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Y6 Parent SATs Information Evening

October 2026

Welcome to Year 6 English

- To introduce you to the skills needed for the English SATs papers.

1. Grammar, Punctuation and Spelling paper 1
2. Spelling paper 2
3. Reading paper

- To show you HOW you can support your child with their learning.
- Understand what is involved in writing for SATs.

Specific arrangements for SATs

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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).

Grammar, Punctuation & Spelling: Monday 10th May

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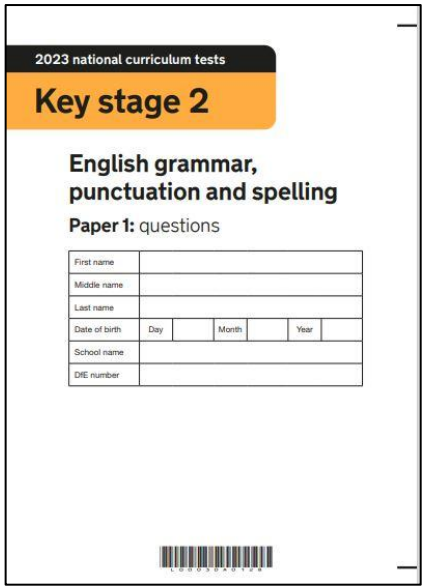
2023 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

First name	
Middle name	
Last name	
Date of birth	Day Month Year
School name	
DfE number	

Two papers are used to assess students:

- ★ A 45-minute test on grammar, punctuation, and vocabulary with short answer and multiple-choice questions.
- ★ A 15-minute spelling test with 20 words.

The total score combines both tests for grammar, punctuation, and spelling. Question types include:

- ★ Selected response: e.g. "Identify the adjectives in the sentence below."
- ★ Constructed response: e.g., "Rewrite the sentence below" or "Explain why an apostrophe is needed.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

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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.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

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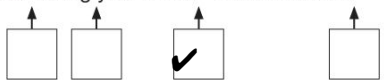
Example questions:

3 Tick **one** box to show where a **question mark** is needed in the sentence below.

" Have you finished eating your lunch " asked Hannah



1

7 Circle the correct **verb form** in each underlined pair to complete the sentences below using **Standard English**.

We was / were going on a school trip to a concert.

The musicians did / done a sound check before the show.

1 mark

43 Rewrite the sentence below in the **active**.
Remember to punctuate your answer correctly.

The local park is maintained by the council.

The council maintain the local park.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:

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.

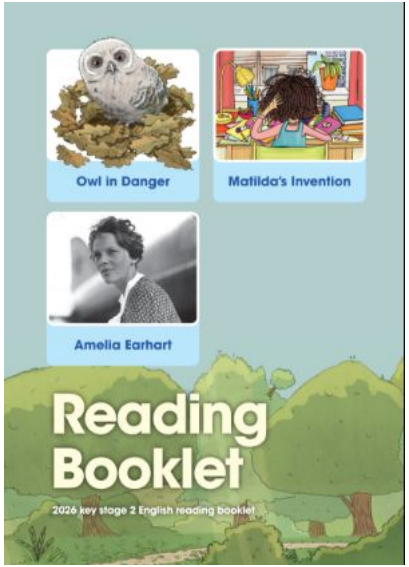
2025 Spelling script

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**.

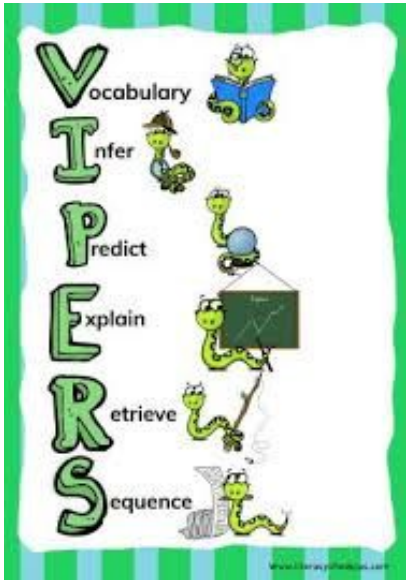
Spelling 3: The word is **rewarded**.
We were **rewarded** for our hard work.
The word is **rewarded**.

Spelling 4: The word is **adventure**.
I enjoy reading **adventure** stories.
The word is **adventure**.



