



# Y6 'Help your child at home' and SATs information

October 2025



The Key Stage 2 tests are timetabled for:

## Mon 11<sup>th</sup> – Thurs 14<sup>th</sup> May 2026

Date	Before morning breaktime	After breaktime
Mon 11 <sup>th</sup>	Grammar, Punctuation, Spelling	Spelling
Tues 12 <sup>th</sup>	English Reading	
Wed 13 <sup>th</sup>	Maths Arithmetic	Maths Reasoning
Thurs 14 <sup>th</sup>	Maths Reasoning	

6 'tests' – all of which take place in the morning.

# Important information for parents and tutors

Please **avoid downloading previous 'official' KS2 SATs papers.**

We will use these in class in preparation for the tests – and one for the mock test.

# Monday – Grammar, Spelling and Punctuation

Paper 1 Punctuation and Grammar: 45 minutes, 50 marks

Paper 2 Spelling: 15 minutes, 20 marks

Total: 70 marks

**At least 36 for the expected standard, at least 55 for Greater Depth. (2023)**

Grammar question types:

**Selected response**, e.g. 'Identify the adjectives in the sentence below'

**Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

23

Which underlined group of words is a **subordinate clause**?

Tick **one**.

If you want to, you can walk with us.

This is the best fishing spot we have found.

We change places when the bell rings.

We planted the parsley next to the mint.

