



# **Welcome to the Year 6 SATs information evening**

**2025 - 2026**

## **This evening will explain:**


- **How your child will be assessed.**
- **How we at The Rackham approach Key Stage 2 SATs.**
- **How you can best help your child.**

# What are SATs?

- **Government requirement to assess where each child is in relation to the National Standard.**
- **Results are issued in July.**
- **Results are sent home with the Year 6 annual school report.**

# How are results reported?

- Each child's raw score will be converted into a scaled score.
- This relates the raw score to the National Standard.
- There are three possible scaled scores:



110	Greater Depth Standard (GDS)
100	Expected Standard (EXS)
<100	Working Towards the expected standard (WTS)

# Children are tested for the following:

- **Maths**
- **Reading**
- **Spelling, Punctuation and Grammar**

# The Timetable

<b>Key Stage 2 SATs week</b>	
<b>Monday 11<sup>th</sup> May</b>	<b>Spelling, Punctuation and Grammar Paper 1 (45mins)</b>  <b>Spelling Paper 2 (approx. 20 mins)</b>
<b>Tuesday 12<sup>th</sup> May</b>	<b>English Reading (1 hour)</b>
<b>Wednesday 13<sup>th</sup> May</b>	<b>Maths Paper 1 (Arithmetic = 30 mins)</b>  <b>Maths Paper 2 (Reasoning = 40 mins)</b>
<b>Thursday 14<sup>th</sup> May</b>	<b>Maths Paper 3 (Reasoning = 40 mins)</b>

# Spelling, Punctuation and Grammar

- Paper 1
- Grammar, spelling patterns, sentence structure and use of punctuation.
- Lots of common sense!
- Lots of multiple choice

The **prefix mis-** can be added to the word read to make the word misread.

What does the word **misread** mean?

Tick **one**.

- to read quickly
- to read incorrectly
- to read again
- to read before

Insert a **semi-colon** in the correct place in the sentence below.

Come and see me tomorrow I will not have time to see you today.

Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk \_\_\_\_\_ it was a lovely day.

# Spelling – Paper 2

- Test is read by a teacher.
- Children fill in the gap with the spelling read out to them.

1. Sam is \_\_\_\_\_ to play football at playtime.
2. Use a ruler to draw a \_\_\_\_\_ line.
3. Being dizzy is a strange \_\_\_\_\_.

# Reading

- Children have 1 hour.
- They must read the booklet and answer the questions in this time.
- The booklet contains 3 or 4 different texts, sometimes loosely based around a theme.
- There will be multiple choice, short answers and extended 3 mark questions.

... cutting off a **vital** food supply.

What does the word *vital* mean in this sentence?

Tick one.

essential

available

useful

healthy

Look at page 4.

*Pandas can grow up to 1.5 metres and weigh up to 150 kilograms.*

What else in the text tells us that giant pandas could be dangerous animals?

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.





# Writing

- **No SATs test.**
- **Assessed throughout the year by class teacher.**
- **Assessments entered by the end of June.**
- **A selection of schools are moderated.**
  
- **Children are assessed to be:**
  - **Working towards the expected standard**
  - **Working at the expected standard**
  - **Working at Greater Depth.**

# Writing

## 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 1). Teachers should r

## 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]

## 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>^</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>

# How do we approach SATs at The Rackham?



# How do we prepare for SATs at The Rackham?

- **Hall practice;**
- **Timed practice;**
- **SATs style questions as parts of lessons;**
- **Homework;**
- **Lesson expectations match the expectations of tests;**
- **All lessons are planned carefully to ensure all elements covered.**

# Helping your child

- **Support and reassure your child that there is nothing to worry about and that they should always just try their best.**
- **Praise and encourage them.**
- **Ensure your child has the best possible attendance at school.**
- **Support your child with any homework tasks.**
- **During the week of SATs, ensure they have plenty of sleep, a good breakfast and have time to relax.**

# Useful resources

- **BBC Bitesize for KS2**
- **CGP 10 minute test books**
- **Old papers – please ask if you would like some of these**



**Please feel free to ask questions!**