

Monday 11th May to
Thursday 14th May 2026

SATS WEEK

<https://www.youtube.com/watch?v=2H2D1Ul4pjE&t=1s>

Wednesday: Arithmetic test

⌚ 30 minutes
☑ 40 marks

National curriculum tests

Key stage 2

1 19 20 34

3 7 2 3 3 1

Show your method

2 marks

TIMETABLE FOR THE WEEK

Day	
Monday 11 th May	Spelling Test Punctuation and Grammar Test
Tuesday 12 th May	Reading Test
Wednesday 13 th May	Maths Paper 1 – Arithmetic Maths Paper 2 -Reasoning
Thursday 14 th May	Maths Paper 3 - Reasoning
Friday	Treat/Celebration Day – NO TESTS

SPELLING, PUNCTUATION AND GRAMMAR TEST

- 2 Papers
- Short answer paper – 45 minutes long – 50 marks
- Spelling test – no time limit- out of 20 marks
- Results as WORKING AT/NOT WORKING AT
- Can read to the children as required
- Some children may have 25% extra time or a scribe
- 2025 needed at least 35/70 to achieve WORKING AT

Antonym

opposite words

- dark and light
- strong and weak

Word Families

group of words that can be built from the same root word

- friend, friendly, friendship

Singular & Plural Nouns

Singular nouns indicate there is one

- boat, house, cat

Plural nouns ends in vowel + o -> add s

- cat > cats

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

Formal/Standard

type of English you should use in your written work

- Have you seen Tom?

Non-standard

informal use of language

- We ain't seen him.

Prefix

add to the beginning of the word to make a new word

- trans- (means 'across', 'beyond') + form = transform

Synonym

words that mean the same

- dirty and unclean
- sad and unhappy

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

Suffix

add to the end of the word to make a new word

- agree + -able (means 'capable of') = agreeable

Capital

uppercase letters

Phrases

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

Subordinate clause (or phrase)
simple sentence which does not make sense on its own

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).

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.

Command

when you are telling someone to do something; usually starts with a verb (doing word)

- Give the present to your friend.

, Commas, - Hyphens, : Bullet Points

used to show pauses, make lists, and add extra bits of information in the middle of the sentences

() Brackets, ... Ellipses, - Dashes

ways of adding and removing extra information in a sentence

- I had a bowl of soup (I usually have rice) for dinner.

'Apostrophes

Possessive
uses apostrophe (') to show possession (one thing belongs to another)

Omission
uses apostrophe (') to show you have omitted (left out) some letters in a word

- You have -> you've

? Question

uses question mark to ask a question

- How many friends do you have?

Statement

simply tells the reader something

- I have many friends.

! Exclamation

exclamations show surprise or emotion; they must begin with either 'what' or 'how' and end with an exclamation mark

- How huge that boat is!

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

Subject

the thing or person who is carrying out an action

- Andrea (subject) spoke to (verb) Jorge (object).

Verb

a doing or action word

- play, work, study

Adjective

describes a noun

- a friendly tiny dog

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.

Determiners

words that introduce nouns

Articles
tells you whether noun is specific (the) or general (a or an)

- She took a small suitcase.
- She took the small suitcase.

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.

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

Passive
verb where the subject of the sentence has the action done to it

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.

Simple Past

something that's finished

- I walked to school this morning.

Present & Past Perfect

Present perfect form
use have/has

Past perfect form
use had

Types of Sentences

Simple
has one clause

- Mrs Jones is a great teacher.

Compound
has 2 clauses linked together with a conjunction

- Mrs Jones is a great teacher because she cares.

Complex
has a main clause, conjunction and subordinate clause

- Mrs Jones, who is a great teacher, always has a smile on her face.

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 that isn't true also used in commands, wishes and requests

- If I were stronger, I would lift that box.

Vocabulary & Spelling

Standard English

Punctuation

Linking Words

Sentences

Grammar

Verb Forms & Tenses



READING TEST

- High level content- 3 unrelated sections to read and answer
- 1, 2 and 3 mark questions
- 1 hour to complete including reading time
- Mark out of 50
- Children will be given WORKING AT/NOT WORKING AT
- Some children may receive 25% extra time or have a scribe
- 2025 needed at least 28/50 – lower than previous years due to difficult content, more inference questions

SOME TYPES OF QUESTIONS:

- **Retrieval**

2b Retrieve and record information / identify key details from fiction and non-fiction.

- **Inference**

2d Make inferences from the text / explain and justify inferences with evidence from the text.

- **Summarising**

2c Summarise main ideas from more than one paragraph.

- **Vocabulary**

2a Give / explain the meaning of words in context.

2g Identify / explain how meaning is enhanced through choice of words and phrases.

MATHS TESTS

- 3 papers
- 1x Arithmetic- 30 minutes 36ish questions – 40 marks
- 2x Reasoning – 40 minutes- 35 marks per paper
- 110 marks overall in 110 minutes
- Feedback as WORKING AT/NOT WORKING AT
- Able to read the questions but not explain any language
- Equipment: ruler, mirror, pencil, protractor, rubber
- 2025 needed at least 58/110 to achieve WORKING AT

Today's Tough Ten

1 $132 \times 0 =$

2 $\frac{6}{15} - \frac{2}{5} =$

3 $8.4358 \times 1000 =$

4 $0.09 \times 4 =$

5 $58,543 - 7988 + 267 =$

6 $8000 - 5694 =$

7 $\frac{1}{6} \div 2 =$

8 $7668 \div 18 =$

9 $0.7 \times 7 =$

10 $35\% \text{ of } 140 =$

Standard English

3

Rewrite each sentence so that each one is written in Standard English.

