

Year 5/6 SATS Information Evening

OCTOBER 2026

Whilst we wait for everyone to join us, have a
go at the 'Are you as smart as a Year 6?'
booklet on your table.

KS2 Year 6 SATs Dates - May 2027

Date	Test
Monday 10th May 2027	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 11th May 2027	English Reading Test - 60 minutes
Wednesday 12th May 2027	Mathematics Arithmetics (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thursday 13th May 2027	Mathematics Reasoning (Paper 3) - 40 minutes



Writing is assessed by teachers.

Key Stage 2 SATs take place nationally in the week commencing 10th May 2026.

Statutory tests will be administered in the following subjects:

- **Reading (60 minutes)**
- **Spelling (approximately 15 minutes)**
- **Punctuation, Vocabulary and Grammar (45 minutes)**
- **Mathematics**
 - **Paper 1: Arithmetic (30 minutes)**
 - **Paper 2: Reasoning (40 minutes)**
 - **Paper 3: Reasoning (40 minutes)**

•There are no tests to be administered in science.

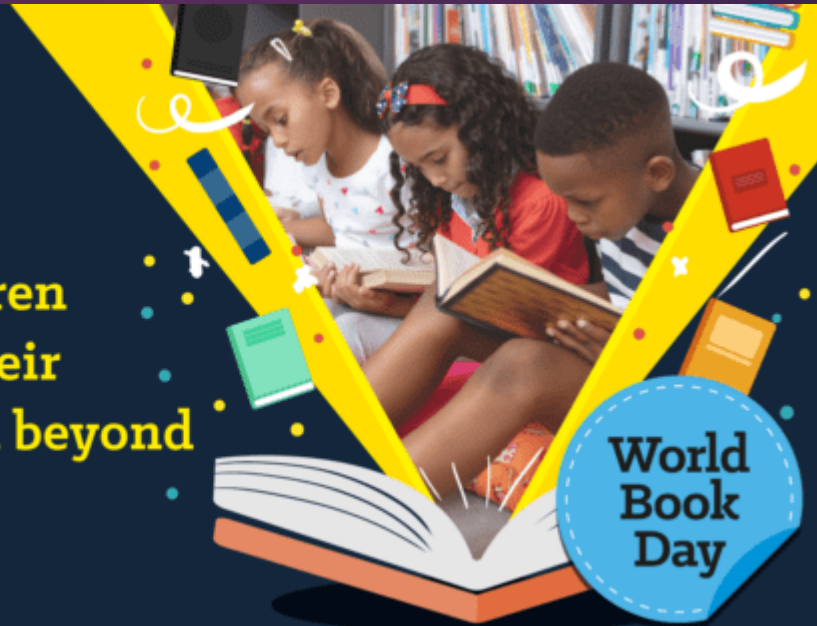
•All tests are externally marked.

•As in recent years, writing will be teacher assessed internally.

How are the assessments reported?

- Children will be given a standardised score based on their total marks.
- The expected level of attainment for children at the end of Year 6 is now given as a scaled score from 80-120.
- Children meeting National Standard will be reported as ARE (Age Related Expectation) and will score from 100-120 .
- In previous years, a scaled score of 110 or above indicates a child is working at Greater Depth Standard.

Reading for
pleasure from
an early age
**benefits children
throughout their
education and beyond**



READING

	2017		2018		2019		2022		2023		2024		2025		2026	
Extract	Words	Marks	W	M	W	M	W	M	W	M	W	M	W	M	W	M
First	602	15	560	17	633	14	474	16	627	14	578	16	575	14	565	16
Second	709	17	214	17	632	19	538	15	808	20	648	18	550	18	629	16
Third	626	18	714	16	903	17	541	19	611	16	786	16	736	18	767	18
Total	1,937	50	1,488	50	2,168	50	1,553	50	2,046	50	2,012	50	1,900	50	1,961	50
3m Qs	2 (third ex.)		2 (third ex.)		2 (third ex.)		2 (third ex.)		(2 nd & 3 rd ex.)		(2 nd & 3 rd ex.)		(2 nd & 3 rd ex.)		2 (2 nd & 3 rd ex.)	

