Year 6 SATS 2026

Areas covered

1. What are SATs?
2. What we will be doing this year to help your children reach/exceed KS2 expectations.
3. Suggestions for how you can help at home.
4. What will actually happen during SATs week.

What are they for?

1. Measure the progress your child has made in English and Maths throughout primary.

2. They are **not used** to select which school pupils go to.

3. They exist to check on schools and to identify individual children who may need extra support when they go to secondary school.

4. Secondary schools also use SATs results to help work out progress from Y7 to Y11.

Our belief

- The children will be well prepared and we want them to do their very best **but** SATs only test 2 subjects.
- We provide the children with a broad and enriching curriculum.
- We have high expectations but also a responsibility to make SATs preparation as pressure-free as possible.
- The children work very hard in school.
- Through PSHE sessions, there will be opportunities for the children to develop the skills they may need to deal with any pressures or stresses that they may experience.

Communication

- Please do let us know if you have anything you would like to discuss via school admin.
- Stay in contact. If something is worrying you, let us know.

SATs week 2026

Date	Test	Time
Monday 10th May	Spelling, Punctuation & Grammar: Paper 1 - Spelling Paper 2 - Punctuation & Grammar	45 minutes (plus time for spellings)
Tuesday 11th May	Reading comprehension	1 hour
Wednesday 12th May	Maths Paper 1 (Arithmetic)	30 minutes
	Maths Paper 2 (Reasoning)	40 minutes
Thursday 13th May	Maths Paper 3 (Reasoning)	40 minutes

NO writing test.

It is assessed by the teacher throughout the year based on what the children produce in class.

How many marks per paper?

Subject	Total marks
Maths	110
Reading	50
Grammar, punctuation and spellings	70 (20 for spellings)
Writing	Assessed internally and potentially moderated by Herts County

Results reported in **July** –a letter will go home.

Paper thresholds

	Marks required for Expected Standard			Marks required for Greater Depth		
	2024	2025	2026	2024	2025	2026
Maths (110)	*54*	*58*	*56 (51%)*	*93*	*95*	*95 (85%)*
Reading (50)	*27*	*28*	*25 (50%)*	*40*	*40*	*39 (78%)*
SPAG (70)	*35*	*35*	*34 (49%)*	*53*	*54*	55 (79%)

Reading Paper (60 minutes)

A big focus is on children understanding vocabulary in context – children must therefore be **regularly reading** a wide range of texts.

Reading stamina of **at least 150 words per minute** – the reading booklet is long!

In Y6 there is an increase in the complexity of questions.

Questions such as 'What impression do you get of...?' are used as another way of asking the children to interpret part of the text.

Evidence from the text is often key.

Reading Text 1



Chess is a game for two players, who try to move their pieces across a board. The game is popular across the globe.

A Life-changing Game

Lots of children dream of becoming famous. Some want to be celebrated for their singing, dancing or acting, others for being athletes. This is the story of Phiona Mutesi, a girl who shot to international fame for doing something quite different: playing chess.

A challenging upbringing

Phiona's life used to be very different from how it is now. She grew up in a family which lived in Katwe, a very poor neighbourhood in a country called Uganda. At the age of nine, Phiona had to drop out of school, even though she was still unable to read or write, as her family could no longer afford to send her. She started selling maize and vegetables in a street market to support her family.

An intriguing game

One day in 2005, Phiona followed her brother Brian to see where he was going. Watching silently, out of view, Phiona saw that Brian had gone to a club where children had gathered to play a game with some small black and white pieces on a board. She was fascinated by what they were doing.

The game they were playing was chess. It was so unusual in Uganda at that time, there was no word for it in Phiona's language. Despite this, she was determined to play. She walked six kilometres every day to find out how. Within a year, it was clear that she had a special gift.





Coaching a champion

As with learning any new skill, you often need someone to teach you how to do it. In Phiona's case, her coach was a man called Robert Katende, who worked hard to get children interested in the game.

Robert hadn't always been dedicated to coaching chess. In fact, for a long time his passion lay with another game: football. A talented player himself, Robert coached the children of Katwe in football. But when he realised that some of the children had no desire to play football, he turned his attention to chess.

Robert spotted Phiona's potential in the game and put lots of time and effort into helping her improve. She played recklessly at first, too eager to win games as quickly as possible. But when Robert reminded her to play calmly and patiently, she changed her approach to playing the game, bringing her great success.

