



RPS Year 6 SATS Workshop 2025

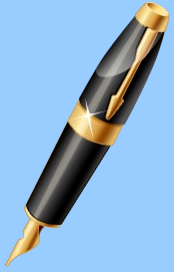
Aim of this workshop:

- Set out the timeline of the upcoming SATs.
- Provide a bit of information about what the SATs will be like and share examples of content.
- Explain Access Arrangements.
- Explain how parents can support children at home.
- Top tips just before and during SATs.

SATS: Standard Assessment Tests

Monday 12 th May	English grammar, punctuation and spelling (GPS) papers 1 (45mins) and 2 (spelling)
Tuesday 13 th May	English Reading Paper (1 hour)
Wednesday 14 th May	Mathematics Paper 1 Arithmetic (30 mins) and Paper 2 Reasoning (40mins)
Thursday 15 th May	Mathematics Paper 3 Reasoning (40 mins)

Breakfast will be served from 8:15



GPS

Paper 1 grammar and punctuation (45 minutes)

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

Spelling sample list of words

7. Mark schemes for Paper 2: spelling

Information relating to the content domain reference codes in Table 3 can be found in the key stage 2 English grammar, punctuation and spelling test framework.

Table 3: Mark schemes and content domain references for Paper 2

Qu.	Spelling	Mark	Content domain reference
1	ordering	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
2	disrespect	1	S41 – prefixes
3	special	1	S54 – endings that sound like /ʃəl/
4	couple	1	S40 – the /ʌ/ sound spelt <i>ou</i>
5	measure	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
6	cough	1	S59 – words containing the letter string <i>ough</i>
7	machine	1	S49 – words with the /ʃ/ sound spelt <i>ch</i>
8	invisible	1	S56 – words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
9	banned	1	S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
10	television	1	S45 – endings that sound like /ʒən/
11	character	1	S48 – words with the /k/ sound spelt <i>ch</i>
12	caution	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
13	syrup	1	S39 – the /i/ sound spelt <i>y</i> other than at the end of words
14	reluctantly	1	S43 – the suffix <i>-ly</i>
15	reference	1	S57 – adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
16	ridiculous	1	S46 – the suffix <i>-ous</i>
17	scenic	1	S51 – words with the /s/ sound spelt <i>sc</i> S60 – words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
18	survey	1	S52 – words with the /eɪ/ sound spelt <i>ei</i> , <i>eigh</i> or <i>ey</i>
19	transferred	1	S57 – adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
20	receipt	1	S58 – words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
Total		20	

2022 Spelling script

Spelling 1: The word is **ordering**.

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

Spelling 2: The word is **disrespect**.

Do not show **disrespect** to anyone.

The word is **disrespect**.

Spelling 3: The word is **special**.

I was given a **special** award.

The word is **special**.

Spelling 4: The word is **couple**.

We spent a **couple** of hours at the shops.

The word is **couple**.

Spelling 5: The word is **measure**.

You should **measure** your fabric carefully.

The word is **measure**.

Spelling 6: The word is **cough**.

The dust in the air made me **cough**.

The word is **cough**.

Spelling 7: The word is **machine**.

Rosie used a sewing **machine** to make her dress.

The word is **machine**.

Spelling

1. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.
4. We spent a _____ of hours at the shops.
5. You should _____ your fabric carefully.
6. The dust in the air made me _____.
7. Rosie used a sewing _____ to make her dress.

Spelling



- Your child has a list of spelling rules revision sheet – please help them learn these.
- In your child's planner are all the common exception words, which they can tick off as and when they learn them.
- Revising old homework spellings will also be helpful.