Key: Fiction Non-fiction Poetry

***Why does my child need
to read regularly?***

***“But my child is 10/11 years old, I don’t need to hear them
read.”***

- The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

What is assessed?

Vocab: Give/explain the *meaning of words in context*.

Retrieval: Finding information and identifying key details from the text.

Inference: 'Reading between the lines'. Explaining and justifying their inferences with evidence from the text.

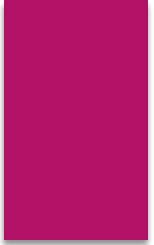
Summarise: Summarise main ideas from the text. Ordering events.

Predict: What might happen from details that are stated or implied.

Explain: How are texts put together? How is content related? How does it contribute to the meaning of a text?

Language: Identify/explain how meaning is enhanced through an author's choice of words/phrases.

Compare: Making accurate and appropriate comparisons within the text



**It isn't just
about a child
reading.**

**The emphasis
is on
understanding
not just
reading it.**

Give/explain meaning of words 2a

- Find two words which describe the setting.
- What other words could the author use to describe the main character?
- How has the author's choice of words made you feel about a character? Why?



Retrieve information 2b

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set? What evidence can you find to justify this?



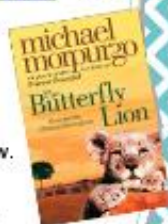
Summarise main ideas 2c

- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read? Explain your reasons.
- Explain what happened on the last page you read in twelve words or less.



Inference/justify views 2d

- How does the main character feel in the book? How do you know?
- How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?



Predict using details 2e

- Using the front cover, what do you think this book will be about? Why?
- What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?
- How do you think this story might end? What clues suggest this?



Connections and meaning 2f

- Why is the main character important in the story?
- Why has the author used pictures/chapter titles?
- What clues do you have that the main character is liked/disliked/loved/hated?
- How are the events in the story linked?



Language choice 2g

- What adjectives has the author used to describe the main character? What does this tell you about their personality?
- Which words do you like best from the last section you read? Why?
- Find an example of figurative language in the text (simile, metaphor, personification)- what effect does this create?



Making comparisons 2h

- How are the characters similar/different?
- Compare the first setting with a later setting in the book. How, and why, are they different?
- Do you prefer this book or the one you last read? Explain your views?
- Does this book remind you of another book? Why?



Give/explain meaning of words 2a

- Find two words which describe the setting.
- What other words could the author use to describe the main character?
- How has the author's choice of words made you feel about a character? Why?



Reading paper - vocabulary

eyes watery and ready to spill over with tears

This made Joe's blood boil

extinct

intensive

species

distinct

perfectly suited for colder climates.

venture

pollination

pollinate

scent

ornamental

artificial

habitats

tarnished

annoyance

cast-iron stove

tended the stove

...making the clouds around

it look like swelling bruises

on the sky...

kerosene lamp

lingering

reclined

cerise

components

indignant

faltered

...She heard the soft, strangled notes of a song....

This RF involves analysing vocabulary choices and making links to known vocabulary.

Don't assume that your child knows the meanings of words that they can read or decode. Question them about vocabulary and encourage them to note down unfamiliar words. Look these up in a dictionary together.

Look at page 4.

Find and copy one word which shows that Joe is angry.

*If she was trying to **reassure** Joe, it wasn't working.*

What does *reassure* mean in this sentence?

Piper thinks Micah has *done a decent job*.

She thinks his work has been...

Tick **one**.

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for:

excellent. ☐

careful. ☐

sloppy. ☐

reasonable. ☒

Look at the section headed: ***Things you can do to help.***

Find and copy one word that shows how essential flowers are to bees.

Content domain: 2a – give the meanings of words in context

Award 1 mark for:

■ *lifeline.*

Inference involves piecing together clues from a text to draw a conclusion.

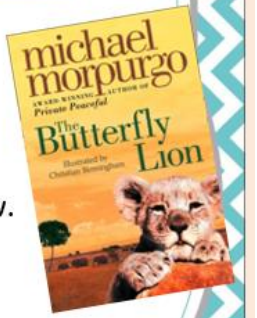
Inference is heavily weighted in the reading SATs test. (18/50 in 2019)

The more that your child reads, the better their inference skills will become. I can not stress enough how important it is to **listen to your child read**, even in Year 6.

