



Tadley Primary School
learning for life

Year 6 SATs 2025 Presentation for Parents, Carers & Guardians

Year 6 Information Evening

Aims of the evening:

- To provide information and guidance about SATS.
- To provide information about English and Maths SATS and how to help your child in both subjects.
- To provide information and guidance about how you can support your child.

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2 in government maintained schools
- The SATs take place over four days, starting on Monday 11th May and ending on Thursday 14th May.
- The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) - Monday 11th May
 - Spelling, punctuation and grammar (paper 2: Spelling test) - Monday 11th May
 - Reading - Tuesday 12th May
 - Maths (paper 1: Arithmetic) - Wednesday 13th May
 - Maths (paper 2: Reasoning) - Wednesday 13th May
 - Maths (paper 3: Reasoning) - Thursday 14th May
- Writing is assessed using evidence collected throughout Year 6 by the teacher. There is no Year 6 SATs writing test. Teacher assessments can help to judge children's performance in a subject over a longer period of time. The results of a teacher assessment are equally important, as a teacher may feel your child is doing better in a subject as a whole than in the parts of it covered by a test.

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

What do they tell us?

- ● A child's attainment at that moment in time
- ● Ability of pupils- low, middle, high
- ● The progress they have made from year 2 to year 6
- ● The expected performance at the end of KS4
- ● Overall performance of a school
- ● Enables comparisons between schools
- ● Enables comparison to National average
- ● Identifies performance of particular pupil groups

Arrangements:

- Children are invited in earlier to join me for breakfast
- ● Pupils sit the tests in the morning during the first two lessons (8.50-10.50)
- ● Pupils will be in the classrooms, working at individual exam desks which gives pupils more space
- ● Some pupils might be working in smaller spaces with an adult if entitled to a scribe
- ● Tests finish by break/lunch time and pupils return to regular timetable

Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- An adult to read for them;
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

Results:

- Results will be released early July with school reports.
- Parents will receive a certificate with a covering letter. This will include teacher assessments and test scores.
- Test scores will be in the form of a raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the national average. The score needed to reach the national average will be 100.

Example certificate

English Reading		
Reading Test		35
Reading Scaled Score		107
Reading Outcome		AS
Mathematics		
Mathematics Arithmetic Test		35
Mathematics Reasoning Test 1		25
Mathematics Reasoning Test 2		29
Mathematics Total Test		89
Mathematics Scaled Score		108
Mathematics Outcome		AS

AS is awarded if a pupil has achieved the standard.

NS is awarded if a pupil has not achieved the standard.

How will we support and prepare the children?

- Year 6 are the first year group to have progress reports
- Mock and practice papers are part of the assessment process and some are in the exam space they will use
- Online support material
- Intervention sessions at targeted pupils
- Identification of pupils needing additional support- require additional time/need a scribe
- Reduce homework in other subject areas
- SATS assemblies- giving guidance
- Free breakfast available for all pupils
- Attitude of 'just do your best'
- Pastoral support sessions
- Nurturing environment

Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)! Show interest and support but avoid applying pressure about the results.

Ensure children do not feel stressed or anxious and know they can speak to you if overwhelmed. Please get in touch if you do notice anything.

Encourage some good routines including time for themselves to relax and look after their bodies and brains: a good night's sleep, eating and sleeping well. Don't let them overload their minds.

Mirror our attitude of 'try your best'

Keep communicating with us.

Booster sessions...

- These sessions will take place before school in the classroom
- They will run from 3:25pm - 4:10pm
- Monday = Maths
- Thursday = Reading
- These sessions will be invite only
- More information will follow closer to the time

FAQs

▶ What do I do if my child is ill?

Please inform absence in the normal way. Your child will still have to sit the tests on their return to school. Please encourage attendance and punctuality where possible. They will not be allowed to communicate with their peers either until they have completed the paper.

▶ What are the access arrangements for my child with SEN?

