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SCISSETT MIDDLE SCHOOL

KEY STAGE 2
MATHS AND ENGLISH

JANUARY 2026

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National Curriculum Tests

- National curriculum results are reported using a scaled score. A scaled score of 100 is expected and a scaled score of 110 or more is greater depth
- The Year 6 Pathways are assigned to pupils using Year 5 teacher assessment, baseline GL tests on entry to SMS and baseline writing assessments.

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Baseline GL tests

- These give us a baseline Standard Age Score for Maths and English
- The SAS is a reliable measure for ensuring that monitoring is accurate and that pupils are making good progress
- Question Level Analysis shows us the gaps for each pupil
- There is a SATs score indicator

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ASSESSMENT IN ENGLISH

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English assessment is based upon the three main foci:

- Reading
- Grammar, Punctuation and Spelling
- Writing

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Reading

- The Government assumes that every child can read competently and fluently by the age of 10.
- Therefore, the reading comprehension test is based upon eight further reading foci.

2a	2b	2c	2d	2e	2f	2g	2h
Give or explain the meaning of words in context.	*Retrieve and record information or identify key details from fiction and non-fiction.*	*Summarise main ideas from more than one paragraph.*	*Make inferences from the text or explain and justify inferences with evidence from the text.*	*Predict what might happen from details stated and implied.*	*Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.*	*Identify and / or explain how meaning is enhanced through choice of words and phrases.*	*Make comparisons within the text.*

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Reading

However, the majority of the marks come from only <u>three</u> foci

KS2 Reading SATs papers analysis by @_MissieBee % of questions by content domain							
Content domain	'17	'18	'19	'22	'23	'24	'25
2a give/explain the meaning of words in context	20	20	12	10	18	10	12
2b retrieve and record information/identify key details from fiction and non-fiction	28	26	42	38	32	38	30
2c summarise main ideas from more than one paragraph	4	6	2	4	2	2	6
2d make inferences from the text/explain and justify inferences with evidence from the text	44	44	36	44	46	44	48
2e predict what might happen from details stated and implied	0	0	0	2	0	0	0
2f indentify/explain how information/narrative content is related and contributes to meaning as a whole	2	0	0	2	2	0	0
2g identify/explain how meaning is enhanced through choice words and phrases	2	0	6	0	0	0	2
2h make comparisons within the text	0	4	2	0	0	6	2

- **Explaining the meaning of words (in context)**
- **Retrieval of information**
- **Making inferences i.e. reading 'between the lines'**

[KS2 SATs 2026: Topics to prioritise and revise | LbQ Primary]

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Reading and Writing Lessons

Each week, your child will have 4 weekly topic lessons, which cover reading skills and produce written pieces which will culminate in a comprehensive writing portfolio.

Each week, your child will have discrete reading lessons – skills will be taught in line with the SATs papers.

Each week, your child will have a dedicated grammar lesson – these skills will also be woven into reading and writing lessons.

We will also have overlearning sessions three days a week to allow the children to understand the three foci related to reading: retrieval, inference and understanding vocabulary.

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Grammar, Punctuation and Spelling

The GPS test is based upon seven separate foci. The marks are more evenly spread this time; however, there are different weightings.

G1	G2	G3	G4	G5	G6	G7
Grammatical terms or word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality

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Grammar, Punctuation and Spelling

The majority of the marks are available from the top <u>three</u> categories. These are:

KS2 Grammar SATs papers analysis by @_MissieBee % of questions by content domain							
Content domain	2017	2018	2019	2022	2023	2024	2025
G1	26	24	26	24	24	24	26
G2	8	6	4	4	8	6	6
G3	8	10	8	12	8	8	10
G4	10	14	12	16	12	12	14
G5	34	30	32	30	32	32	30
G6	10	10	12	10	10	12	8
G7	4	6	6	4	6	6	6

G5 Punctuation
G1 Grammatical terms/word classes
G4 Verb forms/consistent tense use

KS2 Grammar SATs papers analysis by @_MissieBee % of questions from weightiest content domains (G1: Grammatical terms or word classes; G5: Punctuation)							
Content domain	2017	2018	2019	2022	2023	2024	2025
G1	26	24	26	24	24	24	26
G5	34	30	32	30	32	32	30
Total	60	54	58	54	56	56	56
EXS %	51	54	51	50	51	50	50

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Grammar, Punctuation and Spelling

There are 20 spellings in the SAT test, which are based upon known spelling rules. For example:

What types of spellings come up the most on the spelling SATs paper?

