



Year 6 SATs Meeting

The Tests

English reading test
reading booklet and comprehension questions

English grammar, punctuation and spelling test, Paper 1,
short answer questions. English grammar, punctuation
and spelling test
Paper 2, spelling.

Mathematics,
Paper 1, arithmetic test.
Paper 2, reasoning.
Paper 3, reasoning.

Monday 11th – Thursday 14th May

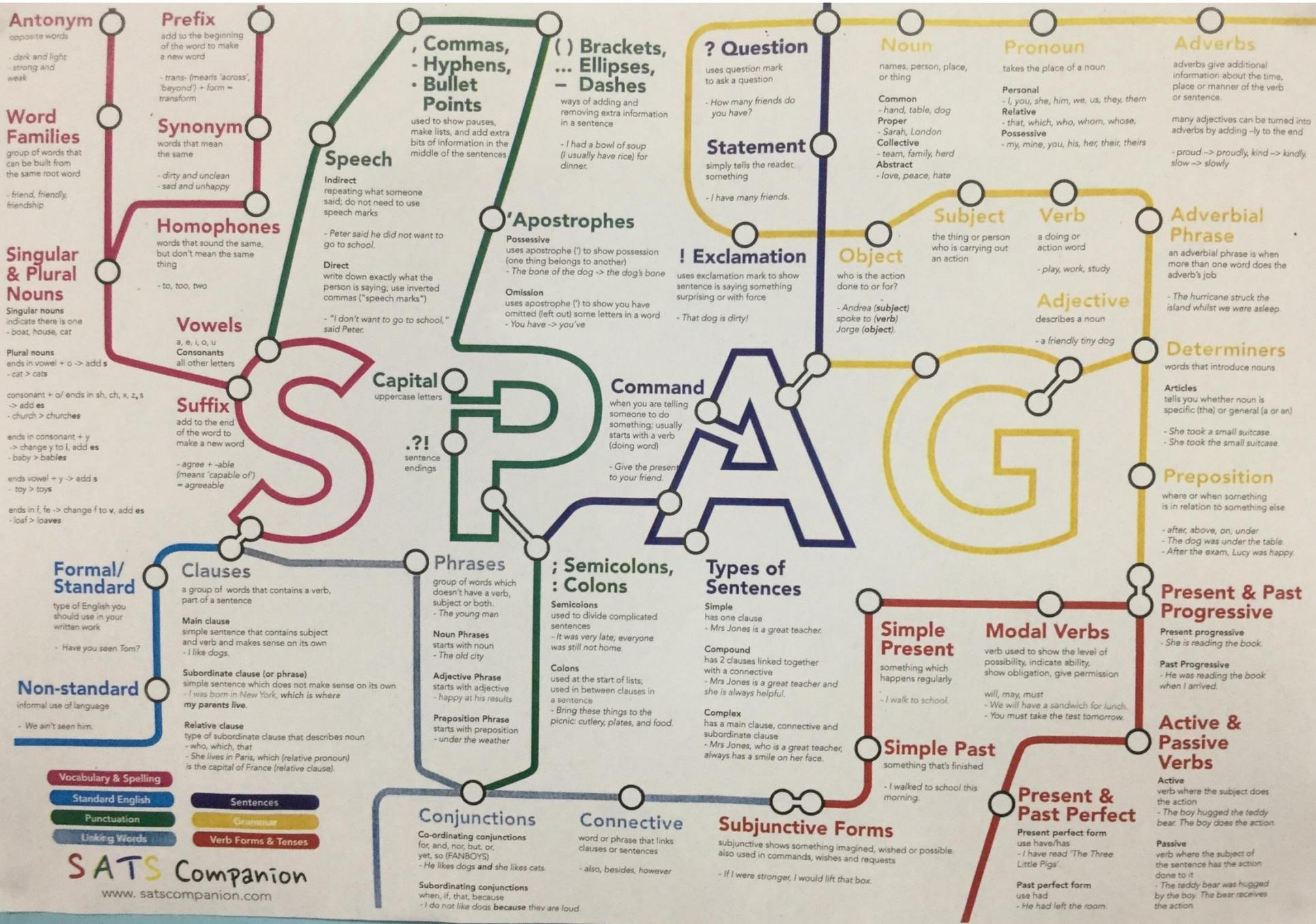
Key stage 2 tests

The statutory [key stage 2 tests](#) are timetabled from Monday 11 May to Thursday 14 May 2026:

Date	Activity
Monday 11 May 2026	English grammar, punctuation and spelling Papers 1 and 2
Tuesday 12 May 2026	English reading
Wednesday 13 May 2026	Mathematics Papers 1 and 2
Thursday 14 May 2026	Mathematics Paper 3

KS2 Grammar, Punctuation and Spelling

- ▶ The grammar, punctuation and spelling test will consist of two parts:
 - ▶ a grammar and punctuation paper requiring short answers, lasting 45 minutes (50 marks),
 - ▶ and a spelling test of 20 words, lasting around 15 minutes (20 marks).
 - ▶ 70 marks available combined
- 



Antonym
opposite words
- dark and light
- strong and weak

Prefix
add to the beginning of the word to make a new word
- trans- (means 'across', 'beyond') + form = transform

Word Families
group of words that can be built from the same root word
- friend, friendly, friendship

Synonym
words that mean the same
- dirty and unclean
- sad and unhappy

Singular & Plural Nouns
Singular nouns indicate there is one
- boat, house, cat
Plural nouns ends in vowel + o -> add s
- cat > cats

Homophones
words that sound the same, but don't mean the same thing
- to, too, two

Vowels
a, e, i, o, u
Consonants all other letters

consonant + o/ ends in sh, ch, x, z, s
-> add es
- church > churches
ends in consonant + y
-> change y to i, add es
- baby > babies
ends vowel + y -> add s
- toy > toys
ends in f, fe -> change f to v, add es
- loaf > loaves

Suffix
add to the end of the word to make a new word
- agree + -able (means 'capable of') = agreeable

Formal/Standard
type of English you should use in your written work
- Have you seen Tom?

Clauses
a group of words that contains a verb, part of a sentence
Main clause
simple sentence that contains subject and verb and makes sense on its own
- I like dogs.
Subordinate clause (or phrase)
simple sentence which does not make sense on its own
- I was born in New York, which is where my parents live.
Relative clause
type of subordinate clause that describes noun
- who, which, that
- She lives in Paris, which (relative pronoun) is the capital of France (relative clause).

