



Year 6 SATs Presentation for Parents, Carers & Guardians

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 13th May** ending on **Thursday 16th May**.
- The SATs papers consist of:
 - Grammar, punctuation and spelling (paper 1: GPS) – Monday 13th May
 - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 13th May
 - Reading – Tuesday 14th May
 - Maths (paper 1: Arithmetic) – Wednesday 15th May
 - Maths (paper 2: Reasoning) – Wednesday 15th May
 - Maths (paper 3: Reasoning) – Thursday 16th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.



When and how the SATs are completed

- The tests 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 at the end of the test.
- After the tests are completed, the papers are sent away to be marked **externally**.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
 - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
 - Reading – 60 minutes
 - Maths (paper 1: Arithmetic) – 30 minutes
 - Maths (paper 2: Reasoning) – 40 minutes
 - Maths (paper 3: Reasoning) – 40 minutes



Specific arrangements for SATs

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;
- Using word processors independently;
- An adult to read for them (including a translator);
- 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). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.



The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.



Grammar, Punctuation and Spelling: Monday 13th May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for **45 minutes**.
- Paper 2 consists of a spelling test only. It should take approximately **15 minutes**, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).



Grammar, Punctuation and Spelling: Paper 1 (GPS)

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)

Example questions:

1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

39

Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. **Although, while**

_____ football is his favourite sport, James also enjoys
watching tennis on TV.

1 mark

49

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

The Romans invaded Britain over two thousand years ago.

e.g. Over two thousand years ago, Britain
was invaded by the Romans.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:

Spelling

1. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.

2023 Spelling script

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.

Reading: Tuesday 14th May

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

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1 – 12 are about *A Noise in the Night*
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____
2. _____

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing, she told herself strictly. It's a hedgehog, or a mole. It's something nice and harmless.*



Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">1. Priya's heart beating fast, e.g.<ul style="list-style-type: none">• <i>Priya's heart started to race</i>• <i>her heart was beating really quickly.</i>2. Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none">• <i>she took a deep breath</i>• <i>Priya was trying to calm herself</i>• <i>she must be nervous because she needs to calm down.</i>3. Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none">• <i>she tells herself it must be something harmless</i>• <i>she tries to reassure herself.</i>4. Priya waking with a start, e.g.<ul style="list-style-type: none">• <i>she woke with a start.</i>	Up to 2m

Reading

Example questions:

Based on text 2: Bats Under the Bridge

22 Draw **four** lines to match an amount on the left to a fact on the right.

thousands	people visiting the Congress Avenue Bridge each year
a few	bats living in one cave
ten	months baby bats need to develop before travelling
fifteen million	tonnes of insects eaten by bats each night

1 mark

Section 2: Bats Under the Bridge

Qu.	Requirement	Mark								
22	<p>Draw four lines to match an amount on the left to a fact on the right.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for all correctly matched:</p> <table><tbody><tr><td>thousands</td><td>people visiting the Congress Avenue Bridge each year</td></tr><tr><td>a few</td><td>bats living in one cave</td></tr><tr><td>ten</td><td>months baby bats need to develop before travelling</td></tr><tr><td>fifteen million</td><td>tonnes of insects eaten by bats each night</td></tr></tbody></table>	thousands	people visiting the Congress Avenue Bridge each year	a few	bats living in one cave	ten	months baby bats need to develop before travelling	fifteen million	tonnes of insects eaten by bats each night	1m
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Reading

