Please look on the tables to see examples of questions from past papers.







Year 6 SATS information



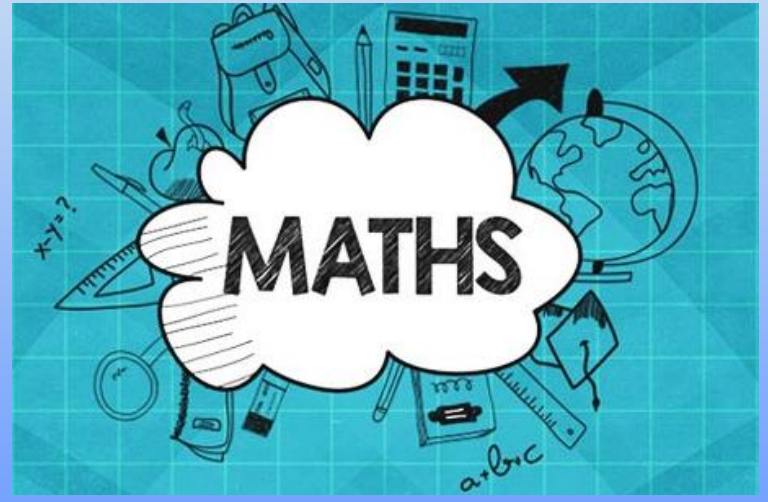
SATs May 2027

Monday 10th – Spelling and Grammar

Tuesday 11th – Reading

Wednesday 12th – Maths Arithmetic and Paper 2 Reasoning

Thursday 13th – Maths Paper 3 Reasoning



SATS week at NBJS

Positivity: promoting a positive attitude towards the tests- a way to show off their learning, celebrate and achieve their best, so they can feel pride in the progress they have made this year.

Normal routine: children to arrive as usual between 8.40 and 8.55am. Morning tasks will run as usual so routine is not disrupted.

Wider curriculum opportunities throughout the week: after the tests, children will take part in a range of wider curriculum areas e.g. sport, computing and music.

Calm and quiet environment where children are encouraged to do their best and celebrate their learning at junior school.



Supportive environment:
The needs of each child are met through our access arrangements to ensure all children can access the tests and have the opportunity to do their best.

The classroom will look different for the week (individual tables and learning removed from the walls), however children will be familiarised with this in the week leading up to SATs week.





How to help at home...

Supporting well being and achieving their best



- Encourage children to get a **good nights sleep** (9-12 hours is recommended for children aged 6-13yrs old).
- **Limit/remove screen time/ online presence-** conversations about the tests are not helpful and can cause unnecessary stress and anxiety e.g. by encouraging them to compare themselves to others, doubt their own ability and worry about answers they may have got incorrect.
- **Promote positivity** about the tests e.g. a way to celebrate their learning and show off what they have learnt. Encourage children to put 100% effort and try their best, so they can feel proud of the progress they have made.
- Encourage children to **engage with weekly homework task** this will allow children to practice questions and keep their learning fresh in their mind.
- Encourage children to **reflect on their learning** from the start of the year and now, considering the progress they have made.
- **Open conversations:** encourage children to talk about how they are feeling about their learning, the tests.
- **Create a balance between learning/school and doing things they enjoy doing** e.g. sports, reading, art/sketching/doodling, walking, spending time with family/pets, listening to music.

SATS week

Monday 10th May-
Thursday 13th May

Timings. All tests will be completed in the morning. There will be 2 sittings to ensure all pupils receive the support they need.

	Which test?	Duration
Monday	**Grammar paper** (50 questions- 50 marks) **Spelling paper** (20 spellings- 20 marks)	45 minutes 20 spellings
Tuesday	**Reading paper** (3 texts- 50 marks)	1 hour
Wednesday	**Arithmetic paper** (40 marks) **Reasoning paper** (35 marks)	30 minutes 40 minutes
Thursday	**Reasoning paper** (35 marks)	40 minutes

Grammar and spelling SATs

- **Spelling test** of 20 words, testing children on key spelling rules *e.g. silent letters, ible/able, ough, fer.*

- **Grammar test:** 45minutes to gain 50 marks, often one mark per question with multiple answers to identify. Key features included- *clauses, conjunctions, tenses, spelling application, punctuation devices.*

Tick one box in each row to show whether the sentence is a **question** or a **command**.

Sentence	Question	Command
Do your stretches before you exercise		
Do you prefer tennis or cricket		
Do the boys always go running in the morning		
Do take some water with you to football practice		

Draw a line to match each **prefix** to the correct word to make a different word. Use each prefix only once.

Prefix	Word
inter	approval
dis	circle
semi	social
anti	action

Insert a **relative pronoun** to complete the sentence below.

