



YEAR 6 OVERVIEW

SOUTH FARNBOROUGH JUNIOR SCHOOL

SATS TO BE ADMINISTERED IN THE WEEK OF 11TH MAY 2026 **TIMETABLE OF THE WEEK:**

Monday 11th May

English grammar, punctuation and spelling test, Paper 1, short answer questions. (45 mins)
English grammar, punctuation and spelling test, Paper 2, spelling.

Tuesday 12th May

English reading test, reading booklet and associated answer booklet. (1 hour)

Wednesday 13th May

Mathematics, Paper 1, arithmetic test. (30 mins)
Mathematics, Paper 2, reasoning.(40 mins)

Thursday 14th May

Mathematics Paper 3, reasoning.(40 mins)

MENTAL HEALTH AND WELLBEING

- Comprehensive PSHE curriculum linked to mental health.
- School Values - Developing resilience so that they are able to cope with challenges, understanding stress and the bodies reaction to stress
- Regular opportunities for breaks and exercise (yoga, stretching, PE, sports, physical activity)
- Strong relationships built in the classroom (pupils and adults) around kindness, trust, safety and security to promote wellbeing
- Take the time to ask the children how they are with regular reminders about who they can talk to
- Specialised/ individual support for those who need it
- Promote the ethos of 'growth mindset'
- Reassurance ! WE ARE VERY PROUD OF THE CHILDREN!
- Practise past papers so that pupils are well-prepared and understand the process. Focused lessons on the build up.
- Breakfast offered every morning during SATs week

What can you do at home?

- Offer a calm, supportive environment
- Time for unwinding and relaxing- take breaks!
- Routine/ timetable
- Gratitude activities
- Spreading kindness
- Mindfulness exercises
- Sleeping and eating well
- Physical activity
- Reassurance

USEFUL WEBSITES FOR SUPPORT WITH STRESS AND ANXIETY:

- www.childline.org.uk
- www.nspcc.org.uk
- www.youngminds.org.uk
- www.samaritans.org.uk
- www.bbc.co.uk
- www.nhs.co.uk/mentalhealth

READING

THE READING TEST

- **60 minutes**, including reading the texts and answering questions.
- Three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.
- A total of 50 marks are available.
- The Year 6 Reading SATs paper requires a range of answering styles, including responding to **multiple choice questions, one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.

PASS MARKS

- In 2018 to meet the expected standard children needed to score at least: **28/50**
To achieve greater depth children needed to score at least: **40/50**
- In 2019 to meet the expected standard children needed to score at least: **28/50**
To achieve greater depth children needed to score at least: **41/50**
- In 2022 to meet the expected standard children needed to score at least: **29/50**
To achieve greater depth children needed to score at least: **41/50**
- In 2023 to meet the expected standards children needed to score at least **24/50**
To achieve greater depth children needed to score at least **38/50**
- In 2024 to meet the expected standards children needed to score at least **27/50**
To achieve greater depth children needed to score at least **40/50**

Since the current testing format for the Year 6 SATs began in 2016, there has been a tendency for the number of marks to go in favour towards three particular types of content domain / questions.

For example, in 2017:

- **20% of marks** could be gained by answering questions where children had to **give/explain the meaning of words in context** (Content Domain 2a);
- **Over a quarter of marks** could be gained by answering questions where children had to **retrieve/record information or details from the texts** (2b);
- **Almost half of the marks** were allotted to questions requiring children to **make inferences from a text, justifying inferences with text evidence** (2d).

So, when reading with your child at home, try asking questions like:

- Find a word in this paragraph that is closest in meaning to ‘provide word – e.g. annoyed’ (2a);
- In what year did ‘provide fact – e.g. the French authorities make it illegal for people to swim from France to England’? (2b);
- In the last paragraph, X does not want to Y.
Give two reasons why X does not want Y. (2d)

EXAMPLE QUESTIONS

Example question, based on Text 1 – *Space Tourism*:

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

Award 1 mark for answers that refer to floating down the tube (holding the cable).

1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

How does Joe know that the letter contains bad news **before** his mum tells him what it says?

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Award 1 mark for reference to Joe seeing it on her face, e.g.

- *he could tell because of his mum's expression*
- *he could tell from her face*
- *by her face.*

2d) make **inferences** from the text/explain and justify inferences with evidence from the text;

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

Tick **one** thought.

