



Our Lady of the Rosary Catholic Primary School

Year 6 SATs

Parent Information Meeting

15th January 2025

The SATS Week Timetable

Date	Activity
Monday 12 May 2025	English grammar, punctuation and spelling papers 1 and 2
Tuesday 13 May 2025	English reading
Wednesday 14 May 2025	Mathematics papers 1 and 2
Thursday 15 May 2025	Mathematics paper 3

In addition, **writing** and **science** teacher assessment is reported in June.

How they are marked:

- Children receive a **raw score**.
- It is then **'scaled'** – this means it is converted to a score where 100 is the national average.
- If they achieve a scaled score of 100, they will have **reached 'expected' standard**.
- **A higher score (above 110) is called 'Greater Depth'** and **a lower score (below 100) will be classed as 'Working towards' the Year 6 expectations.**

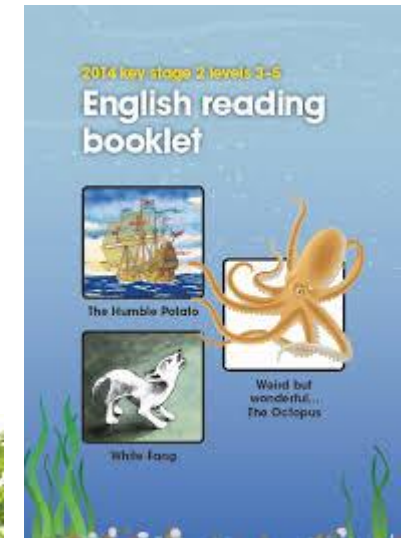
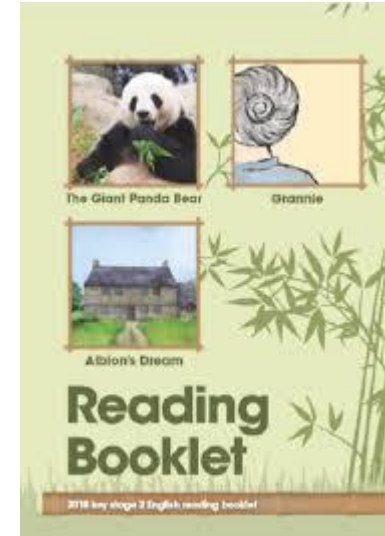
Mathematics	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	80
7	81
8	82
9	82
10	83
11	84
12	84
13	85
14	86
15	86
16	87
17	87
18	88
19	88
20	89
21	89
22	89
23	90
24	90

Mathematics	
Raw score	Scaled score
25	91
26	91
27	91
28	92
29	92
30	92
31	93
32	93
33	93
34	94
35	94
36	94
37	94
38	95
39	95
40	95
41	96
42	96
43	96
44	96
45	97
46	97
47	97
48	97
49	98

Mathematics	
Raw score	Scaled score
50	98
51	98
52	98
53	99
54	99
55	99
56	99
57	100
58	100
59	100
60	100
61	100
62	101
63	101
64	101
65	101
66	102
67	102
68	102
69	102
70	103
71	103
72	103
73	103
74	104

Reading

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.



Sample Questions:

Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.

Questions 1–11 are about *The Lost Queen* (pages 4–5)

- 1 Look at the paragraph beginning: *Glancing nervously...*
Find and copy one word meaning relatives from long ago.

1 mark

- 2 *The struggle had been between two rival families...*
Which word most closely matches the meaning of the word *rival*?

Tick one.







- equal
- neighbouring
- important
- competing

1 mark

- 3 Look at page 4.
How can you tell that Maria was very keen to get to the island?

- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

How can you help your child?

Vocabulary Draw upon knowledge of vocabulary in order to understand the text. 	Infer Make inferences from the text. 	Predict Predict what you think will happen based on the information that you have been given. 	Explain Explain your preferences, thoughts and opinions about the text. 	Retrieve Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	Sequence Sequence the key events in the story. 
Example questions <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	Example questions <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	Example questions <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	Example questions <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	Example questions <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	Example questions <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

- Read with your children and encourage them to read to you.
- Ask them a range of questions about the text.
- **Talk** to your child about what book(s) they are reading (the character, the plot, their opinion).
- Provide different reading materials – magazines, newspapers, menus, etc still count!

Spelling, Punctuation and Grammar

- **Part 1** - Punctuation, Vocabulary and Grammar.
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- **Part 2** - Spelling test containing 20 words, lasting approximately 15 minutes.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

1

Fill in the gaps in the sentence below, using the past progressive form of the verbs in the boxes.

to play

to feed

2 marks

As Cat _____ in the sand her sister _____ the birds with bread.

2

Circle all of the modal verbs in the sentence below.

1 mark

Jim may go to Italy if he can find a flight that is cheap otherwise he might just stay home and watch TV.

38

Write a sentence using the word point as a **verb**.
Do not change the word.
Remember to punctuate your sentence correctly.