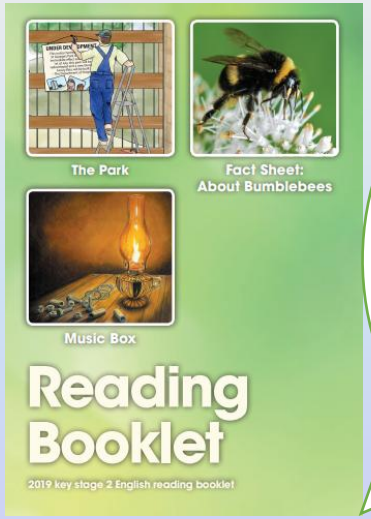
Everyone loved the music _____ was played last night.

Insert one **comma** in the correct place in the sentence below.

Every night Dad and my brother take the dog for a walk.

Reading SATs

- Reading paper = 1hour
- 1hr to answer approximately 40 questions
- 1 hr to read 3 texts (in total approximately 3200 + words).
- Questions include inference, word meaning, retrieval, ordering, summarising, true or false, fact or opinion.



Non-fiction, poetry, narrative, fact file, story extract.

13 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
The park has been looked after by a park warden.		
The park is going to be replaced with a shopping centre.		
Building work in the park will start at the end of July.		
The warden had two weeks' notice of the park's closure.		

2 marks

What is Joe's mother thinking after she reads the letter?

Tick **one** thought.

- *I'm happy that the boys have finished their breakfast.* ☐
- *I don't want the boys to realise how upset I am.* ☐
- *I'm worried the boys will be late for school.* ☐
- *I'll cook sweet-and-sour spaghetti for the boys later.* ☐

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

_____

_____

2. _____

_____

_____

3 marks

Look at the paragraph at the top of page 5.

Find and **copy one** word that shows the boys do not want to leave the house.

_____

50 Recommended Reads for...

Year 6

(ages 10-11)

Fluency – children must be able to read and comprehend at 120 words per minute.































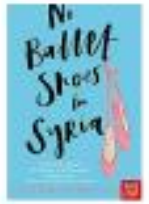


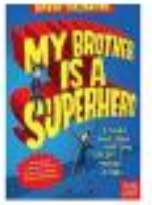


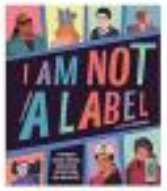






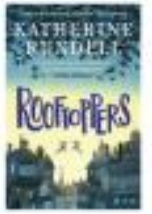





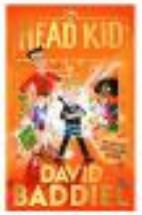




















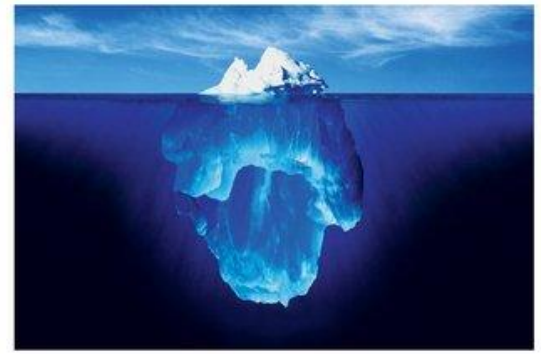




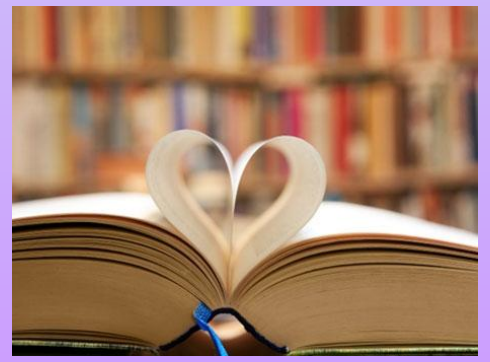


Reading skills: year 6 focus

- **Word meaning:** using the text to infer meaning and developing an efficient use of dictionaries.
- **Commenting on language choices:** identifying why the author has selected certain words and the effect it creates.
- **Inference:** reading between the lines and identifying deeper meaning.
- **Character and setting impressions:** what does the language suggest about the character/language. Reflect on the character's actions and interactions with characters.
- **Reading techniques:** pace, accuracy and fluency.