I'm happy that the boys have finished their breakfast.

I don't want the boys to realise how upset I am.

I'm worried the boys will be late for school.

I'll cook sweet-and-sour spaghetti for the boys later.

1 mark

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

'Oi!' Ajay yelled, 'what are you doing?'

Joe read the sign: 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

Joe and Ajay react differently to seeing the man hammering in the sign.

How does Joe react?

Tick **one**.

He is calmer.

He is ruder.

He is less interested.

He is less worried.

| | Evidence |
|---|----------|
| The Bumblebee Conservation Trust is worried about bees. | |
| The leaflet makes readers feel hopeful for bumblebees. | |

FLUENCY

- Pupils have one hour to read three texts and answer questions about them.
- Many children can simply not read fluently enough to make their way through all the texts and answer the questions.
- **Fluency is essential for success** – without it, pupils cannot be expected to take in enough information to answer questions accurately.

“It provides a bridge between word recognition and comprehension”

Rate: Being able to read at an appropriate pace.

Accuracy: Reading the content accurately and being able to self-correct when they make an error.

Prosody: Expressive reading (timing, phrasing, emphasis and intonation). It's used to help convey meaning and to make speech lively.

These three aspects of fluency all enable the child to ‘take in’ (comprehend) what they are reading.

WORD COUNT

| | 2017 | | 2018 | | 2019 | | 2022 | | 2023 | | 2024 | |
|-------|---------|-----------|-------|------|-------|------|-------|-----|-------|------|-------|------|
| | Extract | Questions | Ex. | Qu. | Ex. | Qu. | Ex. | Qu. | Ex. | Qu. | Ex. | Qu. |
| Words | 1937 | 1203 | 1488 | 1077 | 2168 | 1020 | 1553 | 975 | 2046 | 1174 | 2012 | 1061 |
| Total | ~3100 | | ~2600 | | ~3200 | | ~2500 | | ~3200 | | ~3100 | |

22/23 READING PAPER WORD COUNT

2022
=
1564



2023
=
2106

QUESTIONS AFTER READING

If you could go into space with one person, who would you pick?

If one character was going to go on the X factor, who would it be and why?

Can you retell the story in 30 words or less?

Can you retell the story backwards?

If you were going to write a sequel, what would happen?

Who would you like to be in the text?

Who would your family or friends be if they were a character in the text?

If you were going to give it an alternative title what would it be?

Name one similarity and one difference between this text and the last text you read.

Match these adjectives with the character they describe:

- Brave - Stubborn
- Admirable - Kind

Who would you recommend this text to and why?

MATHS

THE MATHS TESTS

No mental mathematics test.

No level 6 tests – all pupils will take just 1 set of tests – tests will include a small number of questions that will stretch the most able pupils.

ARITHMETIC

- 1 paper introduced to assess basic mathematical calculations.
- No contextualised questions - 36 questions, 40 marks available, 30 minutes duration.
- Questions will cover: – straightforward addition and subtraction, more complex calculations with fractions, long divisions and long multiplication. Gridded paper provided in answer spaces for questions on the arithmetic paper

1

$$979 + 100 =$$

1 mark

2

$$123 \times 2 =$$

1 mark

3

$$6.1 + 0.3 =$$

1 mark

We think of different ways that we can answer these questions – we try not to reply on formal methods.

4

$24 \times 3 =$

1 mark

5

$1,034 + 586 =$

1 mark

6

$48 \div 6 =$

1 mark

31

$$20 - 4 \times 2 =$$

A grid for working out the answer to question 31. The grid is 20 squares wide and 10 squares high. A rectangular box is drawn in the bottom right corner of the grid, spanning 5 squares wide and 2 squares high.

1 mark

32

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

A grid for working out the answer to question 32. The grid is 20 squares wide and 10 squares high. A rectangular box is drawn in the bottom right corner of the grid, spanning 5 squares wide and 2 squares high.

1 mark

33

$$1\frac{1}{5} - \frac{1}{4} =$$

A grid for working out the answer to question 33. The grid is 20 squares wide and 10 squares high. A rectangular box is drawn in the bottom right corner of the grid, spanning 5 squares wide and 2 squares high.