These will be communicated with you before the exam and your child will have had time to practice working in this way in their mock SATS with support staff. There are strict rules on who can have support and we need to follow that guidance that we are sent.

Writing...

A portfolio of texts written over the year.

A build up of evidence showcasing the best of their writing.

Planning, drafting and editing.

Thinking like a writer... how do I want my reader to feel/ engage etc?

Term	Text Driver	Text Type outcome
Aut 1	Cosmic Jabberwocky PGL	Non-negotiables recap Narrative Nonsense poem PGL information pages
Aut 2	The Giant's Necklace The Grinch	Setting descriptions personified narrative diary entries safety guide Information page
Spr 1	Cogheart Wallace and Gromit Archie's War	Information page diary entries Poem Narrative
Spr 2	Rose Blanche Goodnight Mr. Tom Letters from the Lighthouse	Narrative Diary Persuasive writing
Sum 1	Holes	non chronological reports diaries, Letter missing chapters Blog - persuasive writing
Sum 2	Alma The Day the Crayons Quit	Character description Narrative Information page Persuasive speeches

Writing...

- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

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

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]

<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>

Key stage 2

Teacher assessment exemplification: end of key stage 2

English writing

Working at
the expected standard: Leigh

Key stage 2

Teacher assessment exemplification: end of key stage 2

English writing

Working at greater depth within
the expected standard: Frankie

Key stage 2

Teacher assessment exemplification: end of key stage 2

English writing

Working at
the expected standard: Morgan

Pupil A – Piece A: a narrative

Context: Pupils studied how published authors use language choices and dialogue to support characterisation. They were presented with an imaginary scenario, in which a teacher attempts to persuade a head teacher to change their mind, and tasked to write description of this encounter with a focus on characterisation.

She reached out her hand and wrapped it around the door handle. Taking one last deep breath, the anxious teacher opened the door.

"Hi. Erm excuse me. Erm sorry to interrupt but could I..." she said, still holding onto the door handle. In front of her a lady in a sharp suit sat typing away furiously at her laptop. The lady didn't even look up. "Some of the children in my class have written you a letter if you have a minute to take a look?" the worried teacher asked.

"Can't you see I'm busy?" the woman at the desk snapped, still typing away.

"Yes I'm so sorry," replied the teacher who now had sweaty palms. "It's just that they are truly disappointed about the trip if you might be able to reconsider your decision," she continued, feeling like a nuisance.

"My decision is FINAL!!!!" shouted the seated woman, still not taking her eyes away from her laptop. The teacher at the door was now shaking but some bravery inside her swelled up and she decided to ask one last time for the children in her class who she utterly adored.

"They have tried really hard to change your mind. We have been working on persuasive techniques and they have tried to use them in their letters," she bravely uttered. "They are really hoping to visit Eden Camp when we had originally planned!" she stated.

This time, the head teacher stopped typing. Slowly, she looked over her shoulder and then fully turned her chair around. Her brow furrowed. She was not amused. "Get. Out. Of. My. Office... NOW!" she hissed. Miss, who's hands were now drenched in sweat, immediately turned, stepped out of the room and closed the door. Her plan had failed. How would she break the news to her beloved class?

Transcription:

Perfect place for everyone for a day out!

Review of Eden Camp Modern History Museum

Date of experience: March 2024

As a history enthusiast, a few days ago I had the absolute delight of a day from start to finish at the Eden Camp Modern History Museum!

I was so shocked by the experience and knowledge offered at this interesting attraction. Each hut offered a view of different periods of that wartime history. While being there, I thought that it felt like I had travelled back in time and experienced the history of WW1 and WW2. I was distinctly impressed by the interactive elements scattered throughout the camp. However, I really liked how there was a chapel where people could reflect and pray.

Furthermore, the layout of the camp was brilliant, with clear signs and paths guiding people through the exhibit and how all the paths and huts flowed well. I never felt lost or worried about not being able to find the huts where I wanted to be. There was always staff around wanting to help or answer my questions.