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1 mark

9

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction

adverb

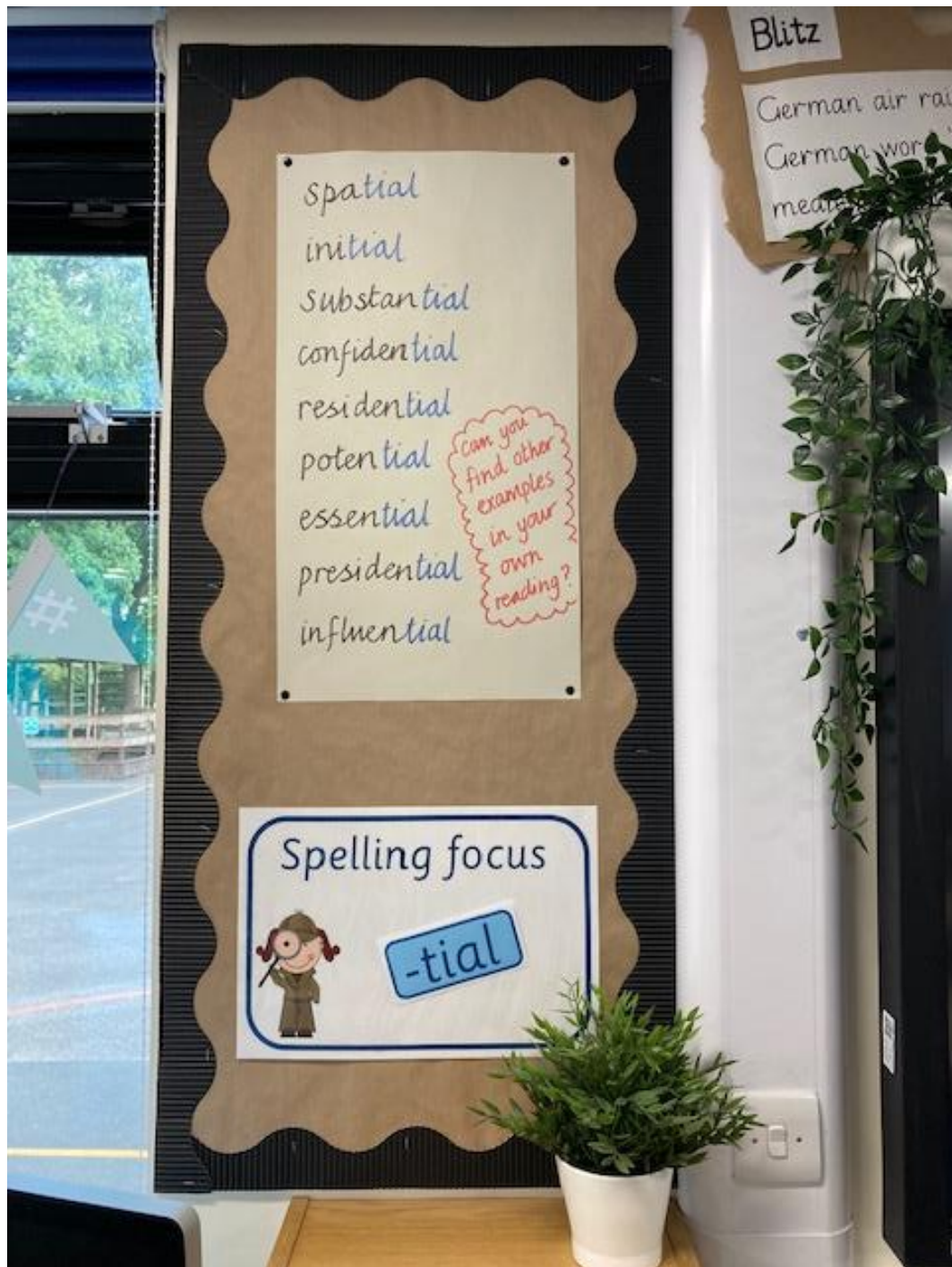
verb

determiner

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1 mark





# Spelling

New focus each couple of weeks, eg:

-tious

-cious

-tial

-cial

## Spellingframe

Year 5 and 6

Spelling Rule 37 - Endings which sound like /ʃəs/ spelt -cious or -tious

[play](#) - [view words](#) - [print word list](#)

## 20 words from KS2 spelling lists

- 15.** There was a thorough search for the missing P.E. bag.
- 16.** The longest reigning monarch is Queen Elizabeth II.
- 17.** Oliver was sympathetic when his friend lost his trainers.
- 18.** Angus was originally from Scotland.
- 19.** The drum is part of the percussion family.
- 20.** The prickly jumper was made from a coarse material.



I've highlighted the years that these words appeared on the test, so although highly unlikely that the highlighted ones will come up again, you can see patterns that are popular. 2015 2016 2017 2018 2019 2022 2023

Spelling rule or pattern	Words from previous tests or words we've generated
Silent letters	lamb crumb thumb numb dumb knock knee gnome salmon rhythm
/s/ sound <u>sc</u>	scenic scenario scenery scientific
Soft c sound	violence excellent council ceiling pencil audience century excellent notice silence exciting centre special
-ly endings <u>ly</u>	likely sensibly originally curiously luckily actually usually frequently carefully reluctantly accidentally steadily
-ble <u>ble</u>	double trouble bubble
plurals ending <u>ies</u>	lorries bodies cities families ladies <u>babies</u> <i>*not been tested for a few years..</i>
Superlatives ( <u>est</u> )	toughest happiest biggest largest nastiest tallest widest

# Tuesday – Reading comprehension

1 hour

50 marks available: 3 passages to read, a maximum of 2300 words.

At least 24/50 marks for the expected standard;

at least 38/50 for Greater Depth (2023 – but slightly lower than previous years)

- 2a give and explain the meaning of words in context
- 2b retrieve and record information / identify key details
- 2c summarise
- 2d inference with evidence
- 2e predicting
- 2f information which contributes to meaning
- 2g choice of words
- 2h comparisons within texts

46 out of 50 questions on a previous paper were 2a, 2b, 2d type questions.





# Gaby to the Rescue

A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes. It cried out. The cat was stuck in the tree in front of her house and, as luck would have it, she had on the nicest cardigan she owned. Gaby pulled the cardigan tighter around her. This was her last good school cardigan until who-knows-when her father would have enough money to buy her a new one. The poor cat cried again. Gaby looked back at her small yellow house. If her mother were here, that cat would already be in her mother's arms.

Mind made up, Gaby pulled off her cardigan. 'Out of luck, gato!' she yelled. 'My mother's back yet.' She rolled up the sleeves. 'I'll get you.' Gaby grasped the nearest branch. The cat meowed.

'I am hurrying.'

The last time Gaby had climbed Alma, had challenged the boys to a race. It was the perfect spot for a full-blown race. Gaby had never had a chance.

Gaby secured her feet and hands. She reached her arm's reach. 'See? You aren't the best.' She pulled down. Mistake number one.

She knew the universal rule of tree climbing said don't ever climb a tree you can't get out of. This was the highest she'd ever climbed. She'd definitely end up looking like an Egyptian mummy. Gaby banded from head to toe and sipping dinner through a straw.