1 mark

34

3 7 | 2 3 3 1

Show your method

2 marks

35

$\frac{3}{4} + \frac{7}{8} =$

1 mark

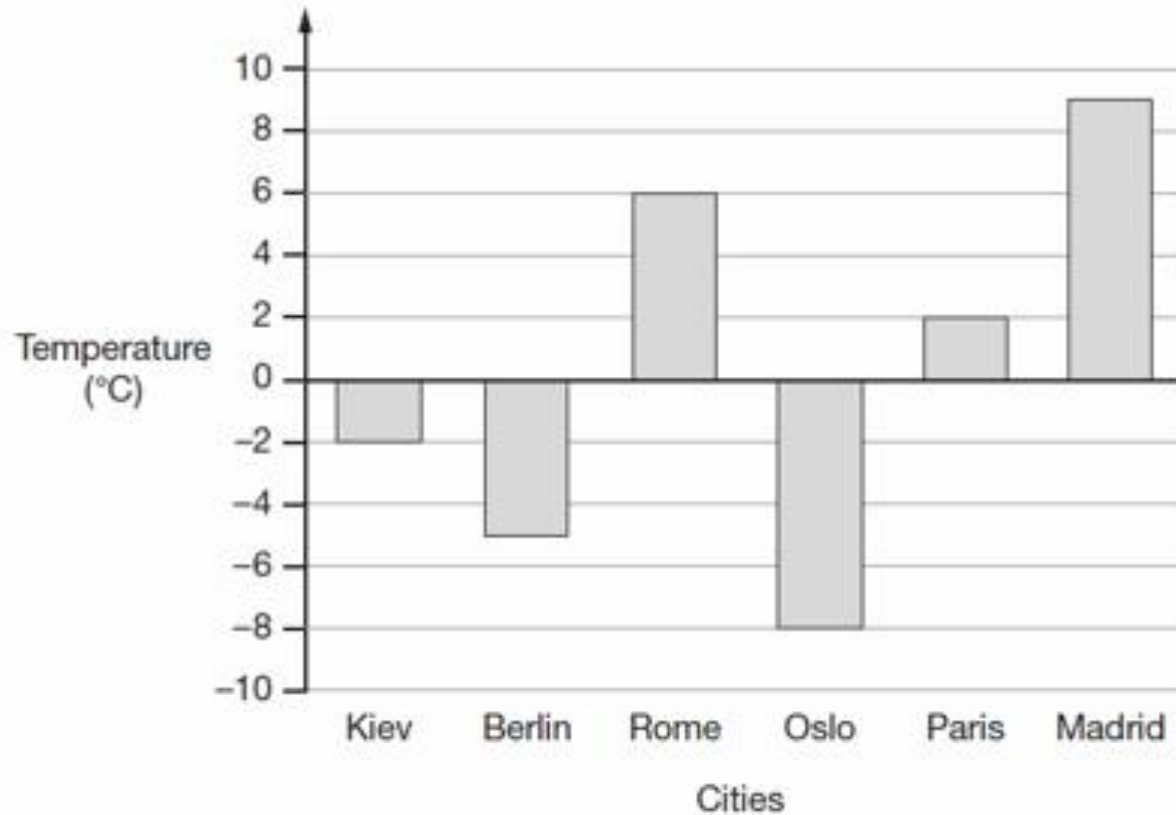
Some questions are worth two marks.
If they show their method they may get a point even if their answer is incorrect.

MATHEMATICAL REASONING

- 2 papers.
- 20 questions (35 marks) in each paper,
- 40 minutes duration.

3

This graph shows the temperature in six cities on one day in January.



There are always different ways that data is represented. We look at lots of different examples so children are prepared and know different ways to get started.

Which city was 4 degrees warmer than Kiev?

17

Seven children measured their heights.

| Children | Height (cm) |
|----------|-------------|
| Stefan | 144 |
| Lara | 136 |
| Olivia | 142 |
| Chen | 143 |
| Maria | 152 |
| Dev | 148 |
| Sarah | 150 |

What is the mean height of the children?

Show your method

A grid for showing the method to calculate the mean height. A box labeled 'cm' is drawn on the grid.

2 marks

Some of the reasoning questions are also worth 2 marks. Children will need to show that they have an understanding of the mathematics to get at least one mark.

In this case, children will have to show how to work out the mean.