- 1) I've went to the cinema.
- 2) She done a good job.
- 3) They seen a really good film.
- 4) I haven't got no food to eat.
- 5) I didn't say nothing!
- 6) We have did our homework.
- 7) It ain't my picture.
- 8) We wasn't sure what to do.
- 9) He couldn't of seen us.
- 10) I drawed a picture I was really proud of.



ACCESS ARRANGEMENTS

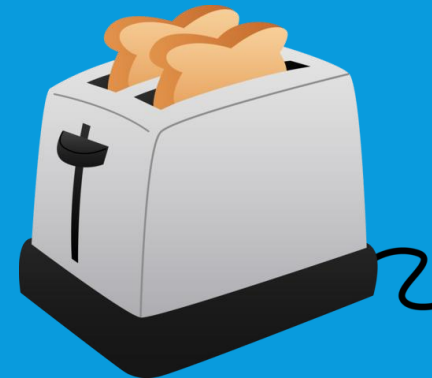
- EHCP automatically qualify for additional time
- Some children may be advised to have a reader or scribe **INSTEAD** of additional time
(handwriting/speed/processing needs)
- To be eligible for additional time/readers etc, we need to report on the following questions (next slide)

ACCESS ARRANGEMENTS

1. Can the pupil understand and respond appropriately to a simple request or instruction given **in English**, without being prompted or aided 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 or sign language interpreter or having to lip read?
3. Does the pupil need **braille** or enlarged print 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? 7
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, at a speed of **90 words per minute**, without making errors, or with very few errors (this means less than 5 errors per 20 words)?
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?

BREAKFAST CLUB

- During the week (Monday-Thursday) we offer the children in year 6 a free breakfast club
- All of the children are invited to arrive at school from 8:30, even if they do not wish to eat at school.
- This allows the children to have time to relax before the test starts and also allows us to see who might be late (tests start at 9:00)



THE ORDER OF THE DAY

The day will be timetabled so that not all of the pupils are taking the test at once.

This should enable us to do the following:

- Have smaller groups in each testing room, for a more relaxed environment.
- More pupils to have their work scribed or transcribed.
- More pupils to have questions read to them.
- Rest breaks can be given to those that need it during longer tests.
- Some time for last-minute revision and warm-up for those that need it.

To be able to do this, tested and non-tested children will be kept separate. Details of the exact timetable will be finalised following a trial day closer to the time.

RESULTS

- Results are sent to school in July
- These are sent home in the end of year report along with teacher assessments
- Your child will normally be told their results the same day

THINGS TO DO

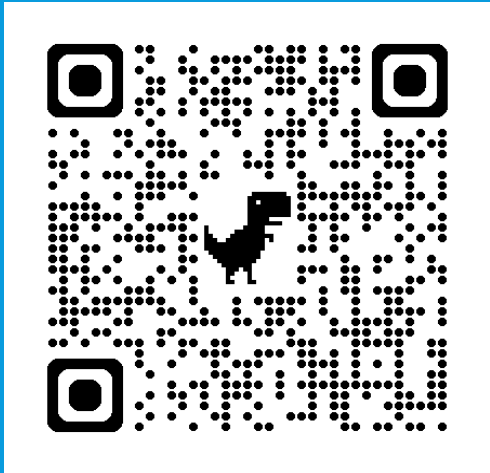
- Help with homework
 - Maths and grammar tasks
 - Spellings
 - Reading daily and reading comprehension homework
 - Times Table Rockstars
- Participating in SATS Booster club - information letter will come home on Friday
- Ensure children get a good night's sleep before the tests
- Help us to motivate and encourage your children

BOOSTER CLUB

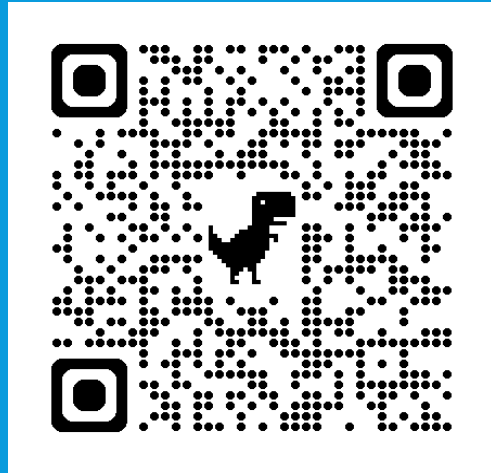
- After school booster club sessions will be starting after February half term, running until SATS week
- Low pressure, relaxed sessions run from 3:30-4:30
- Small, supportive groups with targeted intervention for individual needs
- SATS club has previously had 100% attendance most years and has proven to have a significant impact on progress

USEFUL LINKS

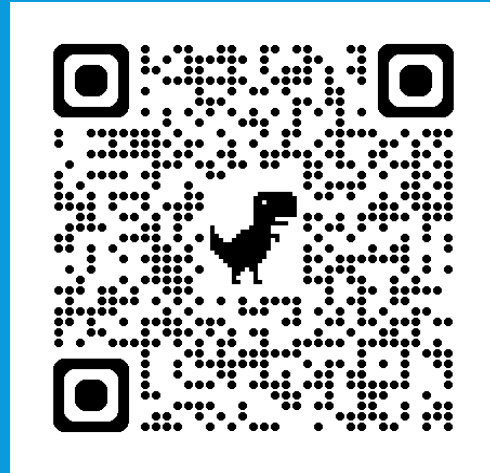
TT ROCKSTARS



SPELLZONE



ROLLAMA
GRAMMAR



MATHS BOT