Years 5 and 6 Statutory Spellings

Aa

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb

bargain
bruise

Cc

category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd

definite
desperate
determined
develop
dictionary
disastrous

Ee

embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff

familiar
foreign
forty
frequently

Gg

government
guarantee

Hh

harass
hindrance

Ii

identity
immediate
immediately
individual
interfere
interrupt

Ll

language
leisure
lightning

Mm

marvellous
mischievous
muscle

Nn

necessary
neighbour
nuisance

Oo

occupy
occur
opportunity

Pp

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq

queue

Rr

recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss

sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt

temperature
thorough
twelfth

Vv

variety
vegetable
vehicle

Yy

yacht

1. sharp

2. whiskers

3. surveyed

4. lying

5. rigid

6. intruder

7. scattered

8. enough

9. females

10. doubt

11. ravenously

12. approached

13. cautiously

14. bristling

15. sensible

16. height

17. corridor

18. proud

19. straightened

20. voice

Reading Paper (1 hour)



The most crucial aspects of reading at the end of Key Stage 2 are:-

- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)
- Comprehension (drawing meaning from text)

One paper based on reading comprehension of three to four different, un-linked texts, with a total of 35 to 40 questions. (Totalling 50 marks)

The least demanding texts will come first with the following texts increasing in level of difficulty. Questions worth 1,2,or 3 marks each.

Lasts for 1 hour
(marked externally)

Reading Paper (1 hour)



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.

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.

☐

1 mark

Reading Paper (1 hour)



Albion's Dream

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. | <input type="checkbox"/> |
| No one ever went there by choice. | <input type="checkbox"/> |
| It seemed stuck in the past. | <input type="checkbox"/> |
| The outside was better looked after than the inside. | <input type="checkbox"/> |

1 mark

30 Look at the first paragraph.

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

Give **two** things.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Award 1 mark for reference to any **two** of the following:

1. dusty, e.g.
 - *the house had dust everywhere.*
2. piles of candle wax, e.g.
 - *no-one had bothered moving the candle wax that was in all the corners.*
3. cracked basins, e.g.
 - *there were basins that were cracked.*
4. smells old / of the past

Also accept reference to untouched books, e.g.

- *books which hadn't been handled for a very long time.*

Also accept reference to unused rooms, e.g.

- *there were rooms he never saw used.*

1m

31 Look at the first two paragraphs.

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

Tick **one**.

Content domain: 2c – summarise main ideas from more than one paragraph

Award 1 mark for:

- | | |
|--|-------------------------------------|
| It had always been a lifeless place. | <input type="checkbox"/> |
| No one ever went there by choice. | <input type="checkbox"/> |
| It seemed stuck in the past. | <input checked="" type="checkbox"/> |
| The outside was better looked after than the inside. | <input type="checkbox"/> |

1m

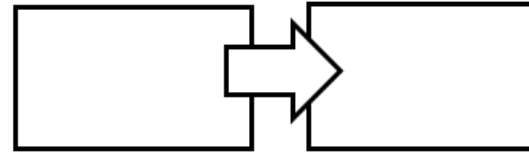
Reading Paper Question Stems



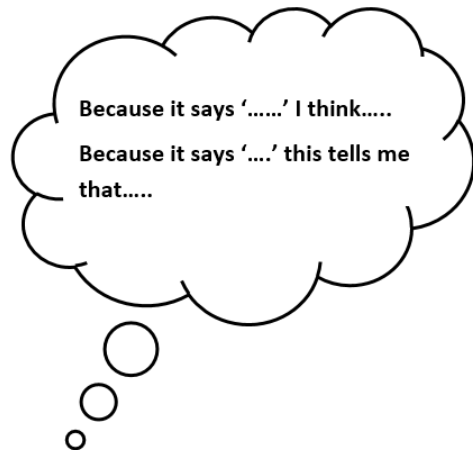
Find and copy

SNAP!

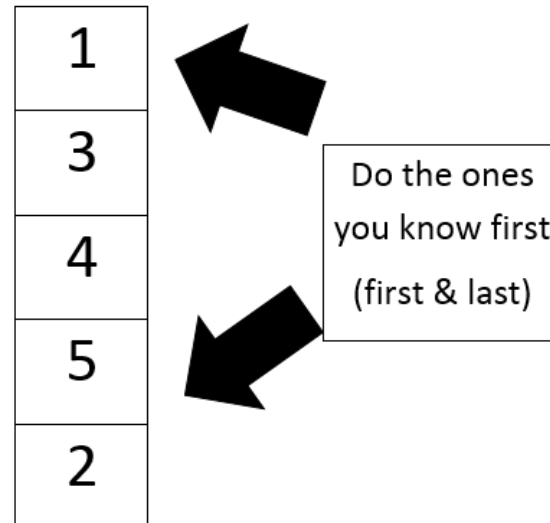
Near match



Inference 2/3 mark
questions



Order



Maths

There are 3 papers: arithmetic (30 minutes) and two reasoning papers (40 minutes each)