MATHS SCORING AND EXPECTATIONS

- Arithmetic paper is out of 40
- Each reasoning paper is out of 35
- There are a total of 110 marks available

In 2019 to meet the expected standard (national average) children needed to score at least: **58/110**
To achieve greater depth (above average) children needed to score at least: **95/110**

In 2022 to meet the expected standard (national average) children needed to score at least: **58/110**
To achieve greater depth (above average) children needed to score at least: **96/110**

In 2023 to meet the expected standard (national average) children needed to score at least: **56/110**
To achieve greater depth (above average) children needed to score at least: **94/110**

In 2024 to meet the expected standard (national average) children needed to score at least: **54/110**
To achieve greater depth (above average) children needed to score at least: **93/110**

EXPECTATIONS FOR HOME LEARNING

- Children will be expected to go on timetables rockstars for 15 minutes a week.



- MyMaths will be the main source of maths homework where there will be lessons, games, SATS boosters and actual pieces of homework for the children to complete.



- Children will also have to CGP book to refer to whenever they need.

All of the logins for these sites are on Arbor under reports - online learning

SPAG

THE SPAG TEST

English grammar, punctuation and spelling

- 1 short answer paper with questions, 50 marks available
- 1 spelling test with questions, 20 marks available
- Spelling tested by asking pupils to complete sentences with a word missing.

1

Tick the sentence that must end with a question mark.

Tick one.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

1 mark

2

Which pair of verbs correctly completes the sentence below?

Pluto _____ now called a dwarf planet, but once it _____ classified as a planet.

Tick one.

was is

was was

is is

is was

1 mark

37

Rewrite the sentence below so that it is written in the passive voice. Remember to punctuate your answer correctly.

The pouring rain drenched us.

1 mark

38

Tick one box in each row to show whether the word after is used as a subordinating conjunction or as a preposition.

| Sentence | <u>after</u> used as a subordinating conjunction | <u>after</u> used as a preposition |
|--|--|------------------------------------|
| He moved here <u>after</u> the end of the war. | | |
| Entry is free <u>after</u> 5pm in the evening. | | |
| I went to the cinema <u>after</u> I had eaten my dinner. | | |

1 mark

6.3 Pupil version of Paper 2: spelling

Spelling

1. Sara wanted to be an explorer and _____ new lands.
2. The spy was sent on a secret _____.
3. For PE lessons, your clothes should be _____
and comfortable.
4. The _____ showed which way to go.
5. China is a large _____.
6. Laura won a medal for _____.
7. Not all berries are _____.
8. Sit up straight to improve your _____.
9. Karen went on a _____ ride in Lapland.
10. Misha ate a _____ chocolate pudding.
11. Dogs can follow the _____ of other animals.
12. The magician performed an _____.
13. Jane had to _____ the cloakroom to get her gloves.
14. The skydiver released her _____.
15. There is an _____ of blackberries at the end of the summer.
16. Ali was _____ late for school.
17. First, _____ the sugar in 300ml of hot water.
18. The grey clouds looked _____ in the sky.
19. Omar put the cutlery back in the _____.
20. Ellen's gold bracelet was her most treasured _____.

END OF TEST





| | | | |
|----|-------------|---|--|
| 1 | discover | 1 | S41 – Prefixes |
| 2 | mission | 1 | S47 – Endings which sound like / ʃən /, spelt <i>-tion, -sion, -ssion, -cian</i> |
| 3 | loose | 1 | S61 – Homophones, near homophones and other words that are often confused |
| 4 | sign | 1 | S60 – Words with 'silent' letters |
| 5 | country | 1 | S40 – The / ʌ / sound spelt <i>ou</i> |
| 6 | gymnastics | 1 | S39 – The / i / sound spelt <i>y</i> other than at the end of words |
| 7 | edible | 1 | S56 – Words ending in <i>-able</i> and <i>-ible</i> Words ending in <i>-ably</i> and <i>-ibly</i> |
| 8 | posture | 1 | S44 – Words with endings sounding like / ʒə / or / tʃə / |
| 9 | sleigh | 1 | S52 – Words with the / eɪ / sound spelt <i>ei, eigh, or ey</i> |
| 10 | delicious | 1 | S46 – The suffix <i>-ous</i> |
| 11 | scent | 1 | S51 – Words with the / s / sound spelt <i>sc</i> |
| 12 | illusion | 1 | S45 – Endings which sound like / ʒən / |
| 13 | re-enter | 1 | S41 – Prefixes |
| 14 | parachute | 1 | S49 – Words with the / ʃ / sound spelt <i>ch</i> |
| 15 | abundance | 1 | S55 – Words ending in <i>-ant, -ance, -ancy, -ent, -ence, -ency</i> |
| 16 | unavoidably | 1 | S56 – Words ending in <i>-ably</i> and <i>-ibly</i> |
| 17 | dissolve | 1 | S41 – Prefixes |
| 18 | ominous | 1 | S46 – The suffix <i>-ous</i> |
| 19 | drawer | 1 | S61 – Homophones, near homophones and other words that are often confused |
| 20 | possession | 1 | S47 – Endings which sound like / ʃən /, spelt <i>-tion, -sion, -ssion, -cian</i> |

