VOICE

ROBERT BLOOMFIELD ACADEMY

Year 6 SATs Information Evening 11th February 2026

Mr Spence - Assistant Principal

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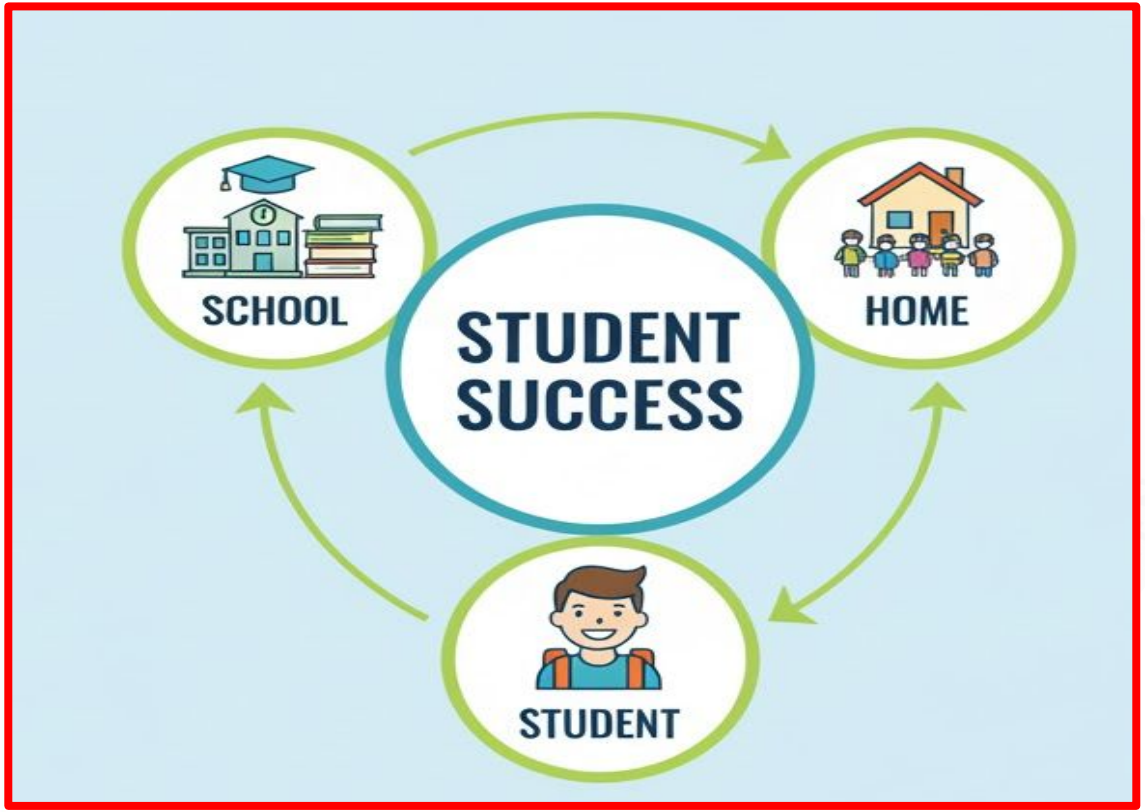

menti.com
3165 8707

Please scan and answer the questions

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Standardised Assessment Tests (SATs):

- A benchmark used by the government to judge a school
- A way to learn more about a child's academic strengths and weaknesses
- They are also used to set GCSE targets and by secondary schools as their intake information (and for ability setting)
- Every student in Year 6 will sit them in May - same test, same time, same rules

However, they are only a snapshot of how a student performs on that day with those questions…progress over time means more than that!

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Preparations in School

- High quality teaching and curriculum coverage
- Preparing students for the actual tests - practice SATs weeks, practise papers in class, QLAs, PLCs
  - **QLA - Question Level Analysis**
  - **PLC - Personalised Learning Checklist**
- Boosters – targeted, small groups led by specialist staff
- CGP books – built in retention and recall / revision activities
- Century AI, Spelling Shed, TTRS and Accelerated Reader
- Cross Curricular links – all subjects play their part
- Tutor support (KS2 Specialists) – they know the students well
- Homework Club - Lunchtime 3 x per week

Arrangements for tests

- With own teacher who knows how best to support them
- Area away from other lessons – quiet, focus - Y5 block
- Time allocation is generous – relaxed atmosphere
- Clear Instructions – students are used to the structure of the tests, usual school expectations
- Students know the timetable – know in advance where to go and can refer to it
- The tests are just routine – a chance to show what they can do!