There are many things that we do in school to develop inference skills, and some of these can be done at home.

Inference/justify views 2d

- How does the main character feel in the book? How do you know?
- How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?



The **more** that you read, the **more** things you will know. The **more** that you learn, the **more** places you'll go.

Dr. Seuss

3

Look at page 4.

How can you tell that Maria was very keen to get to the island?

1 mark

9

Look at the paragraph beginning: *Maria led Oliver...*

(a) Why did Oliver find it difficult to read the inscription on the monument?

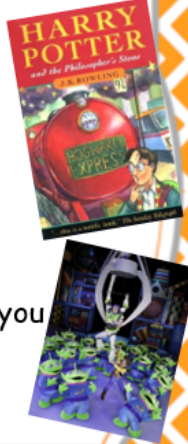
1 mark

(b) What did he have to do in order to read the inscription?

1 mark

Retrieve information 2b

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set? What evidence can you find to justify this?



Retrieval involves simply retrieving information from a text.

This information is often obvious and easy to locate within a text.

To locate the information, children need to develop their skimming and scanning skills.

Skimming is reading quickly in order to get a general overview what the text is about.

Scanning is reading rapidly in order to find specific information.

11

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

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		

1 mark

Look at the paragraph beginning: *Underneath the notice was a...* to the end of page 5.

What is happening inside the park straight after Joe and Ajay have read the sign?

1 mark

Look at the whole text.

Complete the table below to show what the text says you can do to help bumblebees.

Help for all bumblebees	Help for a weak bumblebee
1. _____ _____	1. _____ _____
2. _____ _____	

2 marks

Look at page 4.

Find and **copy one** word which shows that Joe is angry.

1 mark

21 out of the 50 marks in 2019

Summarising involves taking the main ideas from the text and writing them more concisely in your own words.

When reading with your child, you could get them to summarise a chapter or paragraph to practise this skill.

SUMmarise It

Shorter than the text

Use your own words

Main ideas only



Summarise main ideas 2c

- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read?
Explain your reasons.
- Explain what happened on the last page you read in twelve words or less.



Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text.

The first one has been done for you.

An important lesson is learnt.

☐

Reasons for the extinction of the dodo.

☐

Summary of the plight of the dodos.

☐

New information is discovered about the dodo.

☐

An explanation for the unreliable evidence.

☐

Humans arrived on Mauritius.

☐

1 mark

Summarise main ideas 2c

- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read?
Explain your reasons.
- Explain what happened on the last page you read in twelve words or less.



Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

Write the name of the section:

1 mark

Predict using details 2e

- Using the front cover, what do you think this book will be about? Why?
- What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?
- How do you think this story might end? What clues suggest this?



Predicting what will happen next in a narrative is not simply guess work. It involves drawing upon clues from what has already been read.

When reading with your children, ask them to make predictions and question them about where they got their evidence from.

20

Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

yes

☐

no

☐

maybe

☐

Explain your choice fully, using evidence from the text.

3 marks

identify / explain how information / narrative content is related and contributes to meaning as a whole

identify / explain how meaning is enhanced through choice of words and phrases

make comparisons within the text

Connections and meaning 2f

- Why is the main character important in the story?
- Why has the author used pictures/chapter titles?
- What clues do you have that the main character is liked/disliked/loved/hated?
- How are the events in the story linked?



Making comparisons 2h

- How are the characters similar/different?
- Compare the first setting with a later setting in the book. How, and why, are they different?
- Do you prefer this book or the one you last read? Explain your views?
- Does this book remind you of another book? Why?



In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.

Connections and meaning 2f

Charlotte's Web

by E.B. WHITE

Author of STUART LITTLE

Picture by GARY WILLIAMS

- Why is the main character important in the story?
- Why has the author used pictures/chapter titles?
- What clues do you have that the main character is liked/disliked/loved/hated?
- How are the events in the story linked?