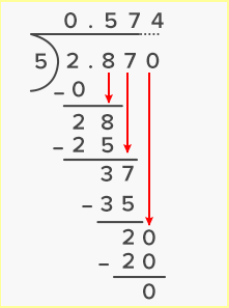


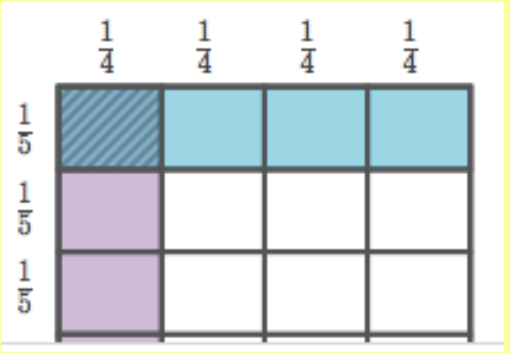
- **Identifying text features:** making a link between their reading and writing, commenting on the features used and purpose.
- **Summarising and sequencing:** identifying and ordering events.
- **Predicting:** using evidence from the text to make informed predictions about the plot and character.
- **Concluding:** making conclusions based on what they have read, commenting on the key themes.



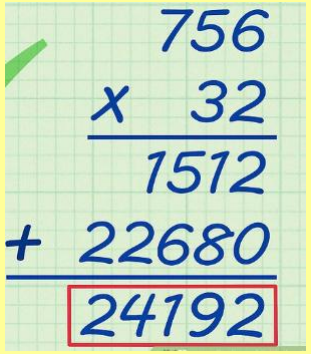
Maths

1 x arithmetic paper (30 minutes- 40 marks)
2 x reasoning papers (40 minutes each; 35 marks each)
Total of 110 marks available





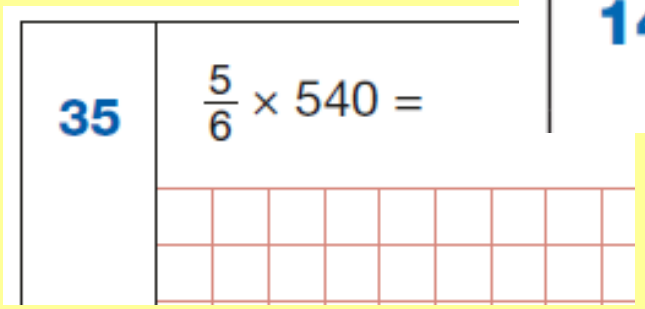


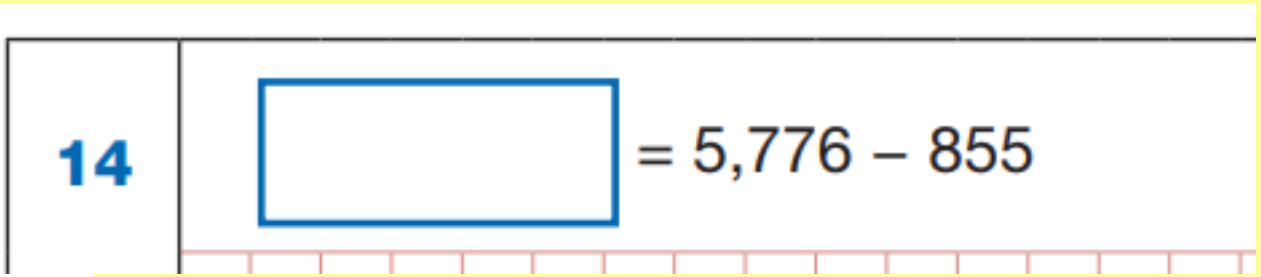


Contents of the Year 6 maths curriculum

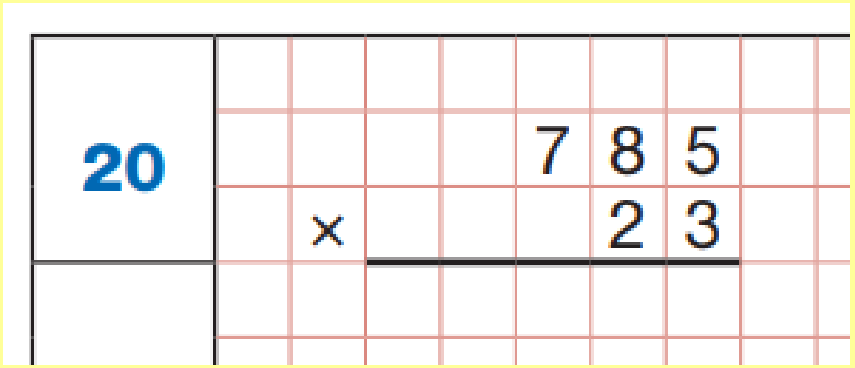
- **Number** – place value
- **Number** – addition and subtraction
- **Number** – multiplication and division
- **Number** – fractions, decimals & percentages
- **Ratio and proportion**
- **Algebra-** missing number problems
- **Measurements-** conversions between km and m, g and kg , angle measuring
- **Geometry** – properties of shape (2D, 3D)
- **Geometry** – position and direction (translation, reflection)
- **Statistics-** pie charts and line graphs with reflection on bar graphs, pictograms, tallies.