Well, she'd just have to not fall. Simple as that. 'Here, kitty, kitty.' She called the same way she had heard her mom call for stray cats. But this was no stray. The cat was too shiny. Too chubby. A rhinestone collar with gold charms sparkled. Someone had reached out toward it. 'Almost got you.' Mistake number two. The cat arched its back and hissed.

Gaby pulled back, startled. 'Nice teeth.' She resettled on the branch. She had no other options.

When Gaby was younger, she had seen her mom climb the tree. She'd seen her mom rescue a cat. All the way up, her mom had giggled and called the cat in Spanish. 'Que te pasa?' she'd asked. 'What's wrong with you?' her mother had said. 'I'm not falling!' Gaby had said. 'You're not falling!' her mother had said. 'I'm not falling!' Gaby had said. 'You're not falling!' her mother had said. She'd kissed the cat with kisses on the forehead.

## Swimming the English Channel

from Dover in England to Calais in France

### The first Channel swimmer

On a foggy August afternoon in 1875, a lone swimmer dived from Admiralty Pier in Dover into the cold waters of the English Channel. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero. Captain Matthew Webb had become the first person to swim across the English Channel.

Twenty-seven-year-old Webb was a merchant seaman from Shropshire. He had always been a powerful swimmer and, hearing of J.B. Thompson's failed attempt to swim the Channel in 1872, he was inspired to give up his job and train as a long-distance swimmer. Webb's first attempt had to be abandoned due to bad weather, but he returned to the icy Channel waters two weeks later.

Many of the hardships that Matthew Webb had to deal with during his pioneering swim are still faced by modern-day Channel swimmers. In fact, some of his methods for dealing with these hardships are still used today. Webb coated himself in oil for protection against the cold and jellyfish stings. He was also accompanied by boats so his friends could protect and feed him. It sounds odd, but it worked.



Captain Matthew Webb

### Frequently asked questions

Q: How cold is the water?

A: The water temperature is around 15°C (59°F) in summer and 10°C (50°F) in winter.

Q: How long does it take?

A: The average time is 16-20 hours, but a swimmer can take up to 30 hours.

Q: How many swimmers?

A: How many swimmers is up to you. There are currently over 100 swimmers in the Channel.

Q: Why swim?

A: That's a personal choice. Some people swim for fitness, some for charity, and some just for the challenge.

Q: What are the risks?

A: The most common risk is hypothermia. Other risks include jellyfish stings, shark attacks, and drowning.

Q: How do you stay warm?

A: Most swimmers wear a wetsuit. Some also use a dry suit or a thermal blanket.

Q: What should I eat?

A: Most swimmers eat a high-carbohydrate diet. Some also use energy gels and sports drinks.

Q: How do you stay motivated?

A: Most swimmers have a goal. Some also have a support team. Some also use music to stay motivated.

### Safe to swim?

The French and UK coastguards are responsible for search and rescue operations in the English Channel. The French authorities outlawed swimming from France to England in 1993 for safety reasons. Then in 2010 the deputy director of the French coastguard, Jean-Christophe Burvingt, said he was in favour of a complete ban on swimming in either direction. He pointed out that the swim uses the same stretch of water as 500 vessels each day. Critics compare the swim to crossing a motorway on foot: supporters say the swim is a challenge, not a stunt.

## An Encounter at Sea

It was hot. Really hot. There wasn't the slightest breeze to cool him. He made even a baby-finger crease on the surface of the sea. The boat floated like a toy sitting on a glass table.

For the first time in over a week, Michael hadn't seen a dolphin. He was two miles offshore now, motoring along his daily survival. The *Louisa May* pulled the reflection of the sky and the island behind her, and the putt-putt of her engine was lost in the big, stillness of the afternoon.

Michael shut off the outboard motor and stopped. He leaned to scoop up a bucket of seawater to cool himself, and looked at his fingers of sunlight slanted into the clear water, shifting slightly. The water was warm, and the lines, and were swallowed up at last into the perfect blue.

Michael scooped up a bucket of seawater to cool himself, and looked at his fingers of sunlight slanted into the clear water, shifting slightly. The water was warm, and the lines, and were swallowed up at last into the perfect blue.