Reading: Tuesday 11th May

- The reading test has one paper with three unrelated texts.
- Students have 60 minutes to read and answer questions.
- The test is worth 50 marks.
- It assesses comprehension, inference, deduction, and understanding of the author's choices (vocabulary, grammar, text features).
- Questions include multiple choice, short answers, and extended explanations.



Reading: Tuesday 11th May.

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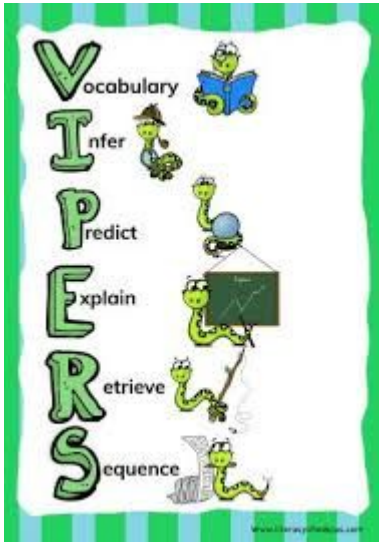
There is one reading test that lasts for 60 minutes.
The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or 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

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.

In the 2026 Reading SATs paper,

- 10% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 24% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 56% 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.

This is a story about two friends who make a surprising discovery.
Owl in Danger
'Quick – over here!' Mandy shouted to her friend, James. She knelt down in a pile of last autumn's fallen leaves, gently brushing some aside.
Mandy and James were out walking in Monkton Spinney near Watford, the Yorkshire village where they lived. Mandy had spotted something in the carpet of leaves beneath one of the oak trees.
'What have you found?' James ran over and skidded to a halt beside her. His trainers sent up a spray of leaves. He pushed his glasses back up his nose and looked down at the little hollow Mandy had made in the leaves.
Mandy cupped her hands together and lifted something very carefully from the ground. She held what looked like a bundle of bedraggled feathers. Two round, dark eyes stared up at James. A sharp, hooked beak opened and a kind of creaky noise came out. It sounded like a gate that needed oiling. Mandy drew in her breath. She gazed up at James with shining eyes.
'Oh! Look, it's a baby owl.'
James touched the tiny creature gently with his fingertip. 'What kind of owl is it?'
'A tawny owl, I think,' said Mandy. 'Oh, the poor thing!' She had thought it might be an owl when she first spied the bundle of grey-brown flecked feathers lying among the leaves. Although she'd seen pictures of baby owls, she had never actually seen a live one. It felt soft and beautiful and very fragile.
'Wow!' exclaimed James. His eyes were wide behind his glasses. 'Where did it come from, Mandy?'
4

Mandy looked up into the huge oak tree, its great branches reaching up to the sky.
'Up there somewhere,' she said, frowning. 'You can never really see owls' nests; they're too well hidden. It's probably where two of those big branches meet.'
Mandy's heart jolted with pity. 'Poor thing,' she murmured again.
James squinted upwards, pushing back the peak of his cap to get a better view. 'Maybe we could climb up and put it back in its nest,' he suggested hopefully.
Mandy knew it would be the best solution. The owl wouldn't survive for long out in the open, that was for sure. But how on earth were they to reach the nest?
'We'd need a ladder.' Mandy tucked a strand of hair behind her ear. Her brows knitted together over her eyes in a thoughtful frown. 'Or maybe I could climb up?' she said, not sounding at all sure. She was pretty good at climbing trees, but this one had a tall, straight trunk with no footholds at all.
'No way,' said James with a shake of his head. 'The first branch is miles up. Don't you think we should just leave it where it is?'
Mandy stared at him in horror. 'We can't do that! It'll get eaten by a fox or something!'
James shrugged. 'I read somewhere you should leave baby birds alone. Sometimes their parents come down to feed them.'
Mandy shook her head. 'Owls mostly come out at night,' she said. 'It could be too late by the time they find him.' She heaved a sigh. There was only one thing to do then. They would have to take the baby owl home. Her mum and dad were both vets. They would know what to do.
'We'll have to take it back with us,' she said to James.
5