The ticket price was more than justified by the quality of the experience; it was the perfect amount and there was even a discount for families. I would never ask for my money back. I left feeling enriched, enlightened, and eager to return for another visit in the future.

There was so much space inviting anyone for a nice day out, and I would definitely tell more people to come if anyone else is stuck in the house with nothing to do and wants a nice family day out to have a good time and get some fresh air. Just one thing to consider, maybe you could improve accessibility because there are no ramps or hearing loops for people who wear hearing aids, have a hearing impairment, or are disabled and have to be in a wheelchair. But other than that, I have nothing bad to say about Eden Camp and everything else was great!

Overall, my experience at Eden Camp was remarkable! I would definitely come back again and would be able to give another positive review back to the Eden Camp Modern History Museum and encourage more people to have a great day like I did! Highly recommended!

Context: After completing a narrative writing piece from a clip from 'The Hunger Games' film and asked to rewrite it from their chosen character's point of view. Pupil A selected Katniss Everdeen. Due to its length, this piece has been transcribed.

Transcription

Hunger Games

Survive or die! I could be chosen today. After all it's reaping day. District 12, my district, the boring, dull, most isolated district out of them all. Today our fate will be decided by the Capitols whims. I probably will not be chosen, I will in my head, hopeful that I will be lucky again. But 2 people will be selected to participate in the deadly Hunger Games. And it could be me...

Blasting out with no care of the peace, a horn sounded. It will decide our destiny. Jumping out of my skin, I move to action. Scents of coal with the damp air clogs up my lungs more than the journey of dread; making me feel uneasy. "Katniss, keep calm and keep your head down." I kept repeating to myself in order to not be affected by the situation. Everyone is best dressed making their way towards their potential death, afraid to step out of line. Standing looking at the glass bowl whilst organized into lives of gender, I gaze at the potential future. "Will I be chosen today?" I speculated.

Emerging from the side of the stage, in her lavish dress, she looked completely different from the rest of us. She was an outsider and didn't belong here.

"Now, the time has come for us to choose one courageous man and woman for the honour of participating in the 74th annual Hunger Games," Effi explained whilst the microphone echoed across the desolate landscape. Everyone's faces dropped as they knew it had only just begun. She went on, "As always ladies first." And began to walk to the large glass bowl filled with the participants names. Hovering her hand over the bowl, she paused in suspense. She dug to the bottom and snatched a piece of paper out. "It's not me; it's not me." I repeated constantly. She walked back over to the microphone with someone's name in her hand. Effie cleared her voice and announced, "Primrose Everdeen."

All eyes were on Prim, my dearest Prim. She glanced at the audience and began to walk to the stage, catching sight of our mother, she offered no comfort. I tried to run to her but the guards caught me too soon. They were too powerful and weren't letting go anytime soon, no matter how I struggled.

They held me back but that was until my voice let out a shaky screech. "I volunteer," I repeated twice, "I volunteer as tribute." It soon went quiet, quiet enough that you could hear a pin drop.

Key stage 2

Pupil A – Piece E: an explanation

Context: As part of their science learning, pupils studied the functions of different organs and the importance of exercise. They watched the dissection of a heart and were asked to write an explanation about how the heart works. They had studied explanation writing earlier in the year.

How does the heart work?

Have you ever wondered where your heart is in your body and how it works? Located slightly to the left of your chest is your heart, which is a very important organ in your body; you would die without it. The heart which is like a hard working pump in your chest, beats continuously in your body (even when you sleep). Whilst keeping you alive, your heart pumps blood around your body in a special system called 'The Circulatory System'. The veins in your body carry oxygen (O₂), which you breathe in daily. Did you know that the human heart is roughly the size of a large fist and weighs between 9 and 12 ounces (250 and 350 grams)? Your heart beats about 100,000 times per day, about three billion beats in a life time. At night, a child's heart beats around 90 times and as for adults the heart beats around 70 times.