Paper 1

Lasts for 30 minutes. 36 Q

Paper 2

Two problem solving and reasoning papers. Lasts for 40 minutes. NO TRACING PAPER

Paper 3

The tests have questions of 1 and 2 marks and children are given marks for working out if they finish the task, but get the answer incorrect.

NO CALCULATORS ARE ALLOWED

Arithmetic

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

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

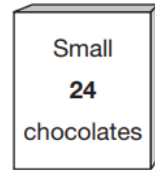
☐

1 mark

Maths Reasoning

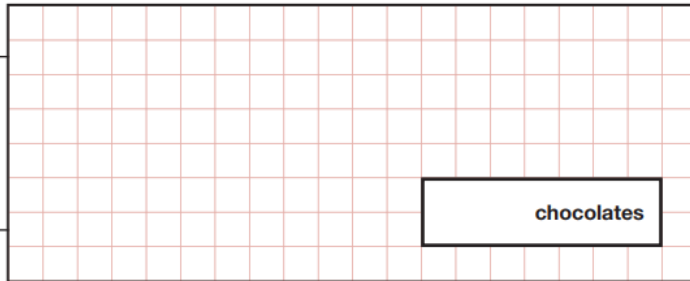
8 Ken buys 3 large boxes and 2 small boxes of chocolates.

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



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

Show
your
method



chocolates

2 marks

17 There are 28 pupils in a class.

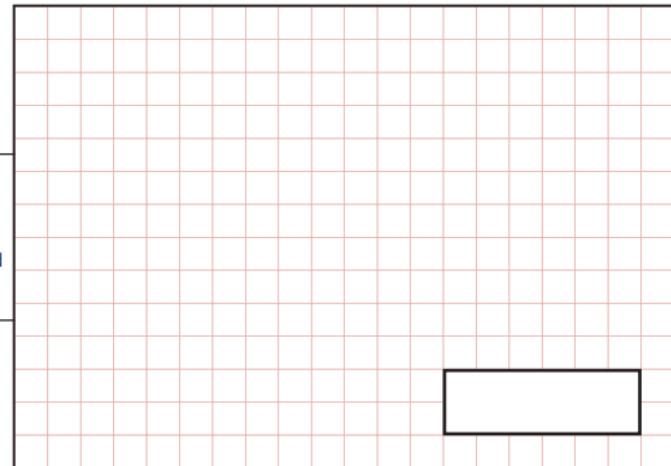
The teacher has 8 litres of orange juice.

She pours 225 millilitres of orange juice for every pupil.



How much orange juice is left over?

Show
your
method



3 marks

Maths

- Please support your child in completing their homework, letting us know if there was an area that your child found difficult.
- **Please make sure that your child knows their times tables and key maths facts.**
- Topmarks, Maths Frame, Numbots and Timestable rockstars all have Maths games linked to the curriculum areas.

Writing

Focus on the progress children make throughout the school year, as opposed to a test-day snapshot of what they know.

DfE Guidance:- TA provides a rounded judgement that:

- is based on knowledge of how the pupil has performed over time and in a variety of contexts
- takes into account strengths and weaknesses of the pupil's performance

What is assessed in writing?

- Composition and Effect
- Text Organisation
- Sentence structure and Punctuation
- Spelling and Handwriting

Children are expected to be able to write using a range of different genres including:

- | | |
|--------------------|---------------------|
| ■ Newspaper report | ■ Report |
| ■ Biography | ■ Recount |
| ■ Autobiography | ■ Balanced argument |
| ■ Diary Entry | ■ Advert |
| ■ Narrative | ■ Instructions |
| ■ Formal letter | ■ Playscript |
| ■ Informal letter | ■ Poetry |

Writing Assessment Framework

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

Writing Assessment Framework

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 correctly¹ (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 Assessment Framework

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]

Science

- Teachers are required to submit a teacher assessment based on work in class and school based tests.
- A pupil who has completed the programme of study will be judged as either 'working at the expected standard' or 'has not met the expected standard'.

