

SOPHIE'S TRAVEL GUIDE THROUGH YEAR 6



Sophie B and friends guide you through the exciting trials and terrain of year 6!

SATs
Springboard

Welcome to Sophie & friends' travel guide through year 6

Whether you're a seasoned year 6 explorer or tying your laces for the first time, Emily, Charlie, Stephanie and I will be with you every step of the way.

Inside this guide, you'll find check-ins, confidence boosts, and clever resources you can dip into as and when you need them.



Sophie
Teacher, blogger and SATs analysis nerd

Guides you through the year with practical tools, calm encouragement, and honest teacher insight.



Emily
Teacher, blogger and transitions expert

Shares expert SATs reading strategies and helps pupils transition confidently to secondary school.



Stephanie
Geordie Primary School Teacher

Adds creative spark to literacy and learning, keeping ideas fresh, fun, and purposeful.



Charlie
AKA the Teachers' Health Coach

Offers real-world wellbeing advice to help you rest well, teach well, and stay steady.

What's packed?

A term-by-term guide

Seasonal highlights, key priorities, and trusted ideas to keep you ahead.

Handy knowledge organisers

Grammar and maths overviews for children, teachers and parents.

Reading and maths tips and resources

Practical advice and brilliant content to tackle the toughest challenges with confidence.

2026 SATs strategy

What last year's papers tell us, and how you can turn those insights into action.

Beyond the classroom

Wellbeing, Careers Week, and transitions - because year 6 is about more than tests.



Look out for the WAYPOINTS!

Keep an eye out for handy QR codes along the way. My friends and I have collated our best resources, videos, and downloadables for you.

Not to be missed!

So take a deep breath. Stretch. Let's go.

Autumn term - find your feet

The autumn term is all about orientation. At the moment, you have an idea of where you want to go, but you don't really know where you are right now.

You need to get to know your class, understand their dynamics, and figure out the best direction to take them. This stage is important to successfully reach the SATs summit, and your ultimate goal of supporting these children to finish primary school on a high.

Meet your intrepid explorers

Summer might be over, but there are definitely some butterflies about. Let's spend some time early on settling in.

IDEAS TO DISCOVER WHO THEY ARE

- The whole class can bring in 3 items that represent them.
- Paint stones with personal motifs or 'story stones' with pictures on them that they can use to inspire their creative writing.
- 'Figure me out' - posters filled with their life in numbers eg:
Sahil is [half of 22] years old,
scored [$\frac{1}{3}$ of 9] goals at the weekend,
can eat [9 x 5] cola bottles at once...

IDEAS TO DISCOVER HOW THEY THINK

- Quick-fire questions they HAVE to get wrong. The idea is to keep them simple, but very fast, so they have to stay calm and focused. I cannot tell you how many times I've said 'yes' to 'Is your name Taylor Swift?'.

• Let the class discuss and decide on the first text of the year.
- Apply and take part in formal (but funny) interviews for class jobs/ responsibilities.

IDEAS TO LEARN THEIR HOPES (AND FEARS!)

- 'Dear Future Me' letters are lovely. Have tissues at the ready when they read them back next September.
- Paper fortune tellers with questions for their future. You'll need some good origamists for this.
- Start a 'Googlebox' (or use a blank exercise book) that children can use to post/write any questions they have - about anything! Each morning (or once a week, depending on how many questions you get), spend some time going through the questions and answering them.

The important thing in all of these activities is that you take part, too.

You might even write a 'Dear Future Me' letter just for yourself, to set your intentions, aspirations and boundaries for the year ahead!



Sophie's Y6 Grammar Knowledge Organiser

Before you set off, take a moment to check the map. Here's your grammar knowledge organiser - it's a tongue-twister of terminology, so best to keep on the boil all year round.

(These are perfect for printing out and sticking in front of everyone's books - you could even hand them to parents so they can get to know the lay of the land!)

Word classes		
Category	Definition	Example
noun	a person, place, thing or feeling	<i>dog, school, happiness</i>
verb	shows an action, a doing or being word	<i>run, was, think</i>
	regular	adds -ed to show past tense <i>walk → walked</i>
	irregular	doesn't follow usual past tense rules <i>go → went</i>
	modal	goes before another verb to show possibility or certainty <i>might, should, will</i>
	progressive	see Tense (on the next page) <i>She is walking to school.</i>
	perfect	see Tense (on the next page) <i>She has walked to school.</i>
	active	In active voice, there is an active verb and the subject does the action. <i>The dog chased the cat.</i>
	passive	In passive voice, there is a passive verb and the subject has the action done to it. <i>The cat was chased by the dog.</i>
adjective	describes a noun	<i>blue, tall, happy</i>
conjunction	co-ordinating	joins main clauses <i>and, but, or</i>
	subordinating	joins a main and subordinate clause <i>because, when</i>
pronoun	replaces a noun	<i>he, she, they, it</i>
	relative	starts a relative clause <i>who, which, that</i>
	possessive	shows something belongs to someone <i>his, hers, theirs</i>
adverb	describes how, when or where something happens	<i>quickly, yesterday, here</i>
preposition	shows where or when something is	<i>under, after, next to</i>
determiner	used before a noun to show which one or how many	<i>the, some, three</i>

Types of sentence		
Category	Definition	Example
statement	tells you something	<i>This is blue.</i>
question	asks something	<i>Is that blue?</i>
command	tells someone to do something	<i>Paint it blue.</i>
exclamation	shows strong feeling; starts with 'what' or 'how'	<i>How blue that is!</i>

Parts of a sentence		
Category	Definition	Example
subject	the person or thing doing the action in a sentence	<i>She ate a banana.</i>
object	the person or thing the action is done to	<i>She ate a banana.</i>
clause	a group of words with a verb (it could be a full sentence or part of one)	<i>he kicked a ball</i>
	main (or independent)	a part of a sentence that makes sense on its own <i>he kicked a ball</i>
	subordinate	a part of a sentence that doesn't make sense on its own (begins with a subordinating conjunction) <i>because they were hungry</i>
	relative	a type of subordinate clause that gives more detail about a noun (starts with a relative pronoun) <i>which are blue</i>
adverbial (fronted)	a word or phrase that tells us when, where or how something happens (sometimes at the start of a sentence)	<i>After lunch, we played.</i>
expanded noun phrase	a noun with extra detail added	<i>the small, fluffy kitten</i>

Trying to save ink?
Download the black & white version here!