Maths SATs

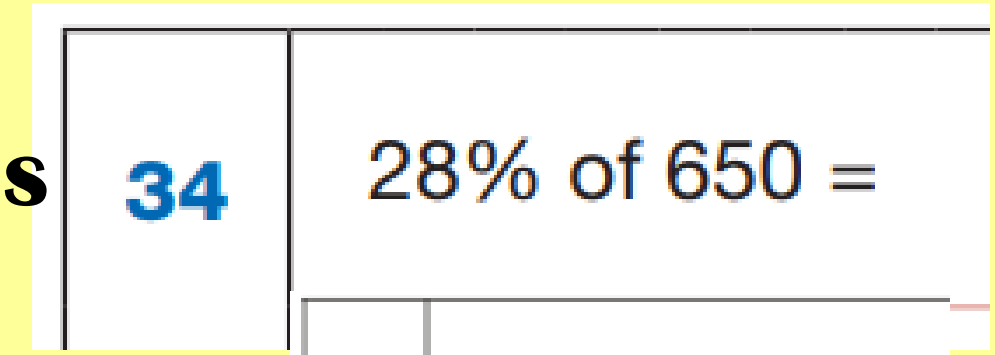


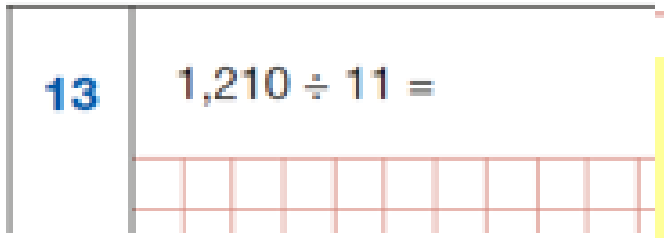


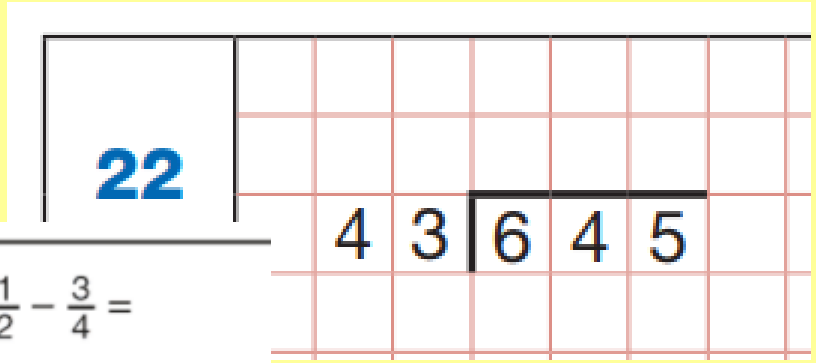
- Four operations
- BIDMAS
- Percentages
- Fractions
- Decimals
- Times tables

