



Year 6

SATs and Residential

Perseverance, **R**espect, **I**ndependence, **D**iversity, **E**xcellence



Perseverance, **R**espect, **I**ndependence, **D**iversity, **E**xcellence

What are the SATs?



- SATs = Standardised Assessment Tests
- They are statutory (non-optional) tests, taken by all Year 6 children in the country
- Children are assessed in English, Maths and Science
- The SATs are used to measure children's progress since Reception
- Information from the SATs is used by Secondary Schools and the Government

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Test timetable for 2025



Monday 12th May	Tuesday 13th May	Wednesday 14th May	Thursday 15th May
English Grammar and Punctuation (45 minutes) Spelling Test (20 minutes)	English Reading (1 hour)	Maths Paper 1: Arithmetic (30 minutes) Maths Paper 2: Reasoning (40 minutes)	Maths Paper 3: Reasoning (40 minutes)

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English Assessments

- Grammar, Punctuation and Spelling
- Reading (comprehension)
- Writing: not formally tested, but based on teacher assessment of a range of writing evidence gathered throughout the year



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Grammar, Punctuation and Spelling

- Paper 1: short answer questions
- Paper 2: spelling



2016 national curriculum tests

Key stage 2

**English grammar,
punctuation and spelling**

Paper 1: questions

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DfE number				

2016 national curriculum tests

Key stage 2

**English grammar,
punctuation and spelling**

Paper 2: spelling

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DfE number				

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

Tick **one**.

What we ate for dinner was very unusual

Can you guess what we ate for dinner

Ask me what we ate for dinner

I will tell you what we ate for dinner

1 mark

a) What is the **name** of the punctuation marks on either side of the words which was a spaniel in the sentence below?

Jay's dog (which was a spaniel) loved to play with its squeaky bone.

1 mark

b) What is the name of a **different** punctuation mark that could be used correctly in the same places?

1 mark

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What is the **word class** of each underlined word?

Josef has beautiful writing. _____

Josef writes beautifully. _____

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Complete the passage with **adjectives** derived from the nouns in brackets. One has been done for you.

Tia hopes to become a famous [fame] sportswoman.

Her _____ [athlete] achievements already include winning

races in her home town. She hopes to win _____ [nation]

competitions one day.

1 mark

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Spelling task

1. We sat at the table to eat our _____
2. The ducklings walked in a line, _____ their mother.
3. Ali drew a _____ of his garden.
4. The _____ noise made me jump.
5. Pria turned on the _____ and watched her favourite cartoon.
6. Sarah went to the library to get some more _____
7. The joke made everyone _____
8. The plants _____ lots of butterflies.
9. The _____ showed us around the museum.
10. The team _____ when they won the match.
11. A leopard's spots look quite _____ from those on a cheetah.
12. The dog's _____ was in the garden.
13. There is a competition to _____ a new school playground.
14. Imran _____ the ball.
15. Nina made a lot of _____ at her new school.
16. It was _____ that Alisha was going to win the race.
17. The new toys are very _____
18. Jack wrote the _____ in his best handwriting.
19. When the _____ reaches 100 degrees, the water will boil.
20. The kitten got into its basket and _____ fell asleep.

END OF TASK

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Reading

- 3 texts in one hour
- Different text types (a range of fiction and non-fiction)
- The focus is on comprehension and understanding vocabulary
- 50 marks
- Children will be expected to:
 - retrieve information infer meaning from a paragraph or from the texts as a whole
 - Summarise, compare and give an opinion
 - Explain why the author uses particular words and phrases
 - Know the meaning of words or predict them