In the SATs spelling tests, the most frequently assessed content domains are as follows:

- S38: adding suffixes that begin with vowels to multisyllabic words (a Year 3/4 spelling rule)
- S60: covering words with ‘silent’ letters (a Year 5/6 objective)
- S43: suffix -ly (a Year 3/4 objective)
- S47: endings that sound like /ʃən/, spelt -tion,. -sion, -ssion, -cian (a Year 3/4 objective)
- S61: homophones (an objective from across KS2)
- In fact, 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.

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Writing

For a child to achieve the expected standard at Year 6, he/she must ‘tick every box’.

Like the driving test, it is a yes/no decision – either they have made the expected standard or they haven’t.

This is not a ‘best fit’ system.

All criteria must be in place for Years 3 & 4 as well as Years 5 & 6 for the standard to be awarded.

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Writing

Year 6 writing is teacher assessed, children will work on several assessed pieces of writing throughout the year, across different areas of the curriculum in addition to that produced in English lessons. We have also started a Ready Steady Write programme, which some have done at their first schools.

Regular moderation meetings are held both within the English department and with other schools to ensure consistency and accuracy of assessment.

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Writing

Year 5 & 6 have nine criteria. These include:

- Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- Teacher assessment frameworks at the end of key stage 2 - GOV.UK

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Writing - WTS

- Teacher assessment frameworks at the end of key stage 2 - GOV.UK

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]

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

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Writing - EXS

- Teacher assessment frameworks at the end of key stage 2 - GOV.UK

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]

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Writing - GDS

- Teacher assessment frameworks at the end of key stage 2 - GOV.UK

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]

[3] Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

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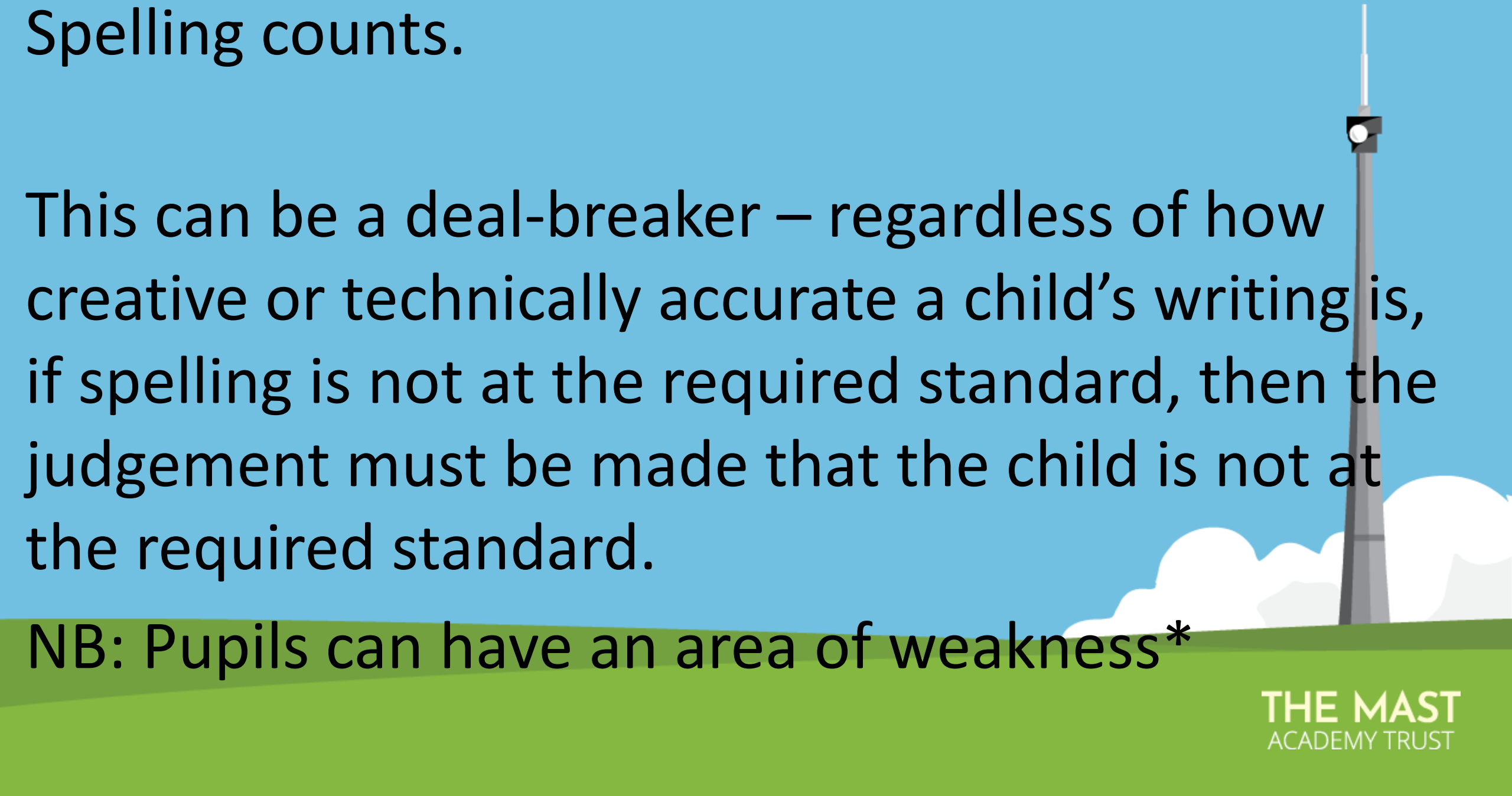
Spelling counts.