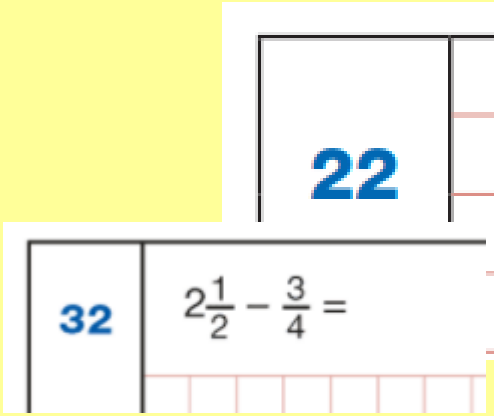


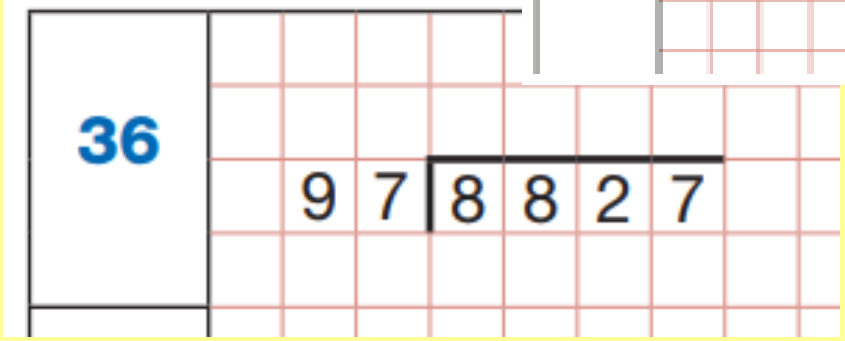
Arithmetic
1 x 30 mins
40 marks







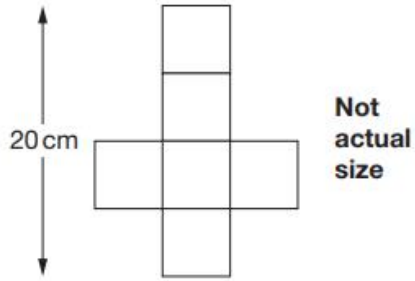




Reasoning

Application of learning into contextual and abstract problems.

22 This is the net of a cube.



What is the **volume** of the cube?

cm^3

17 There are 28 pupils in a class.

The teacher has 8 litres of orange juice.

She pours 225 millilitres of orange juice for every pupil.

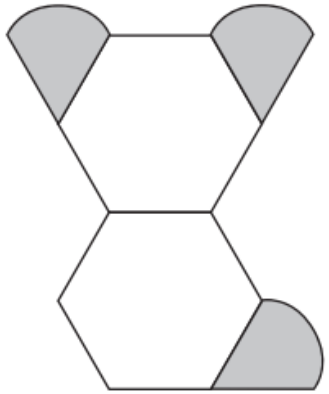


How much orange juice is left over?

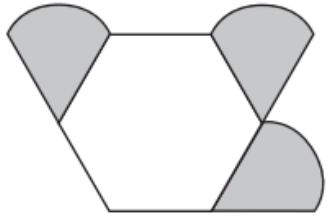
2 x 40 minutes
2 x 35 marks

21 Amina is making designs with two different shapes.

She gives each shape a value.

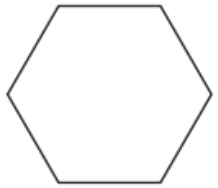


Total value is 147



Total value is 111

Calculate the value of each shape.

 = ☐

1 mark

 = ☐

1 mark

23 The length of a day on Earth is 24 hours.

The length of a day on Mercury is $58\frac{2}{3}$ times the length of a day on Earth.

What is the length of a day on Mercury, in **hours**?

10 ☐ > ☐ = ☐ <

Write the correct symbol in each box to make the statements correct.

11×12	☐	15×10
$90 \div 30$	☐	$60 \div 20$
$120 \div 4$	☐	$160 \div 8$
30×8	☐	100×10

19 Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.

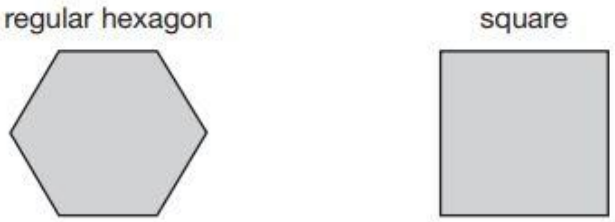


Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?

17 These two shapes have the **same** perimeter.

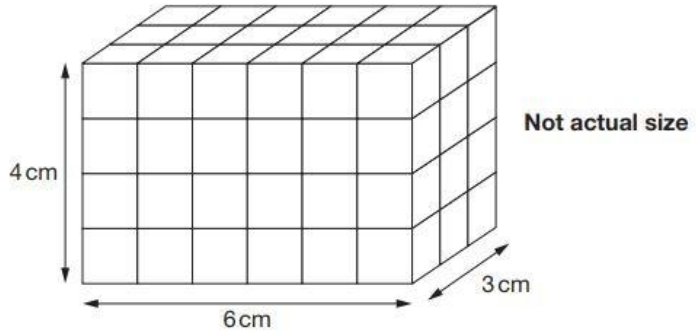


Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

23 Amina made this cuboid using centimetre cubes.



Not actual size

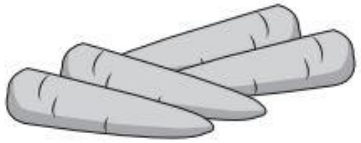
Stefan makes a cuboid that is 5 cm longer, 5 cm taller and 5 cm wider than Amina's cuboid.

What is the **difference** between the number of cubes in Amina's and Stefan's cuboids?

16



potatoes
£1.50 per kg



carrots
£1.80 per kg

Jack buys $1\frac{1}{2}$ kg of potatoes and $\frac{1}{2}$ kg of carrots.

How much **change** does he get from **£5**?

