



Year 6 SATs 2025

GPS

Grammar, Punctuation and Spelling: Monday 12th May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for **45 minutes**. This paper can be read to children if they request as it's not a reading paper.
- 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). This takes place in class and is a mixture of words from Year 3 to Year 6 and includes statutory spelling words and spelling rules.



Grammar, Punctuation and Spelling: Paper I (GPS)

The children will have been working hard with their class teacher 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.

The question types include:

- Circling
- Drawing lines to connect
- Multiple choice questions (including ticking tables)
- One-word answers
- Short answer questions

This test requires a range of answer types but does not require longer formal answers.



Grammar, Punctuation and Spelling: Paper I (GPS)

Example questions:

1

Which sentence must end with a **question mark**?

Tick **one**.

Do you know how long it took for the trees to grow

We have planted rose bushes around the trees

How beautiful the flowers will be

I will ask my teacher if I can show you

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 over charge the customer.

1 mark

47

Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The noise of the traffic disturbed us.

e.g. We were disturbed by the noise of the traffic.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling

1. Our dogs are _____ and full of energy.
2. The swans nested on an _____ in the lake.
3. We met a _____ writer.

2024 Spelling script

Spelling 1: The word is **young**.

Our dogs are **young** and full of energy.

The word is **young**.

Spelling 2: The word is **island**.

The swans nested on an **island** in the lake.

The word is **island**.

Spelling 3: The word is **famous**.

We met a **famous** writer.

The word is **famous**.



There are different strategies that you can use to learn your spellings but it's better in the long term to work out how the spelling system works in a systematic way.

Consonant - c

These words all have the **letter c** in them.
Let's try saying these words together.
Think about the **c** in each word. What sound is it making?