Example questions: 3 mark question

38 Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence

3 marks

Section 3: A Howl at Dusk

Qu.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give two things, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Up to 3m														
	<table border="1"> <thead> <tr> <th>Acceptable points (personality)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. he is unfriendly / rude / surly</td> <td> <ul style="list-style-type: none"> <i>unfriendly eyes</i> <i>'What's it to you?'</i> <i>strode off without another word</i> <i>didn't bother to look at Innis whilst replying</i> <i>he didn't look at him when he replied.</i> </td> </tr> <tr> <td>2. he is independent / brave / calm</td> <td> <ul style="list-style-type: none"> <i>he was on his own</i> <i>not concerned he might be walking towards the wolf</i> <i>he didn't seem to be shocked that there was a wolf about.</i> </td> </tr> <tr> <td>3. he is curious</td> <td> <ul style="list-style-type: none"> <i>the only questions asked were about wolves</i> <i>'How far?'</i> <i>'Where exactly?'</i> <i>he stops when Innis mentions the wolf.</i> </td> </tr> <tr> <td>4. he is mysterious / strange</td> <td> <ul style="list-style-type: none"> <i>he doesn't talk much</i> <i>he wiped the snow off, turned and strode off</i> <i>he appeared out of nowhere</i> <i>he didn't tell Innis much about himself.</i> </td> </tr> <tr> <td>5. he is secretive / defensive</td> <td> <ul style="list-style-type: none"> <i>he didn't tell Innis anything about himself</i> <i>strode off without another word</i> <i>'What's it to you?'</i> </td> </tr> <tr> <td>6. he is determined / single-minded / self-centred</td> <td> <ul style="list-style-type: none"> <i>was only interested in the wolf</i> <i>strode off without another word</i> <i>he only paid attention to what he was interested in</i> <i>he only interacted when he realised that Innis had useful information.</i> </td> </tr> </tbody> </table>	Acceptable points (personality)	Likely evidence	1. he is unfriendly / rude / surly	<ul style="list-style-type: none"> <i>unfriendly eyes</i> <i>'What's it to you?'</i> <i>strode off without another word</i> <i>didn't bother to look at Innis whilst replying</i> <i>he didn't look at him when he replied.</i> 	2. he is independent / brave / calm	<ul style="list-style-type: none"> <i>he was on his own</i> <i>not concerned he might be walking towards the wolf</i> <i>he didn't seem to be shocked that there was a wolf about.</i> 	3. he is curious	<ul style="list-style-type: none"> <i>the only questions asked were about wolves</i> <i>'How far?'</i> <i>'Where exactly?'</i> <i>he stops when Innis mentions the wolf.</i> 	4. he is mysterious / strange	<ul style="list-style-type: none"> <i>he doesn't talk much</i> <i>he wiped the snow off, turned and strode off</i> <i>he appeared out of nowhere</i> <i>he didn't tell Innis much about himself.</i> 	5. he is secretive / defensive	<ul style="list-style-type: none"> <i>he didn't tell Innis anything about himself</i> <i>strode off without another word</i> <i>'What's it to you?'</i> 	6. he is determined / single-minded / self-centred	<ul style="list-style-type: none"> <i>was only interested in the wolf</i> <i>strode off without another word</i> <i>he only paid attention to what he was interested in</i> <i>he only interacted when he realised that Innis had useful information.</i> 	
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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 2023 Reading SATs paper,

- 18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 46% 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.



Maths: Wednesday 15th May and Thursday 16th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15th May
- Paper 2: Reasoning (40 minutes) – Wednesday 15th May
- Paper 3: Reasoning (40 minutes) – Thursday 16th May



Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks** and lasts for **30 minutes**.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

19	$29.5 - 16.125 =$	<input type="text"/>	<input type="checkbox"/>	1 mark

20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/>	2 marks
	Show your method			

19	13.375	1m	
20	Award TWO marks for the correct answer of 37,592	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.
	If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g. <ul style="list-style-type: none">$\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}$ OR <ul style="list-style-type: none">$\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35060 \\ \hline 37092 \end{array}$		
			$\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \\ \hline 5588 \text{ (place value error)} \end{array}$



Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15th May and paper 3 will take place on Thursday 16th May. These tests have a total of 35 marks each and lasts for 40 minutes each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

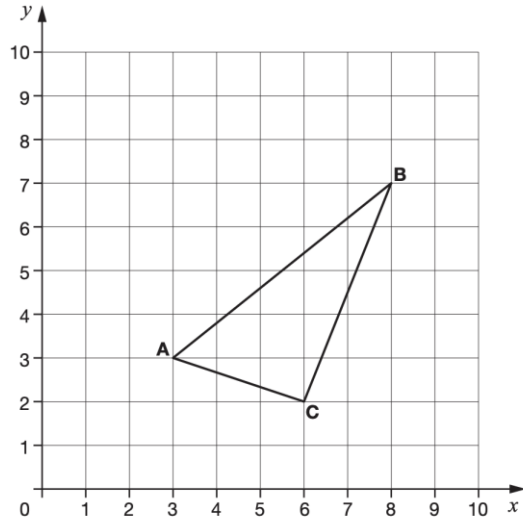
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.



Maths Papers 2 (Reasoning)

Example questions:

3



ABC is a triangle.

What are the coordinates of point C?