_____ 1 mark

Write a sentence using the word point as a **noun**.
Do not change the word.
Remember to punctuate your sentence correctly.

_____ 1 mark

Spelling:

15. Jasmine's _____ expression showed how happy she felt.
16. The children needed _____ rucksacks for the visit.
17. I needed to fill in my _____ on the form.
18. My mum painted the _____ blue.
19. There is a great _____ in accents across Britain.
20. The mother swan _____ guarded her nest.

Spelling 15: The word is **facial**.

Jasmine's **facial** expression showed how happy she felt.
The word is **facial**.

Spelling 16: The word is **lightweight**.

The children needed **lightweight** rucksacks for the visit.
The word is **lightweight**.

Spelling 17: The word is **nationality**.

I needed to fill in my **nationality** on the form.
The word is **nationality**.

Spelling 18: The word is **ceiling**.

My mum painted the **ceiling** blue.
The word is **ceiling**.

Spelling 19: The word is **variation**.

There is a great **variation** in accents across Britain.
The word is **variation**.

Spelling 20: The word is **ferociously**.

The mother swan **ferociously** guarded her nest.
The word is **ferociously**.

Mathematics

- **Three tests:** Paper 1, Paper 2 and Paper 3.
- Paper 1 - **'Arithmetic' - lasting for 30 minutes**, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty.
- **Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.**
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.



Mathematics Paper 1: arithmetic

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



Sample Questions (arithmetic):

6

$6.48 + 8.6 =$

$$\begin{array}{r} 6.48 \\ + 8.6 \\ \hline 15.08 \\ 1 \end{array}$$

1

35

$6 + 4 \div 2 =$

$$\begin{array}{l} 4 \div 2 = 2 \\ 6 + 2 = 8 \end{array}$$

8

1 mark

How can you help your child?

- BE POSITIVE about the subject and don't fall into the trap of telling them 'I could never do it either'.
- **Approach arithmetic, grammar, spelling, reading questions discussion, whenever possible and in the most 'normal' of situations – in the car, shopping, discussing a joke (inferences can be made about videos/ comments etc not just text read).**
- Support with homework by asking question about what they have read, encouraging access to education videos/ platforms – see links listed.

Maths

<https://corbettmathsprimary.com/>



SCAN ME

spelling

<https://spellingframe.co.uk/>



SCAN ME

Reading

<https://uk.ixl.com/english/skill-plans/standard-assessment-tests-key-stage-2>



SCAN ME

Writing: Assessed by the class teacher

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 notices)
- in narratives, describe settings and characters
- integrate dialogue in narratives
- select vocabulary and grammar, doing this mostly appropriately, using passive verbs to add variety and suggest degrees of possibility
- use a range of devices to enhance writing, such as place, pronouns, synonyms and antonyms
- use verb tenses consistently
- use the range of punctuation taught at key stage 2 correctly (e.g. commas and other punctuation)
- spell correctly most words and use a dictionary to check the spelling of unfamiliar words
- maintain legibility in joined handwriting

Working at greater depth

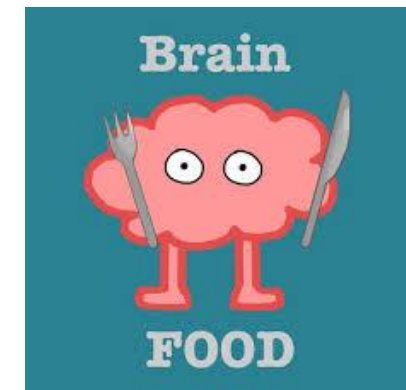
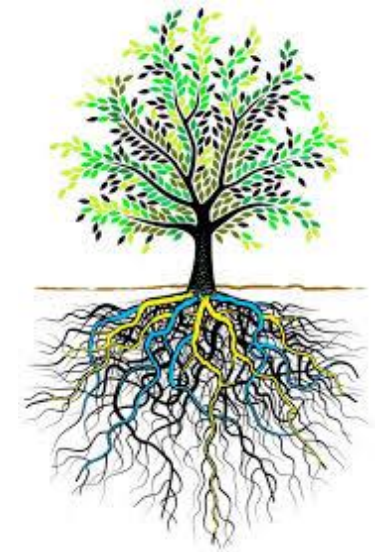
The pupil can:

- 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]

How can you help your child?

- Ensure your child has the best possible **attendance** at school.
- Make sure your child has a good **sleep** and healthy breakfast every morning!
- Support your child with any **homework** tasks and please ask for help if needed.
- Praise and encourage to provide reassurance!



Homework - Year 6



Every child will be provided with 3 homework booklets. These booklets must be returned to school every week. Each week, your child will be asked to complete a 10 minute task from each of these homework books.