*Ppppppppssssssss!* The sound came from close behind him, and made him spin round so fast he lost his balance and fell into the bottom of the boat.

*Pppppppp* – shorter and louder, even closer.

Michael picked himself up and looked over the side.

A black shape, much, much bigger than the biggest dolphin, showed about five metres from the boat. It was like a polished rock. On its rounded side was a slit like a flattened S, bigger than a man's two clenched fists, with a raised lip around it. As Michael watched, astonished, not understanding what he was seeing, the lips pinched together, the hole closed, and the black shape sank rapidly beneath the sluicing water.

A whale! Its dark head and blowhole! That's what he had seen.

*Ppppppppssssssss!*

Now it had surfaced on the other side of the boat. This second surfacing was hardly less shocking than the first, although Michael just managed to stay on his feet and cross the boat this time.

Carefully, Michael leaned over to look: on one side of the boat lay the whale's tapering tail; on the other side, the head with its scarred lines lay like a piece of huge, dark wreckage. This close, Michael could see that big sections of skin had peeled off in straight lines, giving the whale's head a patchwork look in greys and blacks. Closest of all to the boat, only just submerged, was the whale's eye. Michael looked right into it, and the whale looked back. It was so very, very close. He leaned out further and further, stretching his hand slowly towards it. The whale didn't draw away.

He reached down, until his fingertips touched the crease of skin that gave the whale a kind of eyebrow. It was cool and smooth, like a carved stone covered in a finely stretched coat of rubber.

And as his fingertips touched the whale, he looked into its eye. It was impossible to say what colour it was: dark but with rays of brightness. It was like a window into a whole galaxy, with stars and planets, comets and supernovae moving inside.

Effortlessly, as if movement and thought were the same thing, the whale submerged out of reach of Michael's hand. There was a last shushing sigh as the flipper caressed the boat one more time, and then they were separate again.

The setting sun made a path over the sea, bathing Michael in golden light. He felt as if he were lit up inside too. He had touched a whale and looked into its eye. It was a moment he would never forget.

Average of 2300 words in 10 minutes

### Safe to swim?

The author, comedian and actor, David Walliams, says that he was never sporty at school but he did enjoy swimming.



While preparing for his Channel swim, Walliams didn't miss a single training session in nine months. He knew that more than 90 per cent of people who attempt the swim fail. Walliams took 10 hours and 34 minutes to cross the Channel. His

2

Look at the first paragraph, beginning: *A Siamese cat...*

*Gaby pulled the cardigan tighter around her.*

Why does Gaby do this?

Tick **one**.

She is thinking of wrapping the cat in her cardigan.

She is worried about damaging the cardigan.

She is feeling cold.

She is worried the cardigan will be difficult to climb in.

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1 mark

8

Look at the paragraph beginning: *She knew the universal rule...*

What does the word *universal* tell you about the rule?

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1 mark



**23**

Look at the section headed: *Frequently asked questions*.

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

	Fact	Opinion
The temperature of the water in the Channel can range from 12°C to 18°C.		
Water with a temperature of 18°C is too cold to swim in.		
The direct distance across the Channel is approximately 21 miles.		
Faster swimmers do not swim as many miles across the Channel.		

          
2 marks



36

Look at the paragraph beginning: *Carefully, Michael leaned...*

What does this paragraph tell you about Michael's character?

Explain **two** features of his character, using evidence from the text to support your answer.

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3 marks

# Writing

No writing 'test'. Teacher assessment submitted by end of June.

- Moderated in school and externally with local schools
- Evidence of transfer of skills from reading and SPaG

To reach the 'expected standard', children need to:

- ✓ Choose and use language for effect
- ✓ Use correctly punctuated dialogue
- ✓ Write cohesively in paragraphs
- ✓ Use verb tenses consistently and correctly
- ✓ Use all KS2 punctuation, mostly correctly
- ✓ Spell most of the words from the Y5/6 list correctly
- ✓ Use joined neat handwriting

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

To meet the Expected Standard in writing, *most* of these words need to be spelt correctly in *independent* pieces of writing.

# Wednesday and Thursday– Maths

## Paper 1 (Arithmetic)

Fixed response questions, children give the answer to calculations on squared paper, including long multiplication and division.

