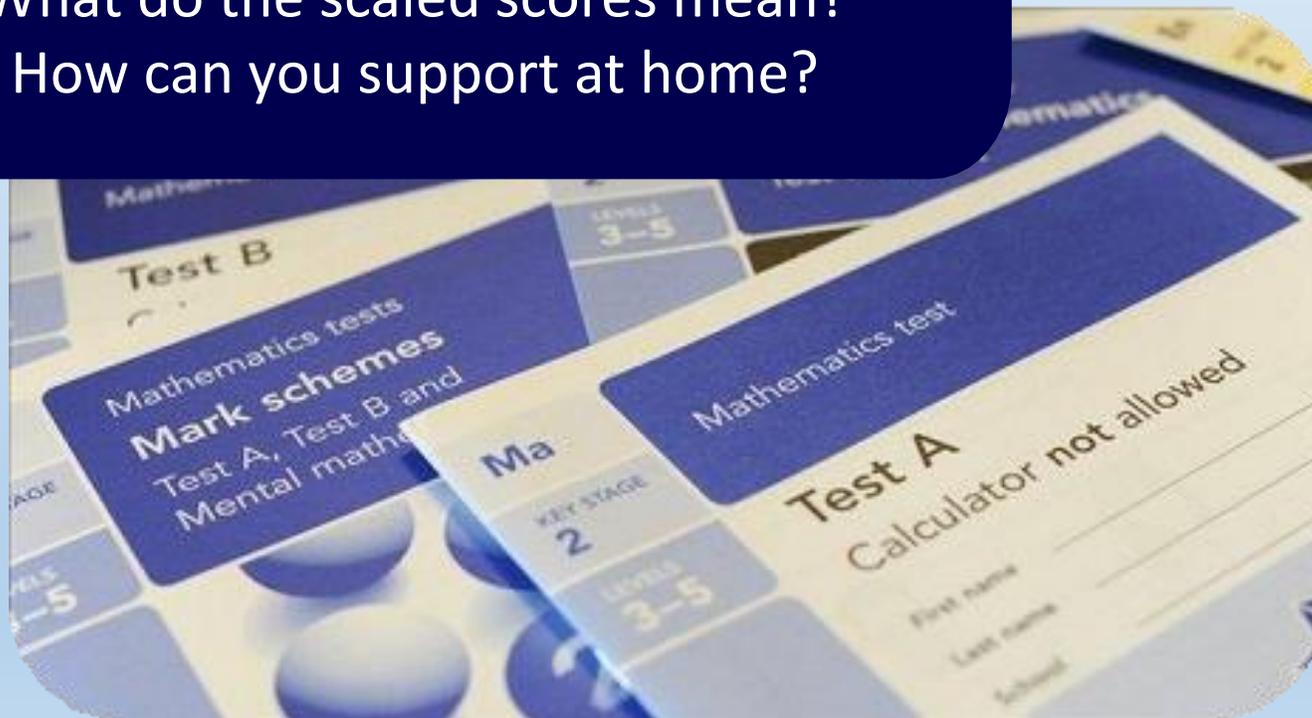


## 2025-26 Year 6 Assessments

- What do they consist of?
- How will the assessment week run?
- What do the scaled scores mean?
- How can you support at home?



# 2026 assessments



In the summer term of 2026, all children in Year 6 will be taking part in assessment week (as known as SATs).

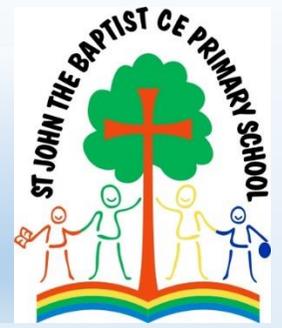
During the week beginning 11<sup>th</sup> May, the Year 6 pupils will sit tests in:

- Reading,
- Maths,
- Grammar, Punctuation and Spelling.

These tests are both set and marked externally. Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment. These results are passed to their next school and used to make future predictions.

A standardised score of 100 is the age related expectation (ARE). A score of 110 is greater depth (GDS)

# Writing



There is no writing test. Teacher assessment takes place over a number of independently written pieces throughout the year. The local authority regularly moderates teacher assessment. The deadline for teacher assessment judgements is the end of June.

We provide children a range of opportunities to write for different genres, audiences and purposes. Children's attainment is assessed against their ability to:

- Choose writing techniques with consideration of the reader,
- Accurately apply grammar, punctuation and spelling rules,
- Neat, legible, joined up handwriting across the curriculum.

# Practice assessment weeks

- The children have taken part in 3 practice assessment weeks so far and will take part in one more later on this half term.
- The reason why we do this is to support the children will becoming familiar with how the assessment looks as well as what to expect in terms of how the week will run.
- The children have coped fantastically well with these and are feeling more and more comfortable each time.
- As we have sent the CGP practice papers home, we are aware that you may be familiar with how the assessments look but we just wanted to speak to you to remind you of the formatting as well as how things will run.

