2026-27 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?

ST JOHN THE BAPTIST CE PRIMARY SCHOOL

2026 assessments

In the summer term of 2027, all children in Year 6 will be the taking part in assessment week (as known as SATs).

During the week beginning 10th 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 again 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 1 practice assessment week so far and will take part in one each half term up until Easter.
- The reason we do this is to support the children with becoming familiar on 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.
- This week, we will send the CGP practice papers home. Instructions can be found within the envelopes.

Boosters

Monday - Friday| 8:15–9:00am

- 🍳 **Breakfast provided** — children can start the day feeling ready to learn.
- 👥 **Small, targeted groups** — children will be grouped according to the area of need identified through teaching and mock SATS.
- 🎯 **Flexible and responsive** — groups may change regularly so that we can respond to individual needs and target specific gaps.
- ☑️ **Making a difference** — targeted booster sessions have a proven impact on improving knowledge, strengthening understanding and plugging gaps.
- 💪 **Building confidence** — the aim is to give every child the knowledge, skills and confidence they need to approach their SATs positively.

- Booster groups will start after half term in Autumn 2. We will begin by focusing on maths and writing. Your support with encouraging children to attend is greatly appreciated.

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.'

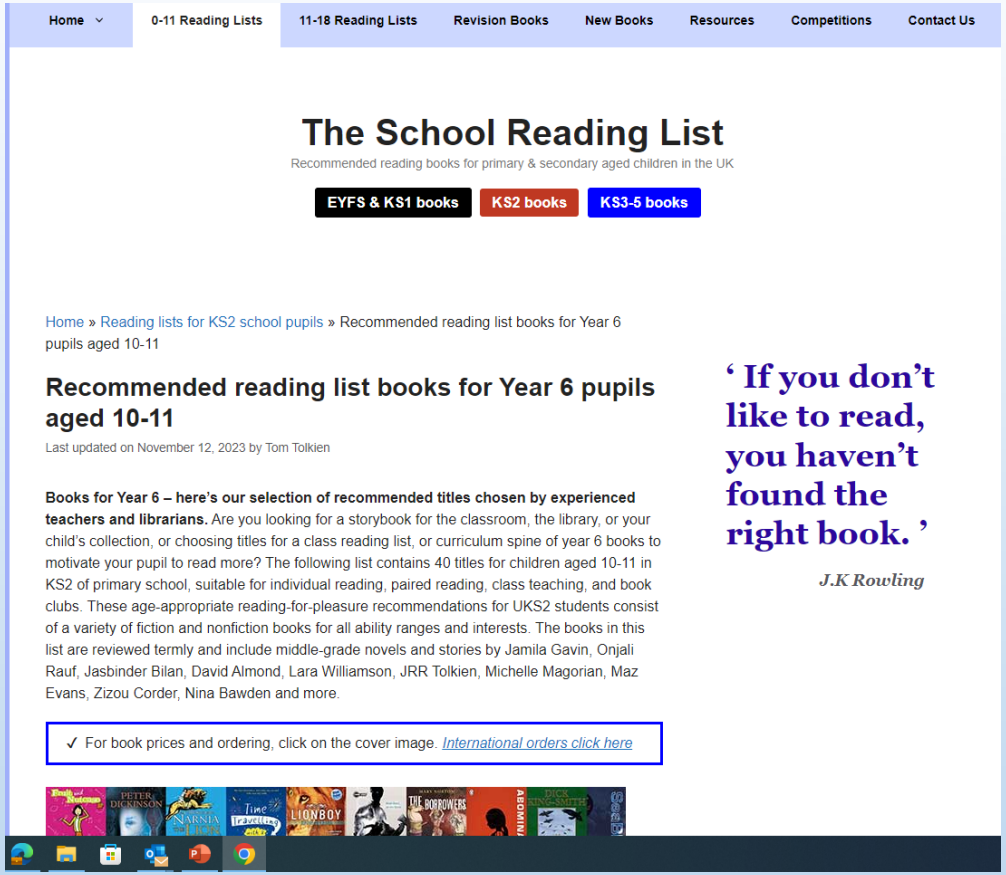
How to support your child with reading over these next few months…

- Check what independent book your child is reading. Level of language is important (see link to recommended reading list on next slide).

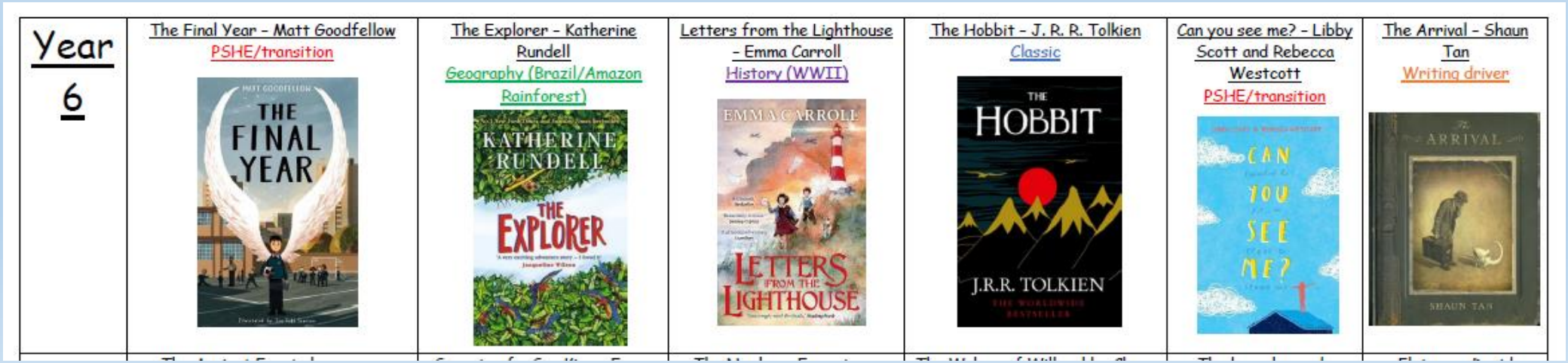
- Ask your child to read for at least 10 minutes every day. Perhaps ask them to read one chapter in their book.