## Papers 2 and 3 (Reasoning)

- Multiple choice
- True or false with reasoning
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, children explain their approach for solving a problem

# Maths Outcome

Paper 1 Arithmetic: 30 minutes, 40 marks

Paper 2 Reasoning : 40 minutes, 35 marks

Paper 3 Reasoning : 40 minutes, 35 marks

**At least 56/110 marks for expected standard**

**and at least 94/110 for Greater Depth (2023)**

# Arithmetic Paper

16

$$15.98 + 26.314 =$$



1 mark







Handwriting costs marks!

22

$15.5 \div 100 =$

$$\begin{array}{r} 155 \\ 0.155 \end{array}$$

$0.155$

0

1 mark

# Maths Reasoning Paper

8 Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

Olivia buys a bag of cakes for £5.15

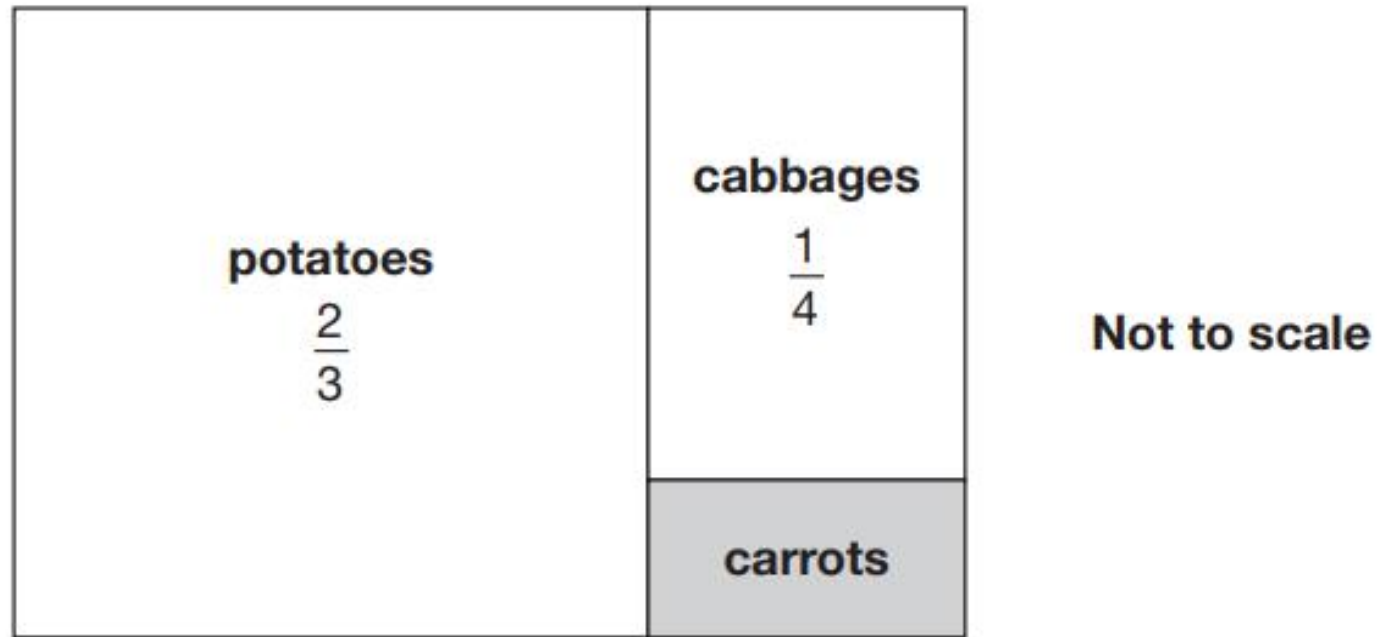
Use the formula to calculate how many cakes are in the bag.

Show your method

cakes

This is a diagram of a vegetable garden.

It shows the fractions of the garden planted with potatoes and cabbages.