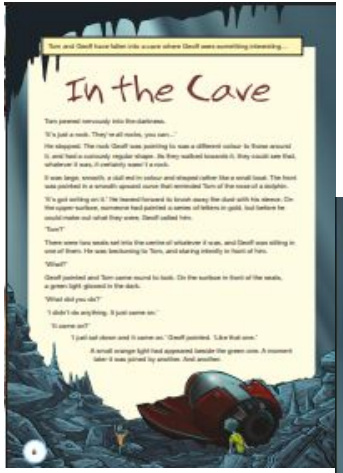
This is an extract from a book about a character named Matilda, who loves science and dreams of becoming a famous inventor.
Matilda's Invention
You're meant to describe yourself in books, so here goes: In short for my age. I have light brown shoulder-length hair that I never brush because I have more important things on my mind like, 'What shall I create today?' to be worrying about how I look. I always wear blue dungarees because they have the most pockets, and I have a pencil tucked behind my ear, a tape measure clipped to my belt and a sketchbook in my rucksack.
I AM READY TO INVENT AT ALL TIMES!
A famous guy called Thomas Edison once said,
To invent, you need a good imagination, and a pile of junk.
He was the man who invented the light bulb, so he was very bright.
I have both – a good imagination and lots of stuff.
My idols in life are:
ISAMBARD KINGDOM BRUNEL. He built huge bridges, like the Clifton Suspension Bridge, huge ships, like the steam ship Great Britain, huge train stations, like London Paddington, and probably also some stuff that was small, like maybe a loo-roll holder. (I don't know that for certain.)
MARY ANDERSON. You know when it's raining and an adult's driving and puts the windscreen wipers on? Thank you. Mary Anderson. (She invented the wipers.)
I've wanted to be an inventor for as long as I can remember.
My Grandad Wilf was my mentor. Once a week, my parents and I would visit him and Granny Joss for Sunday lunch. I knew that Granny Joss had been a scientist herself, years and years ago, but she didn't talk about it at all and I wasn't allowed to ask her about it. Grandad Wilf was a vet before he retired, but was an inventor in his spare time, so he and I would leave my parents and Granny Joss drinking boring cups of tea and disappear into his workshop at the bottom of the garden and invent like mad. It was my favourite hour of the week.

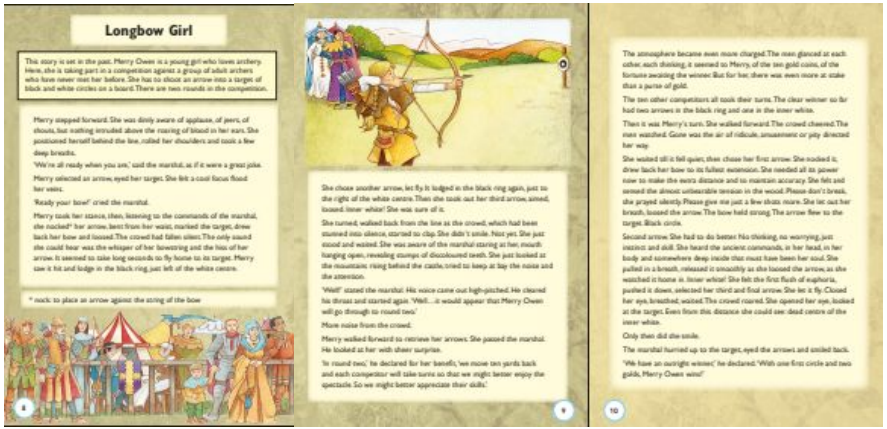
2026

The reason I love inventing so much? Because anything is possible! You start with a blank page and no clue what you're going to sketch. And then an idea pops into your mind and you think, 'Ooh, what if I could invent a way to scoop toast out of the toaster without totally burning my fingers!' and you outline a diagram, work out how to build it, cut or send wood and build, build, build, and then you have the finished product that you have totally made from your imagination!
Grandad Wilf also taught me the saying: Necessity is the mother of invention. It means that most inventions are created to fix a problem.
Which brings us to my greatest invention yet: The Handy-Handy-Hand.
Grandad Wilf's hands didn't work as well as they used to and he found it difficult to hold his tools. I knew how much this got him down, and so, it's my great pleasure to introduce you to The Handy-Handy-Hand!
A wooden glove, with metal fingers that would do the work Grandad Wilf's hands couldn't. Grandad Wilf loved it.
One day, not long ago, my school announced a science competition, with a Grand Prize for the best invention or scientific display. There was a poster put up on the noticeboard:
Science Competition
Think you're the next Albert Einstein?
Got an invention that's better than sliced bread?
Want to win a GRAND PRIZE?
Arnos Yarm School's Science Competition is the chance to show the world what you're made of!
Ask your teacher for details.
Well, I would! I would ask my teacher for details! Because I knew exactly what invention I was going to enter.
7

