



TGMS Y6 Summer Information Evening



Agenda:

- Key Stage 2 Standard Assessment Tests (SATs) (Mrs Bawany)
- End-of-KS2 Writing Assessments (Miss Baker)
- PGL residential (Mrs Francis)
- An overview of the Summer Term events and opportunities Y6 pupils participate in (Mrs Francis)



Key Stage 2 SATs

Information for Parents

April 2026



The Tests

Key Stage 2 SATs take place nationally in the week commencing 11th May 2026

Statutory tests will be administered in the following subjects:

- Punctuation, Vocabulary and Grammar (45 minutes) – **11th May**
- Spelling (approximately 15 minutes) – **11th May**
- Reading (60 minutes) – **12th May**
- Mathematics
 - Paper 1: Arithmetic (30 minutes) – **13th May**
 - Paper 2: Reasoning (40 minutes) – **13th May**
 - Paper 3: Reasoning (40 minutes) – **14th May**

- All SATS tests are sent off and externally marked.

Writing and Science are teacher assessed:

- Writing will be teacher assessed internally as follows:
 - Working towards (D)
 - Working at expected level (S)
 - or working above (A)
- Science will be teacher assessed as met, or not met the expected standard.



Grammar, Punctuation & Spelling

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions including some multiple choice.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling.

Sample Questions

Grammar, Punctuation and Spelling Paper 1

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

What is the grammatical term for the underlined words in the sentence below?

The new paintbrushes are in the box.



Sample Questions

Grammar, Punctuation and Spelling Paper 1

Circle the three **determiners** in the sentence below.

William didn't have any cereal in the house, so he went out to buy some cornflakes.

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

☐

was

☐

were

☐

be

☐

Sample Questions

Grammar, Punctuation and Spelling Paper 2



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

The school provided an **excellent** education for its pupils.

The word is **excellent**.

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

Generous people give to charity.

The word is **generous**.

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

Everyone sang the **chorus** loudly.

The word is **chorus**.

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

I burnt my **tongue** on the hot soup.

The word is **tongue**.

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

Sarah **accidentally** spilled water all over the table.

The word is **accidentally**.

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

The criminal tried to **deceive** the police.

The word is **deceive**.



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.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

Sample Questions

Reading Paper

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1.

2.

2 marks

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark

Sample Questions

Reading Paper

- 29** *She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.*

The word *slung* suggests that Piper put on the brown coat...

Tick **one**.

carelessly.

☐

slowly.

☐

tidily.

☐

thoughtfully.

☐

Sample



Reading Paper

34

When Edward was exploring the bookcase, he noticed *something in the dark **recesses** of the shelf.*

Which of the following words is closest in meaning to *recesses*?

Tick **one**.

wood

☐

spaces

☐

contents

☐

design

☐

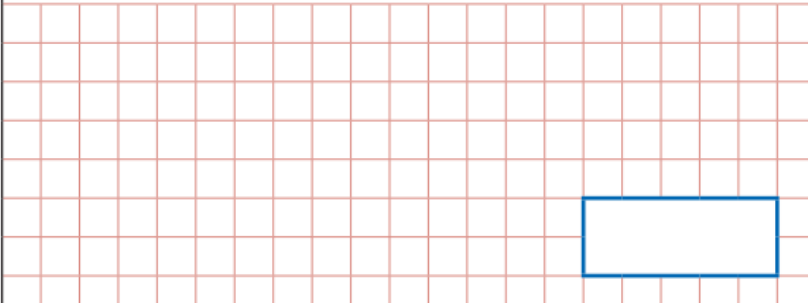


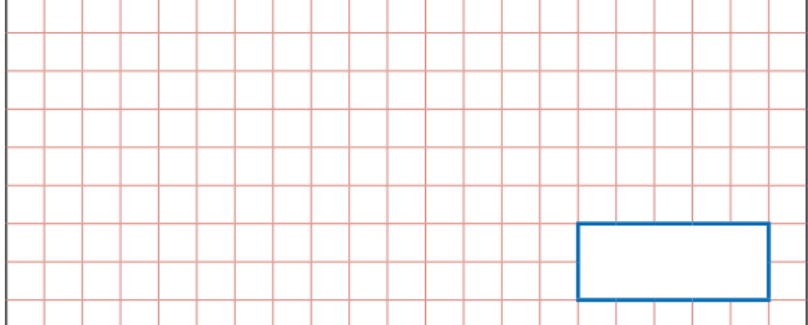
Mathematics

- Children will sit three tests: paper 1, paper 2 and paper 3.
- Paper 1 is for arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- 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.