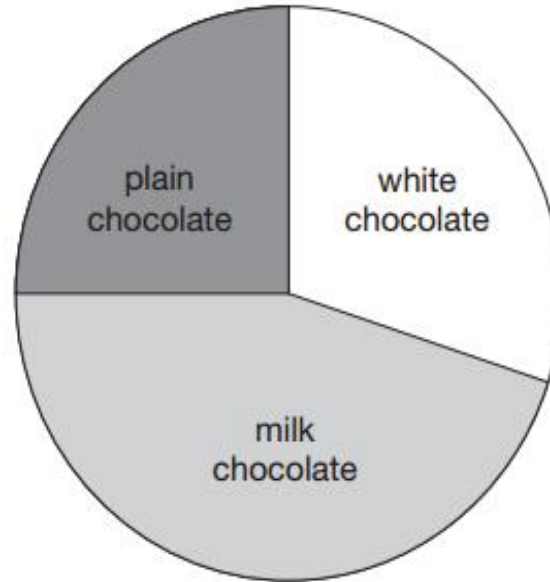


The remaining area is planted with carrots.

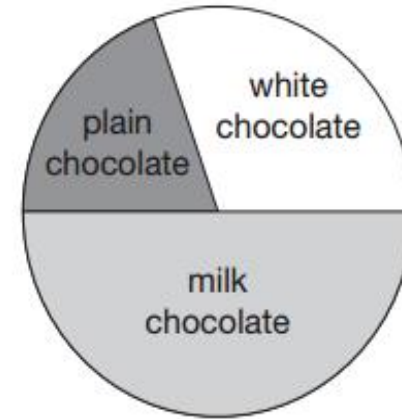
What **fraction** of the garden is planted with carrots?

100 girls and 50 boys were asked which kind of chocolate they like best.

These two pie charts show the results.



100 girls



50 boys

Dev says,

*"The pie charts show that more girls than boys liked milk chocolate best."*

Dev is correct.

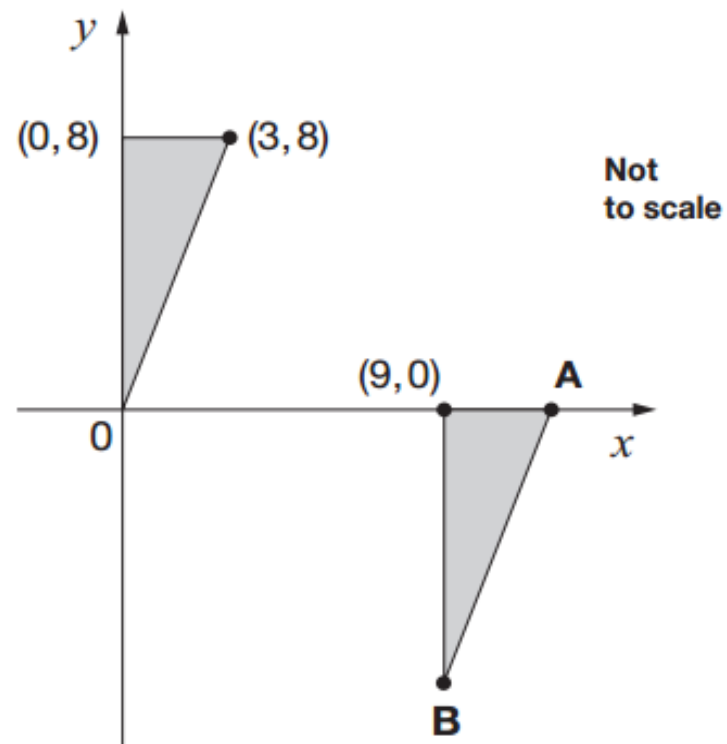
Explain how you know.



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

$$\begin{array}{r} \boxed{\phantom{0}} \boxed{6} \boxed{\phantom{0}} \boxed{8} \\ + \boxed{3} \boxed{\phantom{0}} \boxed{9} \boxed{\phantom{0}} \\ \hline \boxed{9} \boxed{0} \boxed{1} \boxed{9} \end{array}$$

Here are two **identical** shaded triangles on coordinate axes.



Write the coordinates of points A and B.

$$A = ( \quad , \quad )$$

$$B = ( \quad , \quad )$$

# Reporting outcomes of the SATS

Test results will be published in July with your child's end of year report:

- Raw score (the number of raw marks achieved)
- Scaled score (from 80-120, with 100 representing the National Standard)
- Confirmation of whether or not they achieved the National Standard in each test (AS –expected standard achieved, NS –expected standard not achieved)

# Standards

For a child to achieve the overall expected standard, it is a combined measure across reading, writing and maths. The child must have achieved a scaled score of 100 or more in reading and mathematics; and be teacher assessed in writing at the Expected Standard.