Draw lines to match each part of the story with the correct quotation from the text.
3 marks

setting

past events

action

lesson

For a while Martine had defied her

In the instant before her body parted company

Dawn was casting spun-gold threads

That would teach her to show off

Read, read and read some more? But this is maths!!!

19

Dev thinks of a **whole** number.

He multiplies it by 4

He rounds his answer to the nearest 10

The result is 50

Write **all** the possible numbers that Dev could have started with.

16

There are 2,400 leaflets in a box.

William and Ally take 450 leaflets each.

Adam and Chen share the rest of the leaflets equally.

How many leaflets does Adam get?

3

Chen uses these digit cards.

5

6

9

She makes a 2-digit number and a 1-digit number.

She multiplies them together.

Her answer is a **multiple of 10**

What could Chen's multiplication be?

Reading – I need your help!

Hit me with some facts!

Statistics from 2014 show that one in five children in England cannot read well by the age of 11.

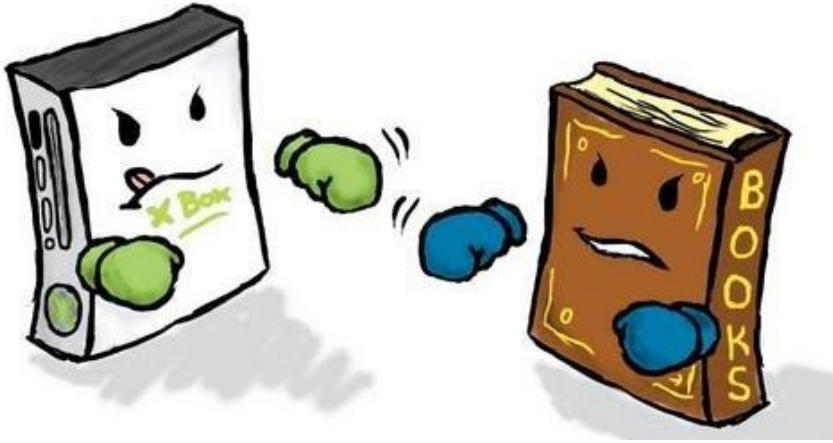
Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.

An online poll of over four thousand people from a representative sample in the UK revealed that regular readers for pleasure reported fewer feelings of stress and depression than non-readers, and stronger feelings of relaxation from reading than from watching television or engaging with technology intensive activities.

There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.

Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

How can you help at home?



Read, read, read! Make time for reading and remember to read **to** your children too. They may be 10/11 but they still need to hear an adult modelling accurate reading fluency and intonation.

