

Studies show children aged 9-13 spend 3.3 hours each day online

77% of children report having experienced some kind of harm online.

27% of children have seen unhealthy or distorted body image content; content encouraging disordered eating.

22% have seen violent content



27 % have been contact by strangers

Over 40% of children have had exposure to false/misleading information.



Tips to help children stay safe on social media

- ▶ consider reviewing the location settings on their favourite app or game and talk to them about what they're sharing online.
- ▶ set an account to private
- ▶ not allow friend requests
- ▶ hide the user's location.
- ▶ many apps have a minimum age of 13 years, but you should check the age rating of individual apps
- ▶ Always think- it could happen here!

Documentary: Matt and Emma Wills Documentary- Swiped The School That Banned Smart Phones

Advice on social media: NSPCC

Introduction to Year 6 Team

Miss Davies
Year 6 Group Leader



Mrs Davis
Teaching Assistant



Mrs Williams
Teaching Assistant



Mrs Parker-Kinnaird
Year 6



Mrs Jones
Year 6



Mrs Hill
Teaching Assistant



Mr Roberts
Year 6



Mrs Wardley
Teaching Assistant



Future events to look out for

- ▶ E-Zone day (timetabled in the Summer also)
- ▶ Trip (January and Summer Term)
- ▶ Visitors in discussing their careers
- ▶ Film afternoon
- ▶ Production
- ▶ Leavers Disco

Year 6

SATs Information for Parents



At the end of Year 6, children will sit tests in:

- ▶ Reading
- ▶ Maths
- ▶ Spelling, punctuation and grammar (SPaG)

These tests will be marked externally.

Writing is assessed by the class teacher.

Teacher Assessments for Writing and Science

- ▶ Writing: Working towards the expected standard (WTS)
Working at the expected standard (EXS)
Working at a greater depth beyond the expected standard (GDS)
- ▶ Science: Working at the expected standard (EXS)

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

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 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.²

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]

When will KS2 SATs take place in 2026?

- ▶ This Year 6 KS2 SATs will be administered **Monday 11th May- Thursday 14th May**
- ▶ Being absent for one part of a test will result in a nil result
- ▶ Tests will take place in the mornings
- ▶ A breakfast club will take place on all test days.

Important dates for 2026

KS2 (Year 6) SATs are scheduled for Monday 11 May to Thursday 14 May 2026

The timetable is:

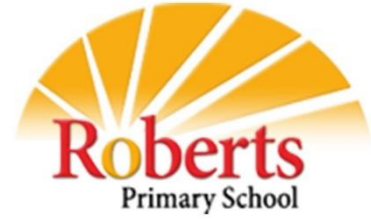
- Monday 11 May – Grammar, Punctuation & Spelling (Paper 1 + Paper 2)
- Tuesday 12 May – English Reading
- Wednesday 13 May – Maths Paper 1 (Arithmetic) & Paper 2 (Reasoning)
- Thursday 14 May – Maths Paper 3 (Reasoning)

The Tests

Statutory tests will be administered in the following subjects:

- ▶ Punctuation, Vocabulary and Grammar (45 minutes)
- ▶ Spelling (approximately 15 minutes)
- ▶ Reading (60 minutes)
- ▶ Mathematics
 - ▶ Paper 1: Arithmetic (30 minutes)
 - ▶ Paper 2: Reasoning (40 minutes)
 - ▶ Paper 3: Reasoning (40 minutes)
- ▶ All tests are externally marked.
- ▶ Writing will be 'Teacher Assessed' internally.

Spelling, Punctuation and Grammar

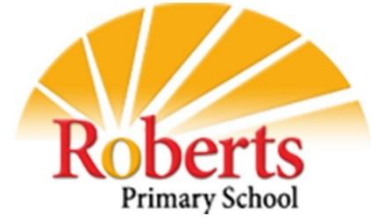


- ▶ A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- ▶ A separate test is given on Punctuation, Vocabulary and Grammar.
- ▶ Marks for these two tests are added together to give a total raw score for Spelling, Punctuation and Grammar.