Writing: teacher assessment

- **Handwriting**: joined and fluid;
- **Spelling:** KS1 and KS2 spellings;
- **Punctuation:** commas, semi-colons, colons, hyphens, parenthesis, question marks, exclamation marks, inverted commas, ellipsis;
- **Sentence structure:** starting sentences in different ways, varying clauses and using conjunctions;
- **Cohesion and organisation**: organising text effectively using a range of devices;
- **Language:** choosing appropriate language for the text e.g. formal/informal, descriptive.







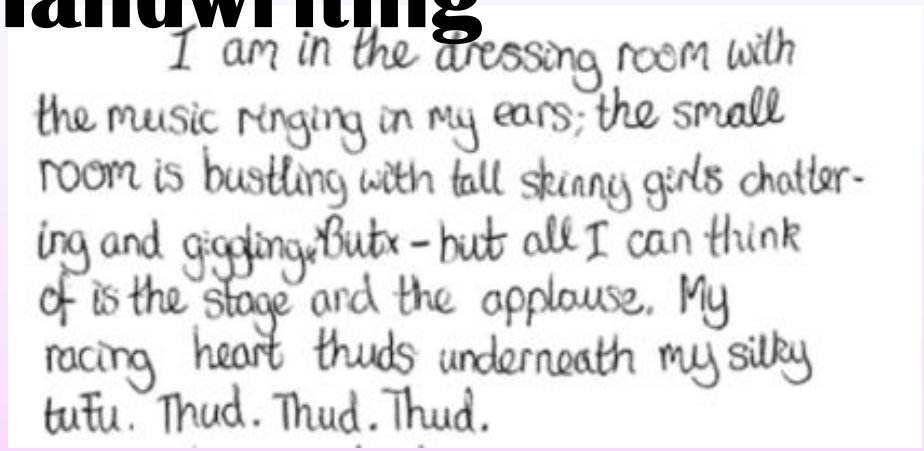
Teacher assessment with internal and external moderation.