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Sophie's Y6 Grammar Knowledge Organiser


Tense		
Category	Definition	Example
present	shows that something is happening now or happens regularly	<i>She walks to school.</i>
simple past	shows something that happened once	<i>She walked to school.</i>
progressive	shows something still happening (uses the helper verb 'is' or 'are' and verb ends in -ing)	<i>She is walking to school.</i>
perfect	shows something already completed (uses the helper verb 'had' or 'have')	<i>She had walked to school.</i>

Language		
formal	polite or proper language, often used in writing or serious situations	<i>Please submit this by Monday.</i>
informal	everyday, casual language used with friends	<i>Get it to me by Mon.</i>
Standard English	the correct way of writing English	

Words		
synonym	a word that means the same or nearly the same	<i>big and large</i>
antonym	a word that means the opposite	<i>hot and cold</i>
prefix	letters added to the start of a word to change its meaning	<i>unhappy</i>
suffix	letters added to the end of a word to change its meaning	<i>careful</i>
word family	a group of words that come from the same root word	<i>help, helpful, helpless</i>

Punctuation			
Category		Definition	Example
capital letter		used at the start of sentences or for proper nouns	<i>I live in London.</i>
full stop		used to end a sentence	<i>This is my cat.</i>
question mark		used to end a question	<i>How are you?</i>
exclamation mark		used at the end of an exclamation, or to show strong feeling	<i>What a beautiful day!</i>
apostrophe	for a contraction	shows letters are missing	<i>can't = cannot</i>
	to show possession	shows something belongs to someone or something	<i>Amir's book</i>
comma(s)	in a list	used between items in a list	<i>apples, bananas, oranges</i>
	in dialogue	used before someone speaks or at the end of dialogue	<i>She said, "Hello!" "I don't know," he said.</i>
	in a sentence	used between phrases or clauses (especially after a fronted adverbial)	<i>After lunch, we played.</i>
	double	used in pairs as parentheses to show extra information in a sentence	<i>The boy, who was tall, read a book.</i>
brackets		used in pairs as parentheses to show extra information in a sentence	<i>The boy (who was tall) read a book.</i>
dash(es)	single	used to join main clauses	<i>She threw the ball - it went really high.</i>
	double	used in pairs as parentheses to show extra information in a sentence	<i>The boy - who was tall - read a book.</i>
colon		used to join two main clauses when the second main clause explains the first main clause, or before a list	<i>It was dark: the lights had been turned off.</i>
semi-colon		used to join main clauses when two main clauses are closely related, or list expanded noun phrases	<i>I was hungry; there was nothing to eat.</i>
hyphen		used to join words, or parts of words	<i>well-known</i>
inverted commas		used around dialogue (speech)	<i>"Hello!" she said.</i>

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Sophie's Y6 Maths Knowledge Organiser

Here's your overview of the maths terrain ahead - the key recall facts from across KS2.

(These are perfect for printing out and sticking in front of everyone's books - you could even hand them to parents so they can get to know the lay of the land!)

Multiplication and division vocabulary		
Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ($5^2 = 5 \times 5$) 49 ($7^2 = 7 \times 7$)
cube numbers	the result when a number has been multiplied by itself 3 times	8 ($2^3 = 2 \times 2 \times 2$) 27 ($3^3 = 3 \times 3 \times 3$)

Fractions, decimals & percentages			
$\frac{1}{100}$	0.01	1%	$\div 100$
$\frac{1}{20}$	0.05	5%	$\div 20$
$\frac{1}{10}$	0.1	10%	$\div 10$
$\frac{1}{5}$	0.2	20%	$\div 5$
$\frac{1}{4}$	0.25	25%	$\div 4$
$\frac{1}{2}$	0.5	50%	$\div 2$
$\frac{3}{4}$	0.75	75%	$\div 4, \times 3$
1	1	100%	$\div 1$

Angles	
full turn	360°
half turn	180°
right angle	90°
acute angle	$< 90^\circ$
obtuse angle	$> 90^\circ$
reflex angle	$> 180^\circ$
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

Shape vocabulary			
perimeter = measure around the edge (circumference = perimeter of a circle)	horizontal line	parallel lines	
	vertical line	Perpendicular lines (at right angles)	

Roman numerals			
1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

2D shapes			
quadrilateral	4	octagon	8
pentagon	5	nonagon	9
hexagon	6	decagon	10
heptagon	7		

polygon = shape with straight sides
 regular = all sides/angles the same
 irregular = sides/angles not same

Types of triangle		
scalene	equilateral	isosceles

Types of quadrilateral		
parallelogram	trapezium	rhombus

Area
Area is the amount of space inside a 2D shape usually measured in cm^2 or m^2 .
Area of a triangle $= (\text{base} \times \text{height}) \div 2$ Area of a parallelogram $= \text{base} \times \text{height}$ (Height = perpendicular height)

Measurement conversions		
1 centimetre	10mm	
1 metre	100cm	
1 kilometre	1,000 m	
1 mile	1.6 km	
1 kilometre	0.625 ($\frac{5}{8}$) mile	
1 kilogram	1,000 grams	
1 litre	1,000 millilitres	
Co-ordinates		
Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.		
1 year = 365 days (\approx 52 weeks) Leap year = 366 days		

3D shapes			
	square-based pyramid	triangular-based pyramid	triangular prism
faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Volume
Volume is the amount of space a 3D shape takes up, usually measured in cm^3 or m^3
Volume of a cuboid = length x width x height

The mean
The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4. (Because $4 + 5 + 3 + 4 = 16$, and $16 \div 4 = 4$)

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Mind the maths gaps

There are going to be learning gaps from the previous three years, but don't worry - you don't have to wait until you stumble upon them.