A roaring success

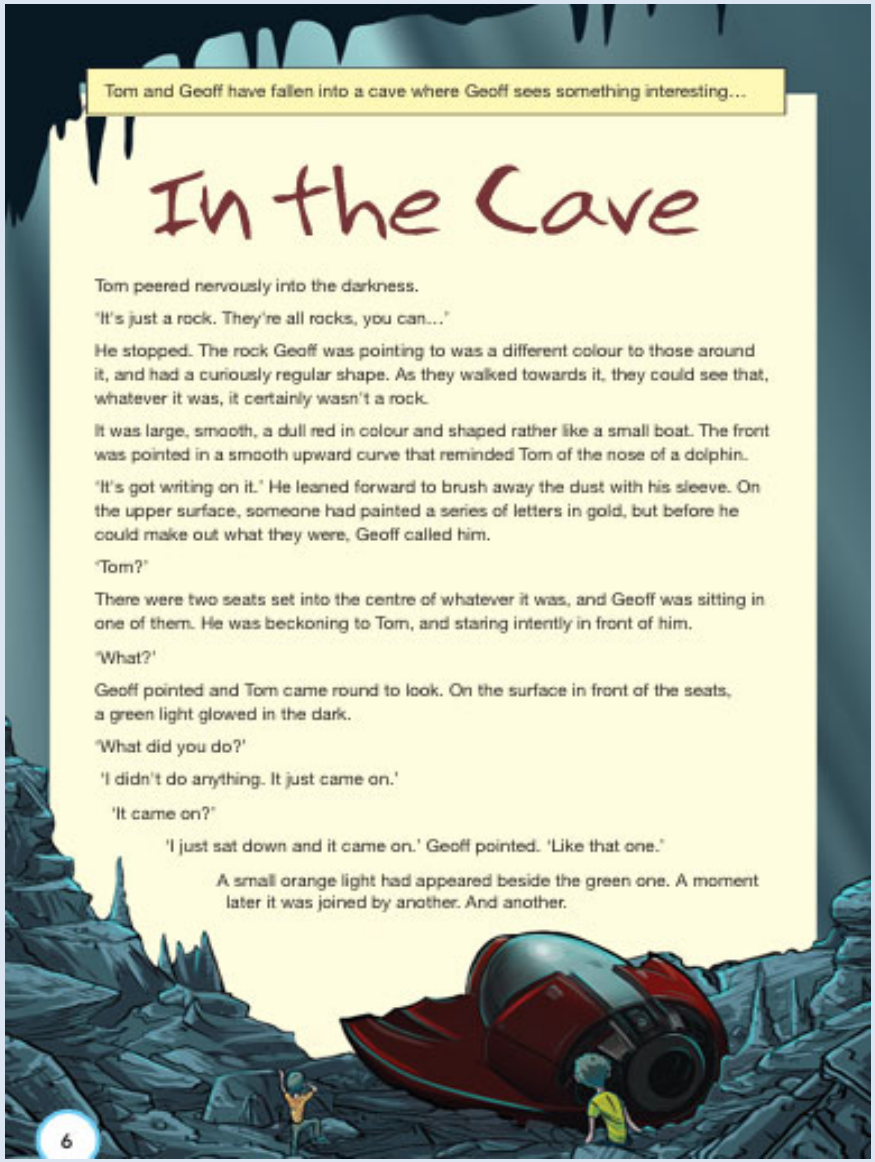
In 2007, at 11 years old, Phiona became Uganda's junior girls' champion. But Phiona's talent also took her far from home. She travelled to other countries to compete against some of the most experienced chess players in the world. In 2009, she took her first ever trip out of Uganda to attend a competition. She won and, just four years after first learning to play, became an international chess champion.

Watching her next move

Phiona gained fame very quickly. At one competition, she caught the attention of a journalist, who was so in awe of her talent that he wrote a book about her. He called the book *The Queen of Katwe*. A film of the same name was also made in 2016 to show the story of her life so far. Phiona accepted an opportunity to study at a university in the United States of America. She has already achieved great things and people are waiting in anticipation of what she will do next.



Reading Text 2



Tom and Geoff have fallen into a cave where Geoff sees something interesting…

In the Cave

Tom peered nervously into the darkness.

'It's just a rock. They're all rocks, you can…'

He stopped. The rock Geoff was pointing to was a different colour to those around it, and had a curiously regular shape. As they walked towards it, they could see that, whatever it was, it certainly wasn't a rock.

