

St Gabriel's Catholic Primary School



Year 6 Parents' Information Workshop

Welcome & Introduction

- SATs 2025
- Understanding scaled scores & how attainment will be measured at the end of Key Stage.
- SATs 2022 Reading, SPAG, Writing and Maths – **Week commencing 12th May 2025**
- Writing expectations.
- How parents can support.

SATs 2025

- *There were significant changes to SATs in 2016
- *With the removal of levels, children no longer receive a level at the end of Y6. Children now receive a scaled score.
- *Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment.
- *A scale of 100 will always represent the 'national standard'. 80 is a performance significantly below the standard. A child scoring between 110 and 120 is considered a 'higher achiever'. (120 is the highest possible scaled score.)

Year 6 SATs 2025

For English **writing** there is no test but your child will be awarded one of 3 standards which they must maintain over a range of written classwork:

- working towards the expected standard
 - working at the expected standard
 - working at greater depth within the expected standard.
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- For English **reading** and **mathematics** there is one standard (working at the expected standard) and it is awarded as a result of a test.

Writing – Expected standard.

- The pupil can write for a range of purposes and audiences (including writing a short story):
- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly, including common exception words* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Year 6 SATs 25

In 2025, Year 6 pupils will sit the following tests:

Monday 12th May - Grammar, Punctuation and Spelling Test (2 papers)

Tuesday 13th May – Reading Test

Wednesday 14th May – Arithmetic test and Reasoning Test

Thursday 15th May – Reasoning Test

Reading



Reading will be a single paper with questions for the pupils to complete. There will be a variety of texts with between 1500-2300 words in total.

1 hour test in total, including reading time, to complete the test. (50 marks)

Variety of different question types including:

****Ranking/ordering or labelling, e.g. 'Number the events below to show the order in which they happen in the story' or 'Label the text to show where italics have been used.'***

****Retrieval, e.g. 'Find and copy one word that suggests what the weather is like in the story'***

Reading



****Longer answers, often expecting inference or deduction to be used, asking a child to explain the meaning of a word or phrase or asking for a prediction.***

e.g. 'Look at the sentence that begins 'Mark was scared...'. How else does the writer suggest that Mark was scared throughout this paragraph? Explain fully, referring to the text in your answer.' Or,

On page three, the text says, 'The work was monotonous'. What does the word monotonous mean? Or,

On page 4, why has the author used the phrase 'like a volcano' to describe Ben's mood just before he breaks his brother's game and shouts at his mother?

Reading



*Guided reading sessions still take place daily within school as this is the best way for children to learn a range of reading skills, including an understanding of authorial technique and how to answer test questions effectively.

*The children should be reading a range of texts (including classics and more challenging books) at home daily, ***including reading to an adult*** to discuss vocabulary use in context, inference and deduction and prediction finding **EVIDENCE** to back up their point of view.

Reading



- Reading test consists of 3 texts of increasing difficulty.
- They are encouraged to read and answer questions on one text at a time.
- Removal of level 6 paper, however this means there will be more challenging questions on the paper that all children are sitting.

Spelling, Grammar, Punctuation and Vocabulary



- 2014 curriculum for English – significant emphasis on children knowing, understanding and applying terminology relating to grammar and punctuation.
- Practising grammar all the time both as discrete grammar exercises and with the children applying this knowledge to their own writing.
- Needs to be continually reinforced through homework and online activities.

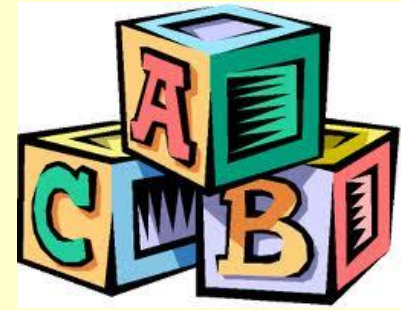
Spelling, Grammar, Punctuation and Vocabulary.



- Pupils will sit a 45 minute test.
- Spelling test- 20 unseen words- read in context.

Significant emphasis on spelling this year compared to previous years not only in their SPAG test but also in their own writing.

Spellings:



Year 6 specific:

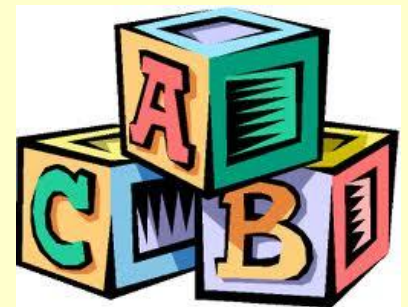
- Pupils will be given between 12 and 20 spellings to learn on a weekly basis, based on a spelling rule which is also provided to learn.
- Tested on a Monday on these spellings plus some unseen words which fit the pattern/spelling rule we are focusing on and sometimes words from previous tests.



Spellings
are
...is for
life....not just for
Christmas.

Spellings:

- Within a piece of writing, a child's spelling errors are identified by the teacher through the use of '*sp*,' which is recorded in the margin or simply a circle around the word.
- The child will be expected to self-correct the spelling using dictionaries to support.



Handwriting



- Handwriting is practised in short sessions during the school day so that children are taught correct letter formation and joining.
- Children should have a neat legible, joined style of writing by the end of year 3.
- ***Unless*** the children write in a joined, legible and fluent style, they **cannot** be awarded 'working at expected standard'.
- Children are encouraged to apply this to all their writing in school and their homework.

Y4- Expectations for Grammar

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Y5- Expectations for Grammar

Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>
Sentence	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>
Text	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
Terminology for pupils	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

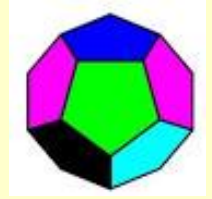
Y6- Expectations for Grammar

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>

Year 6: Detail of content to be introduced (statutory requirement)

Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

Mathematics



Maths

- Arithmetic test (30 minutes)- Range of around 36, context-free questions including long multiplication, long division and all four operations with fractions.
- Reasoning: Paper 2 (40 minutes) – 40 marks in total
- Reasoning: Paper 3 (40 minutes) – 40 marks in total

The reasoning papers include lots of multi-step questions with contexts given and lots of questions that require the children to access more than one area of maths at once, making links across the curriculum.

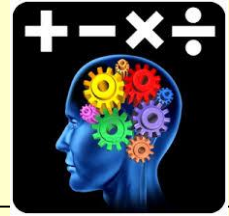
Maths



Focus on:

- ***Fluency**- children's ability to recall and apply knowledge rapidly and accurately.
- ***Reason**- follow a line of enquiry, make generalisations, justify or proof something.
- ***Problem Solve**- apply their knowledge, break down problems and persevere to solve problems.

Arithmetic Test



- Mental mathematics test removed.
- Arithmetic test introduced to assess basic mathematical calculations.
- No contextualised questions.
- 36 questions, 40 marks available, 30 minutes duration.
- Questions will cover:
 - * straightforward addition and subtraction
 - * more complex calculations with fractions
 - * long divisions and long multiplications.

How can you support at home?



- * Encourage healthy learning habits e.g. independent learning, support in completion of homework, little often is more productive, regular sleep, water, diet & exercise
- * Ensure every piece of homework is completed to a high standard.
- * Talk to them and ask age appropriate questions based on a text with your child. Ask your child to evidence their opinion. (development of vocabulary)
- * Use My Maths resources online. Your child knows how to access this.
- * Use of revision books and websites.