Exemplification pieces

Morgan: annotations

Piece A: Short story	Key
Following a class reading of 'Tom's Midnight Garden', pupils were asked to write a story, incorporating a time slip between the present and the past, which links the main characters. The pupil uses a significant birthday gift of a photograph as the means by which her character, Anabeth, goes back in time, just as Tom used the clock in the novel.	[C] composition [GP] grammar and punctuation [T] transcription

This ambitious narrative centres on a special birthday gift and its apparent link to a mysterious figure, who may or may not be Anabeth's father, creating an element of uncertainty in the reader's mind as to whether he is alive or dead.

The story is structured in 3 sections, the central one being a dream-like sequence set in a different time and place.

[C]

"Happy 13th Birthday Ana!" Anabeth's mother exclaimed loudly, while handing Anabeth her birthday present.

The story opens with a conversation between Ana and her mother, where Morgan skillfully uses dialogue to convey both character (...but you really didn't have to get me anything!) and to advance the action (...wait dear, there's another present!).

[C]

"Thanks mum," she grimaced, "but you really didn't have to get me anything!"

"Ahh, come on, I didn't!"

Suddenly, Ana tore off the blue and pink polka dot wrapping paper, and laughed.

Here and elsewhere, contracted verb forms make the dialogue realistic.

[GP]

"Wow! Thankyou so much! It's just what I wanted needed!"

She smiled at the Neon blue pumps.

"OK...I'm going to go and try them on!" She got up and walked out of th

—e room to the couch.

"Oh...Wait dear, there's another present!" The excited mother was holding a rectangular box wrapped in brown, crusty paper.

An expanded noun phrase conveys information to the reader effectively.

[GP]

Ana stared at the present with sadness. She knew what it was. She knew that as soon as she opened it, she would weep.

Repetition here of she knew (from the preceding sentence) provides cohesion and emphasises Ana's state of mind.

[C]

A multi-clause sentence containing 2 subordinate clauses (as soon as she opened it; that she would weep) serves dramatically to withhold significant information from the reader.

[GP] [C]

Morgan: pupil scripts
Piece A: Short story

"Happy 13th Birthday Ana!" Anabeth's mother exclaimed loudly, while handing Anabeth her birthday present.
"Thanks mum," she grimaced, "but you really didn't have to get me anything!"
"Ahh, come on, I didn't!"
Suddenly, Ana tore off the blue and pink polka dot wrapping paper, and laughed.
"Wow! Thankyou so much! It's just what I needed!"
She smiled at the Neon blue pumps.
"OK...I'm going to go and try them on!" She got up and walked out of the room.
"Oh...Wait dear, there's another present!" The excited mother was holding a rectangular box wrapped in brown, crusty paper.

Ana stared at the present with sadness. She knew what it was. She knew that as soon as she opened it, she would weep.
"Um...oh," she cried, "I always tried to forget about that!"
Her mother, now whimpering, placed it gently in Anabeth's cold, peach hands.
"It's ok," she said sighing, "you don't have to open it."
Anabeth's mother stroked her daughter on the back.
"No," Ana murmured, while letting her tears fall like raindrops, "I'll open it."

Access Arrangements

Some children will receive access arrangements.

Types of access arrangements are as follows:

- Scribe
- Transcribe
- Reader (for tests that are not assessing reading)
- Prompter
- Rest break
- Additional time (writing or reading speed is slow)

What happens after the tests?