(6 , 2)

1 mark

8

In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark

Maths Papers 2 (Reasoning)

Example questions:

17

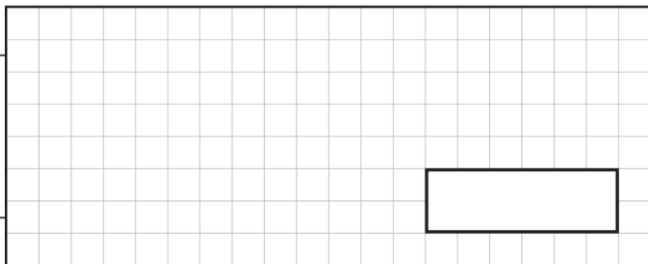
The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show
your
method



2 marks

17

Award **TWO** marks for the correct answer of 33

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.

- $4 \times 50 = 200$
 $200 \div 6 = 30$ (*error*)

OR

- $50 \div 6 = 8 \text{ r}2$
 $(8 \text{ r}2) \times 4 = 32 \text{ r}8$

OR

Award **ONE** mark for sight of:

- $33\frac{1}{3}$ **OR** $33.\dot{3}$ **OR** 33.33r **OR** 33.3
OR $33\text{r}2$

(as evidence of completing $200 \div 6$ correctly without interpreting the remainder in context)

Up to
2m

Answer need not be obtained for the award of **ONE** mark.

If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g.

- $200 \div 6 = 31 \text{ r}8$

Acceptable rounded answers would be 31 **OR** 32

For the 'sight of' mark, accept equivalent fractions.

Award **ONE** mark for an answer of 34.

Maths Papers 3 (Reasoning)

Example questions:

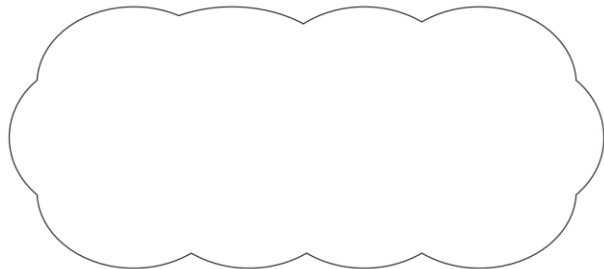
9

Jack says,

I multiplied a whole number by 3
My answer was 32



Explain why Jack is **not** correct.



1 mark

9

Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g.

- 32 is not in the $3\times$ table
- $32 \div 3 = 10 \text{ r}2$ or 10.66 (which are not whole numbers)
- if you count in multiples of 3 from 0, you won't get 32
- $3 + 2 = 5$, 5 is not a multiple of 3 so he is wrong.

OR

For a description that includes one or both of the multiples of 3 either side of 32, e.g.

- if you do $10 \times 3 = 30$ and $11 \times 3 = 33$ there is no 32
- $10 \times 3 = 30$ and 32 is 2 away.

1m

Do not accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.

Do not accept vague or incomplete explanations, e.g.

- If you multiply by 3 you will get 30, not 32
- 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
- 32 is not a factor of 3

Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.

Maths Papers 3 (Reasoning)

Example question:

21

There are 25 classes in a school.

Each class has 34 pupils.

62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

Show
your
method

pupils

3 marks

Qu.	Requirement	Mark	Additional guidance
21	<p>Award THREE marks for the correct answer of 323</p> <p>Award TWO marks for:</p> <ul style="list-style-type: none">An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. $\begin{array}{r} 25 \\ \times 34 \\ \hline 100 \\ 750 \\ \hline 950 \text{ (error)} \end{array}$ <p>62% of 950 = 589 950 – 589 = 361</p> <p>OR</p> <ul style="list-style-type: none">$34 \times 25 = 950$ (error) $95 \times 3 = 285$ $9.5 \times 8 = 76$ $285 + 76 = 361$ <p>OR</p> <ul style="list-style-type: none">sight of 527 (as evidence of calculating 62% of 850) <p>Award ONE mark for:</p> <ul style="list-style-type: none">evidence of an appropriate method with more than one error. <p>OR</p> <ul style="list-style-type: none">sight of 850 (as evidence of the multiplication step completed correctly)	<p>Up to 3m</p>	<p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.</p> <p>Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded TWO marks.</p> <p>Answer need not be obtained for the award of ONE mark.</p>

Writing

Working towards the expected standard

Pupils 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



Remembrance Day

Remembrance Day is very important to us because of the soldiers that died in world war one. It is known as poppy Day or Armistice Day.

