

# Year 6 St George's House parent info meeting & SATs information



# Year 6 residential to St George's House

Dates: Monday 20<sup>th</sup> to Friday 25<sup>th</sup> April

Drop off / collection: parents are responsible for dropping their children to the centre on Monday and collecting them from the centre on Friday.

Exact timings will be confirmed, but approximately 10am drop off and 2pm collection. Langtree School also have a small group of Y6s attending.



# Activities

Activities depend on weather / tides / surf etc., but across the week, children will take part in a range of:

- Surfing
- Archery
- Rock climbing
- Abseiling
- Fencing
- Walking / orienteering

There will also be a range of evening activities including a games night.

# What to bring

See kit list 😊

Year 6 Residential: What to Pack

2026

Dear Parents / Carers,

This is a kit list for Georgeham. Please **initial everything** (particularly underwear!) with permanent marker.

You NEED to bring:	Provided by the Centre	Please Do Not Bring
T-shirts/long sleeved tops (Old football tops or similar are ideal as they dry quickly)	Wetsuits	Mobile phones
A pair of shorts		Any electronic devices
Tracksuit bottoms/loose trousers (Not jeans or heavy cotton/fleece type as they get very heavy and uncomfortable when wet and take a long time to dry)		Jewellery <del>inc</del> fit bit watches
Sweatshirts/fleece tops/thick jumpers		Hair Straighteners
Towels (two - beach and bath)		Chewing gum
Sleeping bag (preferred) or duvet cover & <u>pillow case</u>		
Underwear & socks		
Swimwear (preferably more than 1 set)		
Toiletries in a named wash bag (shampoo, shower gel, toothbrush/paste)		
Named drinking water bottle (essential)		
Waterproof coat and waterproof over trousers		
2 x <u>Old</u> trainers (that can get wet/ruined)		
Stout shoes/walking boots		
Hats (both sun and woolly)		
Sun Lotion		
Hair bands (if needed)		
Bin liners, small carrier bags		
Small rucksack/day bag		
Nightwear		
Books / top trumps / travel board games		
A small mascot or teddy		
A packed lunch in a box and drink in a water bottle for the Monday		

# St George's House

The centre is run by Lorraine and Matt - experts in the local area!

Food: St George's House is fully catered. Children will help with setting up the tables and washing up.

Sleeping arrangements: large, dormitory-style rooms. We will speak to your children about who they would like to be in a room with.

On-site: a climbing wall, tennis nets, play equipment, zip wire.



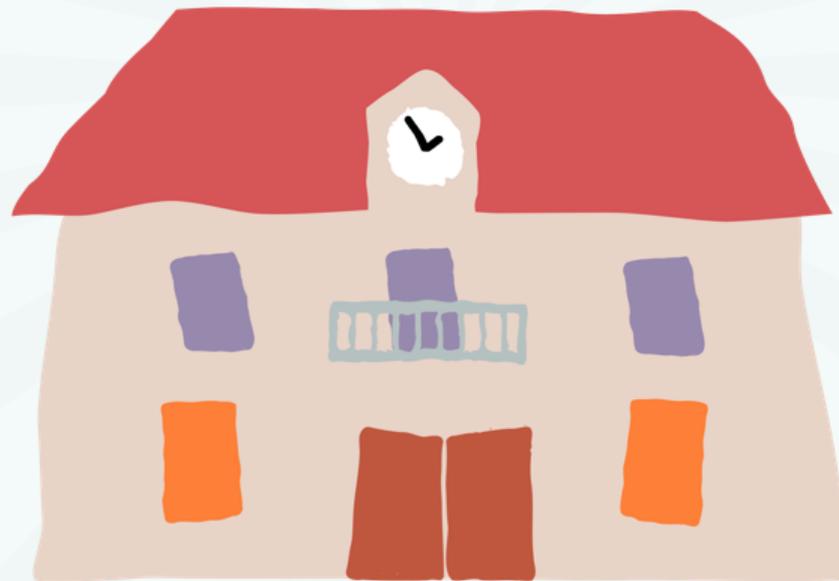
**Any questions?**

**Thank you for coming in 😊**

**SATs info up next!**

# Y6 SATS 2026

## Presentation for Parents & Carers



# What are the SATS tests?

- The end of KS2 assessment of spelling, punctuation and grammar, maths and reading is in the form of standardised tests.
- SATs week across the country begins on 11<sup>th</sup> May.
- Pupils will complete test papers across the week.
- Some children will be in the hall, others may be in small groups if they need extra time, etc.
- Writing is assessed separately - this is teacher assessed, but we are likely to be moderated this year. This means we will have external moderators visit school to ensure that writing is assessed accurately and fairly - this is after SATs.

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# How do the tests take place?

- The tests all take place in normal school time, under test conditions.
- Pupils will not be allowed to talk to each other during the tests.
- The completed papers are sent away to be marked externally.
- Results are returned to school on 7<sup>th</sup> July.
- - Reading: 60 minutes
  - Grammar, Punctuation & Vocabulary: 45 minutes
  - Spelling: 15 minutes
  - Arithmetic: 30 minutes
  - Mathematical Reasoning: 2 papers of 40 minutes each.
- Some children may be entitled to extra time - I have assessed the children we feel may be eligible for this and am in contact with the STA. I will contact parents individually if this is something we have been able to secure for your child, once this is confirmed.