Since LbQ's SATs Springboard analyses thousands of year 6 children every year, they have been able to tell us which of the maths curriculum domains are a little weak underfoot.

Domains from year 3

Question	Content Domain Ref and Objective	% of Y6 pupils answering correctly on the first attempt	Gap-filling resource Click the free resource links below	Did domain appear in SATs 2025?
2.2 A cube has ____ edges. Enter the missing number.	3G3b Recognise 3-D shapes in different orientations	33.7	Y3 Recognise and describe 3D shapes	No
1.3 What fraction goes in box A on the number line? Put a forward slash (/) between the numerator and denominator. For example, one-half is $\frac{1}{2}$.	3F1c Recognise unit and non-unit fractions on a number line	43.5	Y3 Recognise unit and non-unit fractions on a number line Y3 Understand unit and non-unit fractions	No
12.16 Ben weighs 3 kg 250 g of apples on the scales. He needs 500 grams of the apples to make a pie. After he has taken out the apples for the pie, the scales will show ____kg ____ g. Select the kilograms and <grams parts of the answer.	3C1 Subtract numbers mentally, including three-digit numbers 3M9c Subtract mass (kg/g)	45.2	Y3 Add and subtract mass Y3 Subtract numbers mentally	Yes Yes
1.6 Sophie will draw a bar that is five squares high for week ____. Enter the missing week number.	3S1 Present data using bar charts	46.4	Y3/4 Present data using bar charts	No

Domains from year 4

Question	Content Domain Ref and Objective	% of Y6 pupils answering correctly on the first attempt	Gap-filling resource Click the free resource links below	Did domain appear in SATs 2025?
9.17 Mary has a recipe to make 12 buns. To make 48 buns, Mary needs ____ grams of butter and sugar in total. Enter the missing number.	4C8 Solve problems involving multiplying and adding 4C6a Recall and use division facts for the 12 times table 4C6b Use known and derived facts to multiply mentally	34.3	Y4 Solve problems involving multiplying and adding Y4 Practise 12 times table division facts Y4 Practise multiplying mentally (including multiplying 3 numbers)	Yes, yes, yes
6.17 What time in the afternoon does the school day finish in the 24-hour clock? Give your answer in the 24-hour clock . For example, half past 11 in the morning is 11:30.	4M4b Convert time from analogue to digital 24-hour clocks	39.3	Y4 Convert between 12-hour and 24-hour times	Yes
2.8 The translation that moves triangle A onto triangle B is ____ Select the size and direction of the translation.	4P2 Describe movements between positions as translations to the left/right	48.1	Y4 Translate points and describe translations	Yes
1.8 What is $\frac{3}{4}$ as a decimal number?	4F6a Recognise the decimal equivalent of $\frac{3}{4}$	53.1	Y4 Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$	No



WAYPOINT!
Look closely to see gaps in reading and GPS

Scan/click here.

Mind the maths gaps

Domains from year 5

Question	Content Domain Ref and Objective	% of Y6 pupils answering correctly on the first attempt	Gap-filling resource Click the free resource links below	Did domain appear in SATs 2025?
7.17 Imogen makes a number using place value counters. Starting with the number represented by the counters, she counts forwards in hundred-thousands 3 times. <i>What is the last number in Imogen's sequence?</i>	5N1 Count forwards in steps of powers of 10 for any given number up to 1,000,000	31.4	Y5 Count in steps of powers of 10	No
10.9 Sort the following mixed number fractions into ascending order (smallest first).	5F3 Order fractions whose denominators are all multiples of the same number	33.9	Y5 Compare and order fractions with related denominators (proper, improper and mixed number fractions)	Yes
10.10 The volume of the pencil case is approximately ____ cm ³ . <i>Enter the missing number.</i>	5M8 Estimate volume of cuboids	37.7	Y5 Estimate volume and capacity	No
7.9 Select the two prime factors of 26.	5C5b Know and use the vocabulary of prime factors	39.9	Y5 Understand prime factors	No

Domains from year 6

Question	Content Domain Ref and Objective	% of Y6 pupils answering correctly on the first attempt	Gap-filling resource Click the free resource links below	Did domain appear in SATs 2025?
10.15 $3m + n = 11$. m and n are both whole numbers greater than 1. How many different pairs of values are possible solutions?	6A5 Enumerate possibilities of combinations of two variable	28.4	Y6 Find pairs of values in equations with two variables	Yes
7.14 Letter ____ shows the diameter of the circle. <i>Enter the missing letter.</i>	6G5 Illustrate and name the diameter of a circle	32.1	Y6 Name and calculate parts of a circle	No
7.12 <i>Sort the following fractions into descending order (largest first).</i>	6F3 Order fractions with different denominators	38.9	Y6 Compare and order proper fractions with different denominators	No
9.15 A rectangle with side lengths s centimetres and t centimetres has a perimeter of 22 centimetres. This can be represented with the equation $2s + 2t = 22$. <i>Select two pairs of values that are possible combinations for the values of s and t.</i>	6A4 Find pairs of numbers that satisfy an equation with two unknowns	41.4	Y6 Find pairs of values in equations with two variables	Yes

WAYPOINT!

Your class might look very different. Get a free trial of SATs Springboard and you'll get the first 3 diagnostics in each subject.
Find and fill your class gaps easily!

Scan/click here



SATs Springboard

SATs Springboard

October half-term checkpoint

...take a breath

By the end of the first half term, there are a few things I like to have in place:

Classroom environment and routines

- An established and effective seating plan
- Embedded class routines (transitions, expectations, noise levels)
- Resources organised (maths manipulatives, books, displays etc.)

Assessment and pupil data

- Baseline assessments completed (whole-class and any additional specific assessments for SEND pupils)
- SEND/vulnerable pupil profiles updated and provision in place
- Informal diagnostic checks in GPS/maths areas
- At least one assessed piece of writing

Early SATs preparation

- Initial intervention groups identified or started
- Grammar and maths knowledge organisers introduced and referred to
- Children exposed to SATs-style questions in low-stakes ways

Other

- Long-term and medium-term planning for core subjects in place, ensuring adequate coverage by May (or by June for writing, due to moderation)
- Work/life balance boundaries starting to form



WAYPOINT!

