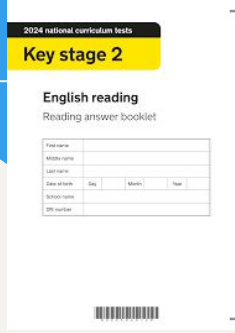
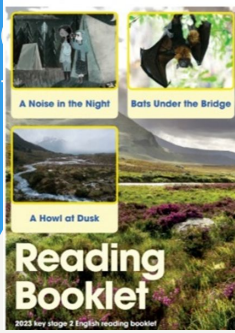
1 mark

33

Add a **prefix** to the word charge in the sentence below to show that the waiter did not charge too much.

The waiter was careful not to _____ charge the customer.

1 mark



Reading

- * The reading paper assesses children's understanding of a text
- * Retrieval, vocabulary based questions, inference and deduction all feature highly in questions
- * There are 3 reading texts to read through, and questions to answer on all
 - * 1 hour to complete the test
- * Children can refer back to the text throughout - it is not about how much they remember

Examples:

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

This suggests...

Tick **one**.

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

tenrecs are the most famous animals on the island. ☐

there are lots of unusual animals on the island. ☐

streaked tenrecs live all over the world. ☐

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

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

1 mark

- 21** Look at page 7.

Give **two** pieces of evidence that tightrope walking is difficult.

1. _____

2. _____

2 marks

26

Look at the whole text.

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

1. _____

2. _____

3. _____

3 marks

36

Look at page 11.

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

	True	False
Exporting skins was not allowed.		
The leopard could be heard from outside the cave.		
The hunters used their weapons carefully.		
The pine martens were scared of Ruskin.		

2 marks

Maths

- * Split into 3 papers
 - * 1 arithmetic, 2 reasoning papers
- * Arithmetic looks at methods for 4 operations as well as fractions, decimals, percentages, the order of operations
- * Reasoning - more problem solving and applying understanding
 - * 30 minutes for arithmetic
 - * 40 minutes for the two reasoning papers

$$9 \times 752 =$$

☐

1 mark

$$640 \div 8 =$$

☐

1 mark

$$\boxed{} = 357 - 89$$

17

Chen buys these four items.



670 grams
£1.50



400 grams
£0.70



500 grams



750 grams
£1.45

Chen pays for the four items with a £10 note. The price of the butter is not shown.

She receives £3.85 change.

What is the price of the **butter**?

Show
your
method

£

2 marks

Results

The Test

- A raw score (number of correct answers)

Scaled score

- Once all children's results are in nationally, their raw score is converted into a scaled score.

A scaled score of 100 means a child is working at the expected standard for the end of Key Stage 2.

A scaled score of 110 or more means that a child is working above the expected standard.

Is this all that is used to assess children at the end of KS2?

SATs results are part of the assessment process at the end of Year 6. It is a good measure of how well the children have understood and applied learning.

However, we know that some children can have off days during SATs week. So, alongside the SATs scores we also teacher assess pupils. This will be seen in the children's end of year reports alongside their SATs results.

Mock SATs

Done 3 times during the year

- Baseline near the beginning of the year
 - November
 - March

Intervention/Booster groups

- As the year progresses, we will look to introduce interventions. Short bursts to revisit concepts with an adult outside of a whole class situation. These will be created and delivered based on our assessment of children's understanding and application.
- Booster groups. Historically, we have focused on maths. We aim for these to start later on in the year.
- Use of SATs Buster guides from CGP. We purchase these as a school for use within school and these are very helpful as we approach the SATs week.

How can you help at home?

- Continue reading 3x per week (more if possible) and question children about what they have read. More reading will help with fluency and comprehension.
- Encourage children to use TTRockstars (daily if possible!) Just a few minutes can really help - especially if they find their tables tricky. Quick recall is essential.
 - Covering methods for the 4 operations.
 - Using maths in daily activities (at the shops, cooking etc).
 - Revision guides - CGP books.
- Encourage children to complete White Rose Infinity questions that will be set as optional homework.
 - A good night's sleep - to help concentration and working memory

Vocabulary

Find and explain the meaning of words in context.



Infer

Make and justify inferences using evidence from the text.



Predict

Predict what will happen based from the details given or implied.



Explain

Explain how content is related and contributed to the meaning as a whole.
Explain how meaning is enhanced through choice of language.
Explain the themes and patterns that develop across the text.
Explain how information contributes to the overall experience.



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.



Summarise

Summarise the main ideas from more than one paragraph.



Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did....?
- How often....?
- Who had....? Who is....? Who did....?
- What happened to....?
- What does..... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Example questions

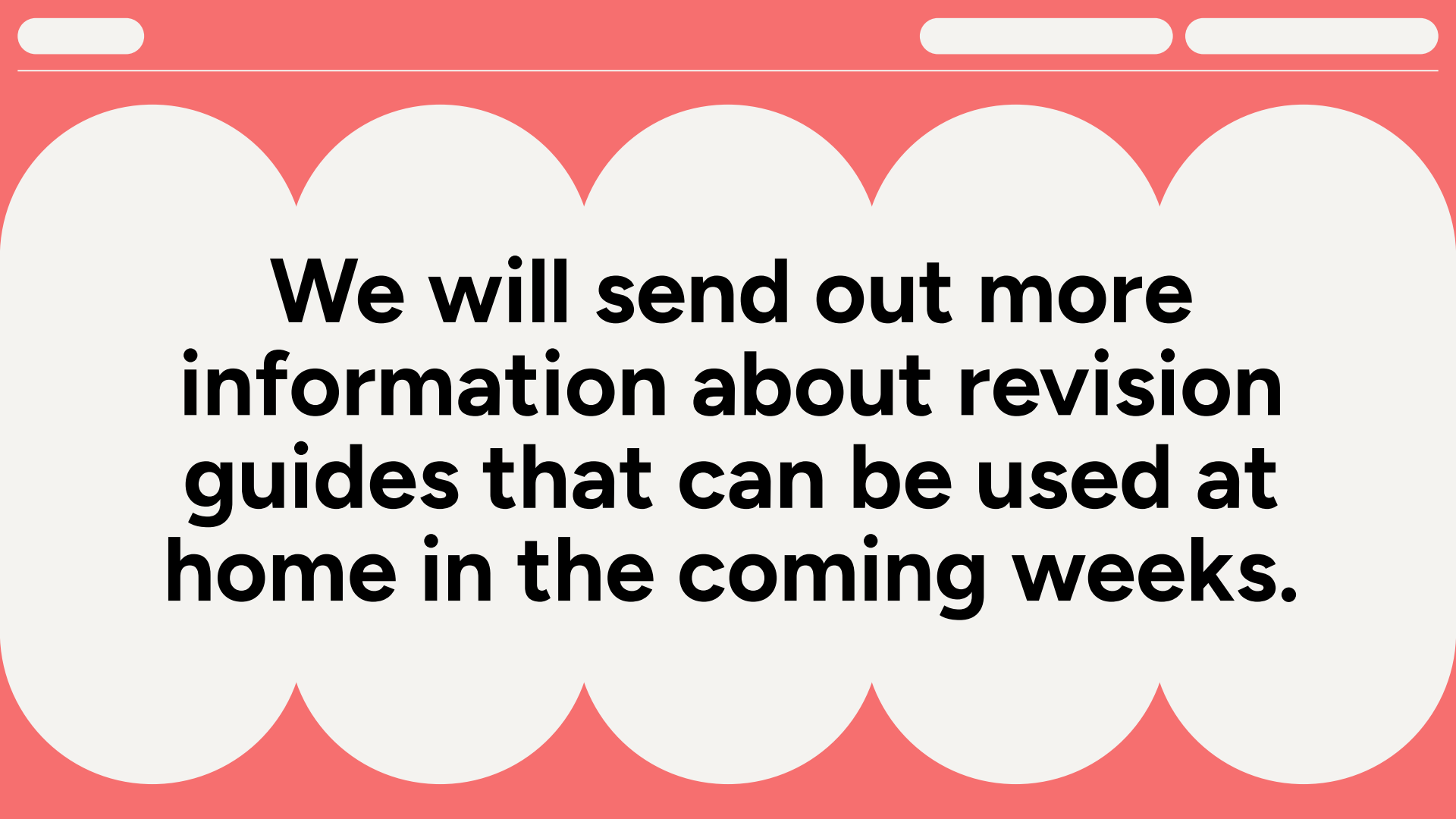
- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

		2	9
	×	6	5
	1	4	5
← This is 29×5			
1	7	4	0
← This is 29×60			
1	8	8	5
← This is 29×65			

Long Division

$$\begin{array}{r} 174 \\ 33 \overline{) 5742} \\ \underline{- 33} \\ 244 \\ \underline{- 231} \\ 132 \\ \underline{- 132} \\ 0 \end{array}$$

33
66
99
132
165
198
231
264
297
330



**We will send out more
information about revision
guides that can be used at
home in the coming weeks.**

Attendance

As there is still a lot of content to be taught, and a lot of areas for us to revise, it is essential that children are in school as often as possible.



**Thank you for your
attendance**