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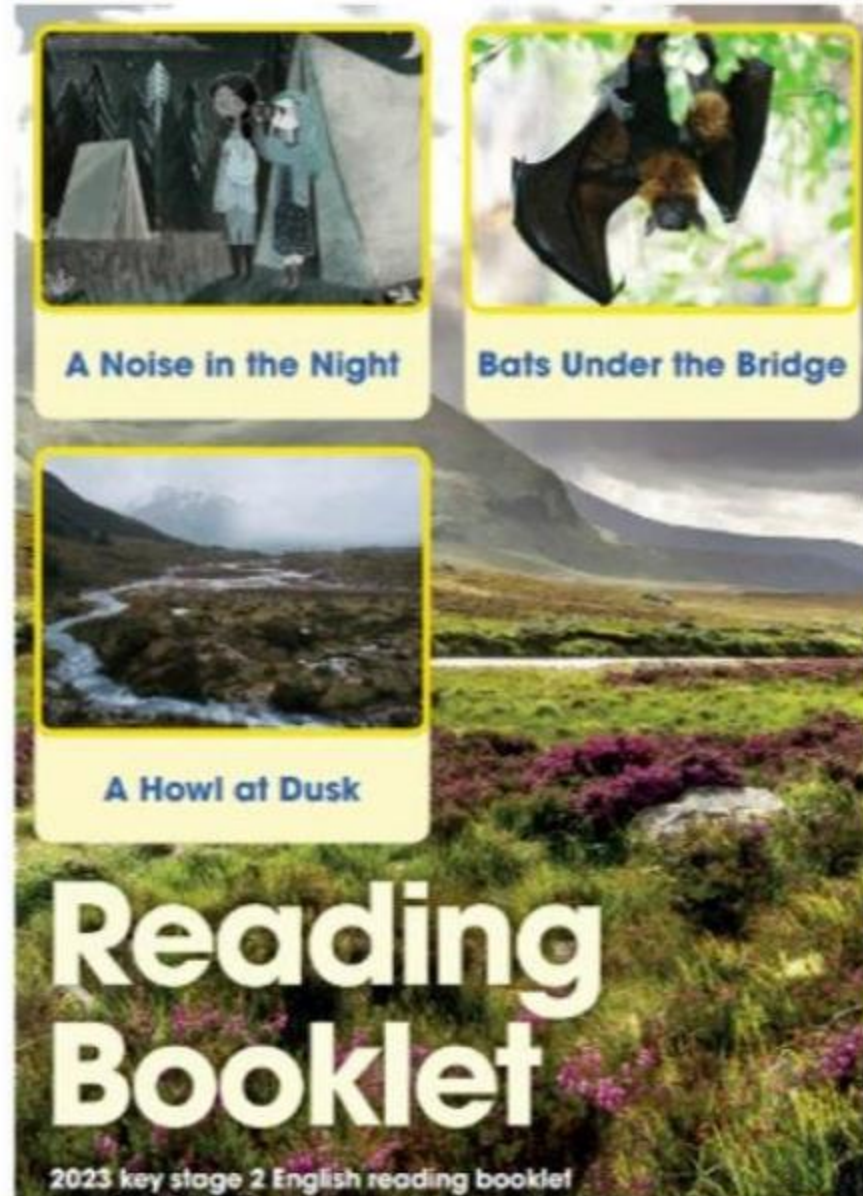
2022 national curriculum tests

Key stage 2

English reading

Reading answer booklet

First name					
Middle name					
Last name					
Date of birth	Day		Month		Year
School name					
DfE number					





We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen.

Pe Crouching down among the bushes, we observed them at our leisure.

nce



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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

6

Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

1 m

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Writing

- There is no test for writing
- Children are assessed by their teachers based on how they have performed over time
- There are teacher assessment criteria that teachers have to use



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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.¹

* 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.

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

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 writing³ 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.[^]

[There are no additional statements for spelling or handwriting]

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Maths



- Three tests
- Test 1: Arithmetic – 40 marks in 30 minutes
- Tests 2 & 3: Reasoning – 35 marks and 40 minutes for each paper

2016 national curriculum tests

Key stage 2

Mathematics
Paper 1: arithmetic

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DE number				

2016 national curriculum tests

Key stage 2

Mathematics
Paper 2: reasoning

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DE number				

2016 national curriculum tests

Key stage 2

Mathematics
Paper 3: reasoning

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DE number				

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$$801 - \boxed{} = 795$$

$$\frac{2}{7} \times \frac{5}{9} =$$

$$52\% \text{ of } 700 =$$

$$29.5 - 16.125 =$$

$$2\frac{5}{6} - \frac{3}{4} =$$

			5	2	2	7	
x					4	3	
<hr/>							

			4	7	6	1	1

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6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark



10

Write the two missing digits to make this long multiplication correct.

$$\begin{array}{r} 4 \square \\ \times \square 6 \\ \hline 2 4 6 \\ 8 2 0 \\ \hline 1 6 6 \end{array}$$

2 marks

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Science

- There is no test for science
- Children are assessed by their teachers based on how they have performed over time
- There are teacher assessment criteria that teachers have to use



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Working at the expected standard

Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- describe and evaluate their own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources
- ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources)
- use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate
- record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways
- raise further questions that could be investigated, based on their data and observations.

