

# Year 6 Parents' Meeting

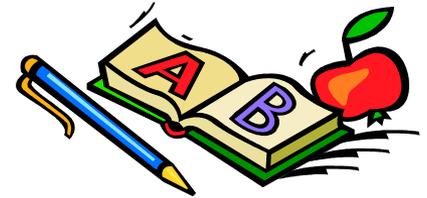
# What Are we Learning Tonight?

- \* Introduce the teacher assessment framework.
- \* What the SATs are, and how they will work.
- \* How you can help your child with their learning at home.

# How are the children assessed?

## A) Teacher assessment

Teachers to make judgements against the statutory frameworks in writing and science.



## B) SATs Tests

(w/b 11<sup>th</sup> May 2026)

# Statutory Frameworks

- \* The statutory framework is used to make a teacher assessment judgement at the end of the key stage following the completion of the key stage 2 curriculum.
- \* The framework does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment.
- \* Pupils achieving the standard within this framework will be able to demonstrate a broader range of skills than those being assessed.

# Statutory Frameworks

- \* Teachers must base their teacher assessment judgement on a broad range of evidence from across the curriculum for each pupil.
- \* To demonstrate that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of all the statements within the standard.

# Statutory Frameworks

## Descriptors for:

- \* **Writing** - working towards the expected standard (WTS)
- \* - working at the expected standard (EXS)
- \* - working at greater depth within the standard (GDS)
- \* **Science** - working at the expected standard (EXS)
- \* **Children working at Pre-Key Stage (PKS)**

# What does SATs stand for?

- \* Statutory Assessment Tasks and Tests (also includes Teacher Assessment)
- \* Take place at the end of Key Stage 2 (at age 11)
- \* No longer take place at Key Stage 1

# SATs Week

Week beginning 12<sup>th</sup> May 2025

Day	1 <sup>st</sup> Lesson	2 <sup>nd</sup> Lesson
Monday	PaG test	Spelling test
Tuesday	Reading test	
Wednesday	Maths Paper 1 - Arithmetic	Maths Paper 2 - Reasoning
Thursday	Maths Paper 3 - Reasoning	
Friday	<i>No tests</i>	

# How will the tests be marked?

The old system of national curriculum levels is now no longer used, after the Department of Education abolished it in Summer 2015.

Instead, children will be given standardised scores. You will be given your child's score, alongside the average for their school, the local area and nationally.

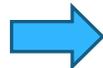
A standardised score of 100 represents a pass. This is not a pass mark score.

A standardised score of 110 represents a pass at the greater depth standard.

# How will the tests be marked?

## English reading

Raw score	Scaled score
0-2	No scaled score
3	82
4	83
5	84
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97



Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120



# Our Aims in English...

- \* Improve spelling.
- \* Improving children's understanding and use of punctuation and grammar.
- \* Improve children's written responses in reading.
- \* Children to take ownership of their own writing targets and apply them in their own writing (reflecting the writing assessment framework) .
- \* Improve the quality of writing in cross curricular subjects.

# What are we doing in the classroom?

- \* Children have a phoneme/spelling rule of the week and learn the spellings associated with it.
- \* Children have dedicated time to learn punctuation and grammar skills, and apply these skills in their writing.
- \* Children are given the opportunity to write in a range of contexts and apply their writing targets to their work.
- \* Daily marking and feedback time - to edit and improve their written work.

# English Assessments

- \* PAG - 45 mins
- \* Spellings - Approx 15 mins
- \* Reading - 1 hour
- \* Writing - Internally assessed throughout the year against the assessment framework.

# English grammar, punctuation and spelling

- \* The statutory test of English grammar, punctuation and spelling was introduced for children at the end of Key Stage 2 from May 2013.
- \* Papers 1 and 2

The test will assess children's abilities in the following technical aspects of English:

- grammar;
- punctuation;
- spelling;
- vocabulary.

## Grammar, Punctuation and Spelling (Paper 1)

Grammar, Punctuation and Spelling (Paper 1) is the longer paper lasting 45 minutes, which takes place on **Monday 11<sup>th</sup> May 2026**

The children will be prepared by their class teacher so they are equipped with a good knowledge of the technical vocabulary needed to identify and describe various aspects of grammar and punctuation marks.

Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:

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

Grammar, Punctuation and Spelling (Paper 1) requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but **does not require longer formal answers**.

## Grammar, Punctuation and Spelling (Paper 1)

### 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

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

## Grammar, Punctuation and Spelling (Paper 1)

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**.

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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.

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# Spelling

\* 20 sentences. (Key Stage 2 spelling rules and exceptions)

Example sentences:

Monica walks her dog in the park every **afternoon**.