To begin with, blood travels through to the two main veins called the Superior vena cava and the inferior vena cava. These veins lead blood from different parts of the body straight back to the heart. After this, when the blood enters the heart, it begins to lead through to the right atrium.

Once the right atrium contracts, blood is pushed into the next chamber called the right ventricle. This movement is important due to the fact that it allows the blood to move from one side of the heart to another. After the right ventricle contracts, blood is pushed out of the heart through a large blood vessel, the pulmonary artery.

Blood travels to the lungs after leaving the heart and picks up fresh oxygen and releases carbon dioxide. The oxygen-rich blood returns back to the heart, through the pulmonary vein. It then begins to enter the left atrium.

How you can help with Writing:

- Spelling support
- Writing opportunities
- Read lots of different writing
- Make lists
- Send letters
- Send postcards
- Write stories together
- Watch films and discuss the plot, characters, how it makes us feel, what we think might happen next...

The Cave

I walked into the dark, gloomy, damp cave. Everything was silent apart from the slow drip of water above my head. Suddenly the silence was shattered by a loud shriek! What was that?



Dad Bans Computers!

You have been asked to report on a story for your local newspaper in which a dad has banned computers from his home. Here are some of the notes you made when interviewing Mr Cross.

Interview with Mr Cross

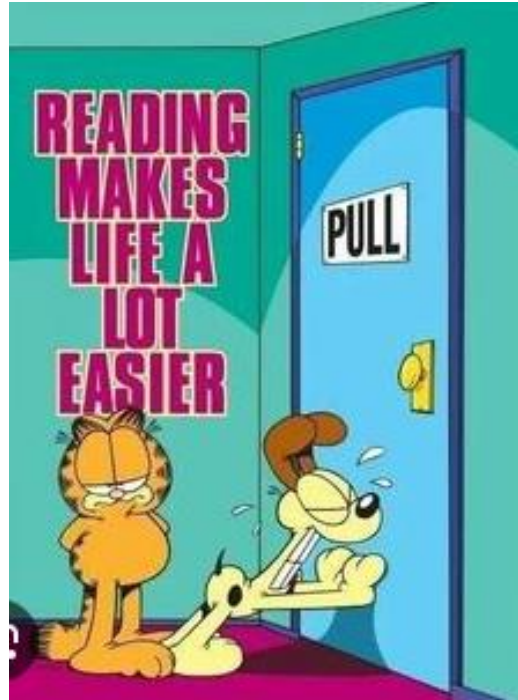
- No more computers!
- angry
- too much wasted time
- children never go out to play
- looking at websites not good for them
- can't talk and observe with them now
- dull children - no interests
- Mrs Cross in agreement
- the bad example!

The papers...

Why are obtuse angles
so depressed?



Because they're never *right*.



Spelling, Punctuation and Grammar: Monday 11th May

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (spelling, punctuation and grammar). The paper lasts for **45 minutes**.
- 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).

Spelling:

20 words tested. Read by staff.

Spelling

1. There was a brave _____ in the story.
2. The children walked home _____ the park.
3. We were _____ for our hard work.
4. I enjoy reading _____ stories.

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

There was a brave **knight** in the story.

The word is **knight**.

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

The children walked home **through** the park.

The word is **through**.

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

We were **rewarded** for our hard work.

The word is **rewarded**.

How you can help with Spelling:

The screenshot shows the Spelling Shed website interface. At the top, there are three main sections: 'Assignments' with a red notification icon and a 'View' button; 'Challenges' with the text 'Challenge others to play.' and a 'View' button; and 'Leagues' with the text 'Player and class leagues.' and a 'View' button. Below these is a search bar for a 6-digit hive code to join a game, with a 'Join' button. A banner for 'BEE SIEGED' is visible, followed by four game tiles: 'Phonics Shed', 'Spelling Shed' (with a red notification icon), 'GRAMMAR ARCADE', and 'QUIZSHED'. Each tile has a 'Play!' button.

