

Blossom Federation

Daubeney, Sebright and Lauriston



2026 Year 6 SATS Grownups' Information

When and how are the SATs carried out?

- The tests will 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 after the test has ended.
- Afterwards, the completed papers are sent away to be marked externally.
- The children's results are sent back to school at some point in July.



Specific arrangements for SATs:

Children with additional needs, **who have similar provision in their day-to-day learning at school**, may be allotted specific arrangements, including:

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

**Pupils with an EHC plan 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*

What sort of results are reported?

Once marked, the tests will be given the following scores:

- A raw score (the total number of marks achieved for each paper);
- A scaled score (which is explained below);
- A judgement of whether the National Standard has been met.

After marking each test, the external markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

When the scaled score is given, it is given in a range from 80 to 120.

A scaled score of 100 or more is meeting the national standard.

There are no separate tests for higher achieving pupils; however, **a scaled score close to 120 would show that a child is working above the national standard.**

The Test Dates

Date	Test
Monday 11 th May	English: Grammar, Punctuation & Spelling (paper 1) 45 mins English: Spelling (paper 2) approx 15 mins
Tuesday 12 th May	English: Reading 60 mins
Wednesday 13 th May	Mathematics: Arithmetic (paper 1) 30 mins Mathematics: Reasoning (paper 2) 40 mins
Thursday 14 th May	Mathematics: Reasoning (paper 3) 40 mins

We will offer a **free** breakfast club from **8am**
Monday – Thursday for the year group.

GPS (45 MINS)

PAPER 1: GRAMMAR AND PUNCTUATION

13

Which sentence is written in **Standard English**?

Tick **one**.

Two sports teams come to our school yesterday.

☐

My friend was tidying the classroom.

☐

Today the children done their school play.

☐

The teachers was going to send a letter next week.

☐

22

Insert a **subordinating conjunction** to show that we ate lunch and listened to music at the same time.

We listened to the music _____ we ate our lunch.

1 mark

1 mark

49

Rewrite the underlined verb in the sentence below so it is in the **present progressive**.

I taught my sister to skateboard.



1 mark



GPS

PAPER 2: SPELLING

(20 WORDS, APPROX. 15 MINS)

**THIS EXAMPLE IS FROM
THE 2018 PAPER**

Qu.	Spelling	Mark	Content domain reference
1	thumb	1	S60— words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	trouble	1	S40— the /ʌ/ sound spelt <i>ou</i>
3	mixture	1	S44— words with endings sounding like /ʒə/ or /tʃə/
4	portable	1	S56— words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
5	dough	1	S59— words containing the letter string <i>ough</i>
6	science	1	S55— words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i> S51— words with the /s/ sound spelt <i>sc</i>
7	attention	1	S47— endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
8	obtained	1	S38— adding suffixes beginning with vowel letters to words of more than one syllable
9	weightless	1	S52— words with the /eɪ/ sound spelt <i>ei</i> , <i>eigh</i> , or <i>ey</i>
10	council	1	S61— homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
11	suffered	1	S38— adding suffixes beginning with vowel letters to words of more than one syllable
12	typical	1	S39— the /i/ sound spelt <i>y</i> other than at the end of words
13	usually	1	S43— the suffix <i>-ly</i>
14	cautious	1	S53— endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i>
15	essential	1	S54— endings which sound like /ʃəl/
16	vague	1	S50— words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i>
17	adventurous	1	S46— the suffix <i>-ous</i> S38— adding suffixes beginning with vowel letters to words of more than one syllable
18	architect	1	S48— words with the /k/ sound spelt <i>ch</i>
19	descendant	1	S51— words with the /s/ sound spelt <i>sc</i> S60— words with 'silent' letters (i.e. letters which cannot be predicted from the pronunciation of the word)
20	inconceivable	1	S58— words with the /i:/ sound spelt <i>ei</i> after

Please help your
child learn and
practise their
spellings

Say it slowly, sound it out "Say the word slowly, counting one finger for each sound you hear. Repeat it, recording each sound as you hear it."	Imaginary Phoneme Frames "Slide one finger into each box of an imaginary phoneme frame while saying the word slowly, to help you to hear and record each sound."	Check – does it look right? "Write the word down." "Check – does it look right?" "Is there any part of the word you think you need to change?"
Syllables Clap or tap the beats of a word to break it into smaller, manageable chunks: Sep/tem/ber Im/por/tant Dic/tion/ary Con/den/sa/tion	Mind Photos – when a word is not phonetic "Take a picture of the word, framing it with your fingers. Once you've clicked, say the letter names out loud. Either turn around and write it down or carry it into another room and then write it down"	Analogy – Sounds like... Think of a word that rhymes with the word you want to spell e.g. ball - all "I think you can spell 'ball'". Try and use it to help you write 'all'."
Root word + pattern/rule smile + <u>ing</u> = smiling (drop the e) cry + <u>ed</u> = cried (change the y to i) hop + <u>ing</u> = hopping (short vowel/single final consonant = double final consonant)	Mnemonics said – silly ant is dancing -ough- o u get her -ould – o u like duck because – big elephants can add up small elephants	Look it up Use dictionary or spell checker to find your word!!

Albion's Dream



There were rooms in the old farmhouse which I never saw used and which smelt of a past that held extraordinary fascination for me: little windows where unknown ancestors had sat on autumn evenings; old leather-lined bookcases with books that no one had handled for fifty years; dust that no one had bothered to remove; piles of candle wax in unlikely corners; huge chamber pots and cracked basins, and everywhere a great generosity of space.