Non-standard
informal use of language
- We ain't seen him.

Speech
Indirect
repeating what someone said; do not need to use speech marks
- Peter said he did not want to go to school.
Direct
write down exactly what the person is saying; use inverted commas ("speech marks")
- "I don't want to go to school," said Peter.

Commas, Hyphens, Bullet Points
used to show pauses, make lists, and add extra bits of information in the middle of the sentences
- I had a bowl of soup (I usually have rice) for dinner.

() Brackets, -- Ellipses, - Dashes
ways of adding and removing extra information in a sentence
- The bone of the dog -> the dog's bone

'Apostrophes
Possessive
uses apostrophe (') to show possession (one thing belongs to another)
- The bone of the dog -> the dog's bone
Omission
uses apostrophe (') to show you have omitted (left out) some letters in a word
- You have -> you've

Capital
uppercase letters
?! sentence endings

Command
when you are telling someone to do something; usually starts with a verb (doing word)
- Give the present to your friend.

? Question
uses question mark to ask a question
- How many friends do you have?
Statement
simply tells the reader something
- I have many friends.

Noun
names, person, place, or thing
Common
- hand, table, dog
Proper
- Sarah, London
Collective
- team, family, herd
Abstract
- love, peace, hate

Pronoun
takes the place of a noun
Personal
- I, you, she, him, we, us, they, them
Relative
- that, which, who, whom, whose
Possessive
- my, mine, you, his, her, their, theirs

Adverbs
adverbs give additional information about the time, place or manner of the verb or sentence.
many adjectives can be turned into adverbs by adding -ly to the end
- proud -> proudly, kind -> kindly, slow -> slowly

! Exclamation
uses exclamation mark to show sentence is saying something surprising or with force
- That dog is dirty!

Object
who is the action done to or for?
- Andrea (subject) spoke to (verb) Jorge (object).

Subject
the thing or person who is carrying out an action
Verb
a doing or action word
- play, work, study

Adverbial Phrase
an adverbial phrase is when more than one word does the adverb's job
- The hurricane struck the island whilst we were asleep.

Types of Sentences
Simple
has one clause
- Mrs Jones is a great teacher.
Compound
has 2 clauses linked together with a connective
- Mrs Jones is a great teacher and she is always helpful.
Complex
has a main clause, connective and subordinate clause
- Mrs Jones, who is a great teacher, always has a smile on her face.

Simple Present
something which happens regularly
- I walk to school.

Modal Verbs
verb used to show the level of possibility, indicate ability, show obligation, give permission
will, may, must
- We will have a sandwich for lunch.
- You must take the test tomorrow.

Preposition
where or when something is in relation to something else
- after, above, on, under
- The dog was under the table.
- After the exam, Lucy was happy.

Phrases
group of words which doesn't have a verb, subject or both.
- The young man
Noun Phrases
starts with noun
- The old city
Adjective Phrase
starts with adjective
- happy at his results
Preposition Phrase
starts with preposition
- under the weather

Simple Past
something that's finished
- I walked to school this morning.

Present & Past Progressive
Present progressive
- She is reading the book.
Past Progressive
- He was reading the book when I arrived.

Active & Passive Verbs
Active
verb where the subject does the action
- The boy hugged the teddy bear. The boy does the action.
Passive
verb where the subject of the sentence has the action done to it
- The teddy bear was hugged by the boy. The bear receives the action.

; Semicolons, : Colons
Semicolons
used to divide complicated sentences
- It was very late; everyone was still not home.
Colons
used at the start of lists; used in between clauses in a sentence
- Bring these things to the picnic: cutlery, plates, and food.

Present & Past Perfect
Present perfect form
use have/has
- I have read 'The Three Little Pigs'.
Past perfect form
use had
- He had left the room.

Conjunctions
Co-ordinating conjunctions
for, and, nor, but, or, yet, so (FANBOYS)
- He likes dogs and she likes cats.
Subordinating conjunctions
when, if, that, because
- I do not like dogs because they are loud.

Connective
word or phrase that links clauses or sentences
- also, besides, however

Subjunctive Forms
subjunctive shows something imagined, wished or possible; also used in commands, wishes and requests
- If I were stronger, I would lift that box.

3

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

1 mark

4

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.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

7

Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.

↓

1 mark

10

What does the word Others refer to in the passage below?

Some plants, such as sunflowers, die in winter. Others, such as daffodils, survive as bulbs underground.

Tick **one**.

plants

sunflowers

daffodils

bulbs

1 mark

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

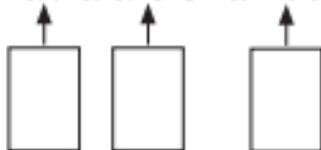


1 mark

25

Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Nadia ate strawberries.



1 mark

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark

17

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

1 mark

22

What does the root struct mean in the word family below?

destruction

structure

reconstruct

Tick **one**.

break

build

carry

touch

1 mark

3

Insert a **semi-colon** in the correct place in the sentence below.

It was raining heavily she had lost her umbrella the week before.

1 mark

6

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The car's horn beeps loudly.

The cars' horn beeps loudly.

The cars horn beep's loudly.

The cars horn beeps' loudly.

1 mark

23

Tick one box in each row to show whether the words are **synonyms** or **antonyms**.

Pair of words	Synonyms	Antonyms
rough, smooth		
courageous, brave		
vivid, dull		

1 mark

29

Explain how the **comma** changes the meaning of the second sentence.

1. We have cooked chicken soup and fresh bread.

2. We have cooked chicken, soup and fresh bread.

1 mark

OXFORD

Oxford Primary Grammar, Punctuation and Spelling Dictionary

Ideal for supporting the
primary curriculum



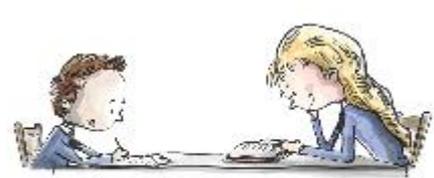
Key Stage 2 Reading (1 hour)

Every second counts!