It was large, smooth, a dull red in colour and shaped rather like a small boat. The front was pointed in a smooth upward curve that reminded Tom of the nose of a dolphin.

'It's got writing on it.' He leaned forward to brush away the dust with his sleeve. On the upper surface, someone had painted a series of letters in gold, but before he could make out what they were, Geoff called him.

'Tom?'

There were two seats set into the centre of whatever it was, and Geoff was sitting in one of them. He was beckoning to Tom, and staring intently in front of him.

'What?'

Geoff pointed and Tom came round to look. On the surface in front of the seats, a green light glowed in the dark.

'What did you do?'

'I didn't do anything. It just came on.'

'It came on?'

'I just sat down and it came on.' Geoff pointed. 'Like that one.'

A small orange light had appeared beside the green one. A moment later it was joined by another. And another.

Silently, Tom climbed in to sit beside Geoff. They watched as the lights continued to flick on until they extended to cover the whole board in front of them and then spread along the panel that stretched between them to the floor.

At the same time, the boys became aware of a faint humming, an almost inaudible vibration that they felt rather than heard, finishing in a ping that reminded Tom of a microwave oven telling you the pizza was ready.

And that was that.

'Wow…' Geoff reached out a hand. Directly in front of him were two horizontal handles and between them a circle of four large, blue lights arranged like the petals of a flower. 'I wonder what it is?'

'What?'

'This. What do you think it is?'

'It's…' Tom shrugged. 'Well, it's a machine.'

'Yes, but what's it for?' Geoff ran a finger cautiously over the surface of one of the lights. 'I wonder if we could find out.'

'What are you doing?'

'They're not just lights, are they?' Leaning forward, Geoff stared intently at the surface under his hand. 'They're buttons, you see? I reckon if you pushed one of these –'

'You can't do that!' Tom stared in horror at his friend. 'You don't know what'll happen!'

Geoff said nothing. Obviously they didn't know what would happen. It was why he wanted to push a button and find out. His finger still hovered over the group of blue lights.

'At least let's think about it first,' Tom pleaded.

'Think about it?'

'Just for a minute or two. It might help.'

Reluctantly, Geoff sat back and thought about it. But the more he thought, the more it struck him that you could think forever and still not know anything. There was only one way to really *know*.

Reading Text

Longbow Girl

This story is set in the past. Merry Owen is a young girl who loves archery. Here, she is taking part in a competition against a group of adult archers who have never met her before. She has to shoot an arrow into a target of black and white circles on a board. There are two rounds in the competition.

Merry stepped forward. She was dimly aware of applause, of jeers, of shouts, but nothing intruded above the roaring of blood in her ears. She positioned herself behind the line, rolled her shoulders and took a few deep breaths.

'We're all ready when you are,' said the marshal, as if it were a great joke.

Merry selected an arrow, eyed her target. She felt a cool focus flood her veins.

'Ready your bow!' cried the marshal.

Merry took her stance, then, listening to the commands of the marshal, she nocked* her arrow, bent from her waist, marked the target, drew back her bow and loosed. The crowd had fallen silent. The only sound she could hear was the whisper of her bowstring and the hiss of her arrow. It seemed to take long seconds to fly home to its target. Merry saw it hit and lodge in the black ring, just left of the white centre.

* nock: to place an arrow against the string of the bow





She chose another arrow, let fly. It lodged in the black ring again, just to the right of the white centre. Then she took out her third loosed. Inner white! She was sure of it.

She turned, walked back from the line as the crowd, which stunned into silence, started to clap. She didn't smile. Not stood and waited. She was aware of the marshal staring at hanging open, revealing stumps of discoloured teeth. She ju the mountains rising behind the castle, tried to keep at bay the attention.

'Well!' stated the marshal. His voice came out high-pitched his throat and started again. 'Well…it would appear that M will go through to round two.'

More noise from the crowd.

Merry walked forward to retrieve her arrows. She passed He looked at her with sheer surprise.

'In round two,' he declared for her benefit, 'we move ten y and each competitor will take turns so that we might bett spectacle. So we might better appreciate their skills.'

The atmosphere became even more charged. The men glanced at each other, each thinking, it seemed to Merry, of the ten gold coins, of the fortune awaiting the winner. But for her, there was even more at stake than a purse of gold.

The ten other competitors all took their turns. The clear winner so far had two arrows in the black ring and one in the inner white.

Then it was Merry's turn. She walked forward. The crowd cheered. The men watched. Gone was the air of ridicule, amusement or pity directed her way.