People celebrate Remembrance Day on the 11th hour of the 11th day of the 11th month.

People wear poppies as they were the first ones to bloom ~~out~~ on the battle fields of Flanders. Their bright red colour symbolises to blood that the soldiers lost in the war.

There are white and purple poppies. White poppies are worn by pacifists. White ~~sim~~ symbolise of peace, and purple poppies are still produced by one charity called Animal Aid. It not that soldiers lost the life animals lost there life to.

In this big house there lived a rich and lovely family (Mum dad and a little boy, called James Trotter). James lived near the Sea Side where he could play in the golden sand and swim in the blue sea. If he was at the beach he was playing with his friends having fun, however his life was about to change. He had the happiest life that a child can have. Until one day, when his parents went to London to do some shopping sadly a rino ate them up under 40 seconds. Unfortunately James was still alive but he had to go and stay with his Anties (Annie sponge and Annie spiker in a colossal, dull house on top of a high hill.

When James met the old man, suspiciously he was frightened to death. The old man with bristly black whiskers and a bald head was pointing to James to tell him to come closer to him, so he could tell him a secret that nobody knows. Leaning on his stick and staring at James, he spoke in a very deep voice and put his hand into his small pocket then pulled out something in a brown paper bag. James thought what might it be inside the paper bag but James thought what's the use of guessing because it might be the wrong answer. The old man shows what is inside the bag; the emerald green things moving slowly and the faint rustling sound coming from inside the bag. The old man tells James what to do with the green thing. you add: add the fingers of a young monkey the gizzard of a pig, the beak of a green parrot, the juice of a porcupine, three spurs...

Writing

Working at the expected standard

Pupils 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.

Dear Gary,

I would like ~~to~~ to thank you for teaching us a lot about the Vikings. It was really ^{good} fun. I enjoyed it because it was very entertaining.

First of all, I loved it when we were sitting on the carpet and benches, and you were telling us that story about the man and the beacons. We were all just gazing at you, when all of a sudden... Dang!! You hit the shield with a silver sword. That was one of my favourite parts ^{of} about the day. Another one of my favourite parts, was when you were telling us about the marriages and honey moon, because it was very interesting and intriguing.

I liked it when we were all lined up with shields and some spears, and you told us to shout as loudly as we could, when already everyone was looking at us. I tried as hard as I could not to shout too loudly, otherwise we would have blown the roof off! I enjoyed this part because it made me feel alive. It made me feel indescribable. I also loved making the board game, although it was really challenging, but I love a challenge.

I ~~loved~~ ^{was most intrigued} it when you told us some of the Viking legends, especially when you told us about the Odin one, and that some of the days of the week were named after Viking gods. It was really, really cool.

The only improvement, I'd say would be maybe more activities because we had a little more time at the end. But apart from that I loved it. It was an amazing day. Thankyou very much for the wonderful visit. I hope you can take my idea on ~~board~~ ^{board} board.

Yours sincerely

Mxxxxx

Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trudging through the misty, murky moors to celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags appear!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.
 "Thane of Cawdor!" the second hag said with a grin.
 "King," the third ~~was~~ whispered creepily.

"But how can that be?" asked Macbeth with confusion. "I am nothing more than Thane of Glamis."
 But the disgusting hags were no ~~not~~ to be seen. Suddenly Macbeth's messenger arrived ~~excited~~ and bowed.
 "Macbeth," he took a breath, "Thane of Cawdor."
 Oh how he started to scheme!

When Macbeth got back to his home, he told his wife all of that had happened and to him that day, ~~soon~~, how they started to plot!
 "Come on," Lady Macbeth said ~~boldly~~. "You know you want to!"
 "But his the king," Macbeth said, unsure of ~~his~~ ^{their} plan to kill the king. "Wait we get caught?"
 "No," Lady Macbeth said giggling. "We wait, you might. But that's why I've got this," she said gleefully holding up a jar of sleeping pills. "Well ~~to~~ ^{to} ~~in~~ ⁱⁿ the king ever for a celebration. While he's sleeping, ~~for~~ ^{for} ~~long~~ ^{long} the guards, you sneak into his room and do the dirty deed and we plant it on the guards. Just think of the power."
 "Ha, Ha, Ha - ~~years~~ years."

