

Year 6 - SATS Preparation

Mr Stewart

Miss Curran

- ▶ Monday 11 May 2026:
 - ▶ Grammar and Punctuation - Paper 1-45 minutes
 - ▶ Spelling - Paper 2-15 minutes
- ▶ Tuesday 12 May 2026:
 - ▶ English Reading - 1 hour
- ▶ Wednesday 13 May 2026:
 - ▶ Maths Paper 1 (Arithmetic) - 30 minutes
 - ▶ Maths Paper 2 (Reasoning) - 40 minutes
- ▶ Thursday 14 May 2026:
 - ▶ Maths Paper 3 (Reasoning) - 40 minutes
- ▶ Writing - continuous throughout the year - Moderation late June

▶ Maths Homework

- ▶ MyMaths - online homework that the children mark themselves
- ▶ Compatible with any device
- ▶ Times Tables Rock Stars (TTRS) - 5-10 minutes every day
- ▶ Improves fluency and levels of automaticity
- ▶ Reduces cognitive overload - children automatically know key facts and just need to use this knowledge

▶ Maths Club:

- ▶ Monday - Thursday (8.00am-8.45am)
- ▶ Freckle Maths - work is individually selected following the National Curriculum
- ▶ Maths Intervention Groups

▶ Flashback Five:

- ▶ 8.45am-9.00am - recap on previous learning across the curriculum

▶ Lessons: 9.00am - 3.30pm

Maths Intervention Groups

▶ Maths Club:

- ▶ Monday - Thursday (8.00am-8.45am)
- ▶ Two days focusing on Arithmetic Practise
- ▶ Two days looking at Problem Solving and Reasoning and Freckle
- ▶ Additional focused work in the afternoon in smaller groups

Maths Papers

- ▶ Wednesday 13 May 2026:
 - ▶ Maths Paper 1 (Arithmetic) - 30 minutes
 - ▶ Maths Paper 2 (Reasoning) - 40 minutes
- ▶ Thursday 14 May 2026:
 - ▶ Maths Paper 3 (Reasoning) - 40 minutes

Questions and answers

You have **30 minutes** to complete this test.

Work as quickly and as carefully as you can.

Put your answer in the box for each question.

All answers should be given as a single value.

For questions expressed as common fractions or mixed numbers, you should give your answer as a common fraction, a mixed number or a whole number as appropriate.

If you cannot do a question, **go on to the next one**.

You can come back to it later, if you have time.

If you finish before the end, **go back and check your work**.

Mathematics Paper 1 Arithmetic

36 questions
Total 40 marks

24

$$2\frac{3}{5} + 1\frac{3}{5} =$$

1 mark

25

$$5\% \text{ of } 860 =$$

1 mark

26

$$\frac{5}{8} \div 3 =$$

1 mark

27

$$19\% \text{ of } 2,300 =$$

1 mark

28

1 7 | 8 8 4

Show
your
method

2 marks

Questions and answers

You have **40 minutes** to complete this test.

Follow the instructions for each question.

Work as quickly and as carefully as you can.

If you need to do working out, you can use the space around the question.

Do not write over any barcodes.

Some questions have a method box like this:

Diagram illustrating a method box structure. The box is a large grid (20 columns by 10 rows) with a label 'Show your method' on the left. A smaller rectangular box is located at the bottom right of the grid.

For these questions, you may get a mark for showing your method.

If you cannot do a question, **go on to the next one**.

You can come back to it later, if you have time.

If you finish before the end, **go back and check your work**.

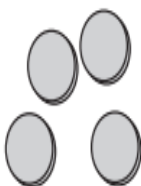
Mathematics Paper 2 and 3: Problem Solving and Reasoning Total 35 marks each

Ali has 35 red counters.

--

Maria has 35 green counters.

She divides them into groups of 4



How many green counters does she have **left over**?

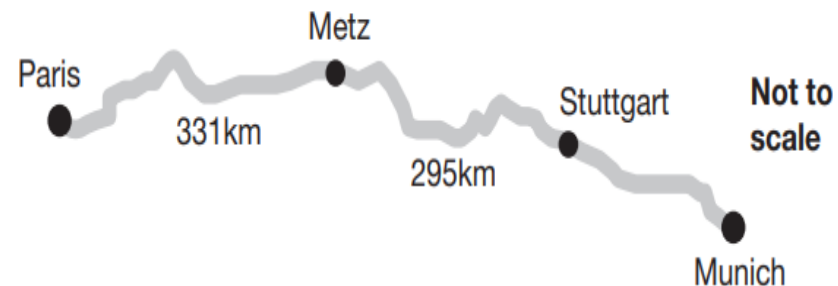
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1 mark

The total distance from Paris to Munich by road is **860 kilometres**.