- Weekly spellings on the newsletter
- Recap rules and key words

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sendence
actually	circle	funous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	postion	straight
answer	continue	forwards	library	posess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	wright
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	distant	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

Spelling, Punctuation and Grammar: Paper 1

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.

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

Sample Questions:

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

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

Sample Questions:

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

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

Draw a line to match each **prefix** to the correct word to make a different word. Use each prefix only once.

Prefix

inter

dis

semi

anti

Word

approval

circle

social

action

1 mark

Sample Questions:

Insert **two commas** and a **semi-colon** in the correct places in the passage below.

Last Wednesday we performed a play at school I invited my parents to come and watch. When I first went on stage I was so nervous that I nearly forgot my lines.

1 mark

28

Explain why the word they makes the meaning of the sentence unclear.

When Kate and Ravi met the other tennis players, they were excited.

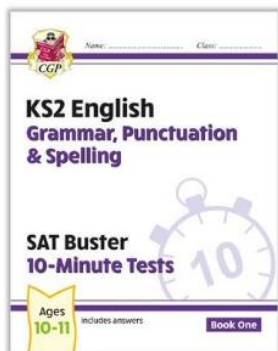
1 mark

How you can help with Grammar?



How you can help with Grammar?

Homework:



<https://www.bbc.co.uk/bitesize/topics/zmwbqyc>



Reading: Tuesday 12th May

There is one reading test that lasts for **60 minutes**.

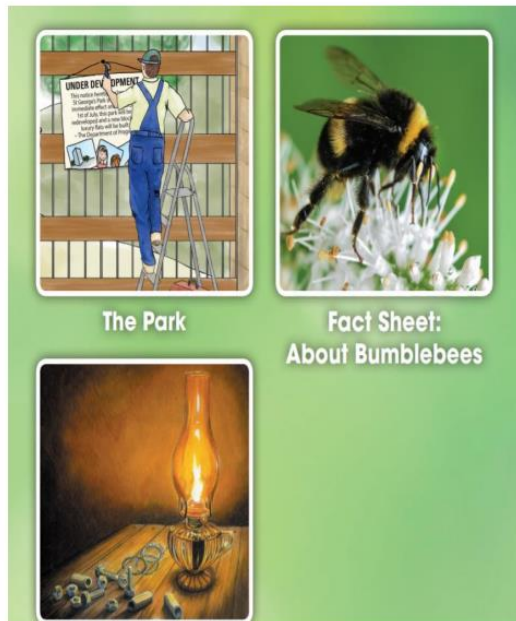
The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of **non-fiction, fiction and/ or poetry**.

The test covers the following areas (known as Content Domains):

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Predict what might happen from details stated and implied;
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of words and phrases;
- Make comparisons within the text.

The test:

Reading booklet



Contents

The Park	pages 4–5
Fact Sheet: About Bumblebees	pages 6–7
Music Box	pages 8–9

•**Total word count:** 3,084 words in the reading passages, plus approximately 1,000 words in the question booklet, for a combined total of around 4,084 words.

The test:

our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.

What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas

'I don't know... I can't believe they've closed the park. I mean, why?!' Joe said in disbelief.

'Dunno,' Ajay shrugged. 'But I know a man who might,' he said, pointing down the road.

As they turned the corner at the top of Joe's street they saw a man in the distance. He had a ladder and toolbox and was busy hammering a sign into the park gates. This made Joe's blood boil. If Mum had been there she would have given him what for – no one hammers anything into anything without her say-so first.

'Oi!' Ajay yelled, 'what are you doing?'

Joe read the sign: 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

The man stopped what he was doing and shrugged. 'They don't tell me anything, I'm just the bloke who hammers things.'

Joe read the rest of the sign:

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full of bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the

•**Total word count:** 3,084 words in the reading passages, plus approximately 1,000 words in the question booklet, for a combined total of around 4,084 words.

Sample Questions:

Which word is closest in meaning to *crouched*?

Tick **one**.

balanced

squatted

trembled

pounced

1 mark

In the paragraph beginning: *Mind made up...* Gaby says to the cat, 'You're out of luck...'