This can be a deal-breaker – regardless of how creative or technically accurate a child's writing is, if spelling is not at the required standard, then the judgement must be made that the child is not at the required standard.

NB: Pupils can have an area of weakness*



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Handwriting

Handwriting guidelines say children should be:

Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Handwriting has been a particular focus on the recently released writing framework guidance.

[2] The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

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LITERACY HOMEWORK

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Spellings

•A weekly course of vocabulary lessons, carefully sequenced to include the most useful Latin and Greek root patterns to teach vocabulary through morphology and etymology.
•Curricula for Primary (Years 5+6) and/or Secondary (Years 7/7+8)
•Individual website login for each student
•Dedicated implementation support and training
•Over 400 instructional videos and quizzes - 55+ roots and prefixes to learn and 10 end-of-level assessments to complete

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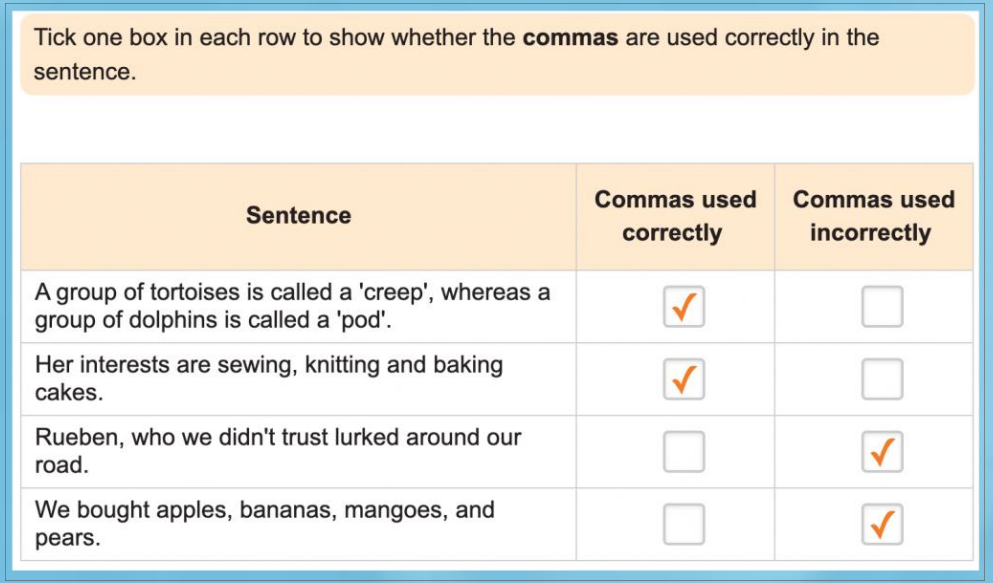
SATs Bootcamp

Your child has been given a login for SATs Bootcamp

This website allows pupils to watch videos and practice areas of literacy that they may struggle with. English teachers will also set a weekly task on this site for homework. Data from these tasks will be used to inform subsequent planning and intervention.



Tick one box in each row to show whether the **commas** are used correctly in the sentence.