She waited till it fell quiet, then chose her first arrow. She nocked it, drew back her bow to its fullest extension. She needed all its power now to make the extra distance and to maintain accuracy. She felt and sensed the almost unbearable tension in the wood. Please don't break, she prayed silently. Please give me just a few shots more. She let out her breath, loosed the arrow. The bow held strong. The arrow flew to the target. Black circle.

Second arrow. She had to do better. No thinking, no worrying, just instinct and skill. She heard the ancient commands, in her head, in her body and somewhere deep inside that must have been her soul. She pulled in a breath, released it smoothly as she loosed the arrow, as she watched it home in. Inner white! She felt the first flush of euphoria, pushed it down, selected her third and final arrow. She let it fly. Closed her eye, breathed, waited. The crowd roared. She opened her eye, looked at the target. Even from this distance she could see: dead centre of the inner white.

Only then did she smile.

The marshal hurried up to the target, eyed the arrows and smiled back.

'We have an outright winner,' he declared. 'With one first circle and two golds, Merry Owen wins!'

	2017		2018		2019		2022		2023		2024		2025		2026	
Exact	Words	Marks	W	M	W	M	W	M	W	M	W	M	W	M	W	M
First	602	15	560	17	633	14	474	16	627	14	578	16	575	14	565	16
Second	709	17	214	17	632	19	538	15	808	20	648	18	550	18	629	16
Third	626	18	714	16	903	17	541	19	611	16	786	16	736	18	767	18
~Total	1,900	50	1,500	50	2,200	50	1,600	50	2,000	50	2,000	50	1,900	50	1,961	50
3m Qs	2 (third ex.)		2 (third ex.)		2 (third ex.)		2 (third ex.)		2 (2nd & 3rd ex.)		(2nd & 3rd ex.)		(2nd & 3rd ex.)		2 (2nd & 3rd ex.)	

Key: Fiction Non-fiction Poetry

Vocabulary and background knowledge - 2026 Reading SATs

In the 2026 KS2 Reading SATs paper, children would have needed to understand vocabulary such as these examples to access many of the questions successfully. These are examples of useful word knowledge, not a complete official list.

Vocabulary / phrase	What children need to understand
According to	Find what the text tells you, rather than giving your own opinion.
Evidence	A detail or quotation from the text that supports an answer.
Impression	The idea you form about a person from what they say and do.
Suggests	Gives you a clue or makes you think something might be true.
Metaphor	Describing something as though it is something else.
Reluctant	Unwilling or not keen to do something.
Squinted	Looked with eyes partly closed to see more clearly.
Vulnerable	At risk of being hurt or harmed.
Fragile	Easily broken or damaged.
Mentor	Someone with experience who helps or guides another person.
Passionate	Feeling very strongly or enthusiastically about something.
Dedication	Keeping at something and working hard because it matters to you.
Unconventional	Not following the usual way of doing things.
Pioneering	Doing something new that helps lead the way for others.
Extraordinary	Very unusual or remarkable.
Chronological	In the order that events happened.
Solo	Done alone, without anyone else.
Remote	Far away from towns, cities or other people.
Navigator	A person who plans or works out the route for a journey.
Showered with honours	Given lots of awards or praise for achievements.

9 Think about the whole text.

How can you tell that Mandy knew a lot about owls?

Write **two** ways.

1. _____

_____

2. _____

_____

13 Read the first paragraph.

Why does Matilda choose the clothes she wears?

_____

14 According to the inventor Thomas Edison, what **two** things are needed to be an inventor?

Tick **two**.

- creativity ☐
- hard work ☐
- knowledge ☐
- skill ☐
- helpers ☐
- materials ☐

38 Look at the sections: ***Amelia's next record attempt*** and ***Amelia's last flight***.

What was it about Amelia's personality that helped her to make this journey?

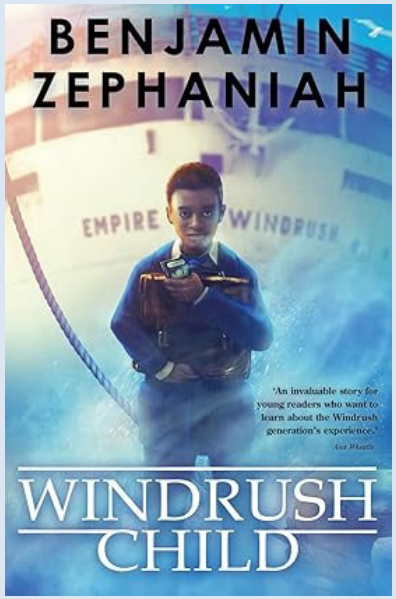
Write **two** impressions of her personality, using evidence from the text to support each answer.