- 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, e.g additional practice questions, please do not hesitate to ask us.



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	Word
re	mature
de	understood
mis	legible
im	frost
il	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.

_____

_____

_____

1 mark

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

- Help your child set time aside to practise the statutory year ¾ and year 5/6 spellings list (see next slide). There is a copy on the Year 6 page of the website or we can get a paper copy to you.

- Encourage your children to practise their spellings on the Morphs spelling game.

- 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)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
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
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
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 x 4 x 7= 4^2 = 1440 ÷ 12 =

2.5 + 0.05 = 630 ÷ 9 = 20% of 1500 = 1.28 x 100=

2.4 x 19 = 2/5 + 4/9 = 1/8 + 3/8 =

KS2 maths

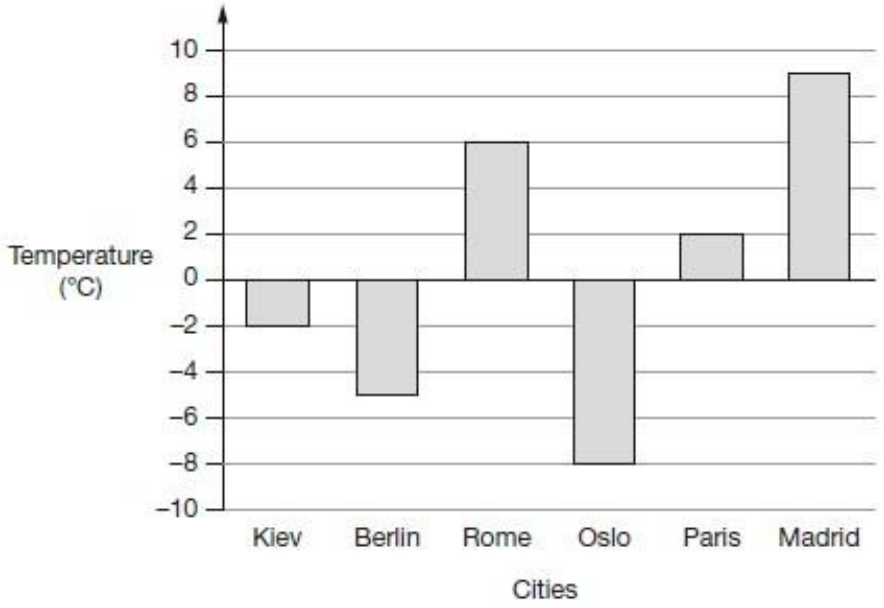
- Paper 2 and 3: reasoning

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

This graph shows the temperature in six cities on one day in January.



Which city was 4 degrees **warmer** than Kiev?

_____ 1 mark

20 On Saturday Lara read $\frac{2}{5}$ of her book.

On Sunday she read the **other** 90 pages to finish the book.

How many pages are there in Lara's book?

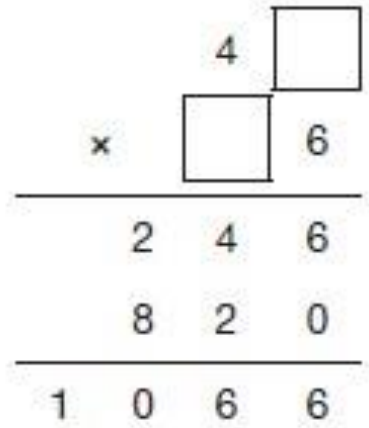
Show your method

pages

2 marks

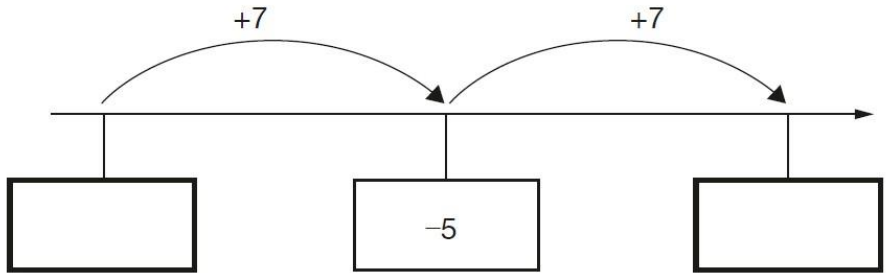
Sample KS2 maths reasoning questions

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



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 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, e.g some practice reasoning or arithmetic questions, please do not hesitate to ask us.

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 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 10th May – Spelling, punctuation and Grammar
- Tuesday 11th May – Reading
- Wednesday 12th May – Maths paper 1 and 2
- Thursday 13th 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
FAO Mrs Campbell, Miss Wainwright and Mrs Porter. We will collate and answer them and share any general ones with everyone.