cup



circus



car



clap



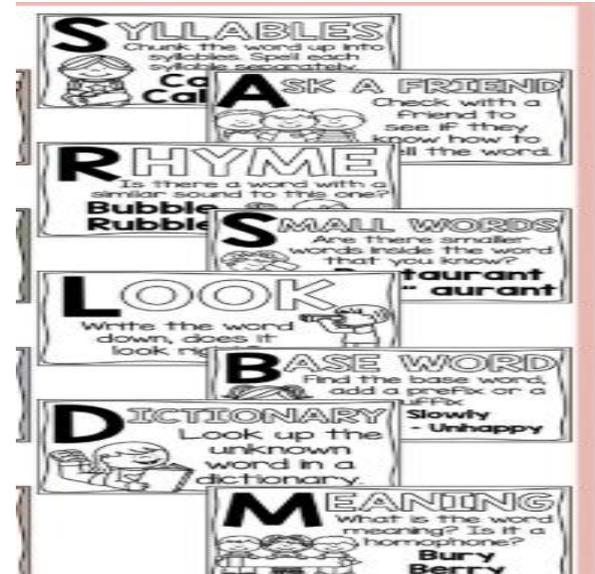
pencil



ice



space

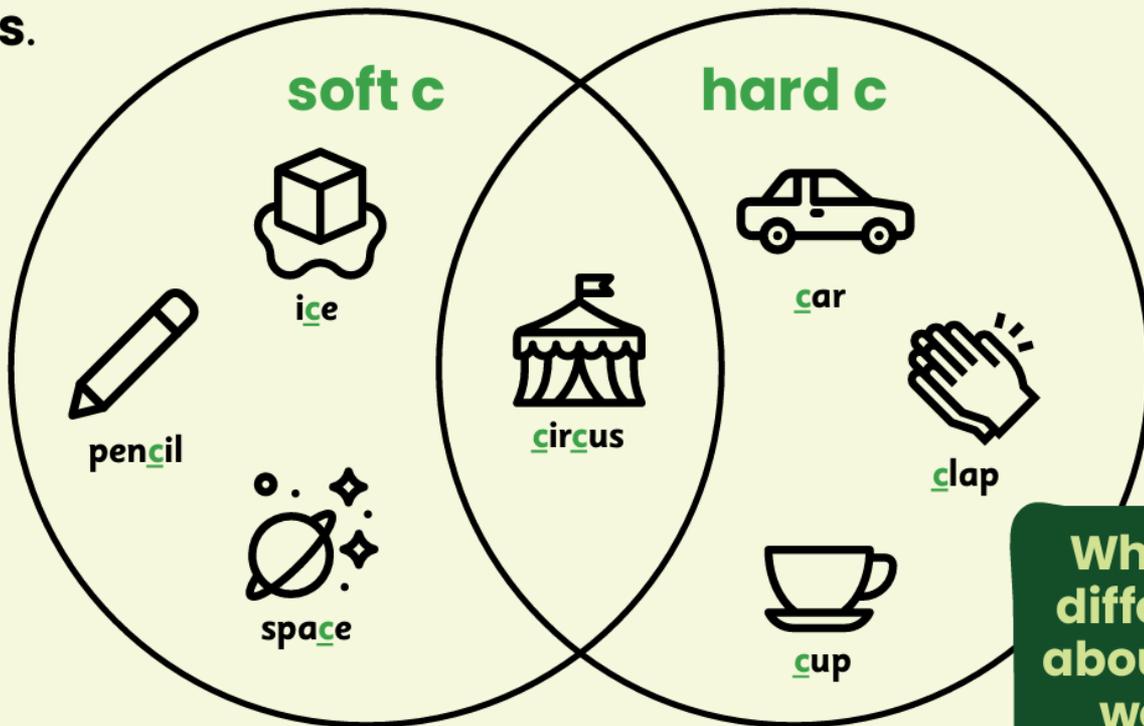


Consonant - c



Look at the **spellings**.

What do you notice about the **letter c** when it makes a **soft** sound?



Did you spot any **cvc** words?

What is different about the word **circus**?



The 'word within a word' and 'pyramid letters' strategies

Let's try with 'thorough'.

1. Look closely.
2. Identify a word inside.
3. Copy out the spelling, highlighting the word inside.
4. Look and visualise.
5. Write it again.

thorough

thorough

thorough



thorough

Trying
different
strategies
out is
really
helpful.

The 'word within a word' and 'pyramid letters' strategies

I will practise using the 'pyramid letters' strategy.

physical

1. Look carefully at the word.
 2. Copy the word out, starting with the first letter on the first line and building up one letter at a time on each new line.
- p*
ph
phy
phys
physi
physic
physica
physical

Trying different strategies out is really helpful.



Word 1 1) vehicle vehicle vehicle

Word 2 2) parliament parliament parliament

Word 3 3) rhythm rhythm rhythm

Word 4 4) temperature temperature temperature



Writing at the end of Key Stage 2

At the end of Key Stage 2, children's writing is assessed using the national Teacher Assessment Framework (TAF). This framework helps teachers judge whether pupils are working at the expected standard or greater depth. Judgements are based on a collection of independent writing across different genres, showing accurate spelling, punctuation, grammar, and the ability to write for a range of audiences and purposes. While teachers guide and support pupils during lessons, the final pieces must show what each child can achieve on their own. Parents can help by encouraging authentic writing at home—whether it's stories, letters, or simple notes—and by celebrating creativity as well as accuracy.



Viking Day

When I walked into the hall, I turned my head around and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~welcoming~~ welcoming, of ^{course} ~~course~~, but had a lot of weapons and ~~surrounds~~ surrounding him. The first words he said were G'DAR! I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, sur, runes and by the fact that it was Viking Day.

Firstly, he told us to turn around. We saw some tunics, ropes, head scarves and hats. We had to put these on, starting with a tunic. Then we sat down again, and he told us about the Vikings and that people had completely got them wrong. The man's name was Gary, and he was really sunny. Suddenly DONG!! The bell rang for playtime. During break everyone was looking at us, obviously, because we were wearing head scarves, tunics ^{and} ropes.

Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trucking through the misty, murky moors ^{while} celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags ~~appear~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King," the third ~~was~~ whispered creepily.

"But how can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis."

But the disgusting hags were no ~~there~~ ^{where} to be seen.