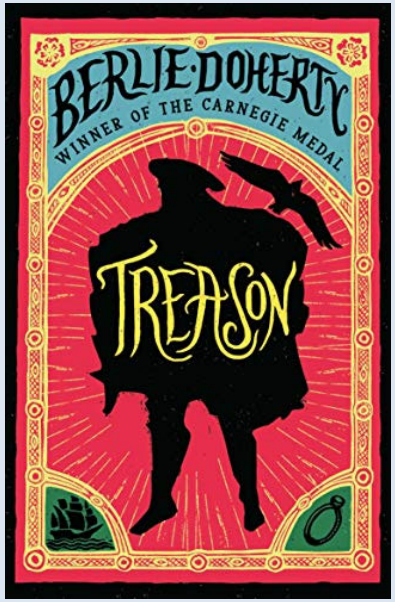
Impression	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

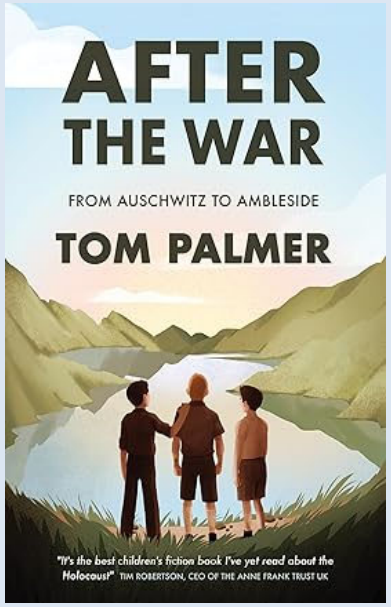
3 marks

What do we do?

- On a daily basis, we read class books that excite and engage the children.
- They allow everyone to listen to challenging texts being read aloud. Discuss vocabulary and practice finding the kind of information they will need to find.
- Open book practice papers.







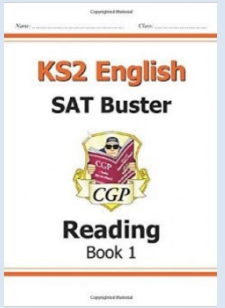
Each reading session follows a similar structure:

- Vocabulary
- Retrieval
- Deeper thinking questions (more open-ended, ability to infer and evaluate)

Narratives, poems, graphic novels and texts to increase background knowledge.

What can help at home?

1. The most important thing the children can be doing here is **daily reading of quality texts.** Reading with an adult can still be very beneficial for Year 6 children to check word meaning and text comprehension.



2. CGP SATs **buster** – short extract with questions.

3. **Audio books** can be excellent for all children, particularly to enable access books which may be beyond their own reading ability.


LoveReading
4 KIDS
BUY BOOKS CHANGE LIVES


BookTrust
Getting children reading

Maths

Paper type	Marks
Arithmetic	40
Reasoning 1	35
Reasoning 2	35

Maths

- Calculators are **not allowed** in the KS2 SAT.
- Main focus is number fluency and the use of written methods for the four mathematical operations.
- **Strong arithmetic skills are vital** to meet the end of KS2 expectations.

Maths SATs 2026 content weighting, by year group

Year group	% of questions from each year group curriculum							
	2017	2018	2019	2022	2023	2024	2025	2026
3	7	9	10	8	10	12	12	8
4	26	18	21	23	19	26	21	22
5	25	26	21	32	29	18	29	28
6	41	47	47	37	41	44	38	43

Most of the content is not new!

Maths SATs 2026 question analysis, by content domain

Percentage of questions by content domain								
Content domain	2017	2018	2019	2022	2023	2024	2025	2026
Number & PV	9	10	9	9	10	9	13	9
Calculations	22	29	30	38	33	41	35	35
FDP	14	14	24	25	25	26	24	24
Ratio & prop.	9	6	8	6	6	5	6	8
Algebra	9	9	6	3	7	3	2	4
Measurement	14	13	9	7	7	7	11	9
Shapes	9	10	7	6	6	6	4	4
Pos. & direction	3	4	3	2	2	2	3	3
Statistics	11	6	4	3	4	2	2	5