Reading Test

- ▶ The Reading Test consists of a single test paper with three unrelated reading texts.
- ▶ Children are given 60 minutes in total, which includes reading **all** 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.

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
- ▶ Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.

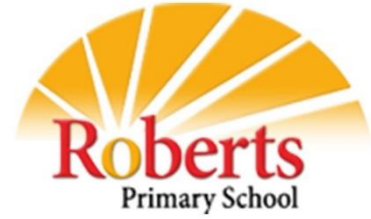
Sets

We currently set for Maths because children learn at different speeds and have different gaps in their learning. Smaller, ability-based groups make it easier for teachers to:

- ▶ Give **targeted support** to pupils
- ▶ Provide appropriate **stretch and challenge** for all pupils
- ▶ **Prepare** pupils more effectively for **secondary school**

As the year progresses, we may also set for Reading and Writing.

Assessment and Reporting

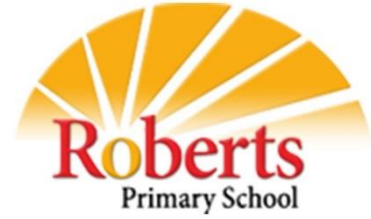


- ▶ Test scores will be reported as 'scaled scores'.

What is meant by 'scaled scores'?

- ▶ The expected standard is a scaled score of 100 or more.
- ▶ A child who achieves the 'national standard' (a score of 100 or more) is judged to be well placed to start the KS3 curriculum at secondary school.
- ▶ If your child does not achieve a scaled score of 100, this simply means that their secondary school is aware that additional help and support will be needed at the start of their Key Stage 3 journey.
- ▶ These scores do not reflect the progress that your child had made – this will be recognised in their end of year school report.

National Standard Benchmarks



Children who were judged to have achieved the National Standard (i.e. achieved a scaled score of 100) required a minimum raw score of:

In 2023

Reading: 24/50

SPaG: 36/70

Maths: 56/110

In 2024

Reading: 27/50

SPaG: 35/70

Maths: 54/110

In 2025

Reading: 28/50

SPaG: 35/70

Maths: 58/110

Each test will have scope for higher attaining pupils to show their strengths. We would expect some children to achieve a higher scaled score (110+)

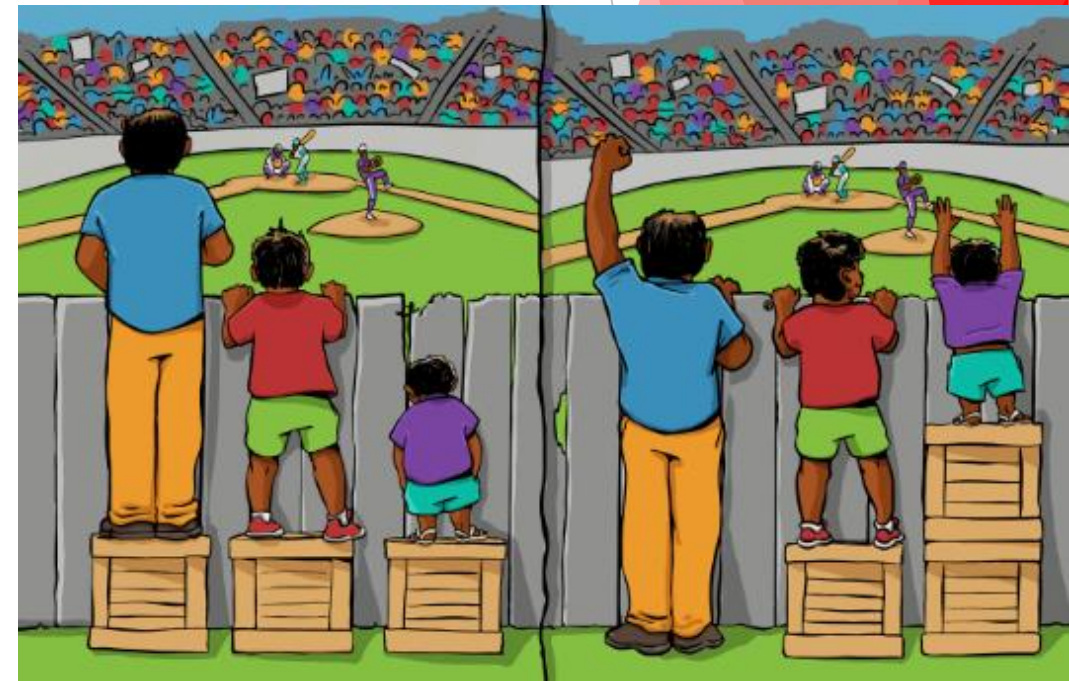
How will it be reported to you?