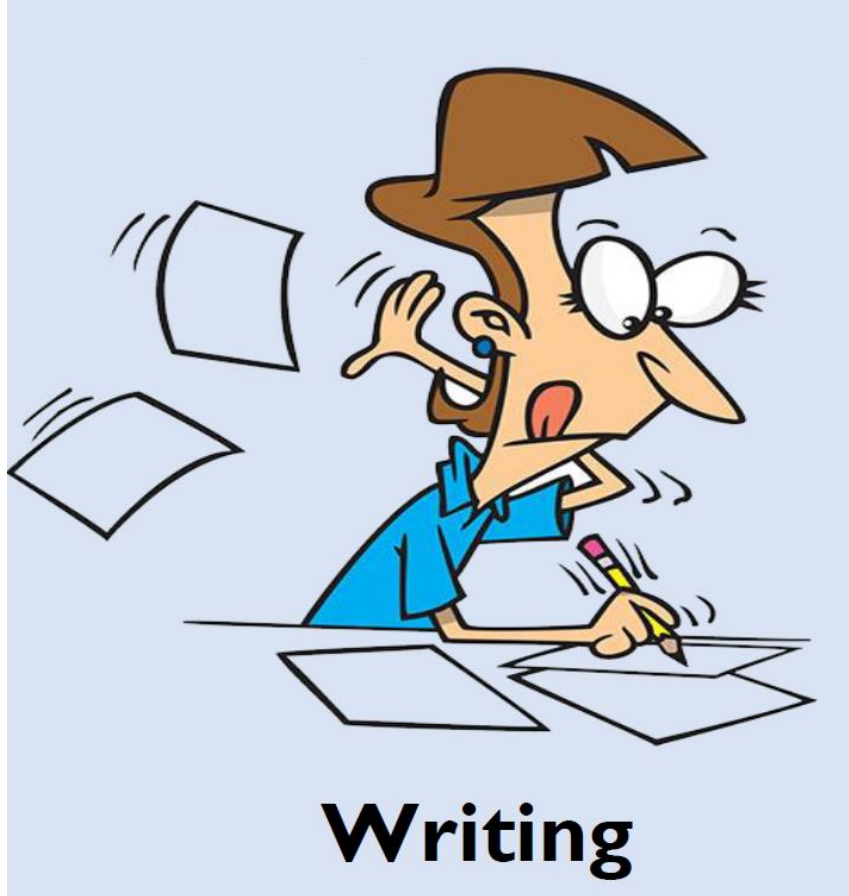
Quotable Quotes

Children are made readers on the laps of their parents.

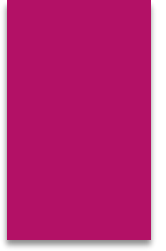
— Emilie Buchwald

How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!



Writing



Writing is assessed by teachers
using the 'Teaching Assessment
Framework' or TAFs!

Working at the expected standard

The pupil can:

- 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed.²

Viking Day

When I walked into the hall, I turned my head around and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~thick~~ welcoming, of ~~course~~ ^{course}, but had a lot of weapons ~~and~~ ^{surrounding} surrounding him. The first words he said were G'DAR! I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, fur, runes and by the fact that it was Viking Day.

Firstly, he told us to turn around. We saw some tunics, ropes, head scarves and hats. We had to put these on, starting with a tunic. Then we sat down again, and he told us about the Vikings and that people had completely got them wrong. The man's name was Gary, and he was really sunny. Suddenly DONG!! The bell rang for playtime. During break everyone was looking at us, obviously, because we were wearing head scarves, tunics ^{and} ropes.

After break the man told us more about the Vikings and their lands and society. He also told us some Viking legends and stories, in which he included the fur skins of animals. It was really fun. After lunch we did a load of activities,

including making oil lamps out of clay, learning to fight with a spear and ~~making~~ drawing a board game on a piece of cloth with charcoal (which was really hard), and the Gary kept on blowing this really loud horn that I'm pretty much certain that the whole school heard. But then the day came to an end and we had to give Gary back our tunics and pack away. Then Gary let us ^{ask} ~~answer~~ a ^{few} questions, some of which ^{had} ~~were~~ very interesting answers.

At the very, very end Gary told us how to remember all the things we learnt about: Sailors, Farmers, raiders, settlers, traders and crafters - and that was the end of the day.

Working at greater depth

The pupil can:

- 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)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Going that one step beyond; thinking cleverly and drawing upon what they've read as models for their writing. This is why reading is vital! The more a child reads, the more vast their vocabulary is, and the more chance they have of becoming a greater depth writer.

Dear Diary

Right now I'm not actually holding this pen-it is miraculously hovering in the air and writing down my thoughts for me. Because ghosts can't hold stuff, right? I've never really liked writing a diary but my parents always told me it would be fun to look back on when I am older. But I'll never be 'older'. I s'pose I can look back on the day I died.

It was all fine at first - my brothers teasing with me about my 'giants' necklace and Mum and Dad ~~cutting~~ brushing off the burnt toast. I thought, "Just a couple more inches of shells for my necklace - then I shall reach the toaster!"

Soon enough we were all lying on the beach staring out into the shimmering turquoise water. Everything was fine; it all seemed so calm. After about twenty minutes everyone started climbing back up to the house to pack up. I thought that if I just stayed maybe another hour, I'd surely have enough shells to finish my necklace.