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Timetable

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Mon	6x GPVS Paper (45 + 15 mins)		6y GPVS Paper (45 + 15 mins)		6y go into lunch at 1.15, then have KS3 lunch hour
Tues	6x Reading Paper (1 hour)		6y Reading Paper(1 hour)		6y go into lunch at 1.15, then have KS3 lunch hour
Wed	6y Arith Test (30mins)	6y Maths 2 (40 mins)	6x Arith test (30 mins)	6x Maths 2 (40 mins)	6x go into lunch at 1.15, then have KS3 lunch hour
Thurs	6y Maths 3 (40 mins)		6x Maths 3 (40 mins)	Normal	Normal

English

Mrs Edwards
Head of English

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Reading Paper Summary

- 1 paper consisting of three extracts to read
- A variety of questions including multiple choice and short sentence responses
- 60 minutes
- 50 marks available

There are 3 different texts to read.

These will be a mixture of fiction, non-fiction or poetry.

Table 1: Format of the test

Component	Description	Number of papers	Number of marks	Timing of paper
Paper 1: English reading test	reading booklet and separate answer booklet (a selection of texts, 1500–2300 words)	1	50	60 minutes (including reading time)
	Total	**1**	**50**	**60 minutes**

Example Question

Reading Paper

15 (a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

_____

2. _____

_____

2 marks

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Example Question

Reading Paper

27 Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

_____

_____

1 mark

Key Inference Questions:

- What makes you think that?
- Which words give you that impression? How do you feel about…?
- Can you explain why…?
- I wonder what the writer intended?
- I wonder why the writer decided to…? What do these words mean and why do you think the author chose them?

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Key Retrieval Questions:

- Who are the characters in the book?
- Where does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Where in the book would you find…?
- What do you think is happening here?
- What happened in the story?
- What might this mean?

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Tips to Support Reading:

- Establish a regular routine (aim for 15 minutes a day)
- Discuss complex words and their meaning
- Read from different sources, including fiction and non-fiction
- Try paired reading - taking it in turns to read a paragraph each
- Try echo reading - you read it and then they repeat it to you
- Get your child to write a book review or talk about what they are reading to you
- Let them see you reading too!

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Spelling, Punctuation, Vocabulary and Grammar Paper

- 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.

Sample Questions

40 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.		

Sample Questions

15 What is the **word class** of the underlined words?

I have two brothers. Brian is older and Stanley is younger than me.

Tick **one**.

- adjective ☐
- noun ☐
- adverb ☐
- verb ☐

1 mark

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Spelling Lists

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

Spelling Paper 2

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.

Qu.	Spelling	Mark
1	creature	1
2	enough	1
3	reception	1
4	numb	1
5	division	1

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Tips to Support GPVS

- **Split words into phonetic syllables, i.e. Wed-nes-day for Wednesday**
- **Play spelling games like hangman, scrabble or word searches**
- **Encourage children to learn their spellings (Spelling Shed)**
- **Discuss the meaning of spellings**
- **Try using new words in a sentence**
- **Look at punctuation choices when reading**

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Writing

- No SATs writing test
- Writing focuses on composition, grammar, punctuation and spelling
- Teachers assess writing based on work collected throughout the year
- Assessments are moderated with other professionals to ensure consistency nationwide

Final judgements will be shared with parents/carers alongside other assessments.

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Ways to help your child develop their writing

- Practice weekly spelling lists together and make it an enjoyable activity
- Create writing opportunities, like composing letters to family or friends, making shopping lists or writing notes, stories and poems
- Write with your child to set a positive example, focusing on the correct use of punctuation
- Encourage the use of a dictionary for checking spelling and a thesaurus for finding synonyms and antonyms to expand vocabulary
- Point out strong writing features, such as vocabulary, sentence structure and punctuation, when reading together
- Remind your child that good readers become good writers!