In July, each pupil will receive their school report with:

- A raw score (number of raw marks awarded).
- A scaled score in each tested subject.
- Writing Assessment written as WTS, EXS or GDS

Access Arrangements

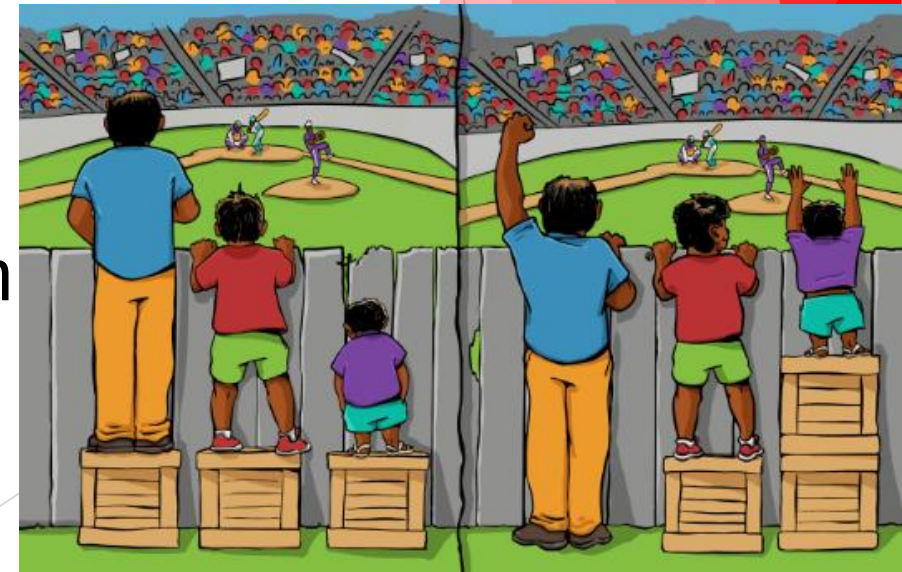
- ▶ Access arrangements are adjustments that may need to be made to support specific pupils to access the tests.
- ▶ For some children these adjustments will be applied for. If applications are successful, these may include:
 - ▶ An entitled to 25% extra time
 - ▶ A reader
 - ▶ A scribe
 - ▶ An alternative room



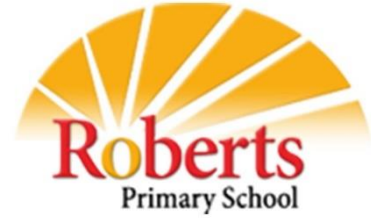
Access Arrangements

Pupils may be eligible if they:

- Have a special educational need or disability (SEND).
- Have an EHCP.
- Have a physical disability that impacts writing abilities
- Have learning difficulties that mean they normally need extra support in class.
- Have English as an additional language (EAL) and need limited language support
- Have a medical condition that prevents them from accessing the test in the standard format.



How to help your child



- ▶ 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.**
- ▶ **Please do not complete any past papers at home.**
- ▶ 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).

Moving forward....

- ▶ SATs revision guides and study books purchased by the school for the children to use at home.
- ▶ Interventions- these are flexible and may vary depending on subject
- ▶ Afterschool Booster Groups for targeted children
- ▶ Practise SATs – help to build confidence and the results are analysed to inform any gaps in their learning.

Examples

- ▶ On your tables there are examples of SATs tests for you to look at. There are staff around to answer any questions you may have.