Time to pour yourself a lovely cuppa and settle down to watch (or listen to) my fireside chat with Charlie about school holidays, some top tips to unwind, and what these breaks can mean for a teacher's mental health.

[Click below.](#)



Sophie



Charlie

Resting in the Holidays



[Click here](#)

Avoiding Big Foot!

Some will have kicked off in September, others will swear not to even whisper it till after Christmas, but for many, October is when SATs start to loom.

This is where year 6 goes up a gear. You're not just dealing with the year 6 curriculum, but with revision from previous year groups too.

I know only too well the temptation here to do it all, but trust me, this might be where you put your Big Foot in it!

If you want to reach SATs success, you'll need to get smart about what your children really need to focus on.



WAYPOINT!

If you're photocopier bound, scan here for lots more info on past SATs papers, which ones to go for and when to use them!

Scan/click here

**SATs ahead
proceed with clarity**

SATs Basecamp

You may have done some kind of baseline in September, but in Autumn 2, it'd be useful to: measure progress after a term of teaching, inform your planning from January onwards, and identify any intervention groups.

There are two main ways to do this:

1. Old-school photocopied SATs papers.

Sure, there's the time at the photocopier and the sore wrist from marking, but those are minor compared to the potential impact on a pupil's confidence when faced with topics they haven't been taught yet.

A helpful approach is to write the question numbers on the board that align with objectives you know they have covered, and encourage pupils to focus on those.

Another useful tip is to choose your SATs papers carefully. Start the year with papers that are generally considered more accessible, then gradually move on to those papers that are typically seen as tougher (and are often accompanied by lower pass marks).

**But which ones are they?
I'm so glad you asked.**

Please note: these have only been decided based on pass marks, national averages and anecdotal teacher feedback.

Subject	Hardest	Easiest
Maths	2018 and 2019	2024
Reading	2022	2023
GPS	2018	2022 and 2024

SATs Basecamp

2. SATs Springboard

A quicker and far more stress-free approach to assessment in year 6 is through the SATs Springboard (zero printing and photocopying; nada marking and manual analysing; and time for at least three more cups of tea).

As soon as I tried SATs Springboard, I said that if I could design a product for year 6 myself, this would be it. 98% of teachers say it has increased pupil progress and 100% say it's reduced their workload too.

"In January we had 40% ARE in maths. By May we had 84% ARE and 20% greater depth!"

Jon McNamee, Brownhills West Primary.

WAYPOINT!

See it in 90 seconds. And try it for free!

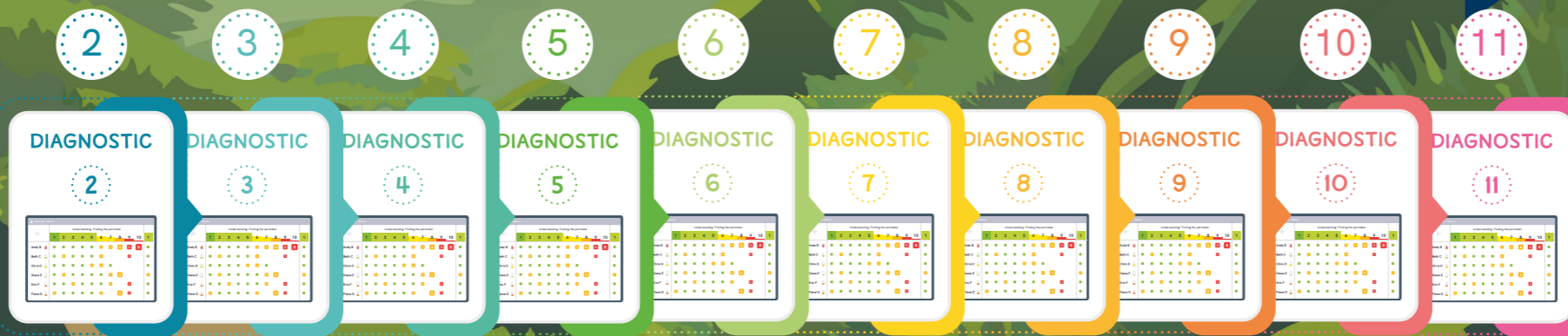
Scan/click here



Suitable for earlier in year 6

DIAGNOSTIC 1

Springboard is built around 12 maths and 12 English diagnostic assessments that dynamically create a revision roadmap for the year.



Suitable for when all year 6 content has been taught

DIAGNOSTIC 12

More year 6 content gradually introduced

Diagnostics start by **checking the foundational objectives, weaving in more year 6 content** as pupils progress.

As more content has been taught in class, the **diagnostics reflect the year group and content domain weighting of the SATs papers** themselves.

During each diagnostic, teachers are provided with **instant question-level analysis** to identify learning gaps at both a **whole-class and individual level**.

Springboard then dives into the LbQ resource library to recommend **priority mastery and practice resources** to address the most important gaps.

A moment for reflection

As Christmas approaches and the SATs summit comes more clearly into view, it's savvy to spend some time getting to grips with what's truly expected.

Here are some reassuring facts about SATs:

1. You've already done more than you think

More than half the content in the maths papers is drawn from the year 3, 4 and 5 curricula. In theory, a child could achieve EXS without knowing any year 6 content.

2. Focus on what moves the needle

Historically, pupils could theoretically meet the expected standard in their maths SATs tests by knowing only the content from the Calculations and FDP domains.

3. Predictability is your friend

The Arithmetic paper is almost exactly the same every year, just with the numbers changed: 36 questions, 2 of which are long division, 2 of which are long multiplication, 2 or 3 of which are percentage of amount... and so on.

4. Less guesswork, more strategy

Retrieval and Inference have been the most represented content domains in every SATs Reading paper, collectively making up 70 - 82% of the paper. There has only been one prediction question (worth one mark!) in any paper since 2017.

5. Don't overthink the big marks

The test framework for reading SATs states that there could be up to four 3-mark questions in the paper, but every year so far, we have only seen two.