Sample Questions

Maths Paper 1: Arithmetic

14	$3.005 + 6.12 =$	 1 mark
		

32	$43 \overline{) 1118}$	 2 marks
Show your method		

Sample Questions



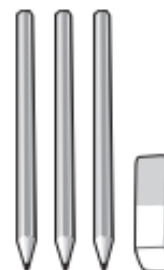
Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost **£1.68**



3 pencils and 1 rubber cost **£1.09**



What is the cost of **1 rubber**?

Show
your
method

2 marks

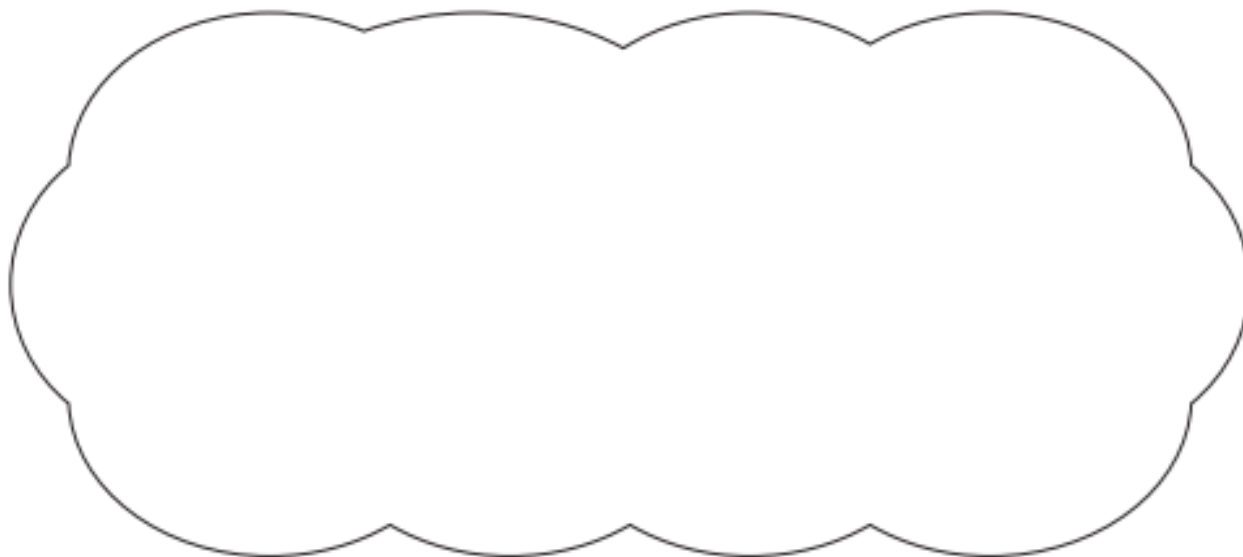
Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark



What is expected at the end of Y6?

What 'grades' will my children receive?

Working at Greater Depth within A.R.E.



Age Related Expectations



Working towards A.R.E.



Working below A.R.E.



What is expected at the end of Y6?

The children will be assessed in:

- Maths (3 tests – arithmetic and reasoning [x2])
Expected mark is around 60% (out of 110); G.D. 85%
- Grammar, punctuation and spelling (2 tests)
Expected mark is around 55% (out of 70); G.D. 80%
- Reading comprehension (1 test)
Expected mark is around 55% (out of 50); G.D. 80%
- Writing (Teacher Assessed)



How does the assessment system used within school link to predicted outcomes in SATS?

Above - predicted 110-120

Secure - predicted 100-109

Developing - Predicted 80 to 99 Scaled Score

Emerging - predicted significantly below national age related expectations, therefore pupil may not be entered for SATs

Assessment and Reporting - Scaled Scores



What is meant by 'scaled scores'? Range of scores: 80 to 120

- Attaining 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- Using the scaled score, the lowest a child can score is 80, with the highest being 120.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

Each pupil receives:

- a raw score (number of raw marks awarded);
- a scaled score in each tested subject;
- confirmation of whether or not they attained the national standard.