Sentence	Commas used correctly	Commas used incorrectly
A group of tortoises is called a 'creep', whereas a group of dolphins is called a 'pod'.	✓	
Her interests are sewing, knitting and baking cakes.	✓	
Rueben, who we didn't trust lurked around our road.		✓
We bought apples, bananas, mangoes, and pears.		✓

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Reading at Home

We encourage children to read at least 2-3 times a week for 10-20 minutes as this can be hugely beneficial for their progress in literacy.

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In Summary

In School	At Home
Reading Lessons	Reading
GPS Lessons	Spellings (Vocabulous)
Units of Work	SATs Bootcamp

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ASSESSMENT IN MATHS

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Maths SAT

- Arithmetic Paper
- Reasoning Paper
- Reasoning Paper

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Example Arithmetic questions

$47.65 + 51.783 =$

$326.8 \div 10 =$

$6 \times 832 =$

$72 \div \square = 9$

$326 + \square = 380$

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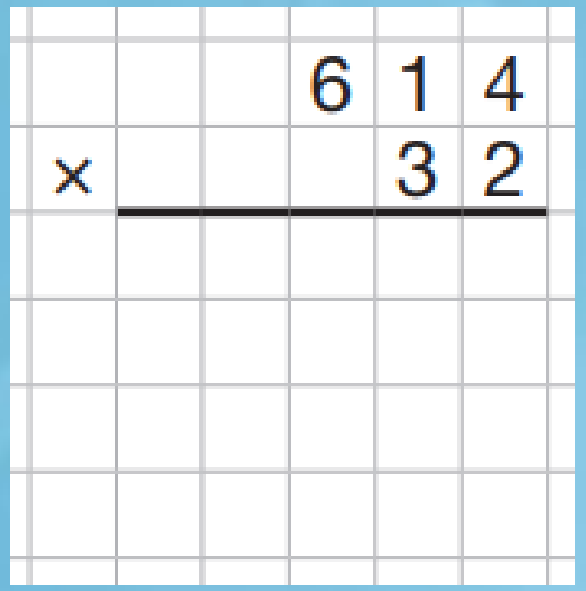
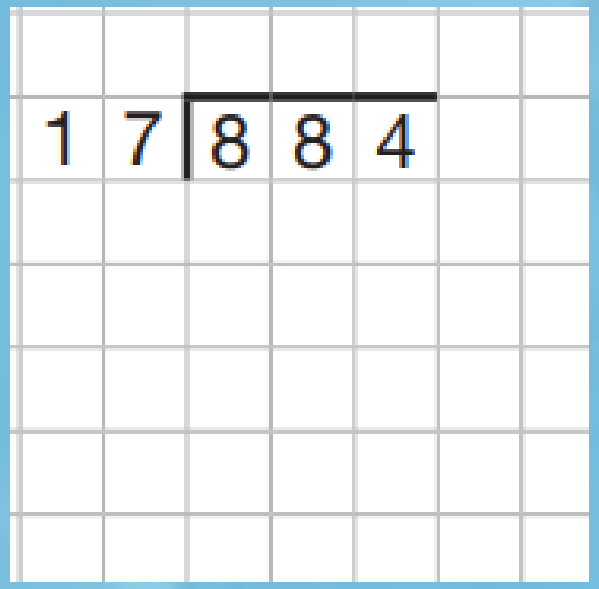


$$\frac{1}{6} + \frac{2}{3} + \frac{3}{12} =$$

$$\frac{2}{5} \times \frac{5}{6} =$$



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

65% of 540 =

19% of 2,300 =

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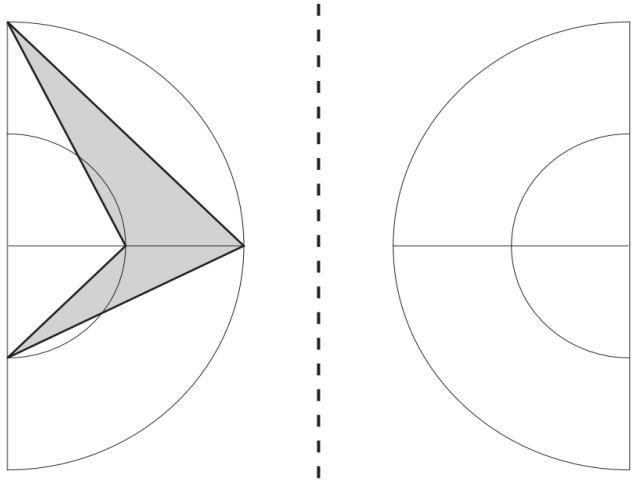
Reasoning paper

Paper 2

8 Draw the reflection of the shaded shape about the mirror line.

Use a ruler.