SPELLING EXPECTATIONS

- The children will be allocated their spellings on Google Classroom, weekly. They can also be given a paper copy of their spellings too if needed.
- Children are encouraged to use their spelling journals to practise their spellings each week, using the spelling menu – not just overlearning and writing them.
- SFJS follow Emile spelling scheme where the children can access the app and practise at home.

SPELLING MENU

| | | | |
|--|--|---|---|
| <p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p> | <p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p> | <p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p> | <p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p> |
| <p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p>  | <p>6. Pyramid Words</p> <p>s sp spe spell spelli spelling spelling spelling (or make them boat shaped, star, smiley face, etc.)</p> | <p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p>  | <p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p>  |

REVISION

REVISION

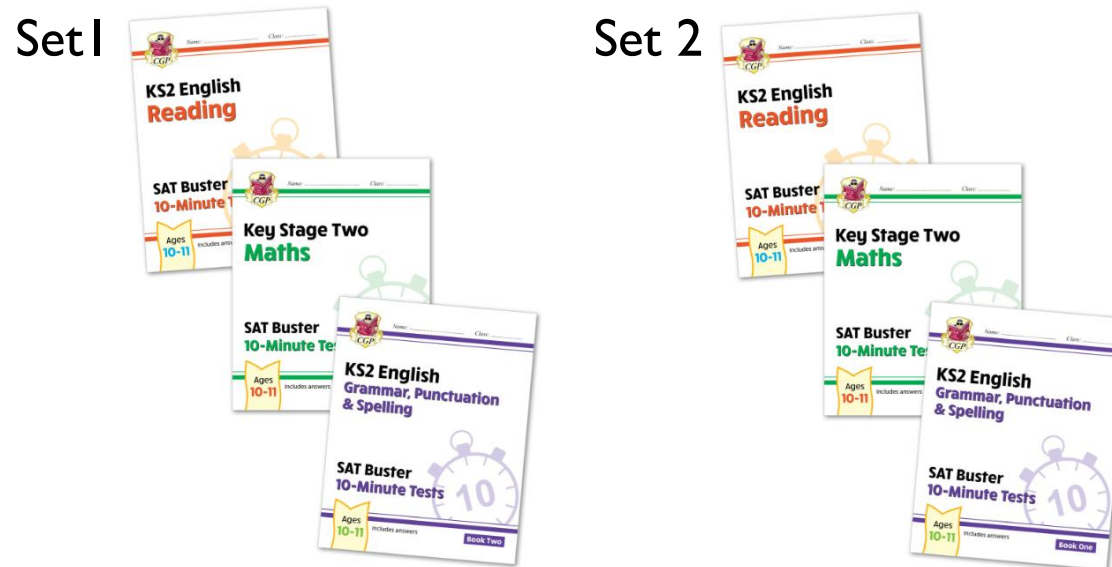
There are a number of revision resources and links to support the children on our [website](#).

They will be given a copy of the SATS Maths revision study book which is theirs to keep.

Parents/carers also have option to order two CGP 10-minute tests book bundles which cover **Reading, SPAG and Maths**.

These can be ordered via the school shop on Arbor at a reduced rate of £7 each.

The deadline for orders is 10th October.



Set A: Test 3

There are **6 questions** in this test. Give yourself **10 minutes** to read the text and answer the questions.