Pupils with specific needs



- Pupils with specific needs may need additional arrangements so they can take part in the KS2 tests.
- The school is able to consider support for pupils in accordance with guidelines issued by the Standards and Testing Agency - Access arrangements.
- Access arrangements are primarily based on normal classroom practice, so we should already be aware of any specific needs.
- Support can include the following: readers, prompters, testing in a different room, rest breaks and extra time.
- Access arrangements should neither advantage nor disadvantage a pupil.

How to Help Your Child



- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!



Further sources of information and questions

TGMS website:

KS2 SATs Information for Parents

Home >> Families >> KS2 SATs Information for Parents

English SATs Revision

Home >> Children >> Pupil Resources >> English SATs Revision

Maths SATs revision

Home >> Children >> Pupil Resources >> Maths SATs revision

Google Classroom: Lots of resources have been placed on there.

BBC Bitesize: <https://www.bbc.co.uk/bitesize/articles/zrybvk7>

Past SATs papers:

<https://www.satspapersguide.co.uk/ks2-year-6-sats/ks2-year-6-sats-papers/>

KS2 YEAR 6 SATS PAPERS

Easy, 100% free downloads for all KS2 Year 6 Past SATs Papers from 2000-2019 with no registration, no adverts and no junk emails. Simply click the links below to jump to the papers along with mark schemes and level thresholds. This is the best place to get free SATs Papers!

[English KS2 SATs Year 6 Standard SATs Papers](#)

[Maths KS2 SATs Year 6 Standard SATs Papers](#)

[SPaG KS2 SATs Year 6 Standard SATs Papers](#)



How do we assess writing?

It is a continuous process with formal assessment taking place periodically throughout the year.

We assess using published pieces of independent writing which is completed following a sequence of teaching and editing.

We use our English pieces of work and sometimes from other areas of the curriculum e.g. history and science where extended writing has taken place. This is still independent.

We look to see where the children have demonstrated the key skills across a range of pieces.



The assessment framework is a secure fit.

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

Broadly, children need to be able to write effectively for a range of purposes and audiences.

Select vocabulary and grammatical structures that reflect what the writing requires.

Greater depth writers push the boundaries using wider influences (e.g. reading and experiences).

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.[^]

...drawing independently on what they have read as models for their own writing.

...an assured and conscious control.

End of KS2 writing exemplification

Documents



[Teacher assessment exemplification: English writing - working towards the expected standard, Dani](#)

Ref: ISBN 978-1-78644-852-1, STA/18/8104/e
PDF, 2.13MB, 30 pages



[Teacher assessment exemplification: English writing - working at the expected standard](#)

Ref: ISBN 978-1-78644-850-7, STA/18/8102/e
PDF, 1.97MB, 44 pages



[Teacher assessment exemplification: English writing - working at the expected standard](#)

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 around in different pockets. As I looked up, I saw warm yellow light glowing from the cliff face. My curiosity got the better of me. I quickly scrambled to my feet and climbed up the cliff; it turned out there was a tunnel – strewn with little lanterns. Inside were two miners – one young and one a jolly 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 ~~but~~ shut down over a hundred years ago so what were they doing here? Were they dead?

A colon and a dash mark the boundaries between 3 short independent clauses. The 2 balanced clauses that follow the colon elaborate on the idea of physical loss expressed in the first clause, while their repetitive structure reinforces Cherry's sense of isolation.

[GP]

Appropriate choice of the passive verb alludes to the historic closure of the tin mine.

[GP]



YEAR 6 PGL TRIP

PGL Liddington

29th June – 3rd July

- Thank you very much for your support of this trip! We couldn't afford to run it without the vast majority of voluntary contributions being paid, so thank you.
- We will go through a few reminders and preparation considerations before the trip.