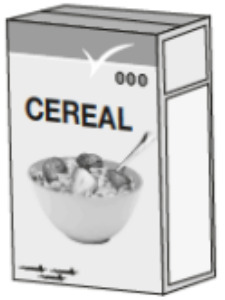


mirror line

Paper 3 Money problems.

8 Ken buys these three items.

80p



£2.50

£1.15

He pays with a £20 note.

How much **change** does Ken get?

Show your method

£

Paper 3 Place value.

11 Tick the number sentence that is correct.

Tick **one**.

$0.304 = \frac{4}{10} + \frac{3}{1000}$ ☐

$0.43 = \frac{43}{1000}$ ☐

$0.403 = \frac{4}{10} + \frac{3}{1000}$ ☐

$0.034 = \frac{3}{10} + \frac{4}{1000}$ ☐

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Paper 3 Time.

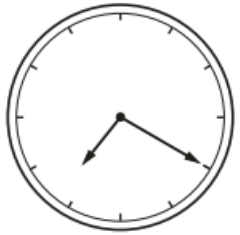
12 Each clock below shows the time in **am** or **pm**.

Match each clock to its 24-hour time.

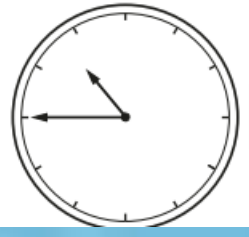
One has been done for you.

am

pm



am



pm

12:35

04:05

07:20

22:45

19:20

21:45

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Paper 2 Units of measurement.

11 The total distance from Paris to Munich by road is **860 kilometres**.

There are three sections.

The distances for the first two sections are shown.

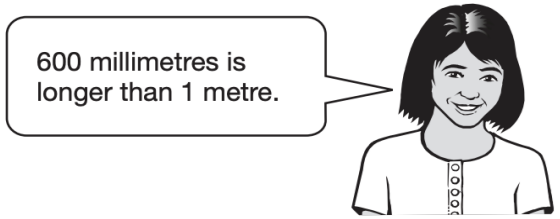
How many kilometres is the last section from Stuttgart to Munich?

Show your method

km

Paper 2 Units of measurement - 'explain question'

12 Amina says,



Amina is **not** correct.

Explain how you know.

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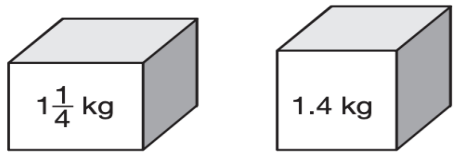
Paper 2 Units of measurement.

16 Here are two boxes.



The mass of the first box is **1** $\frac{1}{4}$ kilograms.

The mass of the second box is **1.4** kilograms.

What is the **difference** in mass of the two boxes?

Give your answer in kilograms.

Show your method

kg

Paper 2 Multi-step money problem.

19 The **total** cost of a school trip for 12 pupils is £780

The total cost includes travel, food and hotel.

For **one** pupil, the travel cost is £27 and the food cost is £16

How much is the hotel cost for **one** pupil?

Show your method

£

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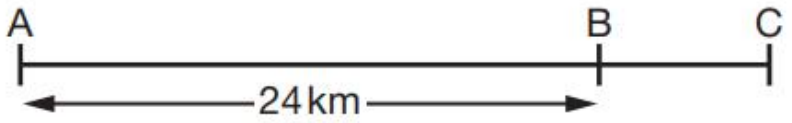
Paper 2 Fraction problems.

23



Not to scale

The distance from A to B is $\frac{3}{4}$ of the distance from A to C.

What is the distance from **B** to **C**?

km

Paper 2 Multi-step calculations.

14 This table shows the distances Kirsty cycled last week.

Day	Home to school (4.3 miles)	School to home (4.3 miles)	School to tennis (2.6 miles)	Tennis to home (3.1 miles)
Monday	✓	✓	–	–
Tuesday	✓	✓	–	–
Wednesday	✓	–	✓	✓
Thursday	✓	✓	–	–
Friday	✓	–	✓	✓

What is the total distance Kirsty cycled last week?

Show your method

miles

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KS2 Maths SATS papers analysis	2025
Mark required to reach the 'expected level'	58
% required to reach the 'expected level'	53
% of questions from Y3 to Y5 curricular	58

Content domain	2025
Number & PV	19
Calculation	21
FDP	15
Ratio & prop	6
Algebra	6
Measurement	15
Shapes	6
Pos & direction	6
Statistics	6

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Pupils in year 6 need to be ‘secondary ready’.