Maths

Mrs Joannou
Head of Maths

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Key Stage 2 Maths SAT papers

Paper 1: Arithmetic

30 minutes 40 marks

Paper 2: Mathematical Reasoning

40 minutes 35 marks

Paper 3: Mathematical Reasoning

40 minutes 35 marks

Total 110 marks

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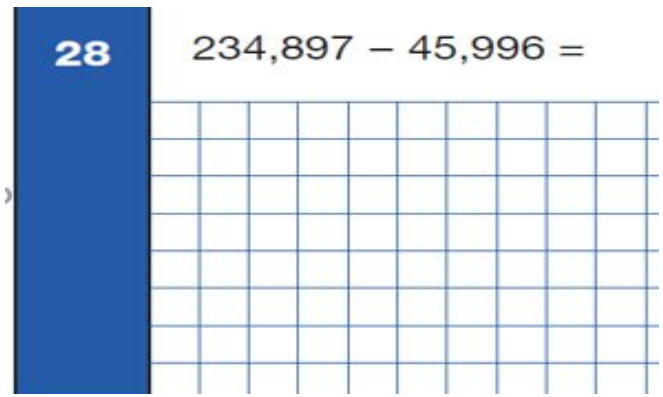
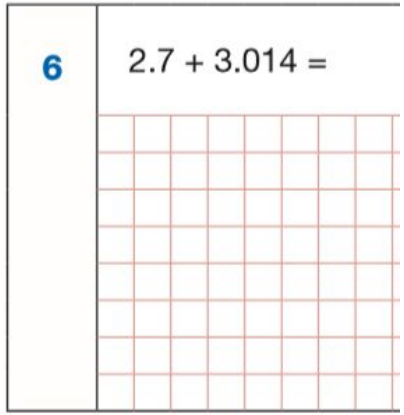
Add and subtract whole numbers and decimals with more than 4 digits, including using formal written column addition and subtraction.

28	234,897 – 45,996 =



6	2.7 + 3.014 =



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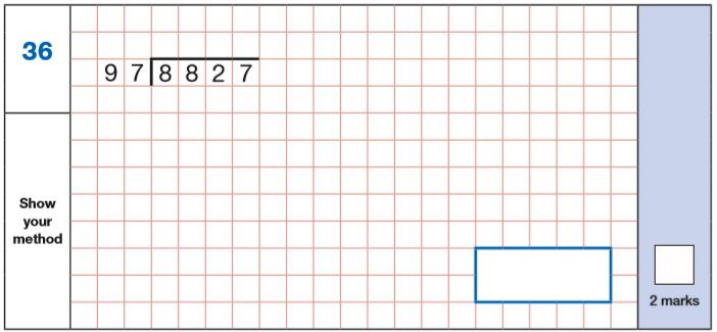
Divide numbers up to 4 digits by a two-digit whole number using the formal methods of short or long division



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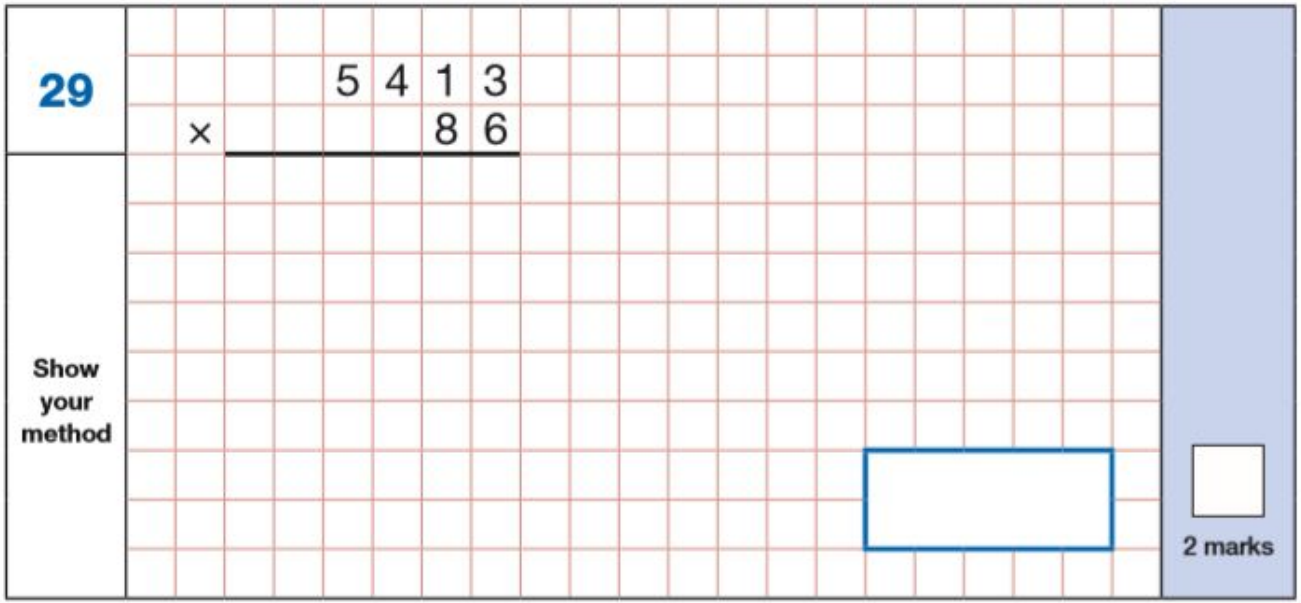
Multiply numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication



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Use the four rules with fractions, including mixed numbers

$\frac{1}{4} + \frac{1}{5} + \frac{1}{10} =$

$2\frac{1}{3} + \frac{5}{6} =$

$\frac{5}{7} + \frac{3}{21} =$

$\frac{9}{11} - \frac{4}{11} =$

$\frac{3}{4} - \frac{3}{8} =$

$4\frac{2}{3} - 1\frac{6}{7} =$

$1\frac{1}{2} \times 57 =$

$1\frac{1}{15} - \frac{2}{5} =$

$\frac{4}{6} \times \frac{3}{5} =$

$\frac{3}{4}$ of 1,000 =

$\frac{5}{8} \div 2 =$

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Some examples from previous reasoning papers:

This table shows the heights of three mountains.

Mountain	Height in metres
Mount Everest	8,848
Mount Kilimanjaro	5,895
Ben Nevis	1,344

How much higher is Mount Everest than the combined height of the other two mountains?

Miss Mills is making jam to sell at the school fair.

Strawberries cost £7.50 per kg.

Sugar costs 79p per kg.

10 glass jars cost £6.90

She uses 12 kg of strawberries and 10 kg of sugar to make 20 jars full of jam.

Calculate the total cost to make 20 jars full of jam.

Dev thinks of a **whole** number.

He multiplies it by 4

He rounds his answer to the nearest 10

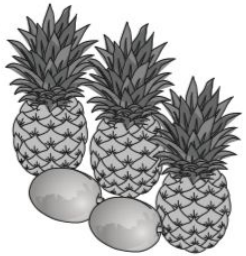
The result is 50

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

Some examples from previous reasoning papers:

3 pineapples cost the same as 2 mangoes.

One mango costs £1.35



How much does **one** pineapple cost?

20 On Saturday Lara read $\frac{2}{5}$ of her book.

On Sunday she read the **other** 90 pages to finish the book.

How many pages are there in Lara's book?

Show your method

pages

2 marks

Adam says,

0.25 is **smaller** than $\frac{2}{5}$

Explain why he is correct.

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Ways to help your child

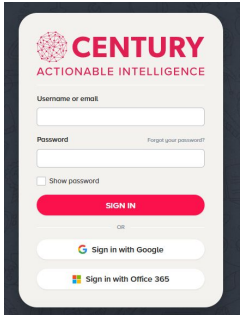
One of the most important ways is to talk to your child:

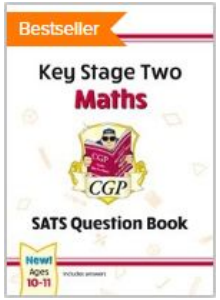
- ***Most importantly, be positive!***
- Discuss what they have been doing in each Maths lesson.
- Go through their homework tasks with them
- Use the support materials/home learning software
- Engage with QLA - use Century to support the red / amber sections