6. Grammar and punctuation can take you all the way

Content domains G1 and G5 (Grammatical terms or word classes and Punctuation) collectively make up over half of the GPS paper. This proportion has also consistently been lower than the amount of marks needed to pass the paper, meaning that, theoretically, you could achieve EXS by correctly answering questions from only these two content domains.

7. It's ok to lean into the basics

Across all the Spelling papers (Paper 2) so far, 62% of the spellings have come from the year 3/4 curriculum, and only 38% from the year 5/6 curriculum.



WAYPOINT!

See my full analysis of the 2025 papers - in slide form.

Whether you're a member of SLT, a classroom teacher, or a tutor, this comprehensive breakdown could help you make the most strategic choices.

(Scan/click the link and check your downloads)

And now, relax for Christmas!

Spring term - the climb begins

Now the ground gets a bit steeper, it's a good time to build confidence and resilience, in both you and your pupils. This term is a time to fine-tune your approach.

A path well trodden

If you're new to year 6 then you might not know what to expect around now. What are the misconceptions I still need to unpick? What have they got a solid grasp on? Are they anything like other year 6 classes? Am I doing any of this right?!

Don't worry. This is a well-trodden path and the terrain does not change too much. We know where children tend to be in Autumn 2 thanks to data from SATs Springboard. Take a look and see if these benchmarks ring true to you and your class.

5 strongest maths content domains in Autumn 2

Content domain reference and skill - % of Y6 pupils answering correctly first time
3F1a Count down in tenths - 95%
3F4 Subtract fractions with the same denominator within one whole - 95%
4N2b Find 1,000 less than a given number - 94%
4C8 Solve integer scaling problems - 92%
5C6b Multiply whole numbers by 100 - 92%
3N1b Count from 0 in multiples of 50 - 92%

No content from year 6 here, which is to be expected really. Are your class confident with these areas too?

5 most problematic maths content domains in Autumn 2

(not including greater depth multi-step, multi-domain questions)

Content domain reference and skill - % of Y6 pupils answering correctly first time
3G3b Describe 3D shapes in different orientations - 30%
3F1c Recognise unit and non-unit fractions on a number line - 41%
5F5 Multiply proper fractions by whole numbers - 44%
3S1 Present data using bar charts - 45%
4F6a Recognise the decimal equivalent of 3/4 - 46%

Three fraction objectives - are you surprised? Fractions, decimals and percentages are not only some of the most heavily tested areas in the SATs - they also tend to be the topics pupils struggle with the most.

5 strongest English content domains in Autumn 2

Content domain reference and skill - % of Y6 pupils answering correctly first time
G6.3 Using suffixes such as -ful, -less, -ment, -ness and -ly - 92%
G5.3 Question marks - 92%
G7.1 Standard English - 89%
G4.1b Verbs in the perfect form - 88%
G5.2 Full stops - 87%

The two trickiest topics, apostrophes and prefixes, also rank among the top 10 most commonly tested areas in the grammar SATs (as we'll shortly see).

Four out of these five tricky topics fall within two of the most frequently assessed content domains: G1 (Grammatical terms) and G5 (Punctuation).

5 most problematic English content domains in Autumn 2

Content domain reference and skill - % of Y6 pupils answering correctly first time
G5.8 Apostrophes for plural possession - 25%
G6.2 Prefixes - formation of nouns using super-, anti-, auto- etc - 33%
G1.5b Identify relative pronouns - 48%
G1.8 Identify and use determiners - 51%
G1.7 Identify and use prepositions - 52%

Keep referring back to that grammar knowledge organiser to help pupils consolidate all that tricky terminology.

Charting the right route for your readers

The SATs reading paper can be tricky terrain - but not to worry: my friend Emily has compiled a list of her tips for your readers to get them feeling secure (even when the road gets rocky!).



Your young travellers should get used to **skimming and scanning their environment for clues**. Start with scanning a picture and build up to scanning text. *Where's Wally?* can be a super accessible way into this key reading skill. Set your class a timed challenge to see who can track Wally down first - it's the kind of vigilance they'll need.

Another helpful strategy is to **hammer home the importance of test language**. It's not just about understanding the vocabulary of the text - but also the questions themselves.

Do they know what 'find and copy' an answer means? How is that different to 'identifying' or 'explaining'? By approaching vocabulary this way, your intrepid troupe can prep themselves for every kind of question they might face.

Finally, **encourage your class to read as widely as possible** - in class and in their own time. That's newspapers, fiction, non-fiction, poetry - anything and everything!

If you have some readers who need an extra helping hand, scan/click for Steph's tips on reading interventions.



Scan/click here

Grammar tips: Your built-in GPS system

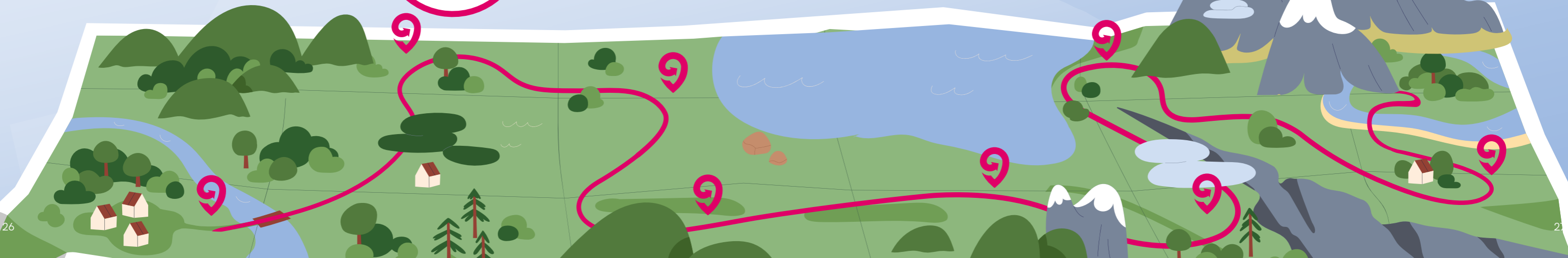
Wondering which strands have made the most appearances on SATs papers? You're in luck:

Content domain reference	Frequency across 2018-2024 SATs papers
G5.9 Punctuation for parenthesis	16
G6.1 Synonyms and antonyms	14
G5.8 Apostrophes (contraction and possession)	13
G1.4 Conjunctions	12
G2.2 Questions	11
G4.4 Passive and active	11
G6.2 Prefixes	11
G1.2 Verbs	10
G1.6 Adverbs	10
G3.4 Subordinate conjunctions and subordinate clauses	10

A word on spelling

The most common spelling domains (those that have appeared the most since 2017) are as follows:

- S38 Adding suffixes beginning with vowel letters to words of more than one syllable
- S60 Words with 'silent' letters
- S43 The suffix -ly
- S47 Endings that sound like /shun/, spelt -tion, -sion, -ssion, -cian



Watch out for these common trip hazards in maths!