The reading test will provisionally be a single paper with questions usually based on a piece of fiction, a piece of poetry and a piece of non-fiction (in total, the booklet will be between approximately 1,500 and 2,300 words in length). (50 marks)

There will be a selection of question types, including:
BACK UP YOUR POINT USING EVIDENCE FROM THE TEXT

- **Ranking/ordering**
 - **Fact retrieval**
 - **Find and copy**
 - **Open-ended response (inference)**
 - **Word meaning**
- 



ENGLISH

There also lived with Jack an elderly spinster called Em Sharp who was the true guardian of the place and of the memories of the family. The farmhouse never got any cleaner under her care, but it never got any dirtier either. In fact, she was determined that nothing should change, and nothing did.

There were times, as I grew older, when I went to stay with Jack on my own. I followed him on his work around the farm, or explored the empty rooms of the farmhouse. One day – I was twelve years old – it was raining and Jack had taken the car on business. Left to my own devices, I visited the dogs and young chicks, watched Em Sharp for a while as she prepared lunch, then made my way upstairs into the largest and most remote of the empty rooms, where one of the big bookcases had attracted my curiosity.

I pulled out some of the books, glancing idly at the contents, and then, as I went to return one of them to its place, my eye was caught by something in the dark recesses of the shelf. I reached in and drew it out. It was a large red dice, but like no other dice I had ever seen.

I took it to the window to inspect it. Each face had a symbol: a tower, a sword, a broken circle, something that looked like a pillar of stone. It was obvious that the dice had been fashioned by hand, for I could even make out the tiny blade marks, and none of the faces was precisely even.

As I sat and puzzled over the symbols, it dawned on me that the dice ought to belong to a game of some kind. So I returned to the bookcase to make a thorough search.

I looked behind every book and even used my hand to sweep out the shallow gap under the bottom shelf. There must have been ten years' worth of assorted debris under there. Finally I began to edge the entire bookcase away from the wall. It was extremely heavy and it took me some time to get it out far enough to look behind. There was a thick network of cobwebs and dust. I thought for a moment and plunged my hand in the gap.

There was something there, a flat box. It was covered with grime and falling apart. Opening it, I found a board, counters, cards, and a number of little figures. I wiped

38

Look at page 10.

What impressions do you get of Em Sharp at this point in the extract?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
	<hr/> <hr/>
	<hr/> <hr/>

39

In the last paragraph, Edward does not want to give the game to Em Sharp.

Give **two** reasons why he does **not** want to part with it.

1. _____
2. _____

2 marks

40

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. _____

2. _____

3 marks

The Giant Panda Bear

Panda bears are very popular animals, partly because of their unusual appearance and partly because there is something mysterious and fascinating about them. However, their numbers are falling. It is thought that only around 1600 giant pandas still survive in the wild.

Appearance

Giant pandas have the same type of body shape as other bears. They have thick black and white fur, which some scientists think may be to disguise them in the snowy and rocky surroundings where they live. An adult can grow up to 1.5 metres and weigh up to 150 kilograms. They might look cute but they have razor-like claws. They also have powerful jaws for crushing and grinding bamboo!

Habitat

Giant pandas in the wild live on mountainous slopes in western China. Their habitat is densely populated with fir trees and bamboo. It is the forests in these mountains that attract the panda as bamboo is their favourite food.

Diet

In the wild, their main diet is bamboo. To survive, they need to eat for most of the day. In fact, they eat 15 to 30 kilograms of food every day and spend 10 to 16 hours feeding. In zoos, they have a specially prepared diet of bamboo, eggs, fish and honey.

Cubs

Newborn cubs weigh around 150 grams (about the weight of an apple) and are all white at birth. The black spots develop after about a month. They begin eating bamboo at six months and weigh 31 to 36 kilograms at the end of the first year. Cubs stay with their mother for two to three years, reach maturity at five to seven years and live in the wild for about 25 years.

Other interesting facts

6

Look at page 4.

According to the text, give **one** way that giant pandas are...

(a) similar to other bears.

1 mark

(b) different from other bears.

1 mark

7

Look at the section headed: *Other interesting facts*.

Complete the sentence below.

Recent studies show that...

Tick one.

giant pandas always spend most of their lives alone.

most giant pandas live in captivity.

giant pandas only live in the wild in China.

some giant pandas live in the same area.

1 mark

Grannie



I stayed with her when I was six then went
To live elsewhere when I was eight years old.
For ages I remembered her faint scent
Of lavender, the way she'd never scold
No matter what I'd done, and most of all
The way her smile seemed, somehow, to enfold
My whole world like a warm, protective shawl.

I knew that I was safe when she was near,
She was so tall, so wide, so large, she would
Stand mountainous between me and my fear,
Yet oh, so gentle, and she understood
Every hope and dream I ever had.
She praised me lavishly when I was good,
But never punished me when I was bad.

Years later war broke out and I became
A soldier and was wounded while in France.
Back home in hospital, still very lame,
I realised suddenly that circumstance
Had brought me close to that small town where she
Was living still. And so I seized the chance
To write and ask if she could visit me.

She came. And I still vividly recall
The shock that I received when she appeared
That dark cold day. Huge grannie was so small!
A tiny, frail, old lady. It was weird.
She hobbled through the ward to where I lay
And drew quite close and, hesitating, peered.
And then she smiled: and love lit up the day.

Questions 16–29 are about *Grannie* (page 6)

- 16** Find and copy one word from the first verse that shows that the poet's grannie made him feel safe when he was a boy.

_____ 1 mark

- 17** How did the poet's grannie react when he behaved badly?

_____ 1 mark

- 18** The poet describes his grannie as standing *mountainous between me and my fear*. This makes her sound big and powerful.

What other impressions do you get of his grannie in the same verse?

Give **two** impressions.

1. _____

2. _____

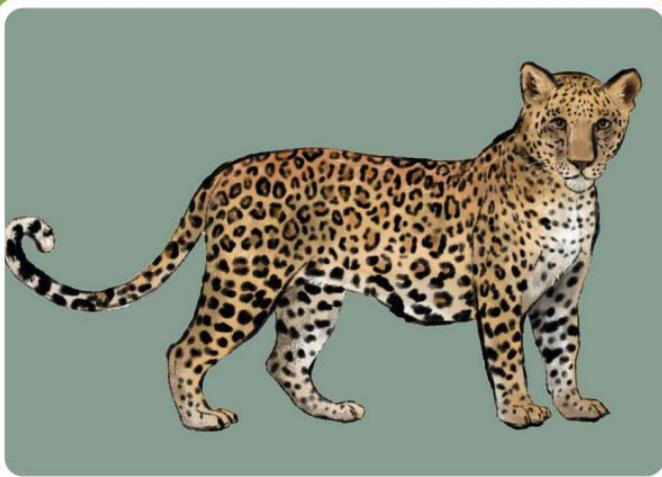
_____ 2 marks



Streaky and Squeaky



**The Girl who
Walked on Air**



The Leopard

Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.