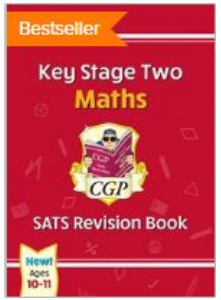
CGP SATs Question Book / Revision Book

Century Tech - Children login using their school email / password

Personalised pathway







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Tips to Support Maths

- Ask questions about the world around them such as:
  - Telling the time, differences in time, reading timetables, cooking times
  - Measuring, estimating, checking lengths and weights, temperatures and angles
  - Money, shopping bills, change and tickets
  - Working out fractions, percentages, ratios, discounts
- Also try problem solving together
- Keep your language positive - don't say 'I'm rubbish at Maths'
- Encourage them to use mental maths, not just a calculator

Further ways to help your child

Certain vocabulary your child needs to know, for example:

- prime numbers
- square numbers
- factors
- multiples
- perimeter
- area
- mode
- median
- mean
- range
- parallel
- perpendicular
- reading graphs
- converting units
- types of angle
- names of polygons

How parents/carers can help

Mr Spence
Assistant Principal

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How do you get really, really good at anything?

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How do you get really, really good at anything?

- Hard work
- Sacrifice
- Mindset
- Commitment
- Goal setting – SMART TARGETS
- Visualisation of positive outcomes
- Just ‘show up’
- Take the opportunities
- Try your best
- Get a tiny bit better every day
- Work on your gaps

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Knowing gaps in learning:

[redacted]
Question Level Analysis

PiXL PRIMARY partners in excellence

Year 6 Mathematics 2024 National KS2 Papers

Algebra	
Find pairs of numbers that satisfy an equation with two unknowns	R
Use negative numbers in context and calculate intervals across zero	R
Use simple formulae	A

Calculations	
Add and subtract numbers with up to 3 digits using formal written methods / solve missing number problems	G
Add numbers with up to 3 digits using a formal written method	G
Calculate a mathematical statement for division using multiplication tables that pupils know	G
Divide numbers and interpret remainders as fractions	R
Divide numbers up to 4 digits by a 2-digit number using short division / solve problems involving multiplication and division	R
Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division	R
Divide numbers with up to 4 digits by a single-digit number using the formal written method of short division	G
Identify common factors, common multiples and prime numbers	R
Identify common factors of two numbers	R
Identify prime numbers	G
Multiply 2- and 3-digit numbers by a single-digit number using formal written layout	G
Multiply 2-digit and 3-digit numbers by a single-digit number using formal written layout	G
Multiply and divide numbers mentally drawing on known facts	G
Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication	G
Multiply whole numbers by 1,000	G
Recognise and use square and cube numbers and the notation for squared (^{2}) and cubed (^{3})	G
Solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use	G
Solve problems involving addition, subtraction, multiplication and division / multiply multi-digit numbers up to 4 digits by a 2-digit	A
Solve problems involving multiplication and division including using knowledge of multiples	R
Subtract numbers with up to 3 digits using a formal written method	G
Subtract numbers with up to 4 digits using a formal written method, where appropriate	G
Use inverse operations to check answers to a calculation	R
Use knowledge of the order of operations to carry out calculations involving the four operations	G
Use place value, known and derived facts to divide mentally	A
Use place value, known and derived facts to multiply mentally, including multiplying by 0 and 1	G

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Knowing gaps in learning:

Fractions, decimals and percentages	
Add fractions with denominators that are multiples of the same number	R
Add fractions with different denominators using the concept of equivalent fractions	R
Compare and order fractions / associate a fraction with division to calculate decimal fraction equivalents for a simple fraction	R
Divide a single or 2-digit number by 10 and 100	G
Divide numbers by 100 giving answers up to 3 decimal places	R
Divide proper fractions by whole numbers	R
Identify equivalent fractions of a given fraction, represented visually using tenths and hundredths	G
Identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000	G
Multiply proper fractions and mixed numbers by whole numbers	R
Multiply simple pairs of proper fractions	G
Multiply simple pairs of proper fractions, writing the answer in its simplest form / compare fractions	R
Multiply single-digit numbers with up to 2 decimal places by whole numbers	G
Recall and use equivalences between simple fractions, decimals and percentages	R
Recognise and show, using diagrams, equivalent fractions with small denominators	G
Solve addition problems involving numbers up to 3 decimal places / read, write and compare numbers with up to 3 decimal	G
Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities	R
Solve simple measure and money problems involving decimals to 2 places	A
Solve subtraction problems involving numbers up to 3 decimal places	R
Subtract fractions with denominators that are multiples of the same number	R
Subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions	R
Use common factors to simplify fractions	G