The **lorries** transported the computers to the shop.

We make **frequent** visits to the library.

## Grammar, Punctuation and Spelling (Paper 2)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting 15 minutes, which takes place on **Monday 11<sup>th</sup> May 2026**

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**.

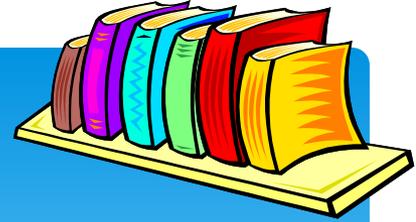
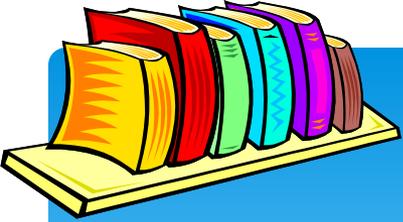
The word is **drawer**.

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

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

The word is **possession**.

# Reading Paper



- 1 hour
- The booklet- no theme.
- Three different texts (often 2 fiction, 1 non-fiction)
- Booklet becomes progressively harder
- The questions



## Reading

The Year 6 Reading SATs paper will be sat on **Tuesday 12<sup>th</sup> May 2026**

The assessment has been designed to measure whether children's comprehension of age-appropriate reading material meets the national standard. It a standard timing of **60 minutes**, including reading the texts and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.

The Reading paper focuses on the following areas known as Content Domains:

*2a) give/explain the meaning of words in context;*

*2b) retrieve and record information/identify key details from fiction and non-fiction;*

*2c) summarise main ideas from more than one paragraph;*

*2d) make inferences from the text/explain and justify inferences with evidence from the text;*

*2e) predict what might happen from details stated and implied;*

*2f) identify/explain how information/content is related and contributes to meaning as a whole;*

*2g) identify/explain how meaning is enhanced through choice of words and phrases;*

*2h) make comparisons within the text.*

The Year 6 Reading SATs paper requires a range of answering styles, including responding to **multiple choice questions, one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.

## Reading

Example question, based on Text 1 – *Space Tourism*:

### **How would you get to your space hotel?**

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

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1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction

## Reading

Example question, based on Text 1 – *Space Tourism*:

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2

How would you get from the spacecraft to the space hotel?

**Award 1 mark** for answers that refer to floating down the tube (holding the cable).

\_\_\_\_\_

1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction

## Reading

Example question, based on  
Text 2 – *Giants*:

17 *Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



1 mark

How would you like it –  
Supposing that you were a snail,  
And your eyes grew out on threads,  
Gentle, and small, and frail –  
If an enormous creature,  
Reaching almost up to the distant skies,  
Leaned down, and with his great finger touched  
Your eyes  
Just for the fun

2b) retrieve and record information/identify key details from fiction and non-fiction

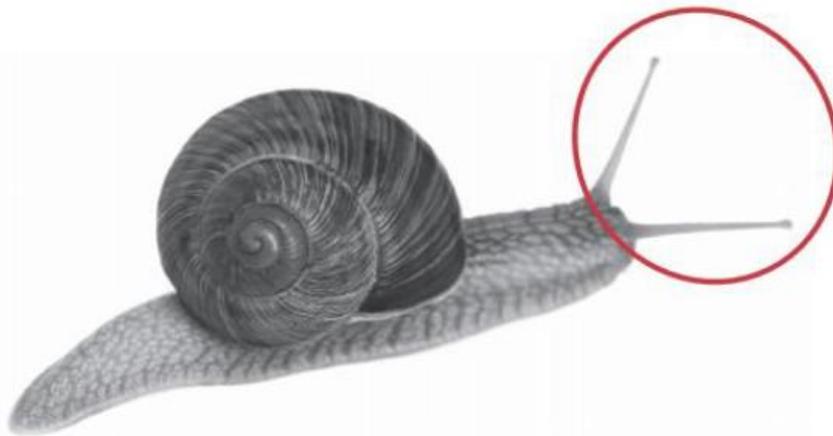
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2b) retrieve and record information/identify key details from fiction and non-fiction

## Reading

Example question, based on Text 3 – *The Lost World*:

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

**36**

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

\_\_\_\_\_ **2 marks**

2e) *predict what might happen from details stated and implied*

## Reading

Example question, based on Text 3 – *The Lost World*:

Examples of **2** mark responses:

- *A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.*
- *I think they will journey on to try to locate some more creatures, for in the text it says 'what other creatures might there not be ready to pounce upon us from their lair among the rocks and brushwood'*

**36**

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

2e) *predict what might happen from details stated and implied*

# Our Aims in Maths...

- \* Improve children's mental and written arithmetic.
- \* Retention of key facts.
- \* Children to be confident in applying their mathematical understanding to solve puzzles and problems.
- \* Children to be given opportunities to fill their learning gaps through dedicated Maths target work time.