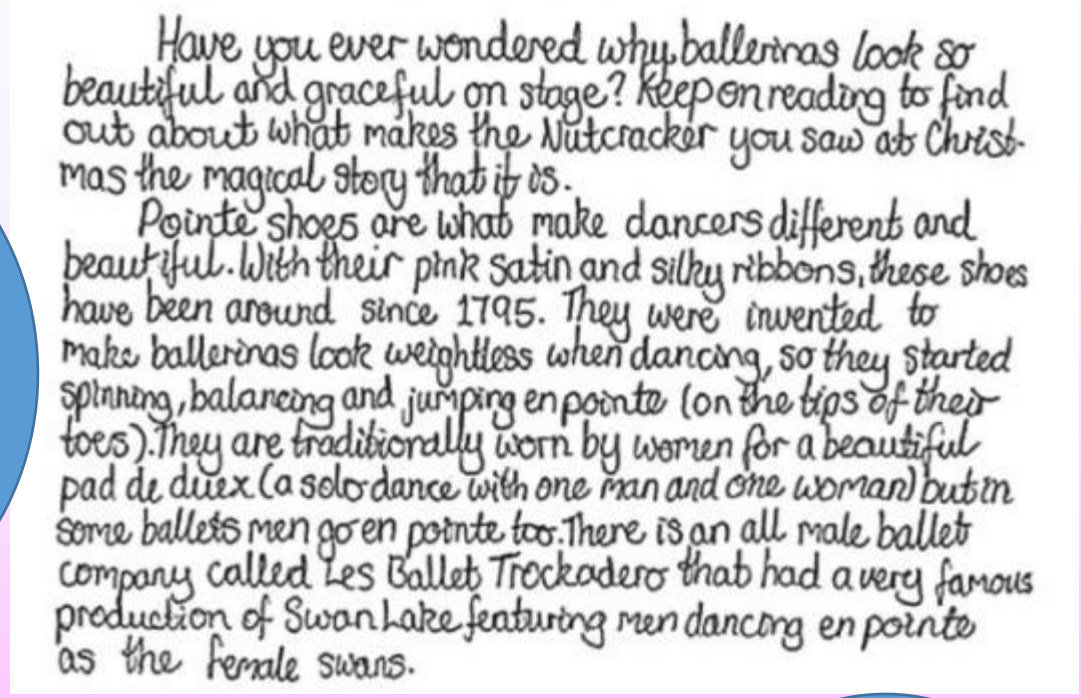




End of Year 6 exemplification Handwriting

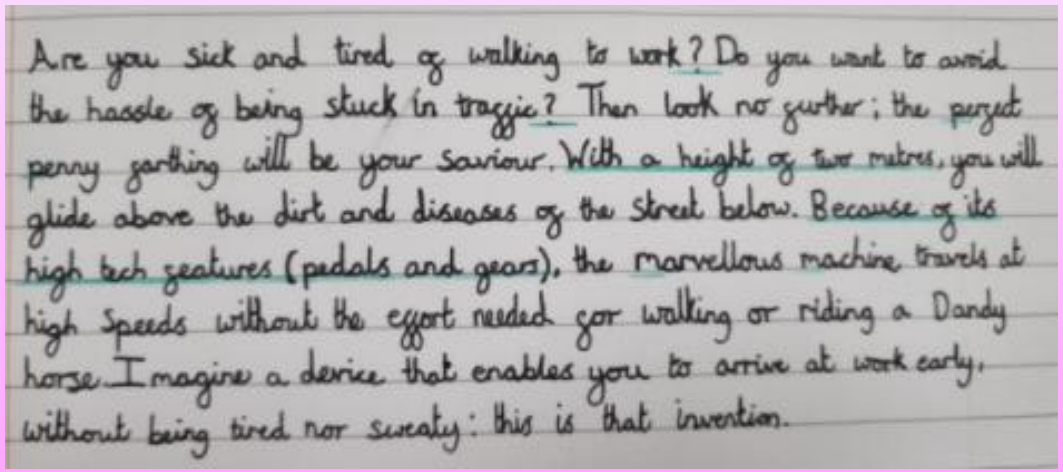

I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling. But - but all I can think of is the stage and the applause. My racing heart thuds underneath my silky tutu. Thud. Thud. Thud.

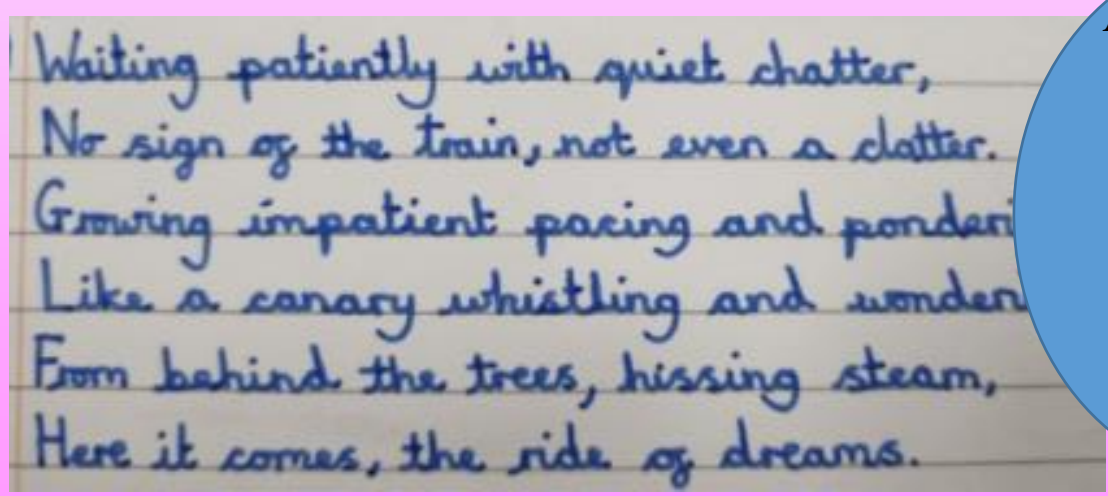
Handwriting needs to be legible and needs to be maintained at speed.


How Pointe Shoes Came To Be

Have you ever wondered why ballerinas look so beautiful and graceful on stage? Keep on reading to find out about what makes the Nutcracker you saw at Christmas the magical story that it is.

Pointe shoes are what make dancers different and beautiful. With their pink satin and silky ribbons, these shoes have been around since 1795. They were invented to make ballerinas look weightless when dancing, so they started spinning, balancing and jumping en pointe (on the tips of their toes). They are traditionally worn by women for a beautiful pad de duex (a solo dance with one man and one woman) but in some ballets men go en pointe too. There is an all male ballet company called Les Ballet Trockadero that had a very famous production of Swan Lake featuring men dancing en pointe as the female swans.


Are you sick and tired of walking to work? Do you want to avoid the hassle of being stuck in traffic? Then look no further; the penny farthing will be your saviour. With a height of two metres, you will glide above the dirt and diseases of the street below. Because of its high tech features (pedals and gears), the marvellous machine travels at high speeds without the effort needed for walking or riding a Dandy horse. I imagine a device that enables you to arrive at work early, without being tired nor sweaty: this is that invention.


Waiting patiently with quiet chatter,
No sign of the train, not even a clatter.
Growing impatient pacing and ponder
Like a canary whistling and wonder
From behind the trees, hissing steam,
Here it comes, the ride of dreams.