In what way does Gaby think the cat is out of luck?

1 mark

Sample Questions:

Look at the section headed: **Frequently asked questions.**

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

	Fact	Opinion
The temperature of the water in the Channel can range from 12°C to 18°C.		
Water with a temperature of 18°C is too cold to swim in.		
The direct distance across the Channel is approximately 21 miles.		
Faster swimmers do not swim as many miles across the Channel.		

2 marks

32

What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

How you can help with Reading?

- Go through homework together
- Talk through the texts and questions (see my quick question prompt)
- Read regularly
- Ask if you need a variety of text suggestions. Read lots of different styles:
 - Short excerpts
 - Newspapers
 - Blogs
 - Comics
 - Instructions
 - Old, classic texts



Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

Mickey

reads 20 minutes per night.
5 times per week



reads only 4 minutes per night
...or not at all

In one week:

100
minutes of reading



20
minutes of reading

In one month:

400
minutes of reading



80
minutes of reading

In one school year (9 months):

3600
minutes of reading



720
minutes of reading

By the end of eighth grade:

28,800
minutes of reading



5760
minutes of reading

Maths: Wednesday 13th and Thursday 14th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) - Wednesday 13th May

It will contain fixed response questions where children have to give the correct answers to calculations. 36 questions which are purely calculation.

- Paper 2: Reasoning (40 minutes) - Wednesday 13th May

- Paper 3: Reasoning (40 minutes) - Thursday 14th May

These will involve a wider range of question types including multiple choice, true or false and reasoning based questions. Both papers will last 40 minutes each.

Sample Questions:

Arithmetic sample question

2	$707 + 1,818 =$	<input type="checkbox"/> 1 mark

36	$59 \overline{) 2242}$	<input type="checkbox"/> 2 marks

Show your method

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13th May and paper 3 will take place on Thursday 14th May. These tests have a total of 35 marks each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Sample Questions:

Reasoning sample question

4

This table shows the heights of three mountains.

Mountain	Height in metres
Mount Everest	8,848
Mount Kilimanjaro	5,895
Ben Nevis	1,344

How much higher is Mount Everest than the combined height of the other two mountains?

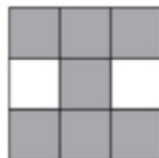
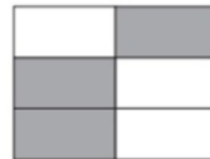
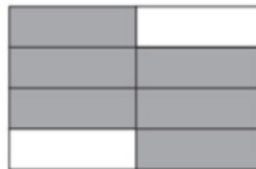
Show your method

m

2 marks

9

Tick two shapes that have $\frac{3}{4}$ shaded.



1 mark

How you can help with Maths?

<https://corbettmathsprimary.com/>



Home Videos and Worksheets 5-a-day Study Cards Practice Papers

Welcome

5-a-day

Videos

Worksheets

Study Cards

Quizzes

Practice Papers

- Go through homework together
- Talk through the problems
- Get the children to teach you

Search...

Primary Study Cards

Categories

- 5-a-day Answers
- Blog
- Contact
- Cookie and Privacy Policies
- Videos
- Worksheet Answers
- Worksheets