The next night, Macbeth and Lady Macbeth invited the king ^{to} ~~to~~ ~~off~~ ^{around} their home house; they had a glorious feast.
 "Sleep now," Lady Macbeth whispered, you ^{are} ~~are~~ ^{not} ~~not~~ ^{not} very tired.
 At the king yawned, as he slowly got into bed.
 Sleepily, Duncan drifted into his great sleep.
 Meanwhile, Lady Macbeth was dragging the guards outside the king's door. Once the guards were sleeping, Macbeth sneaked into the room. He stood at the ~~room~~ ^{room} he was about to take for ~~some~~ ^{some} seconds, and thought, is this me? Was she ~~cleared~~ ^{cleared} into my mind? He had so many questions. Then

Suddenly, the dagger dropped into the king's wounded body. Ugh! Squish! Drop! Quickly, Macbeth pulled the bloody blade out of the ^{king's} ~~king's~~ ~~king's~~ ~~king's~~ body. He tried not to get blood anywhere but he just couldn't help it! Flesh and blood clogged everywhere, as he tip-toed out like nothing happened...

On the morning of their coronation, Lady Macbeth and Macbeth hired someone to kill Banquo, as he knew Lady Macbeth and Macbeth had killed the king. Macbeth hired someone because he couldn't take the excruciating pain of ruining Macbeth and Banquo's friendship. In fear of their own lives King Duncan's sons ran away! After their coronation the Macbeth and Lady Macbeth hid back to the misty murky moors where Macbeth and the late Banquo saw the cackling witches. Suddenly three ugly hags appeared, the same ugly hags that read the prophecy.
 "Beware Macduff!" the first witch cackled.
 "Beware man born by a woman!" the second witch spat.
 "Beware Birnam Woods!" the third hag whispered slyly.

With fear of Macduff, Macbeth, and his army charged at Macduff's castle, the castle was empty and killed every soul inside. Looking for Macduff, he was on a trip and resided at home, but sadly, Macduff's wife and children were at the mansion

and died. When Macduff found out he was full with rage and wanted to take revenge. While Macbeth was at Macduff's mansion, Lady Macbeth committed suicide with regret! Surprisingly when Macbeth found out he wasn't full of sorrow - he was happy! In fact, he didn't even care! He was more distracted by the fact that he kept on seeing Banquo's ghost!

Macbeth found out, by his messenger, that Macduff wasn't killed and was furious. So furious that he went charged once again - to take Birnam Woods with an army, even though the witches told him to beware. So Biding for Macbeth, his army ran away because they were afraid. So Macbeth ran ~~immediately~~ ^{immediately} to Macduff's castle mansion alone. When he got to a Macduff's home, Macduff and Macbeth battled, ~~each~~ ^{each} swinging a sword, throwing a punch. The goal for Macbeth was power, but the goal for Macduff was vengeance. Macbeth thought he could ~~not~~ ^{not} beat Macduff but Macduff was the one who could defeat Macbeth, according to the prophecy. Suddenly, Macduff seeing his sword, aimed at Macbeth's neck and Chop! Ugh! Squish! Drop! Macbeth was dead! Macduff walked back to the castle with Macbeth's head in his hands.

"Rejoice!" ~~one of~~ ^{one of} King Duncan's sons, shouted happily.
 "Hail King Malcolm!" ^{the oldest} ~~and the~~ ^{one of} King Duncan's sons laughed.
 Everybody was celebrating ~~to~~ ^{because} Prince Malcolm became King Malcolm.
 "Yay!" a person dressed in green yelled.
 No More Death or Murder. Justice had been done.

The End.

Writing

Pupils 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 writing 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.

Working at greater depth



Dear Red House Books

Thank you for your invitation. I am really thrilled to have been chosen to attend the Red House Children's Book Awards in London next term. I have visited your website to find out more about the Award Ceremony, which sounds interesting and exciting.

Sophie McKenzie is one of the shortlisted authors for the Older Readers' award. I have read "Split Second" which I thought was a thrilling story: in fact, it is a real page-turner and I have recommended it to several friends. Switching between the perspectives of each of the two main characters helps the reader discover their own separate, imaginary worlds. Reading the story, it is easy to become confused by all the different strands, but the author helps the reader start fitting them together like a jigsaw, even though the characters themselves can't yet see the whole picture.