Bungee Jumping

Definition

Bungee jumping is the sport of leaping from a high structure while attached to a stretchy cord. The cord is called a bungee; it is attached to the person's ankles at one end and the structure they're jumping off at the other. The bungee is just long enough to allow the jumper to spring back just above the ground without touching it. The cord springs the jumper back up into the air several times – making them look like a human yo-yo! When it does finally stop, the jumper then has to wait to be lowered safely to the ground.

Famous Jump Sites

Bungee jumps are performed from sites all over the world, including from cranes, bridges, dams and even hot-air balloons. The Verzasca Dam in Switzerland is one of the highest permanent jumping sites in the world, with jumpers plunging approximately 220m.

The Kawarau Bridge jump in New Zealand is only 43m high, but thousands of people flock to this jumping site since this is where commercial bungee jumping first began. Tandem jumps take place here too; couples can plunge together towards the turquoise river below.

One of the world's most famous jumps is from the Victoria Falls Bridge in Zambia. Not only is there the thrill of jumping, but with the largest waterfalls on Earth behind and the Zambezi River below, it is a truly spectacular experience.

Risks

Bungee jumping is considered to be a dangerous sport by some people, and there have been fatalities. Most injuries occur when the bungee isn't attached to the jump platform or the jumper properly. However, it's quite rare for things to go wrong, and most jumpers say the experience is thrilling, with many admitting they would do it again!



- What is a bungee attached to? Mention **two** things.
1).....
2)..... 1 mark
- Why do so many people choose to bungee jump off the Kawarau Bridge in New Zealand?
.....
..... 1 mark
- Circle the correct option.
The Victoria Falls Bridge is in:
 Zambezi. Switzerland. Zambia.
- Find and **copy** two words from the fourth para that bungee jumping from the Victoria Falls br experience.
1).....
2).....

Set A: Test 2

There are **7 questions** in this test. Give yourself **10 minutes** to answer them all.

- Put a tick (✓) in the boxes below all of the shapes that have **more than one** right angle.

1 mark

- Corey needs a new school uniform.

| School Uniform Prices | |
|-----------------------|----------------|
| Blazer | £21.00 |
| Shirt | £4.30 per pack |
| Pair of Trousers | £12.55 |
| Tie | £1.90 |
| Sweatshirt | £8.75 |

Corey bought a pack of shirts, a tie and a pair of trousers.

How much change did he get from £20?

Show your working. You may get a mark.

£

2 marks

Set A: Grammar & Punctuation 1

There are **11 questions** in this test. Give yourself **10 minutes** to answer them all.

- Which of the events below is the **most** likely to happen?

- tick **one** box
- We will go to the cinema tonight.
- He might go bowling with me.
- She could teach me how to dance.
- They can tell us the story later.

1 mark

In the sentence below, Louise told her dad about going to the park before she went.

Write the correct **verb form** in the space to complete the sentence.

Louise told her dad she was going to the park, so he wasn't surprised when she went.

1 mark

Read the sentences below.

Tick **two** sentences that are grammatically correct.

- tick **two** boxes
- Remember to buy a ticket before you got on the train.
- I bought a hat, but I didn't bought a dress.
- We cooked curry for tea, and we baked a cake for dessert.
- They will tell us a story, and we will listen carefully.

1 mark

Examples of
10-minute test books



**WIDER
CURRICULUM**

Fairground Rides

Vegan Baking

Drawing Skills

Costume Design

Painting

**ART, DT AND
COMPUTING**

Website Design

Sculpture

Programming

Working with Google
Applications

HUMANITIES

GEOGRAPHY

Australia: a focus on natural resources - Is every country equal?



Nepal and Indonesia: Should people live in areas at risk of being affected by volcanoes and earthquakes? Tectonic plate activity



HISTORY

Maya Civilisation: Comparing this with the Anglo-Saxons covered in year 5.



Crime and Punishment through the ages: What was the worst time to be a criminal?



Keeping Safe and
managing risks

Tobacco, Drugs &
Alcohol Education

Invasion Games

RSE

Mental Health
& Emotional
Wellbeing

Gymnastics

**RE, PDL
AND PE**

Refugees

Net and Wall
Games

Athletics

Judaism

Dance

Christianity

Spanish
Phonics

The Weekend

Tempo, Texture,
Rhythm,

At School

Compositions,

Notation &

Regular Verbs

**SPANISH,
SCIENCE AND
MUSIC**

Dynamics

Circulation

Light

Evolution and
Inheritance

Vitruvian Man

Electricity