There's nothing more heartbreaking than seeing hardworking children make simple mistakes. Well, I've had a chat with ex-SATs marker Darryl Keane, and together we've compiled the 10 most common maths mistakes made by year 6 pupils and matched them with a helpful LbQ resource.

Common mathematical misconceptions:	LbQ resources:	Click the free resource links below 
Calculating with multiples of 10, 100 and 1,000	Multiply and Divide Numbers Including Decimals by 10, 100 and 1,000	
Column subtraction	Subtract Numbers Up to 3 Digits Using the Column Method	
'How many more...' and 'Find the difference...' questions	Subtract Numbers With More Than 4 Digits	
Unfamiliar representations of fractions	Understand Unit and Non-Unit Fractions	
'Explain your answer' questions	Reasoning: Find or Explain the Mistake	
Interpreting division	Multiplication and Division Topic Review	
Adding fractions	Add and Subtract Fractions With the Same Denominator	
Converting between different units of measure	Convert Between Different Units of Length	
Pictograms	Read and Interpret Data Using Pictograms	
Shape struggles	Compare and Classify Quadrilaterals	

The view much further ahead

For many of us, excellent SATs results are not the intended destination: happy, confident, smart human beings are. It's difficult to imagine them as young adults, but as my friend Emily can tell us, Careers Week is a really exciting way to see the bigger picture. Here are a few ideas she has to have a fun and engaging Careers Week:



1. Provide children with information on different career paths they could take, with associated tasks. You can use my ready-made powerpoint. It provides research I collated by speaking to people from a range of careers and tasks aligned with objectives to the National Curriculum. Look for the Waypoint for a link to my powerpoint!

2. Utilise the community of parents/carers you have at the school. I invited one parent in the morning and one in the afternoon to share a presentation about their chosen careers. You could even reach out to the wider local community to see who might be willing to come and speak.

3. **NCW** has a wealth of information and resources you can use to supplement activities in National Careers Week.

WAYPOINT!
Emily's handy example PowerPoint shows how you could approach the week with your year 6 class.
Scan/click here

The Easter breather

Easter offers a rare moment of stillness. It's a chance to rest weary feet, air out the rucksack, and remember what life feels like without a countdown clock. But - if we're honest - it's rest with a shadow. Because as soon as the term restarts, you're just a few weeks away from the tests. And that can be hard to ignore.

To help prepare for the growing SATs pressures, meet Charlie - better known as **The Teachers' Health Coach** - to gather strategies that go beyond bubble baths and into practical tips to handle any stress.



Field notes from Charlie: The three Rs for handling test stress

Regulate

When you're in a peak moment of stress, like in exam season, it's common to be dysregulated - which means a difficulty in controlling or managing your emotions.

Conscious, daily decompressions can help to keep you regulated.

What does that look like?

- Breath work - slowing down your heart rate by focusing on your breathing
- Spending time in nature - it's scientifically proven to de-stress!
- Create environments for relaxation - spa car, anyone?



Reframing

It's very easy to be carried along with the pressure of the SATs and feel immense responsibility for the results of them.

But reframing is important here, to ground yourself in the reality of what is actually true. Remember the following, and consider saying them to yourself regularly to help you reframe the situation.

There are two things you can control: your thoughts and your actions.

The outcome of the SATs is not a measure of your worth.

The impact that you have had on these children **cannot be captured by the snapshot that is the SATs.**

Refill

To provide the support needed for the children in your class, you need to fill your cup. There are obvious steps to take that help you to take care of yourself: enough sleep, limiting phone use, drinking enough water, etc etc. But what are you doing that brings you joy - that's just for you?

Here's a list of suggestions, but begin by asking yourself, 'what do I need right now?'

- A hot drink
- A 90s throwback singalong
- A comforting meal
- Quiet time with a book or a pet



WAYPOINT!

Want more details on how to create a spa car? I know I did! Make yourself a cuppa and watch Charlie and I have a chat around the campfire about capacity cups, the three Rs, and redefining what success looks like.

Scan/click here

Evidence for access arrangements

Do you have some children who need support to access their SATs? I get asked about this all the time, so I thought it was worth covering the essentials for you here:

The STA states:

"Schools must have documentation to demonstrate that a pupil is eligible for access arrangements. This must reflect normal classroom practice. Lack of evidence could result in a maladministration investigation."

The important thing to note here is that all access arrangements must be consistent with normal classroom practice - and you should be ready to evidence this clearly and confidently.