- Fluency
- Reasoning
- Problem solving

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Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

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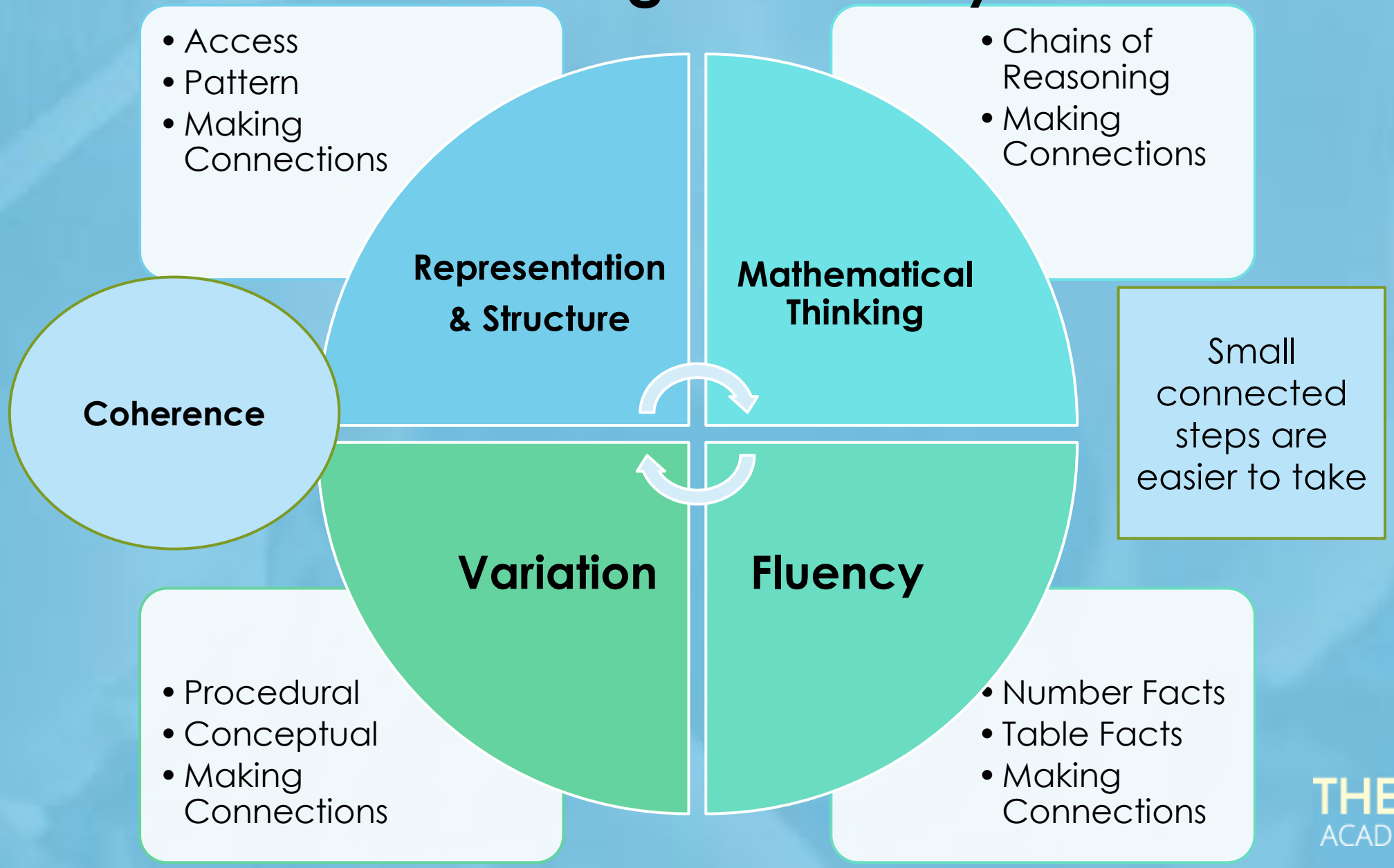
Teaching for Mastery



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Procedural variation

Progression through a variety of problems/calculations to form an understanding of a concept, stage by stage