## How are the tests graded?

- The marked tests will provide the following information:
  - A raw score (i.e. number of marks)
  - A scaled score (see below)
  - An indication of whether the national standard has been met.
- In scaled scores, a score of 100 represents the national 'expected' standard. The lowest is 80 and the highest is 120. If a child is expected to score below 80, they would not sit the tests.
- After each test is marked, it will be converted into a scaled score and that will show whether a pupil is working at the national standard, above or below it.
- A pupil will need to achieve a scaled score of 100 to show that they have met the national standard on the test.
- A scaled score of 110 - 120 would indicate that the pupil is working above the expected standard.

# Monday - SPaG

- There are two tests: a 45 minute paper testing grammar, punctuation and vocabulary, followed by a short, 20-word spelling test.
- The spelling test lasts approximately 15 minutes and pupils will need to spell words in context by filling in the gaps in sentences.
- Questions in the grammar test are focused around the following areas (called 'content domains'):
  - Grammatical terms/word classes
  - Functions of sentences
  - Combining words, phrases and clauses
  - Verb forms, tenses and consistency
  - Punctuation
  - Vocabulary
  - Standard English and formality
- There are a range of answer types in the grammar test, including multiple choice and short one-word answers, but there will not be any long written answers required.
- Basic sentence punctuation is expected for sentence answers!
- If your child is entitled to a reader, questions and answers can be read aloud to your child.

# Tuesday - Reading

- The test assesses whether pupils' comprehension of age-appropriate texts meets the national standard.
- Pupils will have 60 minutes to complete the test, including reading the texts and writing the answers.
- The test will have three different texts to read, drawing on fiction, non-fiction and poetry.
- Questions are focused around the following areas:
  - 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
- There are a range of answer types, including multiple choice, one-word answers and longer, '3 mark' answers.
- Questions and texts cannot be read aloud to any children, however, children can read these aloud to us. We would very much encourage this!

# Wednesday (two papers) & Thursday (one paper) - Maths

- Paper 1 (arithmetic) lasts 30 minutes and assesses pupils' confidence using methods of calculation (addition, subtraction, multiplication and division) as well as fractions, decimals and percentages. It covers curriculum content from all of KS2 and the paper begins with questions covering Year 3 content.
- Papers 2 & 3 (reasoning) last 40 minutes each and focus on problem solving, fluency and applying mathematical reasoning.
- Questions cover the following areas (called 'content domains'):
  - Number and place value
  - Addition, subtraction, multiplication and division (calculation)
  - Geometry - properties of shapes
  - Geometry - position and direction
  - Statistics
  - Measurement
  - Algebra
  - Ratio and proportion
  - Fractions, decimals and percentages.
- Questions will increase in difficulty as the paper progresses and not all children will complete the papers.

# Writing

- Writing assessments will be based upon teacher assessment of pupils' portfolios of writing. Only fully independent writing can be assessed.
- Teachers moderate their assessments with other professionals to make sure there is a consistent standard across the country. We are expecting to be externally moderated this year.

COMPOSITION: PURPOSE & AUDIENCE	WTS: Write for a range of purposes.	
	<b>EXS: 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).</b> [From Y6 PoS: this must include examples of more formal writing.]	
	<i>GDS: 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).</i>	
	WTS: In narratives, describe settings and characters.	
	<b>EXS: In narratives, describe settings, characters and atmosphere.</b>	
	<b>EXS: Integrate dialogue in narratives to convey character and advance the action.</b>	
	WTS: Use paragraphs to organise ideas.	
	WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).	
	<b>EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</b>	
	From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.	
From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).		

GRAMMAR	<b>EXS: 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).</b>		
	<b>EXS: Use verb tenses consistently and correctly throughout their writing.</b>		
	<i>GDS: Distinguish between the language of speech and writing and choose the appropriate register.</i>		
	<i>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i>		
PUNCTUATION	WTS: Use ... mostly correctly	capital letters.	
		full stops.	
		question marks.	
		commas for lists.	
		apostrophes for contraction.	
<b>EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</b>			
<i>GDS: 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.</i>			
TRANSCRIPTION	WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.		
	<b>EXS: 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.</b>		
	WTS: Write legibly.		
	<b>EXS: Maintain legibility in joined handwriting when writing at speed.</b>		

# How we help your child...

- We have already sat a series of 'practise SATs', so that your children know what to expect. These assessments can be used in the event of illness or unavoidable absence causing a pupil to miss the real SATs - these cannot be used for holiday absences.
- SATs-style questions are used within our usual learning, so that children know what the questions are asking them to do.
- Small group work and interventions with myself, Mrs Spear, Leanne and Liz are in place to support your child with any particular areas of weakness.
- During SATs week, the rest of the day will place minimal cognitive demand on your children - tests are tiring!
- For certain children, a separate room or reader will be provided.
- For children who will have extra time, a separate room will be provided in order to minimise distractions.
- There will be no movement of children around the school until all of the year 6s have finished each test.

# How can you help your child at home?

- Help children not to feel worried or pressured about SATS. All that is asked is that they try their best, but please reassure your children.
- Lots of praise and encouragement 😊
- Help children with organising their homework (including times tables) and support their reading for pleasure activities.
- Help them to have early nights and a good breakfast during SATs week.
- Help your child to have the best possible attendance at school.
- Please speak to a member of staff if you have any questions or concerns.

# Time for Questions