mathsbot.com/primary/ks2/Mini

New 36 Reset Mark 0/36 Answers Print

1	$2565 + 202 + 454 =$ <input type="text"/>	19	$626 \times 37 =$ <input type="text"/>	
2	$1 \times 628 =$ <input type="text"/>	20	$19.81 \times 1000 =$ <input type="text"/>	
3	<input type="text"/> $- 10 = 809$	21	$1\frac{4}{5} + 2\frac{3}{5} =$ <input type="text"/>	
4	$4200 \div 2 =$ <input type="text"/>	22	$\frac{4}{10}$ of 40 = <input type="text"/>	
5	<input type="text"/> $+ 30 = 137$	23	$10 -$ <input type="text"/> $= 0.488$	
6	$2.74 + 8.6 =$ <input type="text"/>	24	$\frac{1}{10} \div 2 =$ <input type="text"/>	
7	$180 \div 2 =$ <input type="text"/>	25	$\frac{5}{9} - \frac{1}{2} =$ <input type="text"/>	
8	$1386 \div 2 =$ <input type="text"/>	26	$27 - 2.713 =$ <input type="text"/>	
9	$5910 - 1171 =$ <input type="text"/>	27	20% of 5400 = <input type="text"/>	
10	$3493 \times 10 =$ <input type="text"/>	28	2% of 6000 = <input type="text"/>	
11	$630 \div 9 =$ <input type="text"/>	29	$5 \times 3.6 =$ <input type="text"/>	
12	$9 \times 10 \times 9 =$ <input type="text"/>	30	90% of 149 = <input type="text"/>	
13	$1080 \div 9 =$ <input type="text"/>	31	$\frac{2}{5} \times \frac{2}{3} =$ <input type="text"/>	
14	$80000 - 80 =$ <input type="text"/>	32	$3\frac{1}{2} - \frac{4}{5} =$ <input type="text"/>	
15	<input type="text"/> $= 879 \times 8$	33	$1392 \div 48 =$ <input type="text"/>	
16	$9.49 \div 10 =$ <input type="text"/>	34	$9 - 2\frac{1}{3} =$ <input type="text"/>	
17	$858 \div 33 =$ <input type="text"/>	35	$12 + 6 \times 3 =$ <input type="text"/>	
18	$\frac{5}{9} + \frac{1}{18} =$ <input type="text"/>	36	$\frac{3}{5} \times 200 =$ <input type="text"/>	

<https://mathsbot.com/primary/ks2/Mini>

SCHOOLS FAMILIES TUTORS PURCHASE MERCHANDISE CASE STUDIES EVENTS BLOG ABOUT RESOURCES

TIMES TABLES ROCK STARS

MULTIPLICATION & DIVISION. SOLVED.

Closer to the time... Supporting your child in preparing for the SATs

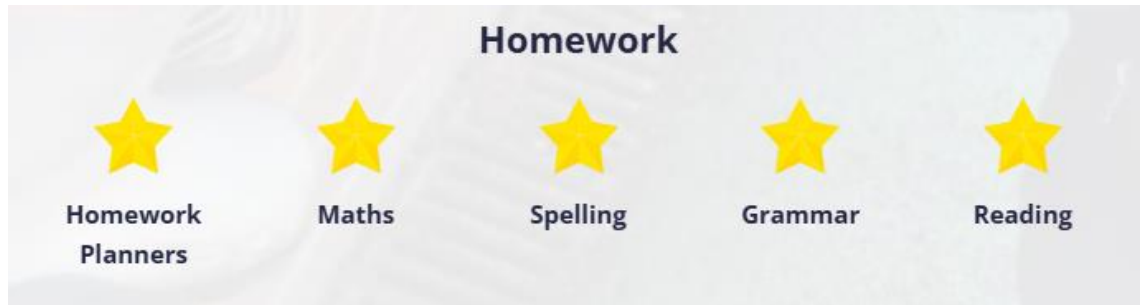
Further tips:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- As we said before, avoid using past papers. Focus instead on use of the CGP books you have already purchased.
- Easter Maths Revision will be sent home - Ten For Ten booklet
- Link to SPAG games (free)
- Mathsbot.com
- Plenty of reading and talking about books.

- Please ask if there is anything I can do to help.

Hints and tips:

- Don't use past papers as they are used in school to prepare the children.
- Talk to staff if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- myhappymind app
- Give your child a quiet, distraction free space to complete homework or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.



Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year. Your school may be able to provide you with more detailed feedback.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

Advice for Year 6 children

- Listen to your teacher.
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- Remember that the Year 6 SATs last for 4 days out of your whole life!

“Stay focused in class so you don't have loads of extra studying to do at home!” - Year 7 pupil's advice.

Any questions?