Amelia Earhart
A 1930s aeroplane
Early air travel
Before the aeroplane was invented, travelling over long distances was very difficult and took much longer than it does today. It wasn't until 1903 that the first successful plane was invented. Later, the period between 1918 and 1939 was considered a golden age of flying. This was because of the achievements of brave, pioneering pilots who flew in some of the first powered planes.
In those days, travelling by plane wasn't comfortable or easy. As flying became popular as a form of travel, there were lots of improvements to the way in which planes were built. There were also many opportunities for pilots to take part in extraordinary displays of their flying skills to capture the public's imagination. As well as performing at popular air shows, aviators began planning longer and longer flights, trying to fly to different continents, which previously could only be reached by long sea voyages. Flying had opened up a new era of adventure and exploration.
Amelia's first flights
Pushing the limits of aircraft and setting aviation records became the goal of a select few, among them a young American woman called Amelia Earhart. Amelia had her first flight in 1920 when she was 23. By the time the plane was a few hundred feet off the ground, she was determined to learn to fly by herself. She was a strong willed and unconventional young woman and, even though most pilots were men at that time, she did not change her mind. When she earned her pilot's licence in 1923, she was only the sixteenth woman in the world to do so.
In June 1928, only one year after Charles Lindbergh completed the first solo flight across the Atlantic, Amelia was invited to accompany pilots Wilmer Stultz and Louis Gordon on a flight in their plane called 'Friendship'. They flew from Newfoundland in Canada to Wales, and so she became the first woman to travel across the Atlantic in a plane. The three became instant celebrities and, although Amelia had played no part in flying the plane, her book about the flight became a bestseller.
Amelia Earhart in front of the 'Friendship' in 1928
8

Amelia's fame
As she became well known as a successful modern woman, companies paid Amelia to promote and advertise their products. This meant that she was able to earn enough money to fund her flying career. She gained a reputation for her own flying skill and set a number of records, completing flights by herself. She made the first solo flight by a woman across the American continent and back. Amelia competed in women's air races and established a world altitude record by taking a plane up to 5,613 metres. In 1932, she flew solo across the Atlantic, the first woman to do so, and was showered with honours. Amelia Earhart was a household name: an outspoken supporter of women's rights and a successful aviator.
Amelia's next record attempt
Amelia had a strong desire for yet another extraordinary flying achievement: to fly around the globe at its widest point, the equator. She had a plane built specifically for the attempt, with a greatly increased fuel capacity, which meant she could fly further without stopping to refuel. In 1937, Amelia set out from Oakland, California, intending to fly from east to west around the equator. An accident in Hawaii, however, resulted in major repairs being needed to the plane.
Amelia's last flight
It wasn't until three months later in June that she began her attempt again from Oakland, this time travelling from west to east. She reached New Guinea, north of Australia, 28 days later, having covered about 35,000 kilometres or two-thirds of the distance. The next leg of the journey was going to be a very difficult and dangerous one. She was planning to land on Howland Island, a remote island in the Pacific Ocean with only four miles of coastline. On the island, she would take on fuel from a US coastguard ship waiting to assist her with this risky part of her journey.
On 2nd July 1937, Amelia and her navigator left Lae in New Guinea to fly the 4,000 kilometres to Howland Island but were never seen again. What happened to Amelia Earhart is one of the most enduring mysteries of aviation. A massive and expensive search was carried out at the time, and no trace of her plane was found. There have been numerous investigations and rumours about her disappearance over the years. However, the mark she left on the world of aviation was, and still is, incredible.
The route of Amelia's last flight
Oakland
Lae
Equator
9





2024/25

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Reading

The reading SATs paper requires a range of answer styles.

Example questions:

2 ***An intriguing game***

Which word is closest in meaning to *intriguing*?

Tick **one**.

- exciting ☐
- popular ☐
- challenging ☐
- interesting ☐

An intriguing game

One day in 2005, Phiona followed her brother Brian to see where he was going. Watching silently, out of view, Phiona saw that Brian had gone to a club where children had gathered to play a game with some small black and white pieces on a board. She was fascinated by what they were doing.