Geometry - position and direction	
Describe positions on the full co-ordinate grid (all four quadrants)	R
Draw and translate simple shapes on the co-ordinate plane and reflect them in the axes	R

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[redacted]

Question Level Analysis

Year 6 Mathematics 2024 National KS2 Papers

Areas for improvement

Calculations	
Use place value, known and derived facts to divide mentally	A
Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division	R
Divide numbers and interpret remainders as fractions	R
Identify common factors, common multiples and prime numbers	R
Use inverse operations to check answers to a calculation	R

Fractions, decimals and percentages	
Add fractions with denominators that are multiples of the same number	R
Add fractions with different denominators using the concept of equivalent fractions	R
Divide numbers by 100 giving answers up to 3 decimal places	R
Solve subtraction problems involving numbers up to 3 decimal places	R
Subtract fractions with denominators that are multiples of the same number	R

Number and place value	
Read roman numerals to 1,000 (m)	R

Ratio and proportion	
Solve problems involving the calculation of percentages	R

Geometry - properties of shape	
Describe simple 3-d shapes / compare and classify geometric shapes based on their properties and sizes	R
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	R
Describe simple 3-d shapes	R

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Measurement	
Use all four operations to solve problems involving measures (money) using decimal notation	A
Use all four operations to solve problems involving measure using decimal notation and scaling	A

Statistics	
Calculate and interpret the mean as an average	R
Interpret and construct a pie chart	A

Algebra	
Use negative numbers in context and calculate intervals across zero	R
Find pairs of numbers that satisfy an equation with two unknowns	R
Use simple formulae	A

Geometry - position and direction	
Describe positions on the full co-ordinate grid (all four quadrants)	R
Draw and translate simple shapes on the co-ordinate plane and reflect them in the axes	R

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Utilising the data

We have seen what we are doing at school.
What you can do at home is …

Past paper content domain:
https://www.youtube.com/watch?v=HDg9zS854ow

Watch from 6 mins 20 seconds onwards

Past paper content domains: maths

- Calculations are consistently the most common topic since 2016; the next most common is FDP, representing ¼ of the test

KS2 Maths SATs papers analysis by @_MissieBee

% of questions by content domain

Content domain	'17	'18	'19	'22	'23	'24	'25
Number & PV	9	10	9	9	10	9	13
Calculations	22	29	30	38	33	41	35
FDP	14	14	24	25	25	26	24
Ratio & prop.	9	6	8	6	6	5	6
Algebra	9	9	6	3	7	3	2
Measurement	14	13	9	7	7	7	11
Shapes	9	10	7	6	6	6	4
Pos. & direction	3	4	3	2	2	2	3
Statistics	11	6	4	3	4	2	2

KS2 Maths SATs papers analysis by @_MissieBee

	2017	2018	2019	2022	2023	2024	2025
% required to 'pass'	52	55	53	53	51	49	53
% of questions from years 3-5 curricula	58	53	52	63	58	56	62
% of questions from weightiest content domains (calculations & FDP)	36	43	54	63	58	67	

Past paper content domains: reading

Worth noting that retrieval (2b) and inference (2d) are consistently most common content domains, but this does not mean you should "teach loads of retrieval and inference questions". The proportion of retrieval questions dropped this year to 30%, whilst inference questions were at the highest they've ever been - nearly half the paper!

KS2 Reading SATs papers analysis by @_MissieBee
% of questions by content domain

Content domain	'17	'18	'19	'22	'23	'24	'25	Content domain reference
2a	20	20	12	10	18	10	12	give/explain the meaning of words in context
2b	28	26	42	38	32	38	30	retrieve and record information/identify key details from fiction and non-fiction
2c	4	6	2	4	2	2	6	summarise main ideas from more than one paragraph
2d	44	44	36	44	46	44	48	make inferences from the text/explain and justify inferences with evidence from the text
2e	0	0	0	2	0	0	0	predict what might happen from details stated and implied
2f	2	0	0	2	2	0	0	identify/explain how information/narrative content is related and contributes to meaning as a whole
2g	2	0	6	0	0	0	2	identify/explain how meaning is enhanced through choice words and phrases
2h	0	4	2	0	0	6	2	make comparisons within the text