Science content The pupil can:

- name and describe the functions of the main parts of the digestive [year 4], musculoskeletal [year 3] and circulatory systems [year 6]; and describe and compare different reproductive processes and life cycles in animals [year 5]
- describe the effects of diet, exercise, drugs and lifestyle on how the body functions [year 5]
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction [year 5] and transporting water and nutrients [year 3]

Continued on the next page

- use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods [year 6]
- construct and interpret food chains [year 4]
- describe the requirements of plants for life and growth [year 3]; and explain how environmental changes may have an impact on living things [year 4]
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved [year 6]; and describe how fossils are formed [year 3] and provide evidence for evolution [year 6]
- group and identify materials [year 5], including rocks [year 3], in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties [year 5]
- describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle [year 4]
- identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components [year 5]
- identify, with reasons, whether changes in materials are reversible or not [year 5]
- use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects [year 6], and the formation [year 3], shape [year 6] and size of shadows [year 3]
- use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard [year 4]
- describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source [year 4]
- describe the effects of simple forces that involve contact (air and water resistance, friction) [year 5], that act at a distance (magnetic forces, including those between like and unlike magnetic poles) [year 3], and gravity [year 5]
- identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force [year 5]
- use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams [year 6]
- describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night [year 5].

Access arrangements



- Some children might have additional support in place to help them to access the tests
- This might include extra time, or a scribe
- There are strict rules for who can have extra support and the school has to let the government (STA) know about this
- Parents will be informed if their child has an access arrangement, or if the school decides that they should not sit the tests

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SATs results

- In Reading and Maths, the children will be given a 'scaled score' based on their mark. These go from 80-120.
- A scaled score of 100 or above means they have met the expected standard.
- A scaled score of 110 or above normally means they have achieved a greater depth score



English reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	82
5	83
6	85
7	86
8	87
9	88
10	89
11	90
12	91
13	92
14	93
15	94
16	95

English reading	
Raw score	Scaled score
17	96
18	97
19	98
20	99
21	100
22	100
23	101
24	102
25	103
26	104
27	104
28	105
29	106
30	107
31	108
32	109
33	109

English reading	
Raw score	Scaled score
34	110
35	111
36	112
37	113
38	114
39	115
40	116
41	117
42	118
43	119
44	120
45	120
46	120
47	120
48	120
49	120
50	120

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SATs results



- In writing, children receive a teacher assessment judgement:
 - WTS (working towards the expected standard)
 - EXS (expected standard)
 - GDS (working at greater depth within the expected standard)
- In science, children will either be:
 - EXS (expected standard)
 - HNM (has not met the expected standard)

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SATs results

- Results will be available in July 2025
- This is to allow time for the tests to be marked and checked
- Results will be included in pupils' school report
- Secondary schools also have access to the children's results



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What can you do at home?

- Make sure your child is reading every day!
- Ensure that children are on Maths Whizz every day for at least 10 minutes (60 mins per week) and that they learn their times tables
- Please make sure that children are in school, on time – every day!
- If you want to do additional practice, the CGP books are a good starting point

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Any questions?



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Year 7 Admissions

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The admissions process



- If you would like your child to continue at George Mitchell School in Year 7, then you do not need to take any action: your child will automatically be enrolled at GMS Secondary by Admissions. *However, to help us gather numbers, please fill in the attached slip to indicate that you would like your child to take up their place, and return the slip to the office or your child's teacher.*
- If you would like your child to go to a different secondary school, you must apply by 31st October 2024. If you apply after this date, you are less likely to get a place at your preferred school. Online applications and further information (including about open evenings) can be found at: <https://www.walthamforest.gov.uk/schools-education-and-learning/apply-school-place/apply-secondary-school>

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Secondary open evening



- Tuesday 8th October 2024 is the Open Evening for families with a child in Year 6 who are interested in their child transferring to George Mitchell Secondary next September. The event starts at 5pm. **Although familiar with the George Mitchell, we encourage all Year 6 parents/carers and their children to attend Open Evening.** The evening will give you the opportunity to talk with staff, talk with secondary phase pupils and tour the school. You will also hear from Miss Simmons about the secondary phase and Year 7. There are two timeslots that you can attend (5.30pm or 7.00pm).

Time	Event
5 – 5.20pm	Meet and greet parents
5.30pm	Talk by HT
5.50 – 7pm	Tours
7pm	Talk by HT
7.15 – 8pm	Tours

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Residential

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Y6 Residential

- Monday 2nd – Wednesday 4th June 2025
- 2 nights away
- Leave at lunch time on 2nd June
- Return for the end of the day on 4th June



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Why come?

- A great opportunity for team-building and trying new experiences
- A way to celebrate the end of their time in Primary school
- A chance to experience a different environment



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Next steps

- There are 45 places available on the trip
- Places will cost £100 per child (£50 per child if your child is eligible for Pupil Premium funding)
- There will be a payment plan available on Parent Mail, so you can make payments in instalments
- We will send out a consent letter on Evolve for you to sign up



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Any questions?



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At George Mitchell ...

“Everything we do, we do with
PRIDE”