4 47.65 + 51.783 =

1 mark

5 904 – 8 =

1 mark

6 84 ÷ 12 =

1 mark

33 $3\frac{1}{3} \times 12 =$

1 mark

34 4 5 | 8 1 9 0

Show your method

2 marks

35 $\frac{3}{8} \times 240 =$

1 mark

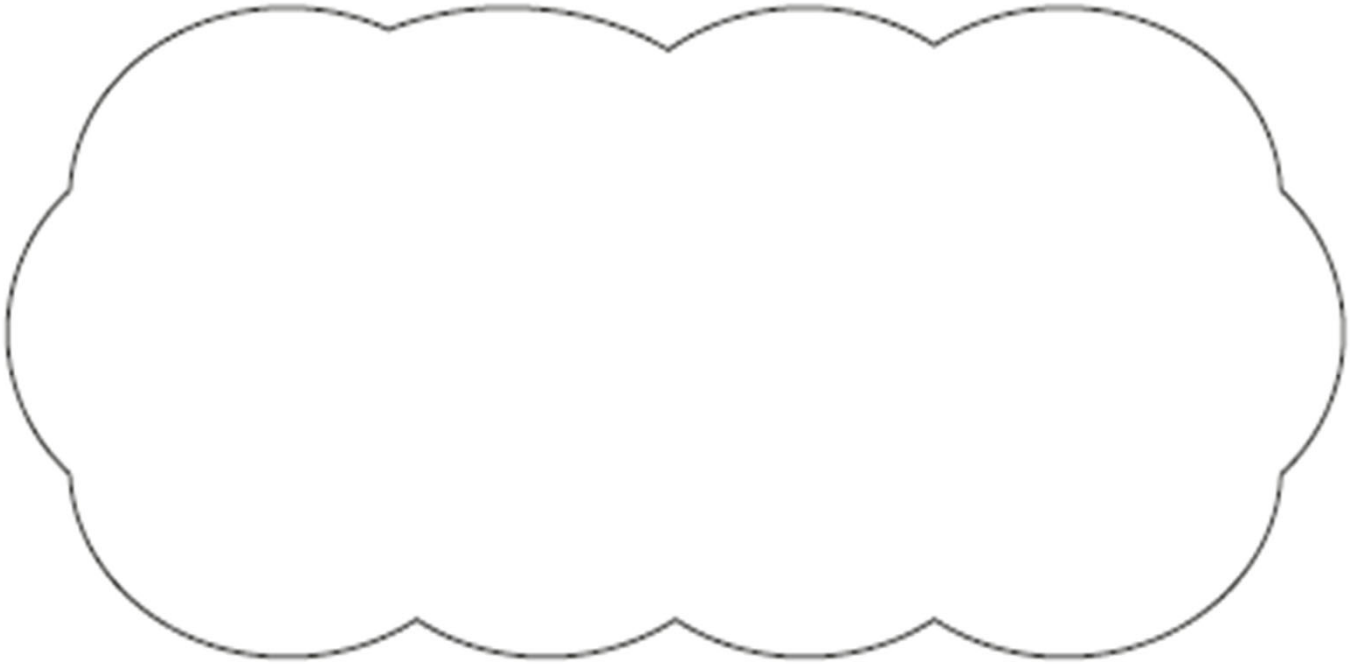
36 $4\frac{3}{7} - 1\frac{1}{6} =$

1 mark

21

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

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



1 mark

Reasoning Paper 2 2016

19 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.

Show your method

£

3 marks

What do we do?

- We balance our teaching to include new work and revision of earlier topics. Daily opportunities for revisiting and frequent arithmetic.

- Lots of demonstrations and lots of practice. Arithmetic fluency is the big focus up to Christmas – for some children this will remain a major focus.

- Children will regularly be given questions to encourage the deeper development of problem-solving skills like the ones on the previous slides.

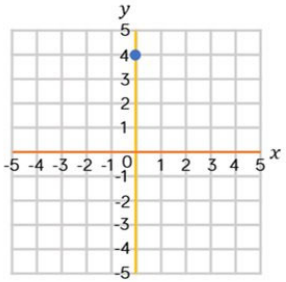
Flashback 4

Year 6 | Week 4 | Day 3

1) Work out 25% of £20

2) Write 0.7 as a percentage

3) What are the coordinates of the point?