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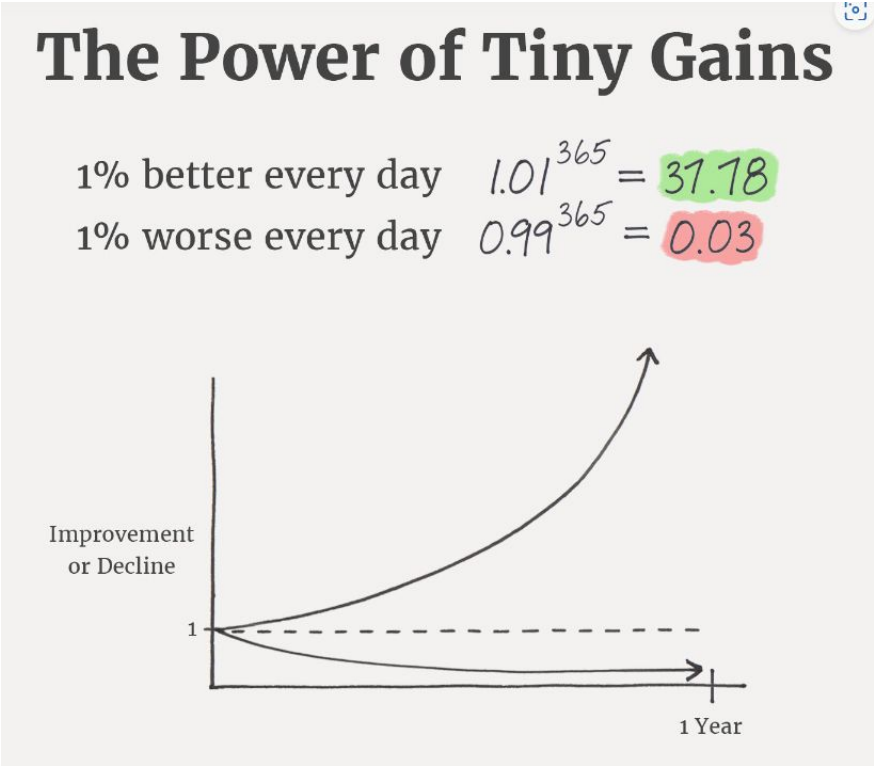
Marginal gains

'Success is a few simple disciplines, practiced every day; while failure is simply a few errors in judgement repeated every day.'

Jim Rohn



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Marginal gains

What does this look like?

- Little and often
- Engaging with the home learning software and CGP books daily
- Reading - Reading with your child when you can

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Homework and home study

Year 6 SATs Support

OUR VALUES, YOUR VOICE

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Year 6 SATs Support

In this section

ENGLISH SATS

MATHS SATS

READING AT RBA

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How parents/carers can help:

- Take an interest and ALWAYS be positive
- Get them into school each day - good attendance = good progress
- Discuss school work with your son/daughter
- Support them with home learning
- Help them with a home learning timetable - little and often
- Encourage your son/daughter to ask for help at home or school
- Help your son/daughter to get organised
- Know homework, booster and exam dates
- Encourage, praise & reward
- Feed, water and believe in them

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What doesn't help?

- Comparison with siblings
- Constantly mentioning exams
- Too much internet usage (keep it simple)
- Referring back to, 'When I was at school…'
- Late bedtimes
- Too much screen time
- Skipping breakfast or having an unhealthy breakfast (crisps!)

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Supporting your child

Calm study space, free from distractions

Eating well

Sleep

Try to avoid other external stress

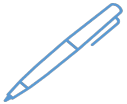
Help with revision

Time management (balance between study and breaks)

Exercise

Treats and rewards

Punctuality



Preparation (equipment and revision materials)

OUR VALUES, YOUR VOICE

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Next steps & Key Dates:

- Mock SATS week beginning 2nd March
- Chilli challenge - Half term and Easter holidays (**copies here**)
- Easter school- 8th and 10th of April
  - Monday 13th April is staff training day
  - Monday 4th May Bank Holiday
- Year 6 SATS week beginning 11th May

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Finally…

All students will be ready for the challenge of SATs.

It is their chance to show just what they can do!

They can't fail them.

It is all about confidence and them giving it their best.

Questions

Please feel free to come and speak to us and ask any questions.