Type of evidence	Used for	Details/examples
EHCP / SEND support plan	<ul style="list-style-type: none"> • Extra time • Reader • Scribe • Word processor • Rest breaks • Prompter 	Must clearly state relevant needs: e.g. slow processing, decoding difficulties, handwriting/fatigue issues, sensory or emotional regulation needs. Could also include any reports from EPs, OTs, GPs etc
Standardised test data	<ul style="list-style-type: none"> • Extra time • Reader 	E.g., reading speed WPM, comprehension levels, working memory scores
Work samples (annotated)	<ul style="list-style-type: none"> • Extra time • Scribe • Word processor 	Show extended time required, poor written output, or better output when typing
Use in normal classroom practice / teacher observation	All	Evidence of regular, ongoing support during normal lessons (e.g. consistently using a scribe or being prompted by staff). Logs of needing reading aloud, prompts to stay on task, signs of distress or fatigue during lessons or tests
Improved performance with arrangement in mock tests	<ul style="list-style-type: none"> • Extra time • Reader • Scribe 	Documented improvements when the access arrangement is used
Behaviour logs / past incidents	<ul style="list-style-type: none"> • Prompter • Rest breaks 	Records showing inattention, task avoidance, anxiety, distress, or shutdowns during lessons or assessments

SATs week: quick guide for 1:1 helpers

- Consistency and fairness are essential (monitoring visits may occur)
- Helpers must follow STA guidance - only assist as allowed (full guidance must be provided)
- If a pupil receives extra time solely for **reading** difficulties, they can have **either extra time or a reader** - not both
- If a pupil receives extra time solely for **writing** difficulties, they can have **either extra time or a scribe** - not both

1:1 Readers

Reading test

- ✗ Must NOT read texts, questions, or answers
- ✓ May read general instructions and navigation cues only

Maths test

- ✓ Can clarify general instructions
- ✓ May read words and numbers (not symbols)
- ✗ Must NOT interpret or clarify mathematical symbols or give hints
- ✓ May read subject-specific vocabulary (but not explain it)

GPS test (Paper 1)

- ✓ Must read all text in a neutral tone
- ✓ Can read subject-specific terms (no clarifying)
- ✗ Must NOT name punctuation aloud
- ✓ Say "BLANK" for missing words or letters
- ✗ Do NOT insert multiple-choice options into full sentences (e.g. Q3, Q4 from Notes linked above)
- ✗ Do NOT read affixed words in matching questions (e.g. Q8 in Notes)
- ✓ May rephrase some questions (e.g. Q6, Q9, Q16)
- ✓ May pause at commas (e.g. Q13, Q14)

1:1 Scribes

- Scribe support must reflect normal classroom practice
- Write exactly what the pupil dictates - no corrections unless requested
- Work at pupil's pace; do not rush
- Scribe must understand the subject

GPS test (Paper 1)

- ✓ Pause for pupil to dictate spellings (important for contracted forms, verb forms, plurals, affixes)
- ✓ All language, grammar, and punctuation must be pupil's own

Reading & maths tests

- ✗ Do not pause for spelling dictation unless this reflects typical working practice

Spelling test (Paper 2)

- ✓ Pause for each word
- ✓ Pupil must say each spelling aloud
- ✗ Scribe must not help or prompt

Always check test-specific 'administration instructions' in the pack. When in doubt, ask before acting!

Get a last-minute lift to the SATs summit

You're nearly there. With just a short leg left on the journey, this is your chance to lift morale, consolidate understanding, and give your brave crew that final boost before the SATs peak.

"Paper in pairs"

Ask the children to complete a practice SATs paper in pairs. Ask them to write in a different colour pen each so you can make sure there has been equal contribution. Encourage the children to teach each other if their partner isn't sure of an answer.

"Mark my paper"

This is my favourite SATs revision technique. Take a practice SATs paper and complete it yourself, but make deliberate mistakes that match the common misconceptions in your class. Ask the children to be the teachers and mark your paper - if the answer is wrong, they should write the correct answer. Once they've finished marking, they should tally up the final score: the closest to the real score wins!

SATs Springboard Diagnostic

The last of the Springboard diagnostics are weighted to reflect the papers themselves. This is as close to a prediction as you're likely to get without a crystal ball.



WAYPOINT!

If you would like to see what the future holds, sign up to Springboard and get accurate data on your class strengths and areas of challenge throughout the year.

Scan/click here



SATs week: Take in the view - you made it!

You've climbed the steepest slopes, weathered the wobbles, and led your class all the way to the top. This is your moment to pause, breathe, and take in the view. Your children have shown up, dug deep, and so have you. Whatever the result, you've achieved something remarkable together.

Enjoy the spectacular view. You've earned it!



Summer Term 2

The final flourish: writing moderation

After SATs, you've got one more peak to scale: writing marks and, potentially, moderation.

Here's your step-by-step guide for the final push:

1. Spotlight independent writing

Make sure final writing lessons offer opportunities for truly independent pieces. Keep scaffolding minimal and stick closely to the teacher assessment guidance to ensure work qualifies.

2. Mark the evidence clearly

Pick 5-6 strong pieces per child (from March onwards) and flag them clearly in the books. Use highlights or sticky tabs so moderators can quickly locate them.

3. Colour-code the PCSs

It's not necessary, but you could give each Pupil Can Statement a colour and mark where it appears in pupils' writing. It speeds up prep and shows your confidence in your judgements - plus, it's a satisfying use of stationery!

4. Know what's missing

Submit your TA judgements even if you're missing bits. Use the time to plan targeted short tasks to plug any remaining evidence gaps - editing, grammar, or style.

5. Stay calm, stay organised

Moderators aren't out to catch you out. Be ready, be honest, and remember: your job is to show what your pupils can do - not to present perfection.

Summer Term 2

The final flourish:
writing moderation

The final push:

1. Spotlight independent writing
2. Mark the evidence clearly
3. Colour-code the PCSs
4. Know what's missing
5. Stay calm, stay organised



WAYPOINT!

Want to read about my own writing moderation experience?

Scan here to be taken to my full-length blog with some examples of my pupils' writing!

Keeping the maths magic going

Now that the SATs summit is behind you, the path slopes gently, but your learners are still exploring. This is the time to enjoy the view and keep those problem-solving muscles active.

These tried-and-tested activities keep the spark alive and maths ticking along:

Investigate the terrain

Use LbQ's investigation resources to keep reasoning sharp:

Investigating Consecutive Numbers, Palindromes and Multiples of 9

Reasoning: All, Some or None

Reasoning: Find All Possibilities

Keep maths joyful with these light-touch, high-impact games:

Use art:

Find some great examples of geometric art and use compasses and set squares to hunt for right angles and circles.

Magic squares:

Pupils arrange numbers in a square so that all rows, columns, and diagonals add to the same total. Enhances number fluency and algebraic thinking.

Number crosswords:

Like traditional crosswords, but with numbers. Pupils solve clues based on arithmetic to fill the grid, boosting calculation and problem-solving.