4) Work out 5.3×7



White Rose Maths

1	40% of $217 =$ ☐	◯	7	$6 - 4.855 =$ ☐	◯
2	$\frac{1}{6} \times \frac{5}{7} =$ ☐	◯	8	$6505 -$ ☐ $= 3994$	◯
3	$0.2 \times 5 =$ ☐	◯	9	$1000 - 10 =$ ☐	◯
4	15% of $2600 =$ ☐	◯	10	20% of $111 =$ ☐	◯
5	$\frac{1}{5} + \frac{1}{6} =$ ☐	◯	11	$\frac{1}{5} \times \frac{4}{5} =$ ☐	◯
6	$\frac{1}{3} \div 2 =$ ☐	◯	12	$14 \times 1.5 =$ ☐	◯

What can help at home?

1. **Arithmetic** – a good score in this paper provides a super foundation.
    1. Corbett maths videos
    2. MathsBot

2. CGP **practice books** for all core subjects are great.



Learning: Learning at home: SATs Resource Hub

SATs Resource Hub

Each May, children in Year 6 complete the statutory Key Stage 2 assessments (SATs). These assess learning from across Key Stage 2, so while much of the content will have been taught in Year 6, children will also draw on knowledge and skills developed throughout Years 3, 4 and 5.

Children complete assessments in reading, grammar, punctuation and spelling and maths. Each year, we hold a presentation for Year 6 families to explain the assessments, how we prepare children in school and what SATs week will look like.

There is no expectation that children complete additional SATs work at home. However, we know that some families ask us for resources they can use to provide a little extra practice or revisit areas in which their child feels less confident. We have therefore brought together a selection of optional resources on this page. Children do not need to bring any completed work into school.

The resources below are organised according to the different areas assessed and include complete practice papers, shorter activities focusing on particular topics and some additional challenge materials for children who would like to stretch themselves further.

Children can also access our online learning platforms from home using their usual school logins. Spelling Shed provides practice with the statutory spelling words alongside grammar and punctuation activities, while White Rose Maths Infinity provides practice questions linked to the mathematics taught across KS2.

The most important thing is that any additional practice remains manageable and positive. These resources are here for families who might find them helpful.



Maths support



Reading support



SPaG support



Spelling s

MathsBot

- **What it offers:** An extensive suite of interactive maths tools, concrete visual manipulatives, practice questions and creative mathematical challenges.
- **Why we recommend it:** Excellent for building fluency, practicing problem-solving, and providing tailored challenge. It requires no login and allows children to explore concepts visually at their own pace.

Maths Bot

Grammar & Punctuation

Amongst many other terms that the children need to know are the following:

- Noun phrases
- Co-ordinating and subordinating conjunctions
- Active and passive voice
- Determiners
- Relative clauses
- Subjunctive form
- Subject and object

17 Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Tom studied hard for his exams because he wanted to do his best.		
Anika, who loved football, practised every weekend.		
As she had only recently joined the school, Li Wen felt very lonely.		

1 mark

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.		

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

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

Tick **one**.

- am ☐
- was ☐
- were ☐
- be ☐

Spelling

Spelling task

1. Sam is _____ to play football at playtime.
2. Use a ruler to draw a _____ line.
3. Being dizzy is a strange _____.
4. Lauren was _____ before her first swimming lesson.
5. The bird found a _____ of bread.
6. It is _____ that it will rain tomorrow.
7. An _____ author visited our school.
8. Sap is a sticky _____ that comes from trees.
9. John is having an _____ on his foot.
10. Aamid faced his _____ challenge on the zip wire.

Year 5 and 6 words

Necessary	Mischievous
Pronunciation	Opportunity
Secretary	Conscious
Prejudice	Controversy
Environment	Sincerely

Parents Evening – teachers will have 1 page knowledge organisers for SPAG and Year 3/4 and Year 5/6-word lists to take home.

What do we do?

- Lots of mini quizzes.
- Teach the important G&P in the context of our writing.
- Dictionaries and word banks all fine during the writing process.



Writing

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.[2]

Writing

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.[1]

Writing

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing[3] and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]

Writing

- For 'expected standard' - **every** standard must be evident within all writing.
- Emphasis on end of unit writing being completed **independently**. Teacher will still guide and advise.
- Big focus on redrafting of work – teaching the reality behind the writing process.
- Spelling, punctuation and handwriting are all considered to be very important.

In this new world, humans developed and continue developing technology (something that would change peoples mind). Tecnology was invented a long time ago and now you can see everyone becoming dependent of it. Technology mainly involves, computers, laptops, tabalets, I pads), televisions and the most popular of them all are the mobile phones.

