



Year 6
2026 - 2027

Monday-Tuesday
Mrs Pavier

Wednesday- Mrs Pavier or Miss
Rose

Thursday-Friday
Miss Rose

Autumn Term:

Is conflict ever justified?



Monday 30th November- more details to follow





**KEEP
CALM
IT'S ONLY
SATS**

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on Monday 10th – Thursday 13th May
- The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Monday 10th May
 - Spelling, punctuation and grammar (paper 2: Spelling test) – Monday 10th May
 - Reading – Tuesday 11th May
 - Maths (paper 1: Arithmetic) – Wednesday 12th May
 - Maths (paper 2: Reasoning) – Wednesday 12th May
 - Maths (paper 3: Reasoning) – Thursday 13th May
- Writing is assessed using evidence collected throughout Year 6 up to the **end of June**.
There is no Year 6 SATs writing test.



When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- Children may be grouped into two sittings to enable smooth administration (space, staffing etc)
- After the tests are completed, the papers are sent away to be marked **externally**.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
 - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
 - Reading – 60 minutes
 - Maths (paper 1: Arithmetic) – 30 minutes
 - Maths (paper 2: Reasoning) – 40 minutes
 - Maths (paper 3: Reasoning) – 40 minutes



The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

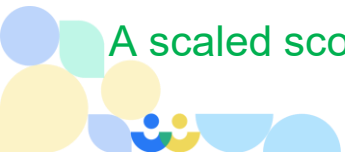
After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

One point on the scaled score is not equal to one mark on the test

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

A scaled score of 110 or more shows the pupil is working at Greater Depth



Example raw score to standardised score conversion table

46	97
47	97
48	97
49	97
50	98
51	98
52	98
53	98
54	99
55	99
56	99
57	99
58	100
59	100
60	100
61	100
62	101
63	101



Spelling, Punctuation and Grammar: Monday 10th 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, Punctuation and Grammar: Paper 1

The children will have been working hard 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.



Spelling, Punctuation and Grammar: Paper 1

Example questions:

1

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

8

Insert a **relative pronoun** to complete the sentence below.

e.g. **that, which**

Everyone loved the music _____ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and the second sentence is about three people.

1 mark

Spelling, Punctuation and Grammar: Paper 2

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

Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.



Reading: Tuesday 11th 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.



Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	What is Ajay doing when the post arrives? Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction Award 1 mark for reference to him eating (his breakfast), e.g. • <i>just about to tuck into his tea and toast</i> • <i>having his breakfast</i> • <i>drinking tea.</i>	1m

Reading

Example questions:

Based on text 2: Fact Sheet: About Bumblebees

- 19 In what way is *buzz pollination* more useful than other forms of pollination?

1 mark



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 would also be harder to produce and much more expensive without British bumblebees.

Qu.	Requirement	Mark
19	In what way is <i>buzz pollination</i> more useful than other forms of pollination? Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction Award 1 mark for reference to either of the following: - it releases pollen that would otherwise stay inside the flower, e.g. <i>because it releases trapped pollen that they wouldn't have been able to get out</i> <i>it makes a buzz that gets more pollen than other bees do</i> <i>it helps release more pollen.</i> - key produce is more expensive / harder to get without it, e.g. <i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i> <i>it means we can buy more common foods cheaper</i> <i>it would be harder to grow beans.</i>	1m

Reading

Example questions:

Based on text 3: Music Box

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

Qu.	Requirement	Mark																
32	What impressions do you get of Piper's house? Give two impressions, using evidence from the text to support your answer. Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td> - there are widening cracks in the planks in the ceiling </td></tr><tr><td>2. it is small / tiny</td><td> - she wishes she had a bigger work space - she has to eat at the same table that she works at </td></tr><tr><td>3. it is warm / cosy</td><td> - there is a fire / stove <i>comfortable nest</i> </td></tr><tr><td>4. it is untidy / cluttered</td><td> <i>Piston rings, bolts, and cylinders littered its surface</i> </td></tr><tr><td>5. it is old fashioned</td><td> - no electricity / kerosene lamps / cast-iron stove </td></tr><tr><td>6. it is isolated</td><td> - it is situated among fields <i>to go outside and watch the fields</i> </td></tr><tr><td>7. it is safe</td><td> - the storm coming outside is dangerous </td></tr></table> Award 3 marks for two acceptable points, at least one with evidence. Award 2 marks for either two acceptable points, or one acceptable point with evidence. Award 1 mark for one acceptable point.	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	there are widening cracks in the planks in the ceiling	2. it is small / tiny	- she wishes she had a bigger work space - she has to eat at the same table that she works at	3. it is warm / cosy	- there is a fire / stove <i>comfortable nest</i>	4. it is untidy / cluttered	<i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	no electricity / kerosene lamps / cast-iron stove	6. it is isolated	- it is situated among fields <i>to go outside and watch the fields</i>	7. it is safe	the storm coming outside is dangerous	Up to 3m
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7. it is safe	the storm coming outside is dangerous																	

Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 36% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.