18 − □ = 8

18 − □ = 10

18 − □ = 12

18 − □ = 14

18 − □ = 16

2 + 3 = ■

■ − 3 = ■

3 + 5 = ■

■ − 5 = ■

180 ÷ 2 =

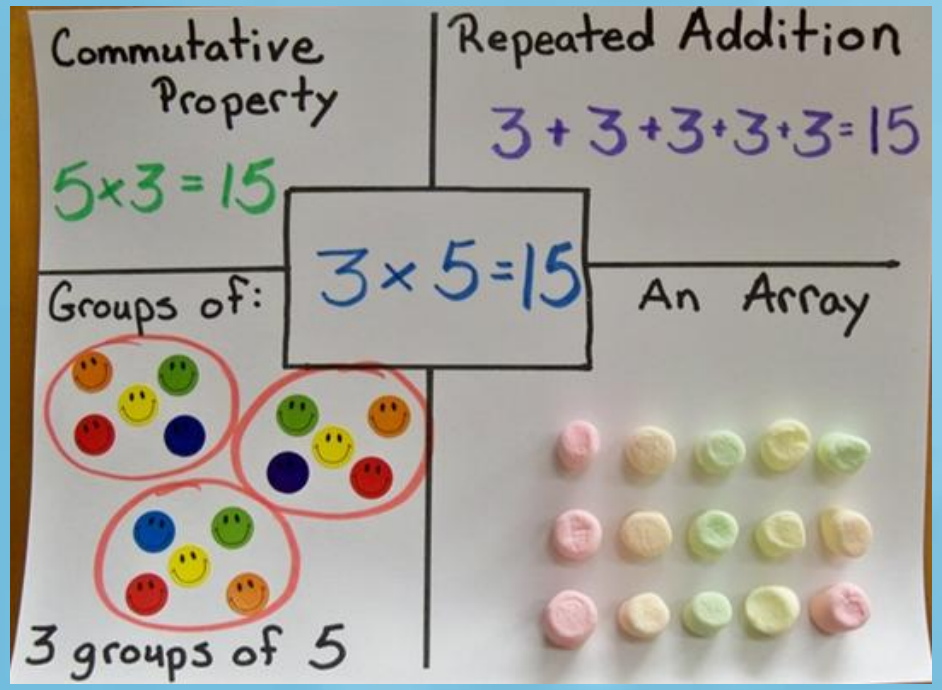
180 ÷ 20 =

270 ÷ 30 =

270 ÷ 90 =

Conceptual variation

Experiencing a concept in lots of different contexts



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Procedural Variation

$2 \times 3 =$	$6 \times 7 =$	$9 \times 8 =$
$2 \times 30 =$	$6 \times 70 =$	$9 \times 80 =$
$2 \times 300 =$	$6 \times 700 =$	$9 \times 800 =$
$20 \times 3 =$	$60 \times 7 =$	$90 \times 8 =$
$200 \times 3 =$	$600 \times 7 =$	$900 \times 8 =$

What is **changing** (varying)?

What is staying the **same**?

What are the children **learning through this variation**?

What could they do **next**?

The child is carrying out the procedural operation of multiplication, but through connected calculations has the opportunity to think about key concepts involving multiplication and place value

This leads to intelligent practice

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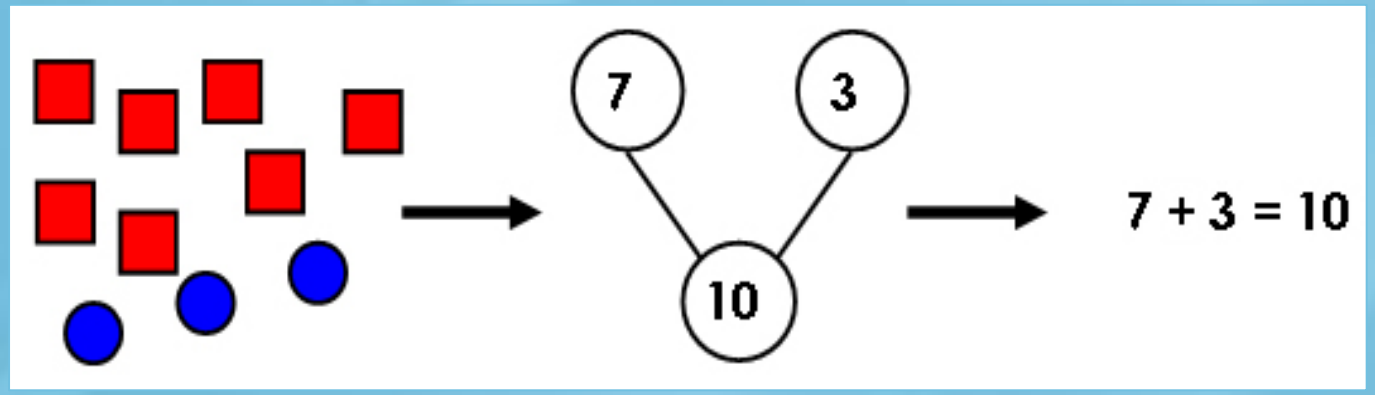

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What are we doing in Maths?