The game they were playing was chess. It was so unusual in Uganda at that time, there was no word for it in Phiona's language. Despite this, she was determined to play. She walked six kilometres every day to find out how. Within a year, it was clear that she had a special gift.

4

2	***An intriguing game*** Which word is closest in meaning to *intriguing*? Tick **one**. **Content domain:** 2a – give or explain the meaning of words in context **Award 1 mark** for: exciting ☐ popular ☐ challenging ☐ interesting ☑	1m

Reading

25 Look at the whole text.

Tick **one** box in each row to show what the text tells you about the lights.

	Yes	No
where they are placed		
what colour they are		
how many did not work		
what they are used for		

Qu.	Requirement	Mark
25	Look at the whole text. Tick **one** box in each row to show what the text tells you about the lights. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for **all four** correct:	1m

	Yes	No
where they are placed	✓	
what colour they are	✓	
how many did not work		✓
what they are used for		✓

14 *'It's just a rock. They're all rocks, you can…'*

What made Tom realise that what he was looking at wasn't actually a rock?

Write **two** things.

1. _____

2. _____

2 marks

Qu.	Requirement	Mark
14	*'It's just a rock. They're all rocks, you can…'* What made Tom realise that what he was looking at wasn't actually a rock? Write **two** things. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** its colour, e.g. • *it was a different colour to other rocks* • *it was red.* **2.** its shape, e.g. • *it had a different shape to other rocks* • *it had a shape of a boat* • *curious regular shape* • *it was a weird shape.* **3.** its texture, e.g. • *it was smooth.* **4.** the writing on it, e.g. • *it had writing on it.* **Also accept** reference to its size, e.g. • *it was large.*	Up to 2m

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Reading

Example questions:
3 mark question

26 What impressions do you get of Tom's and Geoff's personalities?

Write **one** impression for **each** boy, using evidence from the text to support each answer.

	Impression	Evidence
Tom		
Geoff		

Qu.	Requirement	Mark
26	What impressions do you get of Tom's and Geoff's personalities? Write **one** impression for **each** boy, using evidence from the text to support each answer. **Content domain**: 2d – make inferences from the text or explain and justify inferences with evidence from the text **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.	Up to 3m

Tom is...

Acceptable points (Impression)	Evidence
1. anxious / cautious / a worrier	• *he peered nervously into the darkness* • *'What did you do?'* • *he climbed silently into the machine* • *he didn't want to touch the buttons / lights* • *'What are you doing?'* • *he didn't want Geoff to touch the lights / press the button* • *'You can't do that!'* • *he stared at his friend in horror* • *'You don't know what'll happen!'* • *'At least let's think about it first'*
2. sensible / responsible	• *he didn't want to touch the buttons / lights* • *he didn't want Geoff to touch the lights / press the button* • *'You can't do that!'* • *'You don't know what'll happen!'* • *'At least let's think about it first'*
3. curious / interested	• *he walked towards / went to look at the object* • *he leaned forwards to brush away the dust* • *he wanted to work out what the writing said* • *Tom came round to look* • *he questioned Geoff when the light came on / 'What did you do?'* • *he got into the machine to sit with Geoff*
4. observant	• *he noticed details about the rock* • *he spotted the writing on the machine* • *he became aware of a faint humming / inaudible vibration*

Continued on the following page.

3 marks

Qu.	Requirement	Mark
26 (cont.)	**Geoff is...**	

AP - Impression	Evidence
1. adventurous / brave	• *he climbed into the machine first* • *he ran a finger cautiously over one of the lights / buttons* • *'I reckon if you pushed one of these'* • *he was going to / wanted to press the buttons* • *there was only one way to really know*
2. reckless / careless	• *he climbed into the machine first* • *he ran a finger over one of the lights / buttons* • *'I reckon if you pushed one of these'* • *he was going to / wanted to press the button* • *his finger still hovered over the lights* • *there was only one way to really know*
3. curious / interested	• *he walked towards the object* • *he got into the machine* • *he wanted to find out what the lights were / did* • *'I wonder what it is?'* • *'What do you think it is?'* • *'What's it for?'* • *he ran a finger over one of the lights / buttons* • *'I wonder if we could find out?'* • *he stared intently at the surface* • *'They're not just lights, are they?' / 'They're buttons, you see?'* • *'I reckon if you pushed one of these'* • *he wanted to press the button / find out what would happen if he pressed the button* • *his finger hovered over the lights* • *there was only one way to really know*
4. excitable / enthusiastic / impulsive	• *he climbed into the machine first* • *he says 'Wow' when the machine pings* • *he ran a finger over one of the lights / buttons* • *'I reckon if you pushed one of these'* • *his finger hovered over the lights* • *he was going to / wanted to press the button* • *he didn't want to listen to Tom / he didn't want to think about it*
5. stubborn	• *his finger still hovered over the lights* • *reluctantly he sat back and thought about it* • *he didn't want to listen to Tom / he didn't want to think about it* • *he was going to / wanted to press the button even though Tom didn't want him to* • *there was only one way to really know*
6. observant	• *he became aware of a faint humming / inaudible vibration* • *stared intently at the surface under his hand* • *'They're not just lights, are they?' / 'They're buttons, you see?'*