Maths: Wednesday 12th May and Thursday 13th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) Wednesday 12th May
- Paper 2: Reasoning (40 minutes) – Wednesday 12th May
- Paper 3: Reasoning (40 minutes) – Thursday 13th May



Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks**.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BODMAS), percentages of amounts and calculating with decimals and fractions.

Example question:

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	
Show your method		

2 marks

Qu.	Requirement	Mark	Additional guidance
23	Award TWO marks for the correct answer of 22,572 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

5.87	
+ 3.123	
<u>8.993</u>	

8.993

☐ 1 mark

11 $\boxed{22} = 87 - 65$

87	
- 65	
<u>22</u>	

☐ 1 mark

15 $60 \div (30 - 24) =$

$60 \div (30 - 24)$	
$60 \div 6 = 10$	

10

☐ 1 mark

18 $20\% \text{ of } 3,000 =$

$10\% \text{ of } 3,000 = 300$	
$20\% \text{ of } 3,000 = 600$	

600

☐ 1 mark

22	$1\frac{3}{7} - \frac{4}{7} =$	
	$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$	$\frac{6}{7}$ 1 mark

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 12th May and paper 3 will take place on Thursday 13th 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.

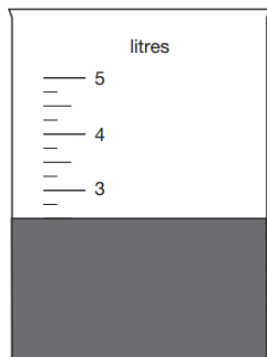


Maths Papers 2 (Reasoning)

Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½

litres

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark

Maths Papers 2 (Reasoning)

Example question:

18

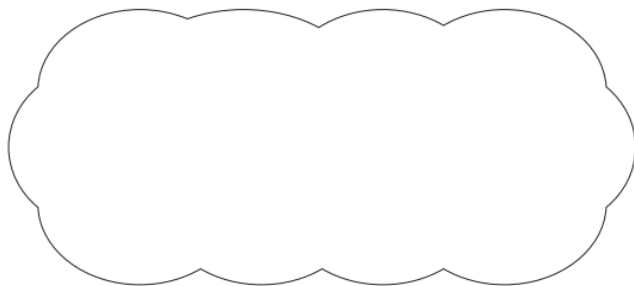
Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.



1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$ and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

Do not accept vague or incomplete explanations, e.g.

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

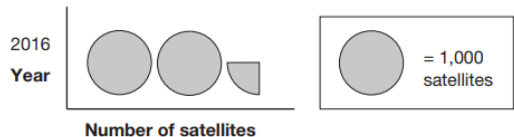
- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

Maths Papers 3 (Reasoning)

Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

2,250

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark

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.



How can you help at home?



Listen to your child read daily and/ or ask questions about what they have read to check their understanding.

Minimum of 4 reads/ week (children can sign their own diaries)



Encourage your child to use TTRS **daily**

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Work with your child on their times tables- play games in the car, around the house etc.



Encourage your child to practise spelling of the key word lists



Encourage your child to complete LbQ homework tasks

- tasks from the lesson can be continued at home
 - individual tasks will be set weekly following completion of a diagnostic activity



Please ensure your child wears the correct PE kit
on Wednesdays and Fridays- plain white T-shirt
and blue/black joggers/shorts



Ensure your child arrives to school on time every day



Please communicate with us- face to face, telephone, class dojo, e-mail. We are here to help so please tell us if you have any concerns.

If you have any further questions or would like anything clarifying further please email either

Mrs Pavier

jpavier@bilsthorpefha.org

Miss Rose:

n.rose@bilsthorpefha.org

Or contact us on Dojo.

If it is anything urgent, we don't always read e-mails/ Dojo messages during the school day so please contact the school office or catch us on the playground at 8:45am.



Time for Questions