# Reading



The reading assessment will be a single paper with questions based on at least three passages of text. These will test a range of reading skills.

**Your child will have one hour, including reading time, to complete the test.**

There will be a selection of question types, including:

- **Ranking /ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

# How to support your child with reading over these next few weeks...



- Check what independent book your child is reading. Level of language is important (see link to recommended reading list on next slide).
- Ask your child to read for at least 10 minutes every day. Perhaps ask them to read one chapter in their book.
- Once they have finished reading, ask your child a range of questions. These questions should test their understanding and deepen their knowledge of what they have read.
- If you would like any additional resources sending home, please do not hesitate to ask us. For example, some practice reading comprehensions.



# The School Reading List

Recommended reading books for primary & secondary aged children in the UK

[EYFS & KS1 books](#)[KS2 books](#)[KS3-5 books](#)

[Home](#) » [Reading lists for KS2 school pupils](#) » Recommended reading list books for Year 6 pupils aged 10-11

## Recommended reading list books for Year 6 pupils aged 10-11

Last updated on November 12, 2023 by Tom Tolkien

**Books for Year 6 – here’s our selection of recommended titles chosen by experienced teachers and librarians.** Are you looking for a storybook for the classroom, the library, or your child’s collection, or choosing titles for a class reading list, or curriculum spine of year 6 books to motivate your pupil to read more? The following list contains 40 titles for children aged 10-11 in KS2 of primary school, suitable for individual reading, paired reading, class teaching, and book clubs. These age-appropriate reading-for-pleasure recommendations for UKS2 students consist of a variety of fiction and nonfiction books for all ability ranges and interests. The books in this list are reviewed termly and include middle-grade novels and stories by Jamila Gavin, Onjali Rauf, Jasbinder Bilan, David Almond, Lara Williamson, JRR Tolkien, Michelle Magorian, Maz Evans, Zizou Corder, Nina Bawden and more.

✓ For book prices and ordering, click on the cover image. [International orders click here](#)

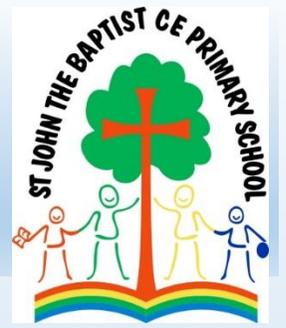


**‘ If you don’t like to read, you haven’t found the right book. ’**

*J.K Rowling*

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

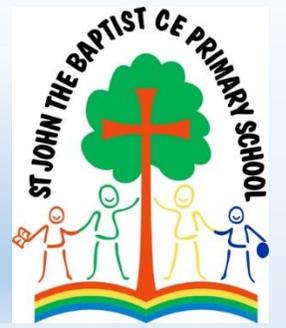
# Grammar, punctuation and spelling test



The grammar, punctuation and spelling assessment will consist of two parts:

- A **grammar and punctuation paper** requiring short answers, lasting 45 minutes (50 marks),
- A **spelling test of 20 words**, lasting around 15 minutes (20 marks). The spelling words will follow the rules taught throughout KS2.

# Sample KS2 grammar questions



Draw a line to match each **prefix** to the correct word so that it makes a new word.

## Prefix

re

de

mis

im

il

## Word

mature

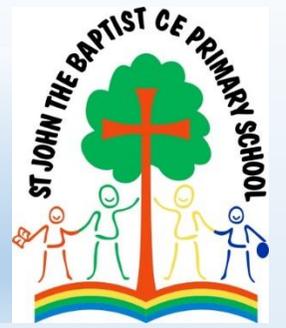
understood

legible

frost

do

# Sample KS2 grammar questions



Which sentence has been punctuated correctly?

Tick one.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

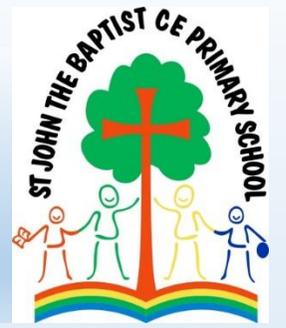
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1 mark

# How to support your child with grammar, punctuation and spellings.



- Help your child set time aside to practise the statutory year 3/4 and year 5/6 spellings list (see the next slide).
- Encourage your children to practise their spellings on Spelling Shed.
- The grammar paper relies on a child knowing and understanding the grammar terminology e.g. subordinate clause, adjective, article, passive. Activities to get them to retrieve this knowledge would be really beneficial.
- Weekly homework (via SATS Companion) recaps these terms. There are also revision guides available which will help children practise.

## Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

|                |              |                |                 |
|----------------|--------------|----------------|-----------------|
| accident(ally) | disappear    | interest       | pressure        |
| actual(ly)     | early        | island         | probably        |
| address        | earth        | knowledge      | promise         |
| answer         | eight/eighth | learn          | purpose         |
| appear         | enough       | length         | quarter         |
| arrive         | exercise     | library        | question        |
| believe        | experience   | material       | recent          |
| bicycle        | experiment   | medicine       | regular         |
| breath         | extreme      | mention        | reign           |
| breathe        | famous       | minute         | remember        |
| build          | favourite    | natural        | sentence        |
| busy/business  | February     | naughty        | separate        |
| calendar       | forward(s)   | notice         | special         |
| caught         | fruit        | occasion(ally) | straight        |
| centre         | grammar      | often          | strange         |
| century        | group        | opposite       | strength        |
| certain        | guard        | ordinary       | suppose         |
| circle         | guide        | particular     | surprise        |
| complete       | heard        | peculiar       | therefore       |
| consider       | heart        | perhaps        | though/although |
| continue       | height       | popular        | thought         |
| decide         | history      | position       | through         |
| describe       | imagine      | possess(ion)   | various         |
| different      | increase     | possible       | weight          |
| difficult      | important    | potatoes       | woman/women     |

## Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

|             |                          |               |             |
|-------------|--------------------------|---------------|-------------|
| accommodate | correspond               | identity      | queue       |
| accompany   | criticise (critic + ise) | immediate(ly) | recognise   |
| according   | curiosity                | individual    | recommend   |
| achieve     | definite                 | interfere     | relevant    |
| aggressive  | desperate                | interrupt     | restaurant  |
| amateur     | determined               | language      | rhyme       |
| ancient     | develop                  | leisure       | rhythm      |
| apparent    | dictionary               | lightning     | sacrifice   |
| appreciate  | disastrous               | marvellous    | secretary   |
| attached    | embarrass                | mischievous   | shoulder    |
| available   | environment              | muscle        | signature   |
| average     | equip (-ped, -ment)      | necessary     | sincere(ly) |
| awkward     | especially               | neighbour     | soldier     |
| bargain     | exaggerate               | nuisance      | stomach     |
| bruise      | excellent                | occupy        | sufficient  |
| category    | existence                | occur         | suggest     |
| cemetery    | explanation              | opportunity   | symbol      |
| committee   | familiar                 | parliament    | system      |
| communicate | foreign                  | persuade      | temperature |
| community   | forty                    | physical      | thorough    |
| competition | frequently               | prejudice     | twelfth     |
| conscience  | government               | privilege     | variety     |
| conscious   | guarantee                | profession    | vegetable   |
| controversy | harass                   | programme     | vehicle     |
| convenience | hindrance                | pronunciation | yacht       |

# KS2 maths



- Greater emphasis on fluency, reasoning and problem-solving.

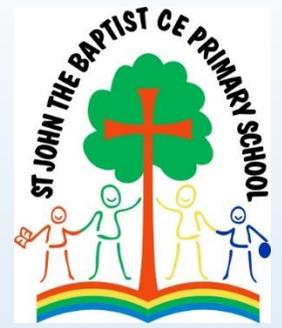
The children will sit three papers in maths:

- Paper 1: arithmetic, 36 questions in 30 minutes (40 marks)
- Papers 2 and 3: reasoning, 40 minutes per paper (35 marks each)

# KS2 maths

- Paper 1: arithmetic.

This will consist of fixed response questions, where children have to give the correct answers to equations, including long multiplication and long division.



- Sample arithmetic questions:

$6.1 + 0.3 =$

$5 \times 4 \times 7 =$

$4^2 =$

$1440 \div 12 =$

$2.5 + 0.05 =$

$630 \div 9 =$

$20\% \text{ of } 1500 =$

$1.28 \times 100 =$

$2.4 \times 19 =$

$\frac{2}{5} + \frac{4}{9} =$

$\frac{1}{8} + \frac{3}{8} =$

# KS2 maths

- Paper 2 and 3: reasoning

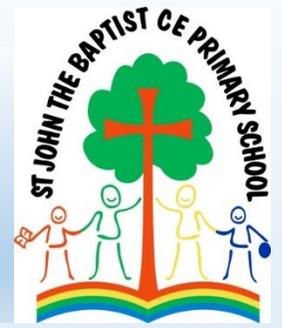


These include different types of questions including:

- Multiple choice (with reasons for answers),
- True or false,
- Questions where children give the answer to an equation, draw a shape or complete a table/chart,
- Questions where the children will have to explain their approach to solving a problem.