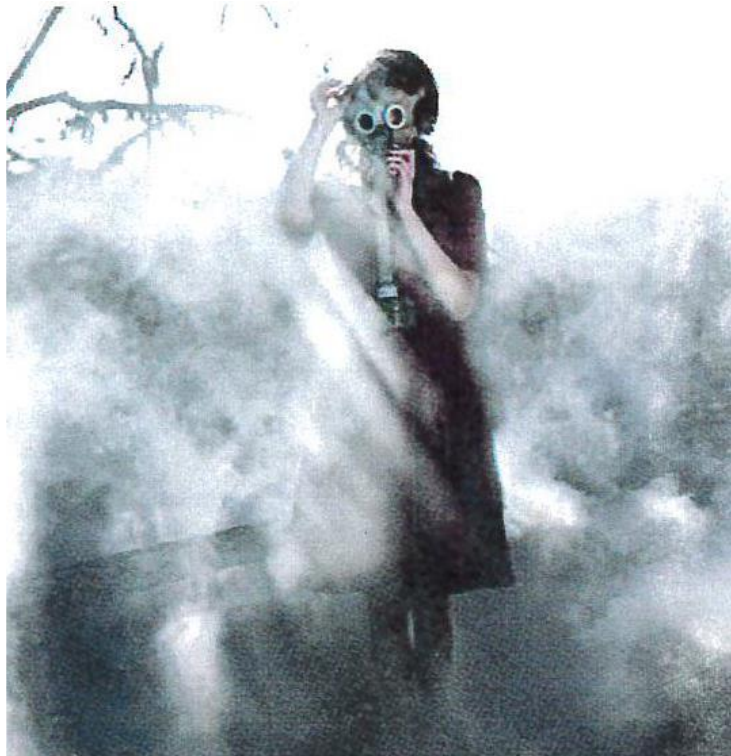
As I was bent over the sand, I realized that almost three hours had passed and I still had fifty shells to go. I looked up from my work and the sky had suddenly turned an angry grey colour and I could already see the monstrous waves gathering out in the Atlantic. Fifty ~~would~~ would take no more than ten minutes, right? Or so I thought...

By now the frothing water was thrashing against my ankles. The rocks were only a metre or so away... I was so determined that I was even collecting the glistening pink shells on my way to the spiky rocks. I was so stupid. Why didn't I just go home as soon as the storm gathered? The rocks were slippery but the house seemed so close now. Suddenly the salty water was all around me. In my mouth, up my nose, stinging my eyes. The crashing waves pulling me down. I was conscious that I was drowning. Everything went ~~quite~~ quiet and still. And then the frothing blue water faded into black.

How can you help at home?



Slow
Writing



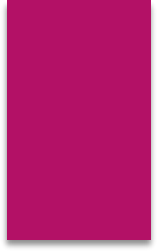
Sentence 1	Include a fronted adverbial.
Sentence 2	Include at least one expanded noun phrase.
Sentence 3	A rhetorical question.
Sentence 4	Include at least one expanded noun phrase.
Sentence 5	Include commas for parenthesis.
Sentence 6	Include a relative clause.
Sentence 7	Include onomatopoeia.
Sentence 8, 9 and 10	A series of short sentences for effect.

We can help children to craft sentences not only by modelling them, but by occasionally doing what is called 'slow writing'. This involves slowing down and crafting each sentence carefully. You have this activity on your table. Let's try it!

Eventually, Lucy rose up from the clostrophobic, ~~shelter~~^{ph}
damp air raid shelter. Grey ~~and~~², thick smoke enveloped around
her scarlet dress³. What should she do now? Bombs⁴
glew ~~go~~, as fast as shooting stars, from the deagening planes,
soaring above Lucy's head. * Slowly⁵, she turned her head
around to ~~see~~ face the ^{black,} burning city of her home. Lucy (who⁶
stood ~~for~~ isolated and terrified) felt her eyes ~~get~~ burning up
^{and} at watering. * ^{she} kept hearing a distant bang of a bomb,
exploding on ^{innocent} towns and houses. She was lonely. She was petrified.
And she hates ^{the} war.

Here is an example from a child (the stars denote a muddle in sentence order that the child has indicated). Is slow writing something you could try at home?

How to Help Your Child with Writing



- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!
- READ, READ, READ. Children cannot write if they do not read widely and regularly.

Grammar, Punctuation & Spelling

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions including some multiple choice.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling.