9

Look at the section: ***What issues are streaked tenrecs facing?***

What serious problems are streaked tenrecs facing?

Give **two** problems.

1. _____

2. _____

2 marks

10

Why are streaked tenrecs important to the rainforest?

1 mark

11

According to the text, why are streaked tenrecs rarely kept in zoos?

Give **one** reason.

1 mark

"Help me up," I said.

So he cupped his hand for my foot and on the count of three he heaved me upwards. I moved onto the rope till I lay flat across it. Slowly, I eased myself into a crouching position. Now I was a lot taller than Ned. The thought made me giggle. Or maybe it was just my nerves.

"I've got a bird's-eye view of the top of your head," I said. "Now step back and watch."

"Shouldn't I stay here? Just in case you fall?"

"You're a pea-brain, Ned. Course I won't fall."

My mind went quiet. I stood up slowly, counted to five and focused straight ahead. The entire world had shrunk right down on this one length of rope. Nothing else existed. Under my feet the rope swayed slightly. It was part of me now. It had grown out of my heels and toes. We were the same thing, this rope and me. It made me feel wonderfully light.



Arms out to the side, I took a step forward. Then another. Left foot, right foot, sliding forward along the rope. When I reached the other side I stopped. Turned right round to face the way I'd come. The only movement was in my ankles as they worked to keep me upright. I started walking again, this time making more of a show, flourishing my wrists, stopping to crouch down and stretch out each leg in turn. It felt good to be watched. It made me think harder about how I moved, what shapes and lines I made.

17

What was Ned doing every day while Louie practised?

1 mark

18

How do you know that Louie had thought about tightrope walking for a long time?

1 mark

19

Read the paragraph beginning: *"Help me up," I said...* to the paragraph ending: *...feel wonderfully light.*

Write the numbers 1–4 to show the order that Louie got onto the rope.

Louie balanced on her stomach on the rope.

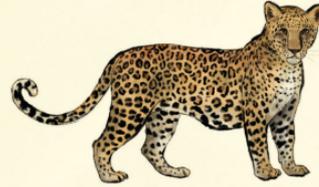
Louie stood up straight and looked forward.

Louie looked down towards Ned.

Louie pushed off Ned's hands.

1 mark

In this account, the writer Ruskin Bond looks back on the experiences he had while living in the mountains and forests near Mussoorie, in northern India.



The Leopard

I first saw the leopard when I was crossing the small stream at the bottom of the hill. As I began climbing, the grunting and chattering increased, as though the monkeys were trying to warn me of some hidden danger. A shower of pebbles came rattling down the steep hillside, and I looked up to see a sinewy, orange-gold leopard poised on a rock about twenty feet above me.

He was not looking toward me, but had his head thrust attentively forward. Yet he must have sensed my presence, because he slowly turned his head and looked down at me. He seemed a little puzzled at my presence there; and when, to give myself courage, I clapped my hands sharply, the leopard sprang away into the thickets, making absolutely no sound as he melted into the shadows. I had disturbed the animal in his quest for food. But a little later I heard the quickening cry of a deer as it fled through the forest. The hunt was still on.

The leopard, like other members of the cat family, is nearing extinction in India, and I was surprised to find one so close to Mussoorie. It was some weeks before I saw the leopard again, although I was often aware of its presence. A dry, rasping cough sometimes gave it away. At times I felt almost certain that I was being followed. Once, when I was late getting home, and the brief twilight gave way to a dark, moonless night, I was startled by a family of porcupines running about in a clearing. I looked around nervously, and saw two bright eyes staring at me from a thicket. I stood still, my heart banging away against my ribs. Then the eyes danced away, and I realised that they were only fireflies.



On one occasion, I found the remains of a deer, which had only been partly eaten. I wondered why the leopard had not hidden the rest of his meal, and decided that it must have been disturbed while eating.

Then, climbing the hill, I met a party of hunters resting beneath the oaks. They asked me if I had seen a leopard. I said I had not. They said they knew there was a leopard in the forest.

33

Look at page 11.

Find and **copy one** word that shows the hunters made Ruskin uncomfortable.

1 mark

34

Look at page 11.

How did the hunters know that there was a leopard in the forest?

Give **two** ways.

1. _____

2. _____

1 mark

35

Read the paragraph beginning: *One day...*

What made Ruskin suspect that the leopard was inside the cave?

1 mark

38

Read the paragraph beginning: *Perhaps I had made...*

*I did not **venture** any further...*

Which of the following is closest in meaning to *venture* in this sentence?

Tick **one**.

think about things

plan ahead

ask questions

dare to explore

1 mark

39

Ruskin's personality made him different from the hunters he met in the forest.

