

ENGLISH Year 6 SATs - Content

Consists of 2 papers

1. English Reading Test – 60 minutes
2. English grammar, punctuation and vocabulary – 45 minutes
3. Spelling – 15 minutes

1. English Reading Test (50 marks)

- Explaining the meaning of words in context
- Identify key details from fiction and non-fiction texts
- Summarise ideas from a piece of writing
- Reading between the lines – making inferences
- Make predictions about what might happen from details stated and implied
- Explain how content is related and contributes to meaning in a text
- Discuss language used in a text and to what effect
- Make comparisons

2. English grammar, punctuation and vocabulary (50 marks)

- Knowing types of words used in a text and their usage – nouns/verbs/adjectives/adverbs/conjunctions/pronouns/prepositions/determiners
- Understanding the difference between subject and object in a sentence
- Understanding the functions of sentences – statement/questions/command/exclamation
- Combining words/phrases and clauses
- Verb forms and tenses
- Using punctuation correctly
- Vocabulary usage – synonyms and antonyms/prefixes and suffixes and word families
- Standard English and formal language usage

3. Spelling (20 marks)

- Spelling rules and common exceptions
- Adding suffixes and prefixes
- Endings that sound the same but are spelt differently - -tion, -sion, -ssion, -cian
- Common letter strings – ough
- Homophones

Supporting your child

Language is everywhere, and we are using all the time without really thinking about it the opportunities to reinforce spelling rules and reading for meaning.

1. Reading

- When reading with your child stop regularly to check they have understood what they have read
- When reading unfamiliar words try and get them to use the context of the sentence to help them as well as sounding it out
- Get your child to predict what will happen next when are reading a story together
- Ask questions about the characters that are not obvious from the text – eg. 'Do you think Joe is angry that the dog burst his ball?'
- Ask your child to retell the story you have just read in their own words, help them to structure this if they are having difficulty – 'What happened in the beginning?'
- Pick out individual words from a text and ask them to tell you what it means, and perhaps what images it brings to mind or why the writer used that particular word
- Compare the start of the story with the ending and also with what happened in the middle. Most children's stories start optimistically, with a problem in the middle which is solved by the end (happy ending)

2. English grammar and punctuation

- When reading check regularly that your child knows their nouns from their adjectives etc.
- Discuss the word's function in the text – eg. The adjective (striped) is telling us that deckchair is striped so we have a better picture in our minds of what it looks like.
- Reinforce parts of language for them in everyday speech – eg. turn adjectives into adverbs (we need to be **quiet**, let's do this **quietly**)
- Talk about the subject in a sentence – who/what is the sentence about?
- Choose one part of speech (eg nouns) to look at a collect as many on a poster as you can
- Look out for different kinds of sentences/phrases on signs and on packaging – 'Do not litter' (command) 'Same great taste!' (Exclamation)
- Identify different kinds of punctuation when you are out and about – look out for incorrect use of apostrophes (more common than you think!)
- Look for connections between words – eg. relate/relationship

3. Spelling

- Spellings are best practiced a couple of times daily for 15 minutes, as this helps with retention
- Reinforcing letter strings (eg ought) can be more successful when they are practiced as part of joined up handwriting practice
- Practice putting prefixes and suffixes on words (eg **happy** could be unhappy with the prefix un- added to it and happiness with the suffix –ness added – ‘How does this change the meaning of the word?’ Could you add a prefix and a suffix to a word eg. **unhappiness**
- Encourage your child to make word lists and put them up in prominent places
- Get your child to write a shopping list, help them to sound out the words as they write them
- Write a simple sentence with one word spelt incorrectly and see if they can spot it – correct the spelling