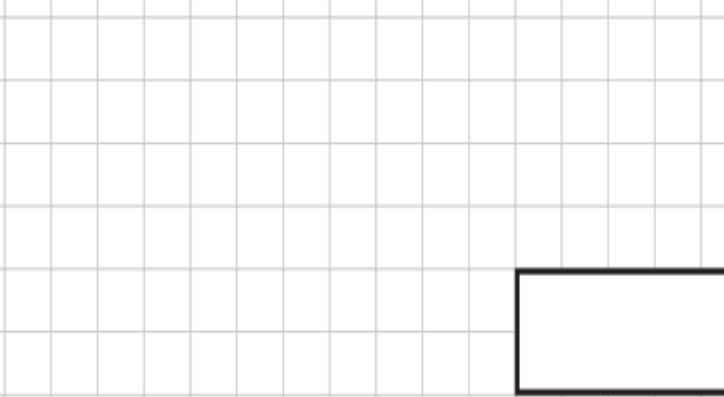
There are three sections.

The distances for the first two sections are shown.



How many kilometres is the last section from Stuttgart to Munich?

Show
your
method



2 marks

Reading

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	82
6	83
7	84
8	85
9	86
10	87
11	88
12	89
13	89
14	90
15	91
16	92
17	92
18	93
19	94
20	95
21	95
22	96
23	97
24	97
25	98

Raw score	Scaled score
26	99
27	99
28	100
29	101
30	101
31	102
32	103
33	104
34	104
35	105
36	106
37	107
38	108
39	109
40	110
41	111
42	112
43	113
44	114
45	116
46	117
47	119
48	120
49	120
50	120

Maths

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	80
6	81
7	82
8	83
9	84
10	84
11	85
12	85
13	86
14	86
15	87
16	87
17	88
18	88
19	89
20	89
21	89
22	90
23	90
24	91
25	91
26	91
27	92
28	92
29	92
30	92
31	93
32	93
33	93
34	94
35	94
36	94
37	94
38	95
39	95
40	95
41	95
42	96
43	96
44	96
45	96
46	97
47	97
48	97
49	97
50	98
51	98
52	98
53	98
54	99
55	99

Raw score	Scaled score
56	99
57	99
58	100
59	100
60	100
61	100
62	101
63	101
64	101
65	101
66	102
67	102
68	102
69	102
70	102
71	103
72	103
73	103
74	103
75	104
76	104
77	104
78	105
79	105
80	105
81	105
82	106
83	106
84	106
85	106
86	107
87	107
88	107
89	108
90	108
91	108
92	109
93	109
94	109
95	110
96	110
97	111
98	111
99	112
100	112
101	113
102	113
103	114
104	115
105	116
106	117
107	118
108	119
109	120
110	120

GP&S

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	82
6	83
7	84
8	85
9	86
10	86
11	87
12	88
13	89
14	89
15	90
16	90
17	91
18	92
19	92
20	93
21	93
22	94
23	94
24	95
25	95
26	96
27	96
28	97
29	97
30	98
31	98
32	98
33	99
34	99
35	100

Raw score	Scaled score
36	100
37	101
38	101
39	102
40	102
41	103
42	103
43	104
44	104
45	105
46	105
47	106
48	106
49	107
50	108
51	108
52	109
53	109
54	110
55	111
56	111
57	112
58	113
59	114
60	115
61	116
62	117
63	118
64	119
65	120
66	120
67	120
68	120
69	120
70	120

▶ Reading Comprehension

- ▶ Read every night and bring reading books and reading records to school each day.
- ▶ Spelling and sentences homework will be issued each week; please bring the homework book to school every day.
- ▶ Comprehension homework will be issued each week; please ensure comprehension work is in school every day.

Reading Intervention Groups

- ▶ Additional focused work in the afternoon in smaller groups
- ▶ Focus on:
 - ▶ Direct retrieval
 - ▶ Summarising
 - ▶ Inference and Deduction
 - ▶ Prediction

Tuesday 12 May 2026:

English Reading - 50 marks

- ▶ **Reading booklet - three texts
combination of fiction, non-fiction
and poetry**
- ▶ **Reading answer booklet -
combination of multiple choice and
extended answers**



**A Life-changing
Game**



In the Cave



Longbow Girl

Reading Booklet

2025 key stage 2 English reading booklet

The atmosphere became even more charged. The men glanced at each other, each thinking, it seemed to Merry, of the ten gold coins, of the fortune awaiting the winner. But for her, there was even more at stake than a purse of gold.

The ten other competitors all took their turns. The clear winner so far had two arrows in the black ring and one in the inner white.

Then it was Merry's turn. She walked forward. The crowd cheered. The men watched. Gone was the air of ridicule, amusement or pity directed her way.

She waited till it fell quiet, then chose her first arrow. She nocked it, drew back her bow to its fullest extension. She needed all its power now to make the extra distance and to maintain accuracy. She felt and sensed the almost unbearable tension in the wood. Please don't break, she prayed silently. Please give me just a few shots more. She let out her breath, loosed the arrow. The bow held strong. The arrow flew to the target. Black circle.