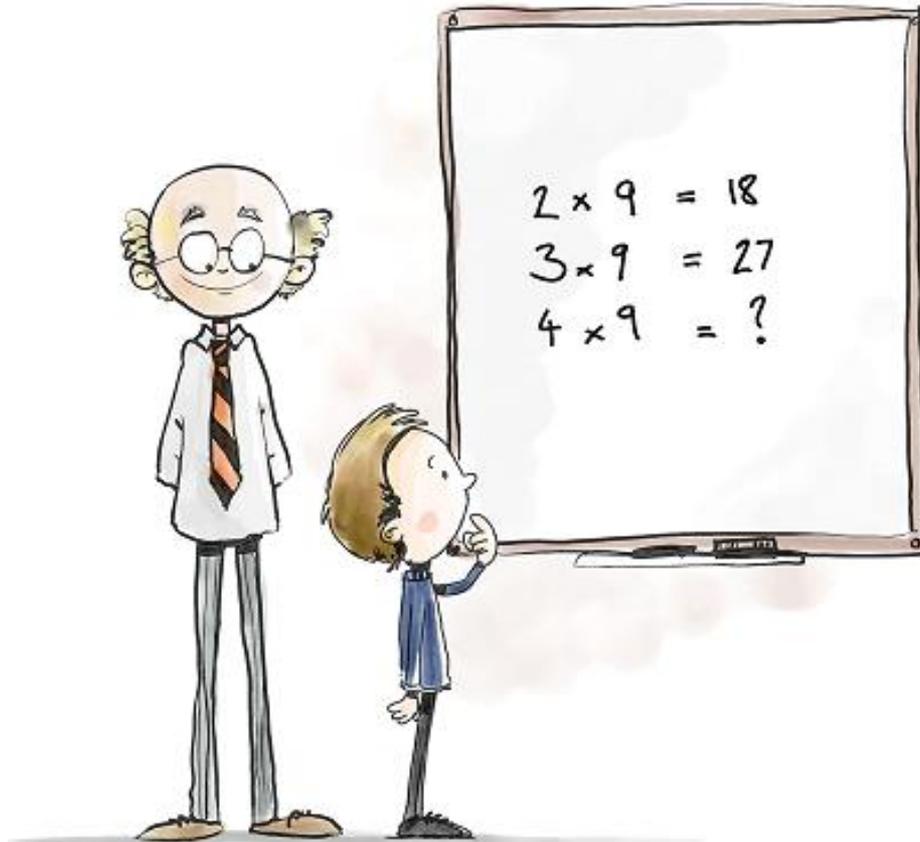
Explain **two** ways in which his personality made him different from them, using evidence from the text to support each answer.

1. _____

2. _____

3 marks

Year 6 Maths



Children sit three papers in maths:

Paper 1: **arithmetic**, 30 minutes (40 marks)

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3: **reasoning**, 40 minutes per paper (35 marks each for paper 2 and 3)

110 marks combined

Papers 2 and 3 will involve a number of question types, including:

Multiple choice

True or false

Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart

Less constrained questions, where children will have to explain their approach for solving a problem

25

1 3 3 0 1 6

Show your method

2 marks

34

3 7 2 3 3 1

Show your method

2 marks

19

$$\frac{1}{9} + \frac{4}{9} =$$

A grid for working out the answer to question 19. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn on the grid, spanning 10 columns and 2 rows, intended for the student to write their answer.

1 mark

35

$$\frac{3}{4} + \frac{7}{8} =$$

A grid for working out the answer to question 35. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn on the grid, spanning 10 columns and 2 rows, intended for the student to write their answer.