Countdown:

Based on the TV show, pupils use six numbers and basic operations to reach a target number. Excellent for practising mental arithmetic and order of operations. You can make up the numbers yourself, or there are many websites that will do it for you!

Their next adventure...

By this stage in the journey, your class will be wondering what lies over the horizon. It's a magical, emotional time, full of goodbyes and new beginnings.

So here's Emily again to help guide the way. She's taught in both year 6 and KS3, so she knows just what they need to feel confident, excited and ready.



1. A transition pack

A simple but powerful project to help children introduce themselves to their new tutor.

Include:

- An "About Me" outline
- A handwritten letter
- A pencil or charcoal self-portrait

"I'd stick the letter right into their Year 7 English book - it shows what they can do." - Emily

2. 'Year 7 ready' lessons

Build skills secondary schools value most:

Skill	Activity idea
Organisation	Use timetables, pack bags, navigate bus routes
Independence	Make decisions - and ask for help when needed
Respect	Explore how it changes in different situations
Resilience	Try "The Cube"-style challenges
Responsibility	Discuss citizenship and causes

3. Secondary week

Let pupils trial life on a year 7-style timetable within school.

They'll:

- Move classrooms
- Follow subject-specific lessons
- Manage kit, time, and themselves

It's brilliant preparation and great CPD for staff.

4. A visit from a secondary teacher

A short Q&A with a teacher from a local feeder school can calm nerves and spark excitement.

- "What if I forget my homework?"
- "Can I still sit with my friends?"

5. Careers' Week

Run a mini careers festival to explore future paths and apply real-world learning. It's cross-curricular, creative, and gives pupils ownership of their final weeks.



WAYPOINT!

Secondary teachers tell us they're looking for skills, not knowledge.

LbQ's skills resources help your class practise exactly what they'll need. Scan/click here to launch one front-of-class and get them big-school ready.

Scan/click here

You've helped them grow roots, now they're ready to branch out.

Final reflections: what a journey!

The final weeks of year 6 are golden. You'll laugh, cry, and maybe build a set or two for the leavers' play. There's SRE, end-of-year reports, assemblies, and so many feelings.

This is the moment to look back before you look forward.

This time is about celebrating the whole journey:

**They've grown
in every way.**

**You've guided
them through
storms and
sunshine.**

**You've all
reached new
heights.**

**Whether it's through a leavers' video,
a class award ceremony, or a quiet
moment at the back of the hall, this
is your moment too.**

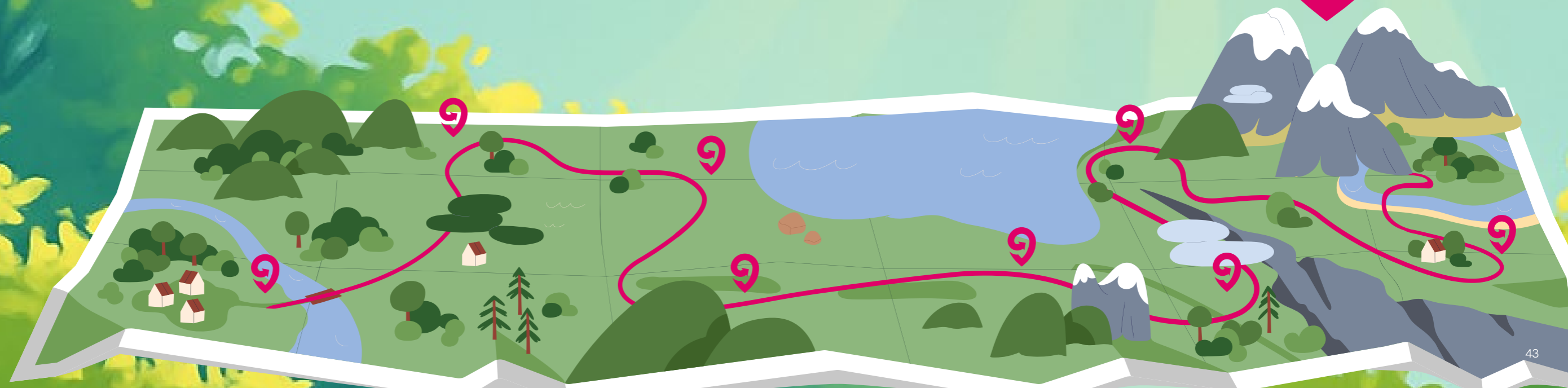
Keep this guide with you as you reset for the next crew of adventurers. You know the trail now. And you'll walk it again - wiser, funnier, and with even better snacks.

**See you at the
next summit!**



WAYPOINT!
TAKE A BREATH.

LOOK HOW FAR
YOU'VE COME.



And if you really want to supercharge next year's year 6 progress, take two minutes out now to consider SATs Springboard.

“I wish I had found it earlier. I've taught for eight and a half years and it was that powerful in such a short period of time.”
Nathan Brierley, Year 6 Teacher,
Brownhills West Primary

“Truly the best... our class averages are rising at 5% a week”
Sara Herriot,
Head of School

“Our children are at a significant disadvantage because their life chances are not as good as children from more affluent areas. What LbQ has done is level the playing field.”
James Clark, Headteacher,
Dial Park Primary

“Reading results went from 74% to 83.6%. Thank you LbQ for the part you played!”
Eilish Hanworth, Year 6 Teacher,
Glebelands Primary School

94%
of teachers who go for it,
never want to go back to
doing year 6 any other way!

“Using LbQ in the SATs interventions really helped the progress. The results were amazing.”
Faith Green,
Dial Park Primary

“We started using LbQ last year and it had a real impact on our SATs results and the children's confidence.”
Abbie Painter, Year 5 Teacher,
Brownhills West Primary

“LbQ is like having 30 high-quality textbooks in your classroom that comes with 30 individual teachers. What that brings is maximum progress.”
Jon McNamee,
Deputy Head, Brownhills West Primary

Want a smoother path through Year 6?
SATs Springboard helps you prep with less stress
and more impact. Scan/click here



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SATs
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