# Sample KS2 maths reasoning questions



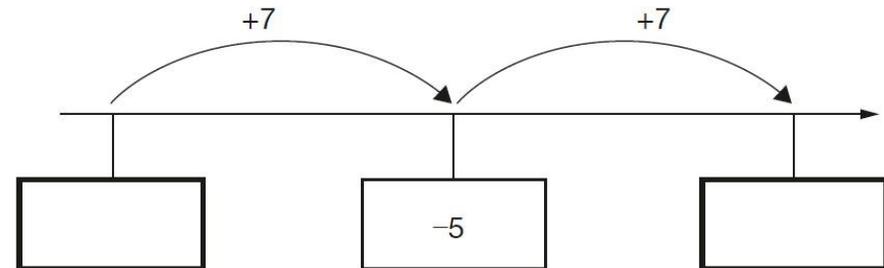
Write the two missing digits to make this long multiplication correct.

$$\begin{array}{r} \phantom{\times} \phantom{2} 4 \square \\ \times \phantom{2} \square 6 \\ \hline 2 \ 4 \ 6 \\ 8 \ 2 \ 0 \\ \hline 1 \ 0 \ 6 \ 6 \end{array}$$

3 marks

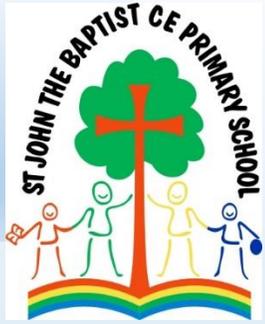
Here is part of a number line.

Write the missing numbers in the boxes.



2 marks

# How to support your child with maths



- Test them at random times on their times tables, number bonds, names of shapes etc. and on telling the time.
- [www.ttrockstars.com](http://www.ttrockstars.com) for times tables practice.
- Weekly homework (via SATS Companion) recaps key concepts. The videos on here are brilliant.
- If you would like any additional resources sending home, please do not hesitate to ask us. For example, some practice reasoning questions.

# Marking and results



The tests will be sent away for independent marking. Children are given scaled scores.

- You will be given your child's raw score (the actual marks they get) alongside their scaled score and whether they have reached the expected level.
- A scaled score of 100 will be the expected level for Year 6.
- A scaled score of 110 is greater depth. The maximum scaled score is 120.
- For the writing teacher assessment, we need to give: working below the expected standard, working at the expected standard, working at a greater depth within the expected standard.

# Top tips



- **Tip 1:** Remember your child's education is a partnership. Working together with your child and teacher is really important. Keep in contact with their teachers as they know your child's strengths and areas for development.
- **Tip 2:** Support your child with homework tasks and daily reading.
- **Tip 3:** Encourage your child to work to speed. Try timed recall of timetables in the car/journey to school. Set min challenges for example – 'Can you find the word on the page that means 'dangerous' you have 1 minute - go!' 'What is 10% of 150? You have 10 seconds - go!'
- **Tip 4:** Make sure your child is aware that getting stuck is not a problem. Move on and give them another challenge and come back to the hard ones at the end and/or go through it together.

# Top tips



- **Tip 5:** Encourage your child to believe in themselves, ‘You can do it!’
- **Tip 6:** Remind your child that the tests are important, but that they are not the only way they are to be measured. We don’t want child panicking or worried - we want them to be prepared.
- **Tip 7:** Approach a subject from lots of different angles. Software, games, activities, books, flash cards and practical applications all help? Make the revision time at home as fun and interactive as possible.
- **Tip 8:** It is easier said than done, BUT do not put your child under too much pressure. Have fun – they will find things easier to remember if they recall the good times they had learning.

# Timetable



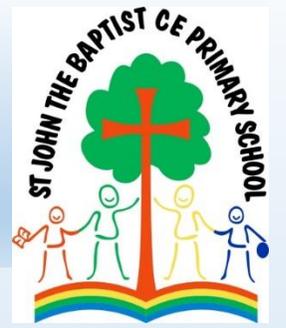
- Monday 11<sup>th</sup> May – Spelling, punctuation and Grammar
- Tuesday 12<sup>th</sup> May – Reading
- Wednesday 13<sup>th</sup> May – Maths paper 1 and 2
- Thursday 14<sup>th</sup> May – Maths paper 3

## **What happens if my child is ill on the day of the test?**

If it is something minor, we would suggest for your child to come in and sit the test before returning home. It can be arranged for your child to take the tests away from other pupils if this is required. For more serious cases, where it is clear the child cannot attend school, we apply to the DfE for your child to sit the test on a different day to their peers. There needs to be a doctor's note and it has to be serious.

Any other circumstances that may affect your child's performance should be reported to Mrs Arnold.

ANY QUESTIONS?



Please email any questions you might have  
to [office@penistonestjohns.org](mailto:office@penistonestjohns.org)

FAO Mrs Galtrey, Mrs Eaton and Mrs  
Porter. We will collate and answer them  
and share any general ones with everyone.