1 mark

30

$$17 \times 1\frac{1}{2} =$$

1 mark

26

$$\frac{1}{4} \times \frac{1}{8} =$$

1 mark

36

$$\frac{3}{4} \div 2 =$$

32

$$\frac{2}{5} \div 2 =$$

1 mark

7

$$6,600 \div 6 =$$



1 mark

11

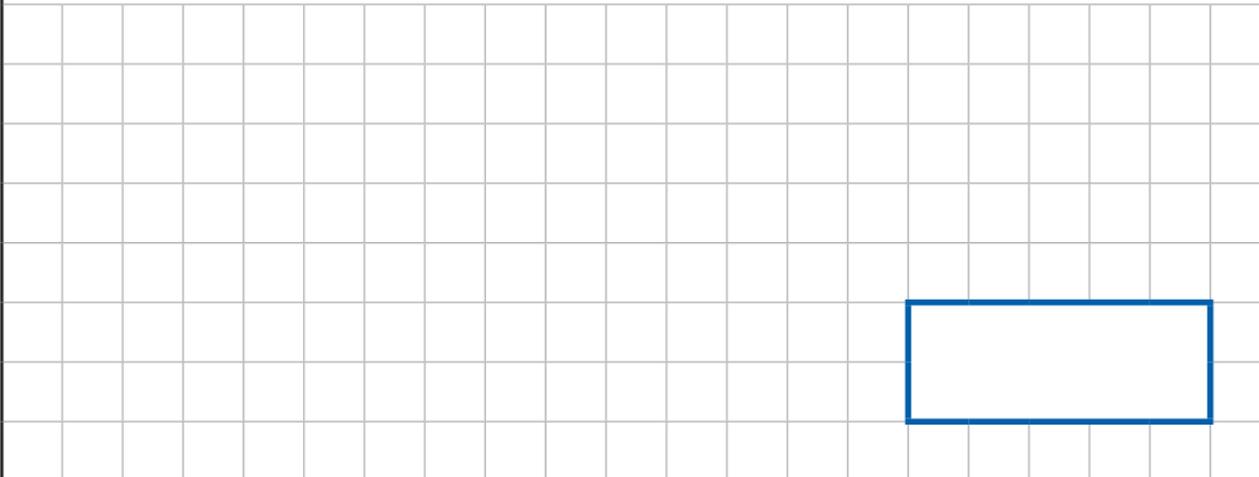
$$640 \div 8 =$$



1 mark

21

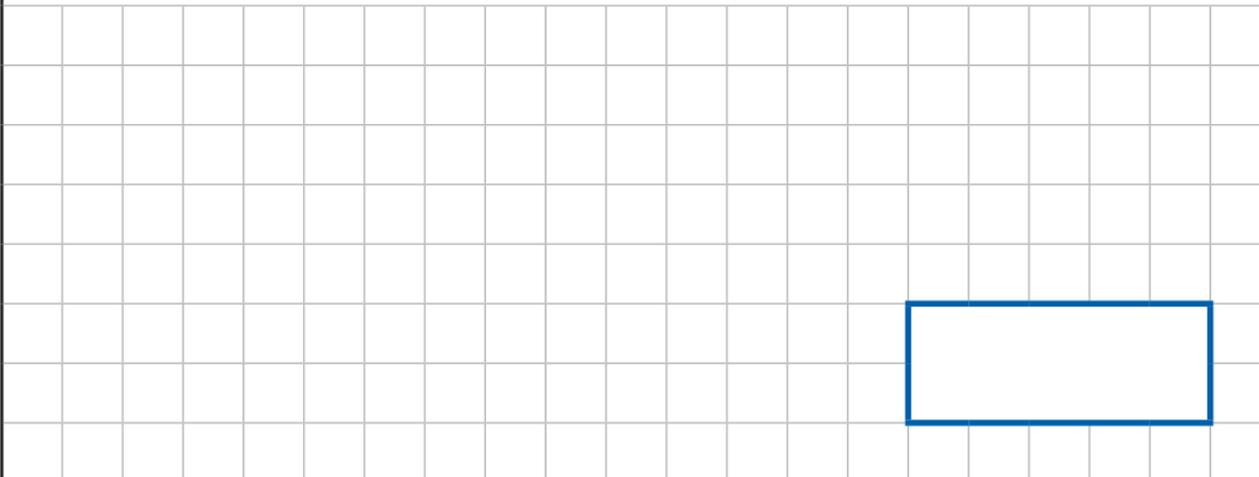
$$2 + 3^3 =$$



1 mark

22

$$15.5 \div 100 =$$



1 mark

30

3 4 9 8 6

Show
your
method



31

99% of 600 =



1 mark

National curriculum tests

Key stage 2

Mathematics

Paper 2: reasoning

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

National curriculum tests

Key stage 2

Mathematics

Paper 3: reasoning

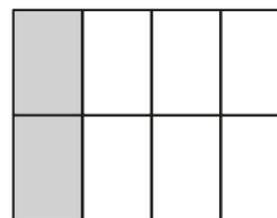
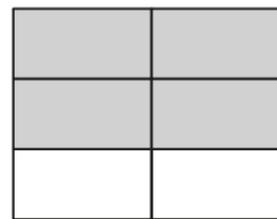
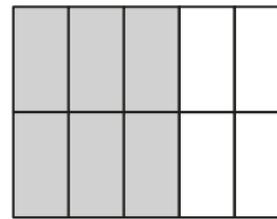
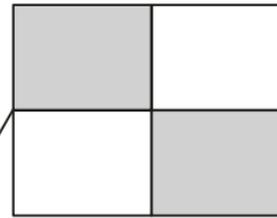
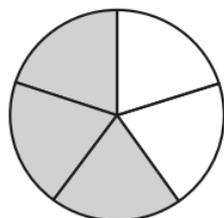
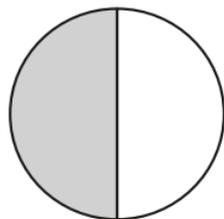
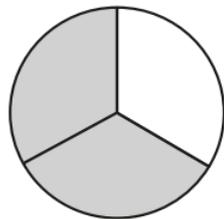
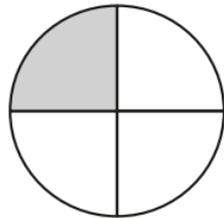
First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

1

These shapes have a fraction shaded.

Match each shaded fraction of a circle to the same shaded fraction of a rectangle.

One has been done for you.



1 mark

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

7

Write the number 53,148 in **words**.

1 mark

11

Write the four missing digits to make this **addition** correct.

$$\begin{array}{cccc} \square & 6 & \square & 8 \\ + & 3 & \square & \square \\ \hline 9 & 0 & 1 & 9 \end{array}$$

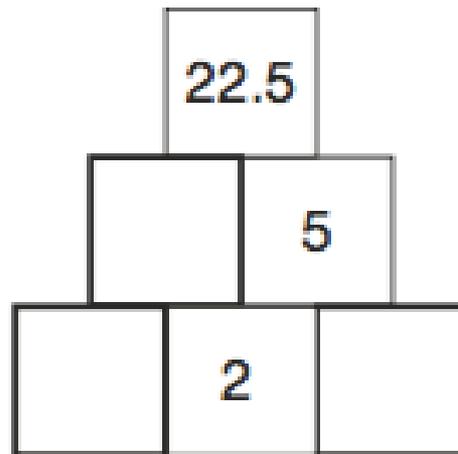
2 marks

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

12

Two decimal numbers add together to equal 1

One of the numbers is 0.007

What is the other number?

1 mark

19

The area of a rugby pitch is 6,108 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?

Show
your
method

square metres

15

Amina went to a concert one evening.



It took her an hour and twenty minutes to get there from home.

She arrived at ten past seven.

At what time did she leave home?

1 mark

The concert started at 7:20 pm.

It finished at 9:05 pm.

How long did the concert last?

hours	minutes
-------	---------

1 mark

6

Olivia is thinking of a number.

My number

- is greater than 236
- is less than 245
- has a 3 in the tens' place
- is an even number



What number is Olivia thinking of?

1 mark

22

This table shows the distance that five friends travel to school each day.

Name	Distance (km)
Amina	1.8
William	2.4
Layla	3.2
Chen	1.6
Dev	4.5

What is the **mean** distance they travel to school each day?

Show
your
method

A large grid for showing the method to calculate the mean distance. The grid is 20 units wide and 10 units high. A small rectangular box is drawn in the bottom right corner of the grid, containing the text "km".

km

2 marks

21

A band holds a concert for charity.

The tickets cost £27 each.

They sell 635 tickets.

They pay £3,180 to use the hall.

They give one-third of the **remaining** amount to charity.

How much money does the band give to charity?

Show
your
method

£

3 marks

KS2 science

Ministers have decided not to undertake any further science sampling tests at KS2 from September 2022 onwards.

Schools will still submit teacher assessment data at both KS1 and KS2.

S C O R E S

Reading



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



S C O R E S

Maths



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
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86	107
87	107
88	107
89	108
90	108
91	108
92	109
93	109
94	109
95	110
96	110
97	111



SCORES

SPAG



34	99
35	100
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



Supporting your child before and during SATs week

▶ What we do

1. Provide positivity/bolster confidence and resilience
2. Create a happy and hard working learning environment
3. Opportunities to apply taught skills

Aim to make it a 'break from the norm' kind of week

▶ What you can do

1. Provide positivity/bolster confidence and resilience
2. Support child with 10 minute home learning books and homework.
3. Set out a structured programme to help child(ren) to revise and practise (little and often seems to be successful)
4. Ensure reading diaries are signed and filled in at least 4 times a week – more is better for reading stamina!
5. The use of AI to break down problems into smaller, digestible chunks. Ensure AI provider is GDPR compliant.