- These are sent away to be marked.
- The marks awarded are added up to give a raw score. This is then converted to a scaled score. A child needs to achieve a scaled score of 100 to be considered to be meeting the national standard.
- If a child achieves a scaled score of 110 or above they will be described as operating at Greater Depth

How you can support your child during the Easter Holidays

Each child has been given a login to Maths.co.uk. On there, 10 short tests have been set for them on each area of Maths. Please encourage them to complete one test each day. After they have completed the test they can see the answers they got wrong and the correct answer. Please support them in understanding where they went wrong.



SATs Buster - Number and Place Value	20 mins
SATs Buster - Addition and Subtraction	30 mins
SATs Buster - Multiplication and Division	30 mins
SATs Buster - Fractions	25 mins
SATs Buster - Decimals and Percentages	25 mins
SATs Buster - Ratio and Proportion	20 mins
SATs Buster - Algebra	20 mins
SATs Buster - Measurement	30 mins
SATs Buster - Properties of Shape	25 mins
SATs Buster - Position and Direction	20 mins
SATs Buster - Statistics	25 mins
SATs Buster - Arithmetic	40 mins

Read!!

The best preparation they can do for the reading test is to read to develop fluency, stamina and to expose themselves to as many new words as possible.

- Read with them
- Discuss vocabulary
- Ask them questions about what they have read
- Encourage them to read different genres: newspapers, magazines, fiction, non-fiction.

Revision resources

- BBC bitesize KS2
- Timestable Rockstars / Numbots
- Mathsframe
- Topmarks

If you want to purchase additional revision materials, CGP provide bundles of 10 minute buster activities that are useful for children to practice.



- <https://rotherhitheprimary.co.uk/sats-parent-workshop-presentations/>

SATS Parent Workshop Presentations
Home > SATS Parent Workshop Presentations

Year 6 SATs 2022

Welcome to our Year 6 SATs webinar 2022. This webinar and powerpoint below are here to help you better understand the processes behind this years SATs. Please watch the video adjacent and click on the link below to download a powerpoint.

- **SATS Parent Metting Spring 2 2022**

Aim of this webinar:

- Set out the timeline of the upcoming SATs.
- Provide a bit of information about what they SATs will be like and share examples of content.
- Explain Access Arrangements.
- Explain how parents can support children at home.
- Top tips just before and during SATs.

SATs Webinar 2022:

<https://www.bbc.co.uk/bitesize/primary>

Year 3 Year 4 Year 5 **Year 6**

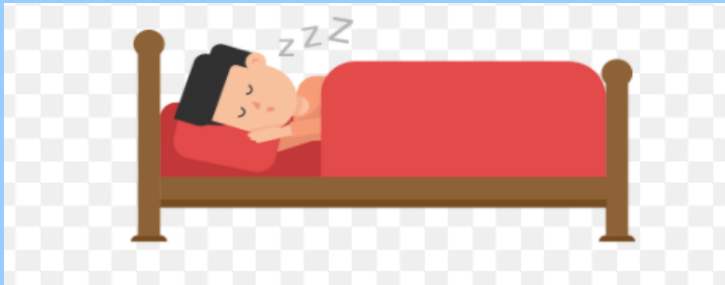
Year 6 subjects

These subjects may contain both Guides for students and Classroom videos for use by teachers.

Citizenship	Computing	English	English as an additional language	French	Geography
History	Mandarin	Maths	Modern Foreign Languages	Music	Religious Education
Science	Spanish	Welsh Second Language			

The night before the tests...

- Make sure that they are not studying all evening.
- Ensure that they relax and get a good night sleep during the week of the tests.



- Make sure your children arrive promptly at school. (We will be running a special breakfast club for them at 8:15am).
- Praise your children for their effort when they arrive home at the end of the day.

Remind your children about good test techniques:

- Read questions carefully.
- Think about what the question is asking and remember strategies that they have been taught.



- If they are stuck on a question move on to a question that they can answer. When they have completed the test, carefully check their answers and tackle any questions that they are unsure of.

- If your child is feeling anxious, reassure them and explain that these feelings are normal but encourage them to be positive and picture themselves trying their best- that is all anyone is asking of them! Positive self-talk releases a hormone called serotonin which helps children to keep calm and function well.



- Make sure your child is hydrated and remind them to drink especially if the weather is hot.

Any questions?