Second arrow. She had to do better. No thinking, no worrying, just instinct and skill. She heard the ancient commands, in her head, in her body and somewhere deep inside that must have been her soul. She pulled in a breath, released it smoothly as she loosed the arrow, as she watched it home in. Inner white! She felt the first flush of euphoria, pushed it down, selected her third and final arrow. She let it fly. Closed her eye, breathed, waited. The crowd roared. She opened her eye, looked at the target. Even from this distance she could see: dead centre of the inner white.

Only then did she smile.

The marshal hurried up to the target, eyed the arrows and smiled back. 'We have an outright winner,' he declared. 'With one first circle and two golds, Merry Owen wins!'

36

Read the paragraph beginning: *She waited till...*

What made Merry worry that her bow might be close to breaking?

1 mark

37

Look at page 10.

Only then did she smile.

Why was Merry happy at this point in the text?

Write **two** reasons.

1.

2.

2 marks

38

Merry won the competition because she was an experienced archer.

How can you tell that she was experienced?

Write **two** ways, using evidence from the text to support each answer.

An example has been done for you.

Reason	Evidence
She had the strength to do it.	She was able to pull the bow back to its fullest extension.
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

3 marks

Monday 11 May 2026

Grammar and Punctuation - Paper 1-45 minutes (50 Marks)

Spelling - Paper 2-15 minutes (20 Marks)

Questions and answers

There are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

Multiple-choice answers

For some questions, you do not need to do any writing. Read the instructions carefully so that you know how to answer each question.

Short answers

Some questions are followed by a line or a box. This shows that you need to write a word, a few words or a sentence.

Marks

The number under each line at the side of the page tells you the number of marks available for each question.

You should work through the booklet until you are asked to stop.

Work as quickly and as carefully as you can. If you finish before the end, go back and check your work.

You have 45 minutes to answer the questions in this booklet.

37

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

Someone stole the treasure.

_____ 1 mark

38

Complete the passage below with the **simple past** of the verbs in the boxes.

I _____ my violin to school. I _____ it last week.

to bring

to forget

_____ 1 mark

39

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

He played the piano with great confidence and rarely made mistakes.

_____ 1 mark

46

Circle the verb that is in the **subjunctive** in the sentence below.

If I were to help, I would start by clearing the tables.

_____ 1 mark

47

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

There are some biscuits in this tin but there are not any chocolate ones.

_____ 1 mark

48

Complete the sentence below using the **past progressive** form of the verb in the box.

While we _____ to our friend, his phone started ringing.

to talk

_____ 1 mark

Spelling

1. There was a brave _____ in the story.
2. The children walked home _____ the park.
3. We were _____ for our hard work.
4. I enjoy reading _____ stories.
5. After a few days, the seeds _____ shoots.
6. There was an _____ of colour during the firework display.
7. They _____ a bridge on their way to school.
8. There was a funny _____ in the school play.
9. The new phone is lightweight and _____.
10. It was a good _____ to move to a quieter room.

11. My sister stomped _____ up the stairs.
12. There was an _____ to the bus timetable.
13. Cold environments are the preferred habitats for _____.
14. I am looking forward to going on a _____ trip next year.
15. The ship was held in place by an _____.
16. Brushing your teeth helps to remove _____.
17. I hid my _____ when my friend won the contest.
18. The plants will _____ on the sunny windowsill.
19. Ava was _____ to miss the school trip.
20. I look forward to _____ your reply.

END OF TEST

Writing - continuous assessment throughout the year

- ▶ A minimum of six pieces of independent writing - combination fiction, non-fiction and possibly poetry
- ▶ Work is assessed using the Statutory Framework
- ▶ Moderated between schools throughout the year and with SLT
- ▶ External moderators visit schools every four years and discuss our judgements

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

^{*} These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

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

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]

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.



Getting your child to school really matters. Did you know...

If in a school year, your child is late every day by...	Your child would have lost approximately...	or they would have missed approximately...
5 Minutes	3.5 Days from School	20 Lessons
10 Minutes	7 Days from School	41 Lessons
15 Minutes	10 Days from School	55 Lessons
20 Minutes	14.5 Days from School	82 Lessons
30 Minutes	22 Days from School	123 Lessons

You should not take your child on holiday during term time.
Please encourage punctuality to maintain school attendance.

Remember Absence = Lost Opportunity



- ▶ Monday 2nd - Wednesday 4th February
- ▶ Range of different outdoor activities
- ▶ Packing list - don't buy new clothes
- ▶ Medical and dietary Form
- ▶ No mobile phones
- ▶ No food required, including snacks
- ▶ Behaviour expectations
- ▶ Any concerns please get in touch. We want all children to attend.