<u>2019</u> GPS test	Number of marks and percentages	<u>2018</u> GPS test	Number of marks and percentages
Year group in the national curriculum		Year group in the national curriculum	
1	2 (4%)	1	4 (8%)
2	14 (28%)	2	11 (22%)
3	8 (16%)	3	9 (18%)
4	8 (16%)	4	12 (24%)
5	7 (14%)	5	9 (18%)
6	11 (22%)	6	5 (10%)

**It's not
just
Year 6!**

GAPS –Example Questions

Which sentence uses commas correctly?

Tick **one**.

As it was raining so hard, we weren't able to visit the castle.

☐

As it was raining so hard we weren't able, to visit the castle.

☐

As it was raining, so hard we, weren't able to visit the castle.

☐

As, it was raining so hard, we weren't able to visit the castle.

☐

Put the astronomer's words into direct speech.

The astronomer said it was his ambition to discover as much as possible about our solar system.

Write a sentence using the word cover as a **noun**.
Remember to punctuate your answer correctly.

1 mark

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.

↑	↑	↑	↑
☐	☐	☐	☐

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

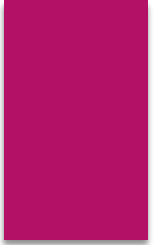
Tick **one**.

am ☐

was ☐

were ☐

be ☐



Spelling

Spellings are set weekly. Spelling patterns are taught in class and children are expected to apply those patterns in their writing.

Exception words –These are words that have no set spelling pattern.

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.
5. We learned how to do _____ in mathematics.
6. Charlie _____ with relief.
7. _____ is easier with a compass.
8. Khalid was a _____ boy.
9. Gran _____ us a snack when we arrived.
10. Do your stretches so you don't pull a _____.

Q1.

1. creature
2. enough
3. reception
4. numb
5. division
6. sighed
7. navigation
8. thoughtful
9. offered
10. muscle



2019 spelling paper

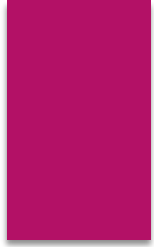
Year group in the national curriculum	Number of marks	Percentage of marks
3 and 4	15	75%
5 and 6	5	25%

Spelling test words: creature, enough, reception, numb, division, sighed, navigation, thoughtful, offered, muscle, curiously, courage, disagreement, pyramid, excellent, generous, chorus, tongue, accidentally, deceive.

Shareen Mayers

In Years 5 and 6, the following spelling rules and patterns will be taught:

- Words ending -cious and -tious such as 'delicious' and 'superstitious'
- Words ending -cial and -tial such as 'special' and 'partial'
- Words ending -ant, -ance and -ancy such as 'hesitant', 'hesitance' and 'hesitancy'
- Words ending -ent, -ence and -ency such as 'patient', 'patience' and 'frequency'
- Words ending -able / -ably and -ible / -ibly such as 'comfortable' / 'comfortably' and 'horrible' / 'horribly'
- Adding -ing / -ed to words ending -fer, for example: 'prefer', 'preferring' and 'preferred'
- Use of the hyphen, for example: 'co-ordinate', 're-enter'
- Words containing ie / ei, for example: 'piece' and 'ceiling'
- Words containing ough and looking at the different sounds this grapheme makes in different words, for example: 'enough', 'through', 'although', 'plough'
- Silent letters in words such as 'doubt', 'thistle' and 'knight'
- Homophones (words which sound the same but are spelled differently) for example: 'principle' and 'principal'