Greater depth / higher standard in a subject requires the children to understand all the objectives and to be confident at applying the objectives at a higher level.

A scaled score of 110 or above is considered the higher standard (greater depth) in that particular subject.

To achieve a higher standard overall, a pupil must have a 'high scaled score of 110 or more' in reading and mathematics; and have been teacher assessed in writing as 'working at greater depth' (2 pupils in 2022-23 cohort)

# How can I help at home?

- Schedule time for homework – get into good habits / routine
- Be patient
- Stay positive and offer encouragement
- Create the right environment
- Kit them out
- Plan treats
- Give them a good start
- Make time for fun / clubs / outdoors



## Reading:

- Choose quality texts – please see the website for the top 100 books for 9-11 year olds
- Ensure your child reads for 15 minutes each day to build reading stamina, accuracy and speed
- Discuss unfamiliar vocabulary in the text.
- Talk about the text. Ask questions which require your child to deduce and infer answers (Why...Explain...)

## Spelling, Punctuation and Grammar

- Use the homework as a guide as to which objectives have been covered that particular week
- Spelling frame for weekly focus
- Revise the year 5 and 6 spelling list in the reading diary (or go back to the Year 3 / 4 objectives)
- IDL for some pupils

## Writing

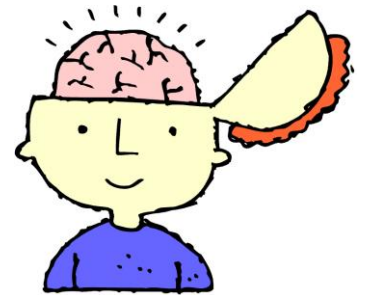
- Have high expectations. Look at the expected standards
- Check that any writing uses a consistent joined handwriting style
- Encourage your child to use a dictionary /thesaurus for written tasks
- Ask your child to proof-read work then edit some of it: correct spellings, check punctuation

## Mathematics

- Support your child to learn all the times tables thoroughly: TT Rockstars
- In the Spring Term, I will send home practise papers which have been done in school.  
Please support your child with corrections
- Use Mathletics regularly to revisit the concepts already covered

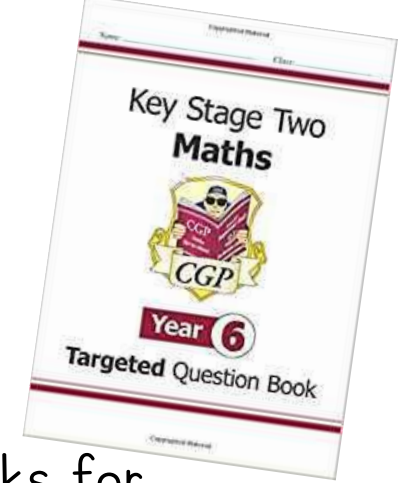
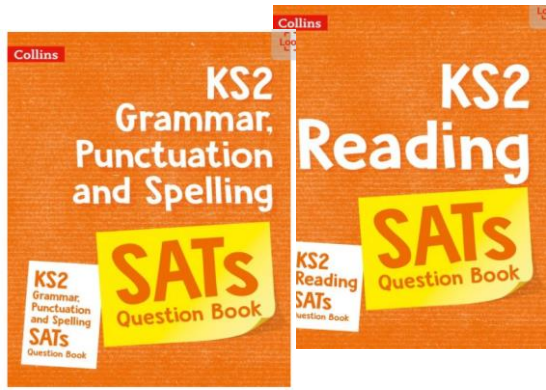
## Growth Mindset for learning!

- Be positive
- Help your child to develop grit and perseverance in order to achieve their best
- Use the language of Growth Mind Set so that your child learns how to approach tricky situations with confidence (Can't do this YET, but...)
- Encourage your child to learn from their mistakes
- Help your child to take responsibility for their learning





# Revision Materials



Revision books – the WSA will fund and supply Collins SATs question books for Grammar, Reasoning and Reading to use in school and for homework, but CGP are very useful at home if you want additional materials

Materials uploaded to website – grammar expectations, planning

Suggested web links on class webpage

- Mathletics
- Times Tables Rock Stars
- Spelling Frame
- Top 100 recommended reads