# What are we doing in the classroom?

- \* Daily short-burst arithmetic and review tasks.
- \* Additional arithmetic session x2 per week.
- \* Children address misconceptions from lessons through dedicated marking and feedback time.
- \* Children are challenged in every session and given opportunities to reason and apply.
- \* Flexible class grouping that allows teachers to meet the specific individual needs of the children.

# Maths

- \* Paper 1
  - Arithmetic test
- \* Paper 2
  - Reasoning
- \* Paper 3
  - Reasoning

# Paper 1 -Arithmetic test

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including:

- Long multiplication and division.
- Addition/subtraction/multiplication of fractions.
- Column addition and subtraction.
- Missing number sentences
- Algebra

## Maths Paper 1 (Arithmetic)

Maths Paper 1 (Arithmetic) will take place on **Wednesday 13<sup>th</sup> May 2026**

It has a standard timing of **30 minutes** and is worth a total of **40 marks**.

It covers the **four operations** (**division**, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

Example question:

<b>25</b>	1 3 3 0 1 6	
Show your method		<input type="text"/>
		2 marks





# Maths Paper 2 - 3

- \* Maths Paper 2 - Reasoning.
- \* Maths Paper 3 - Reasoning.

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.



## Maths Papers 2 & 3 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13<sup>th</sup> May 2026**

Maths Paper 3 (Reasoning) is scheduled for **Thursday 14<sup>th</sup> May 2026**

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Paper 2 requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

Questions focus on the following Mathematical topic areas:

- Number and place value— including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry – properties of shapes;
- Geometry – position and direction;
- Statistics;
- Measurement – including length, perimeter, mass (weight), volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

The questions get harder throughout the paper.

It is not unusual for a child to be unable to complete the entire paper in time.

Example questions:

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

Example questions:

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

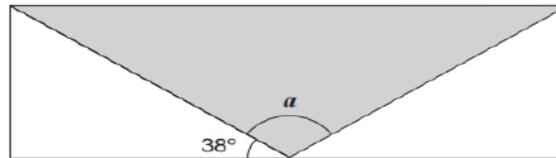
115

1 mark

## Example questions:

15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not  
to  
scale

Calculate the size of angle  $a$ .

Show  
your  
method

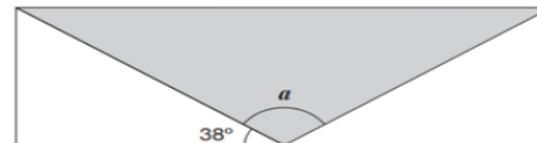
$a$ is <input type="text"/>
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2 marks

## Example questions:

15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not  
to  
scale

Calculate the size of angle  $a$ .

Show  
your  
method

$38 \times 2 = 76$
$180 - 76 = 104$
$a$ is <input type="text" value="104"/>

2 marks



# Access Arrangements

- \* A small number of pupils may need additional arrangements so they can take part in the key stage 2 tests.
- \* Access arrangements should be based primarily on normal classroom practice for pupils with particular needs.
- \* They must never provide an unfair advantage; the support given must not change the test questions and the answers must be the pupil's own.

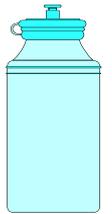
# Access Arrangements

Examples of possible access arrangements:

- \* Additional time
- \* Rest breaks
- \* Prompters (1 to 1)
- \* Readers (1 to 1)
- \* Scribes (1 to 1)
- \* Transcripts

# The Actual Week

- \* An early night
- \* Let us know early if your child is unwell
- \* Breakfast before coming to school or attend Breakfast club for the week.
- \* Arrive on time
- \* Encouragement



# What can you do to help?

- \* Ensure that your child reads on a regular basis at home.
- \* Help your child (if needed) with their weekly homework.
- \* Revision guides are a useful tool that help with the retention of key facts.
- \* For any further guidance, please speak to a member of the year 6 team.

# Useful Websites...

\* Reading Plus:

[www.student.readingplus.com](http://www.student.readingplus.com)

\* TT Rockstars:

[www.ttrockstars.com](http://www.ttrockstars.com)

\* Doodle:

[www.doodle.com](http://www.doodle.com)

\* Spelling Shed:

[www.spellingshed.co.uk](http://www.spellingshed.co.uk)

Thankyou for your time.