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What are we doing in school to help children prepare?

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- ★ Structured units of work focused on reading-rich materials
- ★ Personalised targeted work
- ★ Extra tuition sessions
- ★ Exposure to a wide range of reading materials and text types
- ★ Practice questions incorporated into lessons
- ★ Diverse writing activities
- ★ In-depth question-level analysis
- ★ Mock SATs practice
- ★ Homework designed to support progress, such as EdShed activities and CGP books.
- ★ Rewards and recognition for achievements
- ★ Emphasising enjoyment in learning!

Ways to help your child with reading ...

- ★ Focus on fostering a love and enjoyment of reading above all else - Aim for five to thrive!
- ★ Share stories together – reading to your child is just as important as listening to them read. Ask questions to encourage reflection on their reading, comprehension and understanding of context.
- ★ Encourage short, frequent reading sessions rather than infrequent, lengthy ones.
- ★ Discuss the story before, during, and after reading – talk about the plot, characters, their emotions, and actions. Share how it makes you feel, make predictions and encourage your child to form their own opinions. Use VIPERS reading strategies for guidance!
- ★ Look up word definitions together – use a dictionary, the internet or an app on a phone or tablet.
- ★ Remember, all reading is valuable – it doesn't have to be limited to stories. Reading can include fiction, non-fiction, poetry, newspapers, magazines, football programmes and even TV guides.

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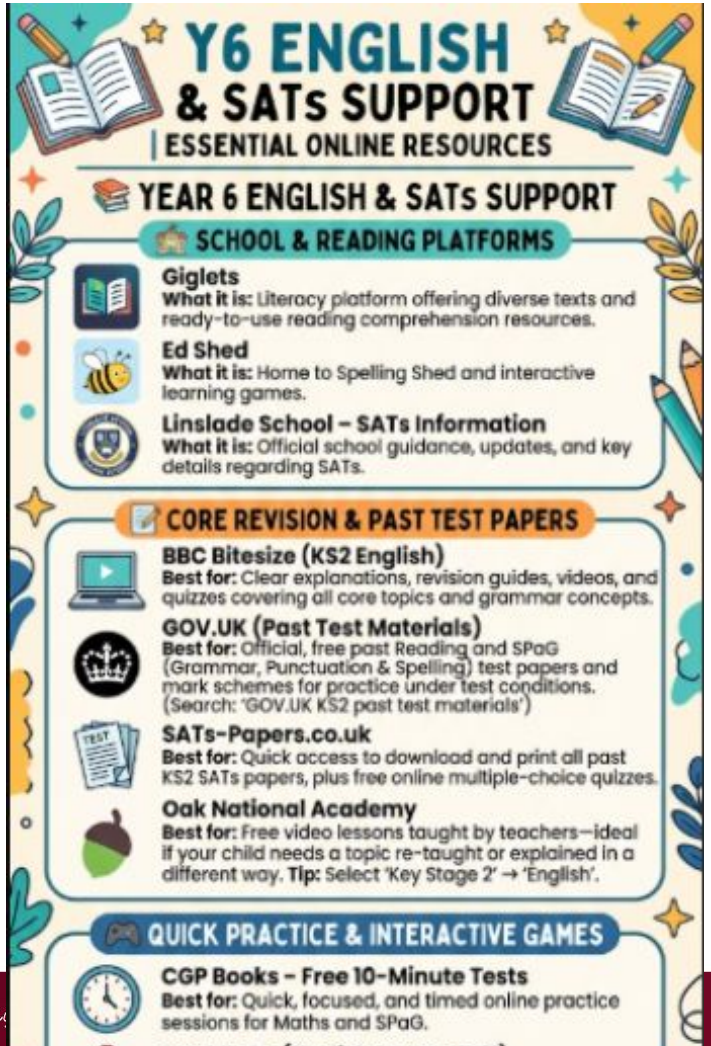
Useful links in your booklet...