People use phones to communicate faster like to call and text a friend which is too far, as it is very convenient and efficient.
Nearly, everyone prefers texting and calling people rather than sending a letter by mail as it will take too long.
Should mobile phones be allowed in schools?

Yes and no. There are advantages like using them be for emergencies or if you need to contact your parents as well as for independence research. However the schools must be careful with students so they don't get distracted or get stolen. So it's important to be sure that everyone uses them properly without pro upsetting anyone.

In my opintion I agree with ~~x~~ using phones in school but their should be some rules so everyone ~~with~~ would use them correctly.

Working towards the expected standard (WTS)

Chapter 8 War Horse

That one early ice cold night, I awoke to an ominous feeling hanging in the air. A pearl-white mist was skimming over what used to be long emerald strands of grass, but now was just thick pools of mud. Deadly sounds of guns made my ear drums bleed. The eerie desolation sent a shiver down my spine.

Manoevering me through the chaos, Trooper Warren lead me towards the battle field. There were intimidating pieces of knotted barbed wire for as far as I could see beyond me. We weaved around the uneven patches in the ground. My charcoal black mane swayed as we continued to trot towards the battlefield. All the soldiers in khaki green camouflaged outfits forced smiles onto their faces trying not to look scared.

I knew we were getting close, we began to gallop and the soldiers surrounding me started to speak to each other. "Good luck! See you at the other end."

Gallons of rain began to hammer down on the disheveled floor. A The gate of the skirmish of soldiers lay dead before me. "Charge!" It was time.

This took me back to when Albert had first mounted me. It always seemed that he would be my forever owner, but maybe that was only what I dreamed would happen. Deep down I knew that Albert would always be there for me and I would always be there for him.

The deadly sound of bullets being fired made my ears ring. Minutes past and hundreds of soldiers had been shot and lay helplessly oozing out pools of crimson blood. Suddenly, a weight was taken off my back. I turned around to see my rider ~~tyin~~ Lay dead on the ground.

My heart sunk. I almost stopped breathing. I had lost every person I ever knew. I felt alone, lost, scared and I had nobody. My stomach was in a knot. I jolted my head only to realize I couldn't move. My heart was beating like a hammer to a nail! Breathing heavily, I knew there was no hope.

Working at the expected standard (EXS)

The Applause

I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling. But - but all I can think of is the stage and the applause. My racing heart thuds underneath my silky tutu. Thud. Thud. Thud.

Then suddenly the stage director is at the door, calling my name. My name. My stomach gives an unexpected flutter and I take a deep breath. As the stage door swings open, I tell myself everything will be okay - nothing could possibly go wrong - I have been training for this since the age of three. Tall Bulky men with headsets and clipboards keep ushering me in the right direction. Half of me wants to run onto stage and dance my heart out but there is also a part of me that wants to go and hide away. Adreneline ~~was~~ is circling its way around my body and rushing into my fingertips.

Walking into the wings is like waiting for your death. Although I was extremely excited, I was even more nervous. I stopped a few centimetres from the stage entrance with the whole quer de ballet behind me and slowly took a shaky, deep breath. The stage was ~~like~~ a lit up arena waiting to be danced on. The crowd, which seemed to consist of about a million people, erupted as I walked on to stage. I gave a little smile, and began to dance.

Working at greater depth (GDS)

What can help at home?

- **Reading** widely is crucial again.

- Echoing the importance of careful checking:
  - Spellings
  - Punctuation
  - Does it make sense?
  - Re-reading is vital and a willingness to edit

Access arrangements

- Where needed, pupils who struggle with focus may take the tests in a smaller room with fewer pupils in it to lessen distractions.
- In certain cases, we can apply for extra time for pupils. This is usually for those who have a slower writing or reading speed.
- We will be working as a year group to identify who may benefit from this and will assess those individuals to see if they meet the criteria.
- We will inform you if your child qualifies for extra time. This will not be until the Spring term.

What does SATS week look like?

- Only do papers in the morning.
- Children can have Qs read to them in all papers except the reading. However, they have to ask.
- We do a short mock practice around Easter.
- Children come into school early for SATS breakfast.
- On the Friday we go to the cinema, eat pizzas and play outside in the afternoon.

Finally...

- Please don't use old SATs papers to practise at home.
- Regular assessments and practice in school - we will feed back to the children and use results to tailor our teaching and support to each individual.
- Every child is different. We build up to SATs incrementally and slowly. Each child will be prepared to achieve their personal best and approach SATs with confidence.
- A few nerves are completely normal!

Thanks