This will include;

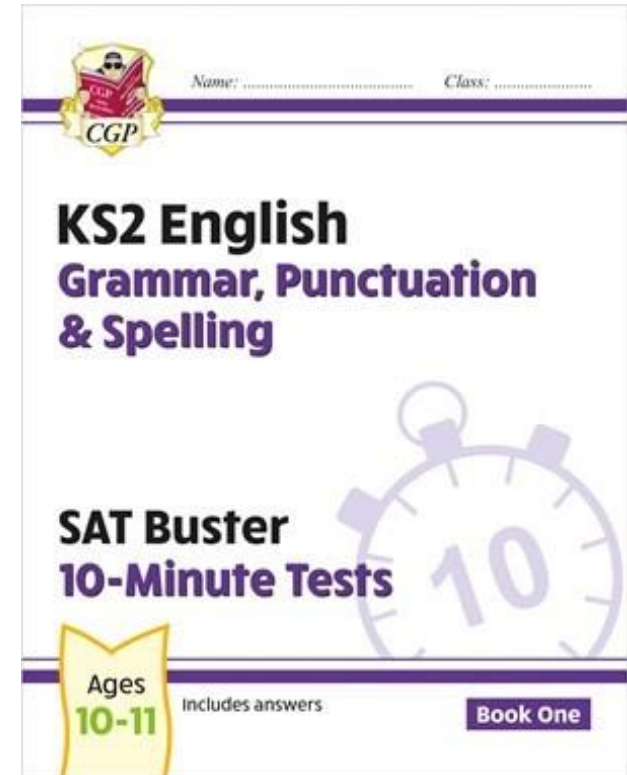
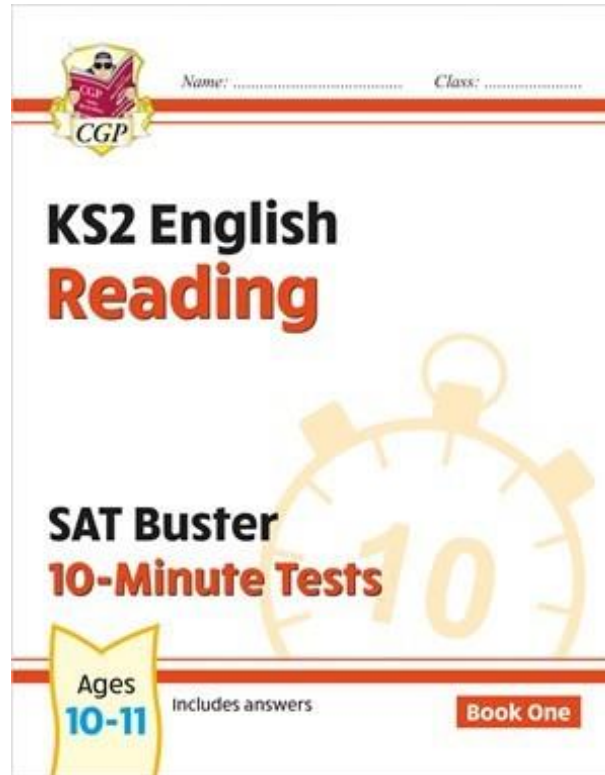
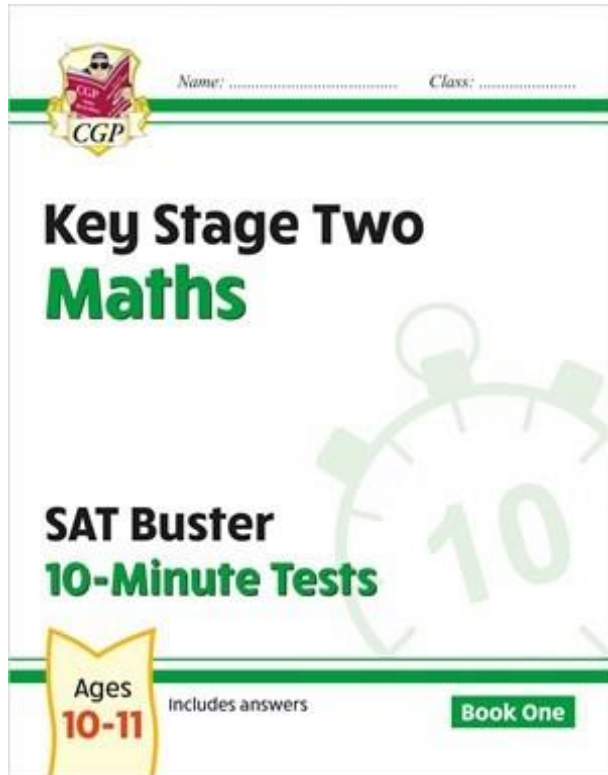
- 1) 10 minutes revision for Maths
- 2) 10 minutes revision for Grammar and Punctuation
- 3) 10 minutes revision for Reading.

In addition to this, children must complete:

- 1) Weekly spelling practise - see half term overview for weekly focus
- 2) 30 minutes of reading a week (this can be a book of their own choice)
- 1) Weekly number sense practise - see half term overview for weekly focus



Homework



Given on a Friday

Due in Wednesday. Checked and marked Friday.

Advice for Children

work
HARD

* STAY
Positive *