Outside there was a big lawn hardly walked on, flowerbeds hardly looked at, a vegetable garden which always produced too much, a vast horse chestnut with enough conkers to satisfy the needs of a whole village of boys, a second lawn that nobody ever sat on, and the poignant smells of animals and harvests of a bygone age.

READING PAPER (60 MINS)

3 TEXTS WHICH GET PROGRESSIVELY HARDER

Questions 30–40 are about *Albion's Dream* (pages 8–10)

30 Look at the first paragraph.

What suggests that the inside of the old farmhouse was not very well looked after?

Give **two** things.

1. _____
2. _____

1 mark

31 Look at the first two paragraphs.

Which sentence below **best** describes the farmhouse?

Tick **one**.

It had always been a lifeless place.

☐

No one ever went there by choice.

☐

It seemed stuck in the past.

☐

The outside was better looked after than the inside.

☐

Blossom Federation

Daubney, Sebright and Lauriston



READING PAPER (60 MINS)

3 TEXTS WHICH GET PROGRESSIVELY HARDER

You can help your child by:

- Ensuring they read every day (aim for at least 20 mins)
- Checking that they are reading a variety of texts/genres/authors
- Check that the books they read are appropriately challenging
 - Reading with your child
 - Asking your child about the books they read
- Talking to them about the books you are reading.



MATHS PAPER I

ARITHMETIC (30MINS)

23

$$0.5 \times 28 =$$

☐

1 mark

24

$$\frac{1}{2} + \frac{1}{5} =$$

☐

1 mark

25

$$1\frac{3}{4} + \frac{3}{4} =$$

☐

1 mark

30

$$99\% \text{ of } 200 =$$

☐

1 mark

31

$$\frac{1}{4} \div 2 =$$

☐

1 mark

32

$$9^2 - 36 \div 9 =$$

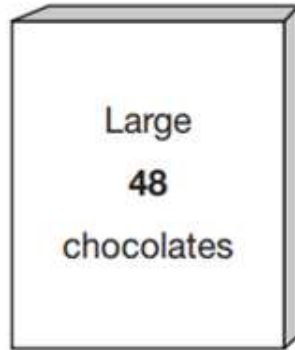
MATHS Papers 2 and 3

Reasoning (40mins each)

8

Ken buys 3 large boxes and 2 small boxes of chocolates.

Each large box has 48 chocolates. Each small box has 24 chocolates.



How many **chocolates** did Ken buy altogether?

Show
your
method

chocolates



17

There are 28 pupils in a class.

The teacher has 8 litres of orange juice.

She pours 225 millilitres of orange juice for every pupil.



How much orange juice is left over?

Show
your
method

2 marks

TRY TO HELP YOUR CHILD WITH THEIR **TIMES TABLE FLUENCY** (MULTIPLICATION AND DIVISION) AND **RELATED FACTS**

0.01	0.16	0.35	0.43	0.98
$\frac{1}{100}$	$\frac{16}{100}$	$\frac{35}{100}$	$\frac{43}{100}$	$\frac{98}{100}$
1%	16%	35%	43%	98%

$$\begin{aligned}
 6 \times 7 &= 42 \\
 60 \times 7 &= 420 \\
 6 \times 700 &= 4200 \\
 0.6 \times 7 &= 4.2 \\
 0.6 \times 0.7 &= 0.42
 \end{aligned}$$

	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

What should I do if I'm worried about my child?

SATs should not:

- affect a child's appetite;
- affect a child's ability to sleep;
- alter a child's personality;
- induce panic, tears or disengagement from lessons;
- be a reason not to attend school.

We will **equip** your child to **cope** with SATs and be **stronger** for it.

Remember, SATs are just a snapshot of where your child is in certain areas of their development and they do not tell the whole story of who they are!



Practice Day – April

When the children return in summer term, we will have a practice day so the children have a chance to run through what the day will be like. We will ask the children come in for (free) breakfast club on that day as well.

The date will be shared with you in March.



There are no SATs for **Writing**.

This is assessed using teacher judgement and evidenced through the learning and writing in books.

The teacher assesses the child based on their knowledge of how the pupil has performed over time in a range of contexts.

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.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

Writing

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]

YEAR 5 & 6

COMMON EXCEPTION WORDS

accommodate
 accompany
 according
 achieve
 aggressive
 amateur
 ancient
 apparent
 appreciate
 attached
 available
 average
 awkward
 bargain
 bruise
 category
 cemetery
 committee
 communicate
 community
 competition

conscience
 conscious
 controversy
 convenience
 correspond
 criticise
 curiosity
 definite
 desperate
 determined
 develop
 dictionary
 disastrous
 embarrass
 environment
 equip
 equipped
 equipment
 especially
 exaggerate
 excellent

existence
 explanation
 familiar
 foreign
 forty
 frequently
 government
 guarantee
 harass
 hindrance
 identity
 immediate
 immediately
 individual
 interfere
 interrupt
 language
 leisure
 lightning
 marvellous
 mischievous

muscle
 necessary
 neighbour
 nuisance
 occupy
 occur
 opportunity
 parliament
 persuade
 physical
 prejudice
 privilege
 profession
 programme
 pronunciation
 queue
 recognise
 recommend
 relevant
 restaurant
 rhyme

rhythm
 sacrifice
 secretary
 shoulder
 signature
 sincere
 sincerely
 soldier
 stomach
 sufficient
 suggest
 symbol
 system
 temperature
 thorough
 twelfth
 variety
 vegetable
 vehicle
 yacht

Questions?