▶ What your child can do

1. Take an active role/engage in their learning in and out of school
2. Ask for help, guidance and support
3. Stay positive and to be resilient when faced with difficult challenges

Search



Index	Data	Geometry
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$2 \times 1013 = 2026$

Sum of 2 squares: $1^2 + 45^2 = 2026$

Sum of 3 squares: $15^2 + 24^2 + 35^2 = 2026$

Sum of 4 squares: $1^2 + 5^2 + 20^2 + 40^2 = 2026$

Messages for

"Thank you"

BITESIZE

KS2

Maths

Part of [Learn & revise](#)

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Filter by year

- Year 3
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- Year 5
- Year 6

Games



Year 6 Revision Guides

Here is a recommended list of revision books to help you to prepare for SATs.

The 10 minutes test books are a perfect way to practise exam type questions in short bursts.

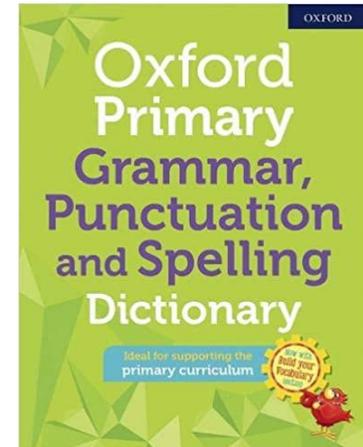
KS2 English SAT Buster 10–Minute Tests : Grammar, Punctuation & Spelling Paperback – **BOOK 2**

KS2 Maths SAT Buster: 10–Minute Tests Paperback – **BOOK 2**

KS2 English SAT Buster 10–Minute Tests: Reading Paperback – **BOOK 2**

Please don't buy Book 1, as they will be used in class.

Please also don't forget to purchase the Oxford Primary Grammar, Punctuation and Spelling Dictionary (Oxford Dictionary) book. This is a vital resource in readiness for the Grammar and Punctuation test. It will be also very useful for high school.



Complete KS2 Maths and English 10-Minute Test SAT Buster Book 2 Bundle (for the 2025 tests)

Save 12% with this bundle

Bundle

Product code: EMXB222
ISBN: N/A

★★★★★ (14)

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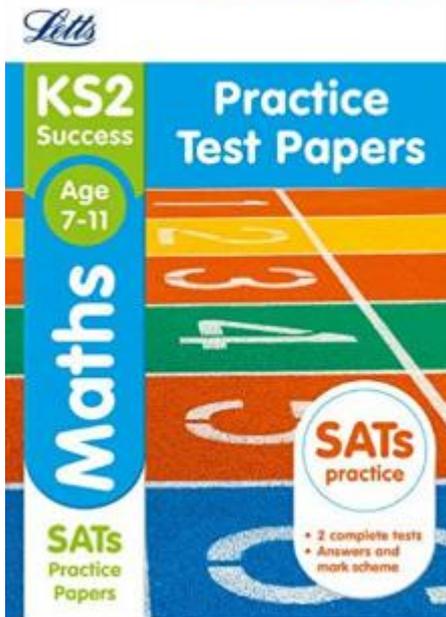
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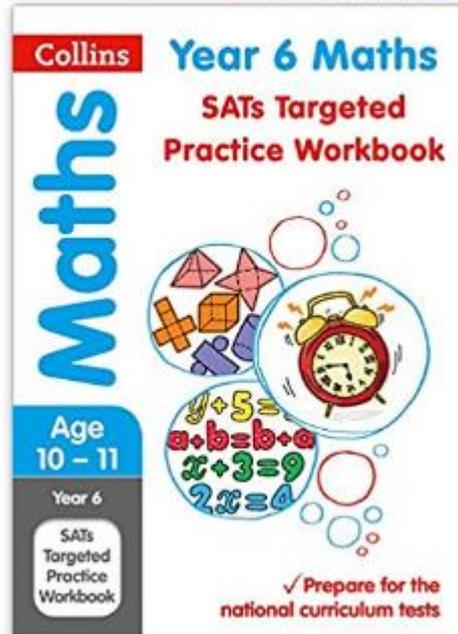
Free delivery on all UK orders over £30

These are also fantastic guides

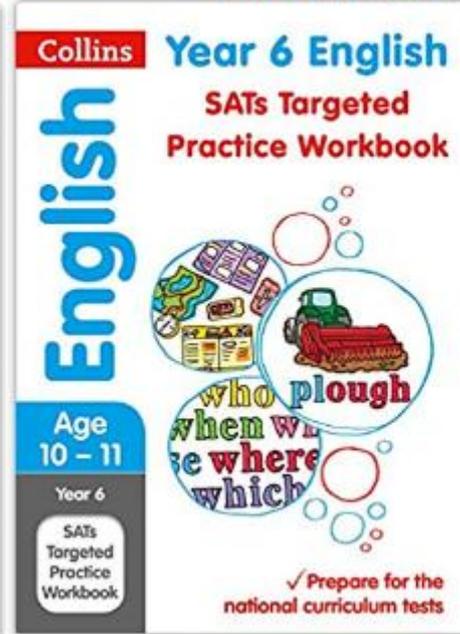
Look inside ↓



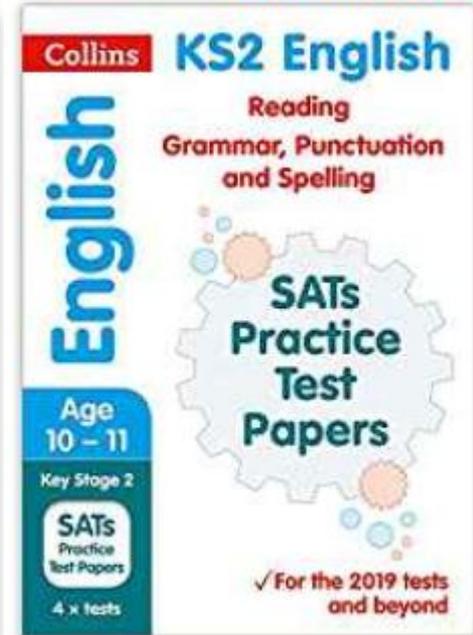
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Look inside ↓



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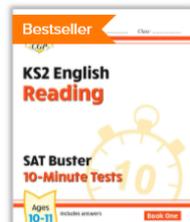
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Year 6 Maths Revision