Suffix 'ly'	2017 likely	Words with silent letters	2016 knock
	2017 originally		2017 crumb
	2016 ferociously		2017 straight
	2018 usually		2017 bruise
Words containing letter string 'ough'	2016 thoughtless	Suffix 'ous'	2018 crumb
	2017 toughest		2018 science
	2018 dough		2016 previous
Words with the /k/sound spelt ch	2017 monarch	Endings which sound like 'shun'	2017 nervous
	2018 architect		2018 adventurous
Words ending 'able, ible, ably, ibly'	2016 washable	Endings which sound like 'shul'	2016 variation
	2017 sensibly		2016 vision
	2017 probable		2016 passion
	2018 portable		2017 operation
Words ending in 'ant, ance, ancy, ent, ence, ency'	2016 distance	'i' sound spelt y (other than end of wds)	2017 percussion
	2016 brilliant		2018 attention
	2017 substance		2016 facial
	2017 violence		2018 essential
Wds with 'ei' sound spelt 'ei, eigh or ey'	2018 descendant	Suffixes foll 'fer' or in wds of more than 1 syllable	2017 sympathetic
	2016 lightweight		2018 typical
Words with 'ee' sound spelt ei after c	2018 weightless		2016 offering
	2016 ceiling		2016 polishing
Homophones and near homophones	2018 inconceivable	'u' sound spelt 'ou'	2018 suffered
	2016 prey		2018 disobeyed
	2017 coarse		2018 obtained
'g' sound spelt 'gue' 'k' sound spelt 'que'	2018 council	prefixes	2016 cousin
	2018 vague		2017 thorough
suffixes	None as yet		2018 trouble
	2017 disobeyed		2016 disorder
			2016 misplaced

Words ending 'able, ible, ably, ibly'	advisable, agreeable, avoidable, changeable, comfortable, fashionable, noticeable, manageable, respectable, preferable, miserable, uncomfortable, considerable, understandable, reliable, available audible, edible, flexible, legible, responsible, visible, possible, incredible, possible
Words ending in 'ant, ance, ancy, ent, ence, ency'	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), innocent, innocence, decent, decency, frequent, frequency, confident, confidence, president, environment, different assistant, important, relevant, experience, obedient, obedience, independent, independence, sentence, agency, excellent, existence, convenience, conscience difference, violence, audience, emergency, excellence, currency

Practice these words with your children at home.

Can they read them?

Can they spell them?

Do they know the meaning of the words and can they use them in context?

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	

Mathematics

- ▶ Children will sit three tests: paper 1, paper 2 and paper 3.
- ▶ Paper 1 is for arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- ▶ Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- ▶ Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- ▶ Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

14

$$3.005 + 6.12 =$$

1 mark

Maths Paper 1: Arithmetic

32

4 3 | 1 1 1 8

Show
your
method

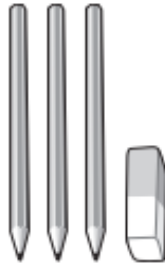
2 marks

9

6 pencils cost **£1.68**



3 pencils and 1 rubber cost **£1.09**



What is the cost of **1 rubber**?

Show
your
method

2 marks

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326

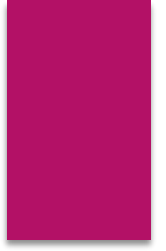
1 mark

**Maths Paper 2 /
Paper 3 : Reasoning**

TIMES TABLES

I cannot stress the importance of tables, they underpin so much of the maths curriculum: division, multiplication, calculating equivalent fractions, simplifying fractions, calculating fractions of amounts, calculating percentages of amounts, ratio and proportion. Fractions and percentages is **heavily** weighted in the maths test.

How to Help Your Child with Maths



- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

What is happening in school?

SPAG lessons integrated in to writing to make it purposeful. Coverage is carefully planned to make sure all areas are covered.

In maths, all classes do a Pre-learning task before we start a new unit in order to gauge what the children can/cannot do. Teaching is adapted as needed. Some children have have pre-teaching.

Not lots of practise papers – yet.

Intervention groups including boosters

How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

FLUENT IN FIVE ARITHMETIC

www.thirdspacelearning.com/resources/resource-free-fluent-five-arithmetic-pack-week-1-4-years-3-6/

RAPID REASONING (Year 6)

www.thirdspacelearning.com/resources/year-6-rapid-reasoning-weeks-1-6/

ENGLISH

www.bbc.com/bitesize/subjects/zv48q6f

MATHS

www.bbc.com/bitesize/subjects/z826n39

Year 6 Info

www.theschoolrun.com/year-6

Interactive/Fun Ways to Learn

www.bbc.co.uk/sport/supermovers/42612499

THANKS FOR LISTENING



ANY QUESTIONS??

makeameme.org