Useful links...

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Giglets: **Giglets is a literacy platform for schools, offering diverse texts and ready-to-use resources to improve reading and comprehension.**

Ed Shed: **Education Shed Ltd, is the umbrella for several educational products and brands. These include Spelling Shed which is used at Linslade.**

Linslade School website: SATs Information

BBC Bitesize (Key Stage 2 English) **Clear explanations, revision guides, videos, and quizzes** for all core topics. Excellent for explaining grammar concepts simply and testing knowledge. https://www.bbc.co.uk/bitesize/subjects/zv48q6f

GOV.UK (Past Test Materials)**The official source for free past SATs papers.** Essential for practice under test conditions. Includes the Reading test and the SPaG test papers and mark schemes.Search for "GOV.UK KS2 past test materials" on their site

Oak National Academy: Full video lessons taught by teachers. Great if your child needs a concept re-taught or explained differently. Just select 'Key Stage 2' and 'English'.

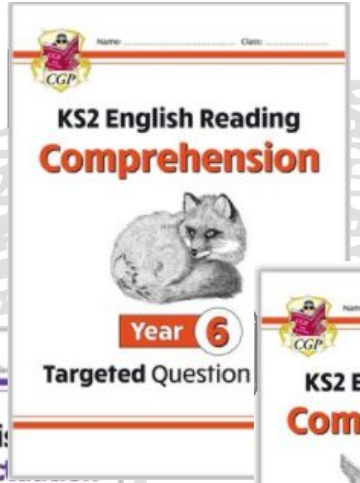
SATs-Papers.co.uk : Quick access to all past KS2 SATs papers for downloading and printing. Also offers free online multiple-choice quizzes. https://www.sats-papers.co.uk/

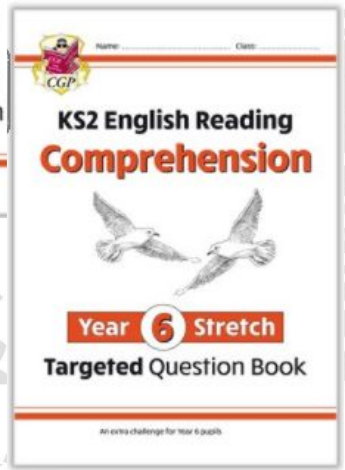
CGP Books (Free 10-Minute Tests) : revision book publisher offering **free online 10-minute tests** for Maths and SPaG. Excellent for quick, focused, and timed practice sessions.

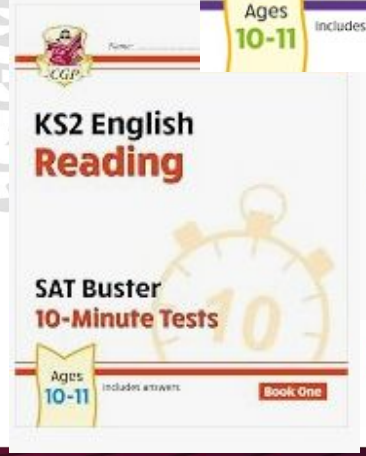
Top Marks (English Games 7-11) **Interactive, quick games** for improving spelling, punctuation, and grammar. The games often target specific rules (e.g., nouns, adjectives, apostrophes) https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar

Crickweb : (KS2 Literacy)Offers a variety of **free, simple interactive activities** covering grammar and literacy topics like word types and sentence structure. http://www.crickweb.co.uk/ks2literacy.html

Support materials...







LEARNING TRUST

LINSLADE SCHOOL
Learning today, leading tomorrow.

Writing

- No SATs writing test.
- Writing focuses on composition, grammar, punctuation, and spelling.
- Teachers assess writing based on work collected throughout the year.
- Assessments are moderated with other professionals to ensure consistency nationwide.
- Final results will be shared with parents alongside other assessments.

The Y6 Writing Pathway : The Path to Powerful Writing

SUMMIT: GDS
(Greater Depth Standard)

Write brilliantly for any audience by using styles and ideas from books you have read.