Year 6 Online Pledge

Revision List - Year 6 SATs

Year 6 Maths Revision Resource.pdf

Year 6 Maths Revision Resource Details

Meet the Teacher Presentation

Year 6 Curriculum Map

Parent-handout-ks2-sats-2024



DashBoard 2020

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ARITHMETIC BOOSTERS CODES 1-10	<p>2019 national curriculum tests</p> <p>Key stage 2</p> <p>Mathematics</p> <p>Papers 1, 2 and 3: Arithmetic and Reasoning</p> <ul style="list-style-type: none">• This book is revised• Includes new questions• Detailed mark schemes on the end <p>First Name: _____</p> <p>Middle Name: _____</p> <p>Last Name: _____</p> <p>School Name: _____</p> <p>Enter name</p>	PAST PAPERS	REASONING BOOSTERS CODES 11 - 48
<p>30 ARITHMETIC PAPERS</p> 	 <p>365 Mini-Maths Videos</p>	YEAR 5 DAILY VIDEO	 ARITHMETIC NINJA!
 ARITHMETIC REVISION	 MIXED REVISION	WHITE ROSE	

Year 6 Revision Guides

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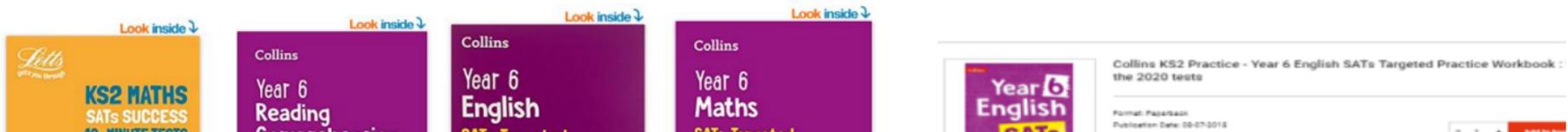
- KS2 English SAT Buster 10-Minute Tests: Grammar, Punctuation & Spelling. Paperback.
- KS2 Maths SAT Buster: 10-Minute Tests. Paperback.
- KS2 English SAT Buster 10-Minute Tests: Reading. Paperback.

<https://www.cgpbooks.co.uk/primary-books/ks2/english/sp-g/emxb222-complete-ks2-maths-and-english-10>

If you purchase these then please buy BOOK 2 versions as we have BOOK 1 versions at school, which the children will be using for revision

- Here is a link to practice papers too: https://www.cgpbooks.co.uk/primary-books/primary-sats-books?sort=best_selling&quantity=36&page=1&view=grid¤tFilter=Subject_274&filter_key%20stage=KeyStage_57&filter_product%20type=BookType_101

These are also fantastic guides:



KS1 & KS2 Maths tests for instant gap analysis

See Plans & Pricing

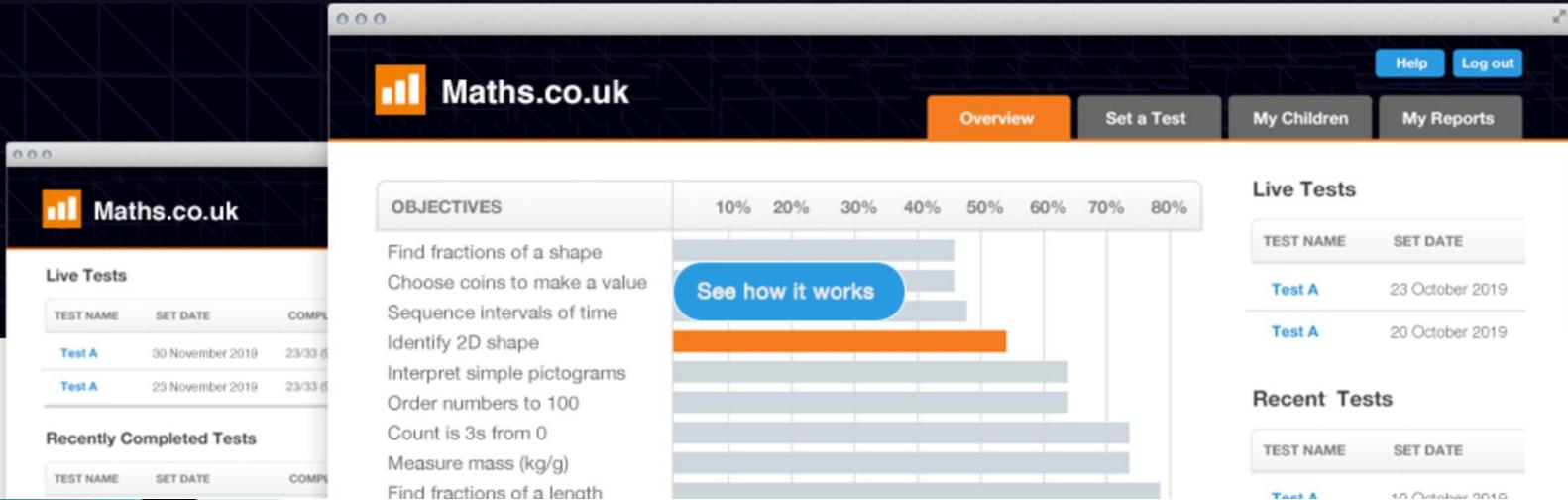
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The screenshot displays the Maths.co.uk dashboard. At the top, there is a navigation bar with the Maths.co.uk logo, a 'Help' button, a 'Log out' button, and a menu with 'Overview' (highlighted), 'Set a Test', 'My Children', and 'My Reports'. The main content area is divided into three sections:

- OBJECTIVES:** A list of 10 math objectives with corresponding progress bars. The progress bars are labeled with percentages from 10% to 80%. A blue button labeled 'See how it works' is overlaid on the progress bar for 'Find fractions of a shape'.
- Live Tests:** A table with columns 'TEST NAME' and 'SET DATE'. It lists two tests: 'Test A' on 23 October 2019 and 'Test A' on 20 October 2019.
- Recent Tests:** A table with columns 'TEST NAME' and 'SET DATE'. It lists one test: 'Test A' on 10 October 2019.

On the left side of the dashboard, there are two smaller panels:

- Live Tests:** A table with columns 'TEST NAME', 'SET DATE', and 'COMPLETED'. It lists two tests: 'Test A' on 30 November 2019 (23/33 completed) and 'Test A' on 23 November 2019 (23/33 completed).
- Recently Completed Tests:** A table with columns 'TEST NAME', 'SET DATE', and 'COMPLETED'. It lists one test: 'Test A' on 23 November 2019 (23/33 completed).

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national curriculum tests:**
information for parents