Ascenders and descenders need to be accurate, letters need to be formed fluidly and clearly.

Working towards the expected standard

The pupil can	Extra detail	A	B	C	D	E	F
• Write for a range of purposes							
• Use paragraphs to organise ideas							
• In narratives, describe settings and characters	• Expanded noun phrases (using adjectives); • Adverbs/adverbials.						
• In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)							
• Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	• Capital letters/full stops • Question marks • Commas for lists • Apostrophes for contractions						
• Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list							
• Write legibly							

Working at the expected standard

The pupil can:	Extra detail
• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	• Writing features appropriate to texts;
• in narratives, describe settings, characters and atmosphere	• Expanded noun phrases; • Figurative language.
• integrate dialogue in narratives to convey character and advance the action	• Accurately punctuated (before, within and after). Powerful verb/adverb combinations.
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	• Contractions (informal language); • Passive voice; • Modal verbs (degrees of possibility).
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs	• Subordinating and coordinating conjunctions; • Adverbials (time and place); • Pronouns; • Synonyms. • Repetition.
• use verb tenses consistently and correctly throughout their writing	
• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)	• Parenthesis • Semi-colon • Colons • Inverted commas • Hyphens • Commas for clarity
spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	• Using a dictionary to check unfamiliar words.
maintain legibility in handwriting when writing at speed	

Working at greater depth

The pupil can:	Extra detail
• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)	• Language choices: figurative language. • Structural choices;
• distinguish between the language of speech and writing and choose the appropriate register	• Formal and informal language choices through dialogue.
• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	• Formality control (grammar choices e.g. apostrophes, brackets/language choices). •
• use the range of punctuation taught at key stage 2 accurately (e.g. semi-colons, dashes, colons and hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	• Semi-colons, • Colons, • Hyphens, • Parenthesis, • Commas.
(No additional statements for spelling or handwriting)	

Spelling expectations

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

New Curriculum Spelling List Years 3 and 4

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

New Curriculum Spelling List Years 5 and 6

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

SATs results explained

Teacher assessments

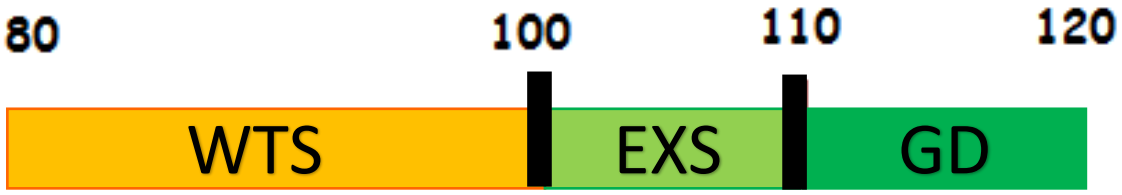
This year, teacher assessments are provided for both **writing** and **science.**

Writing: the options for teacher assessment in writing are as follows.

- **WTS** (working towards the Year 6 expectations),
- **EXS** (working at the expected standard for Year 6),
- **GDS** (working at a greater depth standard).

Science: the options for teacher assessment in science are as follows.

- **HNM** (has not met the standard for Year 6 science),
- **EXS** (working at the expected standard for science).
  There is no GDS category for science.



Extra time and extra support

1.Can the pupil understand and respond appropriately to a simple request or instruction given in English, without being aided or prompted by an interpreter or translator?
2.Does the pupil have a hearing impairment that prevents them from being able to respond appropriately to a simple question or instruction given in English, without being prompted or aided by a communicator, sign language interpreter or having to lip-read?
3.Does the pupil need braille and/or enlarged print in order to read and understand text?
4.Can the pupil focus on a task, which requires them to work independently and without interruption, for at least 15 minutes without being prompted to stay on task?
5.Is the pupil prevented from being able to write independently at a speed of more than 10 words per minute by a physical, motor skill or learning disability?
6.Can the pupil read age-appropriate texts aloud and fluently without making errors, or with very few errors?
7.Does the pupil have difficulty processing information, which prevents them from being able to answer questions on practice key stage 2 tests, even when they are allowed to refer back to the questions?

Children with an EHCP are entitled to this without applying

Reference to the previous slide.

- The regulations regarding applications for additional time and support have changed in recent years. It is important to note that **all but one** applications for extra time submitted on behalf of children last year were **declined**.
- The seven questions shown on the previous slide are those required by the Department for Education (DfE) website during the application process. Please be aware that selecting “yes” for some of these questions does not necessarily meet the criteria for additional time.
- We are almost certain that there will again be two sittings this year. This arrangement will enable us as a school to allocate staff effectively to support the children we identify as needing prompts.