Show a clear difference between the way people speak and the way they write by choosing appropriate register

Control how formal or informal the writing is by carefully picking the right words and grammar.

Use all Key Stage 2 punctuation perfectly to make the meaning crystal clear and add impact.

MID-WAY: EXS
(Expected Standard)

Write effectively for different people and reasons, choosing words that suit the reader and using other writing as a model.

Use speech to show character and move the story along, using the right punctuation. Integrate dialogue with (verbs, preposition phrases, fronted adverbials, relative clauses)

Use many different sentence structures and vary where they start and end.

Use a range of linking words and phrases (cohesive devices) to make the writing flow smoothly across paragraphs. Eg.conjunctions, adverbials, pronouns, synonyms etc.

. . , ? ' (, ' ,)
Use all Key Stage 2 punctuation mostly correctly: commas, inverted commas. Apostrophes for possession, parenthesis, colons, semi-colons, ellipsis. hyphens

Check and improve your own work to make the meaning clearer and better.

Use a dictionary to check the spelling of tricky or ambitious words. Spell most Y5/Y6 words correctly

Continue using prefixes, suffixes & homophones correctly

Keep joined-up handwriting neat even when writing quickly

Describe settings, characters, and atmosphere to keep the reader interested.

Choose the best words and grammar for the task, such as passive verbs or modal verbs.

Use techniques like interesting verbs and relative clauses to create a clear picture.

Use the correct verb tenses consistently throughout the writing.

BASE CAMP - WTS
(Working Towards Standard)

Write for different purposes and include the main features of that type of writing.

Uses paragraphs to organise ideas

Describe settings and characters in stories using descriptive word groups in various ways.

Use simple features like headings, sub-headings, and bullet points to help the reader.

Use capital letters, full stops, question marks, and exclamation marks mostly correctly.Use commas for lists and apostrophes for shortened words (like "don't") correctly.

Spell most Y3/Y4 words correctly

Spell some Y5/Y6 words correctly

Write legibly so it is easy to read.

Check and improve your own work to make sure it makes sense.

Year 6

[cite: 2]

Ways to help your child with developing their writing ...

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- Practice weekly spelling lists together and make it an enjoyable activity.
- Create writing opportunities, like composing letters to family or friends, making shopping lists, or writing notes, stories and poems.
- Write with your child to set a positive example, focusing on the correct use of punctuation.
- Encourage the use of a dictionary for checking spelling and a thesaurus for finding synonyms and antonyms to expand vocabulary.
- Allow your child to use a computer for writing, so they can easily edit and correct their work without having to cross things out.
- **Remind your child that good readers become good writers! Point out strong writing features, such as vocabulary, sentence structure, and punctuation, when reading together.**
- Celebrate and praise your child's efforts, no matter how small.

Supporting your child in preparing for the SATs

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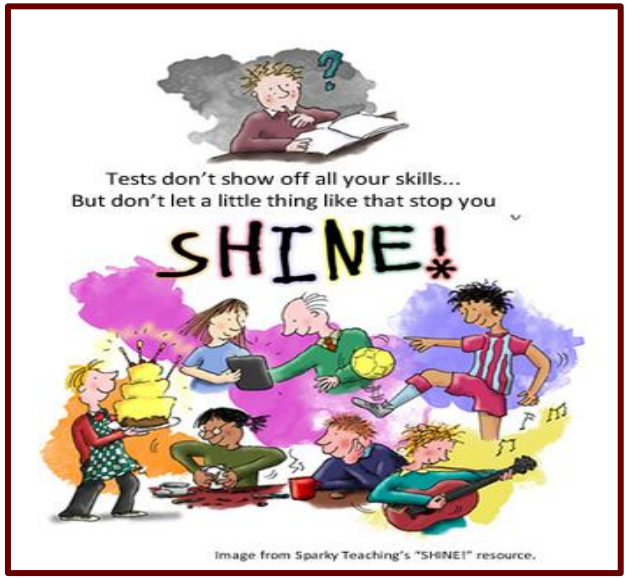
Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that!)

Tips:

- Attend any SATs meetings at school (or read any literature sent home).
- Talk to your child's class teacher 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.
- 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.
- Develop resilience & perseverance - absent?
- 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 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.

What to do if you are worried about your child

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Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer to seek reassurance from teachers over family members.

Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

Advice for Year 6 children

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- 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 only 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.