PGL Liddington

- One of PGL's biggest and best centres
- Located minutes from M4 near Swindon
- One hour coach journey
- Former 4-star hotel and conference centre standing in 150 acres of grounds including woodland and 3 lakes.
- Vast choice of activities
- Outstanding facilities (meeting rooms, football pitches, floodlit all-weather sports pitch and netball courts)
- Excellent standard of accommodation



PGL Liddington

Liddington Wiltshire

for primary schools

► Watch our guest videos of Liddington



Experience our Virtual Tour of Liddington





Supporting the Curriculum

The purpose of our residential visit can be divided into two main areas:

- **The Outdoor Adventurous Activities**

(supporting the PE curriculum)

- **The Personal and Social Development of the children**

(supporting the PSHE curriculum) - developing self-esteem, peer support, confidence and positive attitudes which attribute to raising motivation and achievement in other areas



Sample Itinerary

07.30 – Teachers wake the children

08.15 - Breakfast (English or Continental, cereal, toast and drinks)

09.00- First activity session

10.30 - Break

10.45 - Second activity session

12.15 - Hot lunch

13.45 - Third activity session

15.15 - Break

15.30 - Fourth activity session

17.00 - Supervised free time

17.30 - 19.00 – Two-course evening meal

19.00 - 20.30 - Evening entertainment.

21.00 - In rooms, ready to sleep (!)



Luggage – please name it!

Hand luggage, one bag per person

Essential items

OLD, CASUAL is essential

- Night clothes
- Several changes of underwear (including many pairs of socks)
- Jumpers / fleeces / t shirts – long sleeved and short
- Old trousers – tracksuit bottoms are best (minimum of 3)
- Shorts (if warm weather) (knee length or longer)
- At least 2 pairs of trainers.
- Waterproof coat
- One disco outfit
- Drinks bottle
- **Sun tan lotion** – important
- Sun hat / cap

- Sleeping bag and pillow
- Wash bag
- Two towels
- Strong plastic bags (for dirty washing)

Items not allowed

- Mobile phones
- Hand held games
- Tablet devices
- Electrical hair appliances
- Aerosols (they may set off smoke alarms!).



Medical

- PGL are informed of medical information prior to departure
- If your child has regular medicine, we will need to take it with us.
- You must provide us with enough medicine for the duration of the trip, it must be in date, named, and the requirements for taking it clearly identified. It must have a printed doctor's label on it.
- Most children can control their conditions; in addition, parents should produce clear written guidelines as to what action must be taken.
- It is also useful if your child can recognise their own medicine, as the medicine box does get full.
- All medicines are to be signed into the medical book on the morning of departure, preferably by a parent.



Medicine ~2

- Medicines include travel pills
- If there are any medical or personal issues which require special attention please notify the class teachers **before** the departure day.
- Children who need inhalers should keep one with them at all times.
- Forms will be sent home next week for your permission to give Calpol/Nurofen to your child should they require them when we are on the trip. We will therefore take a supply away with us.
- Forms to be returned by **Friday 1st May**



First Aid

- Qualified First Aiders are always available at the centre.
- First aid kits are taken to activities.
- Nearest hospital: The Great Western Hospital in Swindon– 7-minute drive away.



Money

- Children will have no opportunity to spend any money
- They are to bring no money
- They may bring a small tuck box

Safety

Quality Badge awarded by



Council for
Learning Outside the Classroom



- Safety is the priority
- Instructors trained to high levels
- Learning Outside the Classroom Quality indicator awarded
- Staff available all of the time including school staff

Safety



- All safety equipment is provided by PGL
- Children are told how to use the equipment before they start the activity and centre leaders check it is fastened, fits etc
- The site is very safe and secure. There is always a member of PGL staff on call overnight



Communication

- It is our school and the centre's policy not to allow children to phone home during their time away – unless there are exceptional circumstances, agreed in advance
- Staff will be in contact with the school everyday – keep an eye on the school website for updates
- Children are not allowed to bring mobile phones

Groups

There will be two separate groupings:

- Room groups (Children will be given their room groups on the day of departure but will have had the opportunity to select preferred companions; adults' rooms positioned alongside children's rooms)
- Activity groups (there will be 5 or 6 of these)



Food

All dietary requirements need to be identified before we go, otherwise they may not be catered for.

Sample menu could include:

Breakfast – choice of cereals and hot breakfast items

Lunch – jacket potatoes with choice of fillings and salad bar

Dinner – pasta bolognese/fish cake/cheese, onion and potato pie with new potatoes and peas followed by sponge pudding.



Our activities may include:

- Abseiling
- Climbing
- Archery
- Vertical Challenge
- Orienteering
- Giant Swing
- Zip Wire
- Kayaking
- Raft Building
- Aeroball





Strictly Year 6

- SATs
- PGL Residential Visit
- Mini Enterprise
- Sports Carousel Morning
- Transition Workshops
- House Captain Celebration Event
- Leavers' Performance