Attending the award ceremony will give me the chance to discuss my love of books with children from other schools; I know that I will enjoy socialising and chatting to people I haven't met before. I am also very proud to have been chosen for this role and look forward to representing my school at the event.

As you can probably tell, reading books and visualising every detail is important to me. Meeting some of the authors who bring my favourite characters to life makes this invitation even more special. I really love the fact that this book award is voted for by children; that must really matter to the authors!

Overall, the day sounds amazing and I can't wait for it to arrive.

Yours sincerely,

FXXXXXXXX DXXXXXXXX

Dear Diary

Right now I'm not actually holding this pen-it is miraculously hovering in the air and writing down my thoughts for me, because ghosts can't hold stuff, right? I've never really liked writing a diary but my parents always told me "it would be fun to look back on when I am older. But I'll never be 'older'". I s'pose I can look back on the day I died.

It was all fine, at first - my brothers teasing with me about my 'giant's' necklace and Mum and Dad ~~cutting~~ brushing off the burnt toast. I thought, "Just a couple more inches of shells for my necklace - then I shall reach the toaster!"

Soon enough we were all lying on the beach staring out into the shimmering turquoise water. Everything was fine; it all seemed so calm. After about twenty minutes everyone started climbing back up to the house to pack up. I thought that if I just stayed maybe another hour, I'd surely have enough shells to finish my necklace.

As I was bent over the sand, I realized that almost three hours had passed and I still had fifty shells to go. I looked up from my work and the sky had suddenly turned an angry grey colour and I could already see the monstrous waves gathering out in the Atlantic. Fifty ~~would~~ would take no more than ten minutes, right? Or so I thought...

By now the frothing water was thrashing against my ankles. The rocks were only a metre or so away... I was so determined that I was even collecting the glistening pink shells on my way to the Spiky rocks. I was so stupid. Why didn't I just go home as soon as the storm gathered? The rocks were slippery but the house seemed so close now. Suddenly the salty water was all around me. In my mouth, up my nose, stinging my eyes. The crashing waves pulling me down. I was conscious that I was drowning. Everything went ~~quite~~ quiet and still. And then the frothing blue water faded into black.

I woke up coughing and spluttering ~~out the~~ in a daze. My clothes were drenched. I wasn't just physically lost: I had no one - I had nothing. My first thought was my shells but only a few remained - scattered in different packets. As I looked up, I saw a warm yellow light glowing from the cliff face. My curiosity got the better of me. I scrambled to my feet and clomped up the cliff; it ~~turned~~ turned out there was a tunnel - strewn with little lanterns. Inside were two miners - one young and one a jolly man with a bedraggled beard. They were very kind to me but something was still bothering me. Mother had told me that the tin mining business had been ~~set~~ shut down ever a hundred years ago so what were they doing here? Were they dead? Then how could I see them?

One of the miners kindly took me above the cliff and I finally felt safe. I couldn't wait to tell the whole ~~rest~~ family that I had survived! I was okay! I ran as fast as I could all the way until the front door. My heart was pounding under my dripping sweater. My hands urged me to ~~knock~~ knock ^{go to the speed dial} and, before I ~~to~~ knew it, I was hammering on the door. There was no answer. I waited. And waited. So I tried again. No answer again. Why weren't they answering? Didn't they want to see me? Without thinking I flung open the door. The room, which was filled with official looking people, looked like it had been hit by a bomb.

"Hello!" I called, "It's me - Cherry! I'm home, I've survived!" Why was everyone ignoring me? And then it dawned on me. The miners, the water, the no answering. I leant against the wall and slowly slid down ~~in~~ in a crumpled, sobbing heap. I was dead. Nobody survives a drowning in an Atlantic storm, I ~~was~~ ^{was} a very stupid and very, very dead. Then I cried. I cried until there were no more ~~tears to be~~ I bit down on my lip until I tasted blood. Blood? The reality of it all came flooding into my mind. Innocent, young Cherry is a dead ghost. What now? Reality?

Supporting your child in preparing for the SATs

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:

- Don't use past papers as they are used in school to prepare the children.
- 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.
- 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.



Supporting your child in preparing for the SATs

Further tips:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.
- If you're looking to support your child further with maths at home, there are lots of good websites with free Year 6 revision resources.



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 of 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. Your school may be able to provide you with more detailed feedback.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.



What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.



What to do if you are worried about your child

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

- 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 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.