- Catching up on any gaps, consolidating Y5 and teaching Y6 work using a Mastery approach
- Regular times tables and arithmetic practice
- Using formative assessment to identify and address any gaps
- Targeted intervention
- Overlearning sessions

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What can your child do at home?

- Complete homework on time
- They can practise times tables and go on websites such as Hit the Button, TT Rockstars, MyMaths or SATs Boot Camp
- Use their knowledge organiser to help them with their homework (this is also on the school website)

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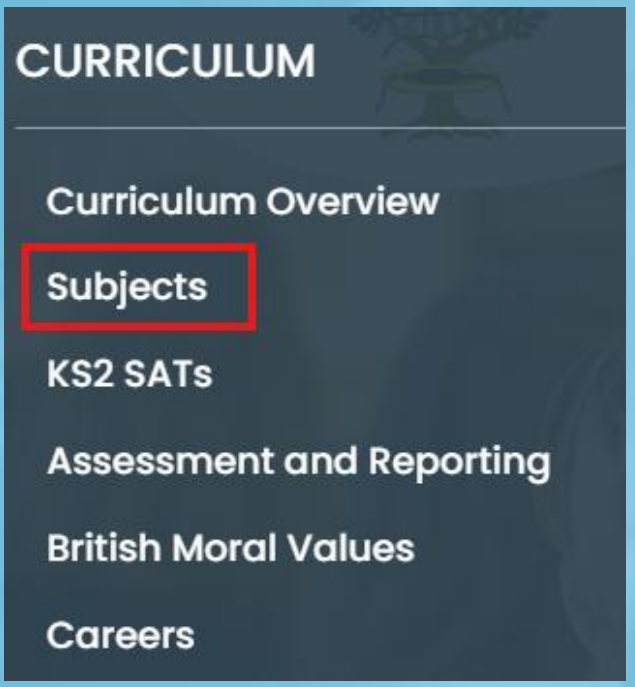
The Year 6 Knowledge Organiser is available on the Maths subject page on the school website.

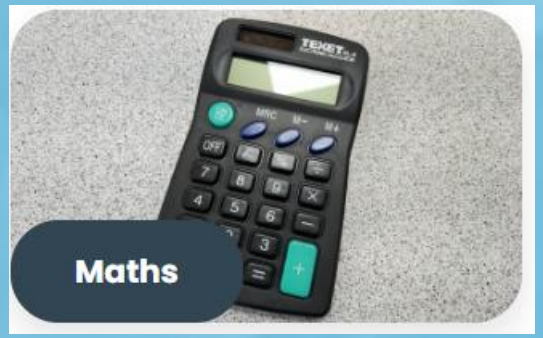


Revision – Year 6

Past SATs Questions by Topic

Year 6 Curriculum with MyMaths Links The Key Stage 2 curriculum is listed by subject content; there are MyMaths codes for each topic. You need a login to access this.

Year 6 Knowledge Organisers Pupils have been given a copy of these knowledge organisers.



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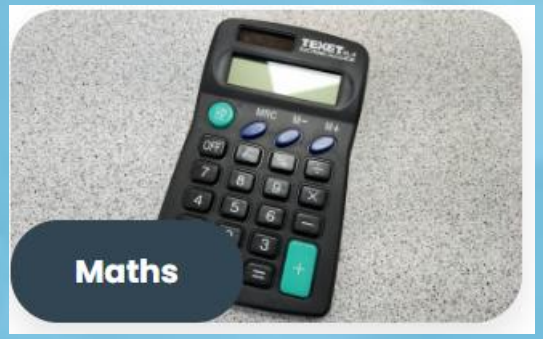
CURRICULUM

- Curriculum Overview
- Subjects
- KS2 SATs
- Assessment and Reporting
- British Moral Values
- Careers



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CURRICULUM

- Curriculum Overview
- Subjects
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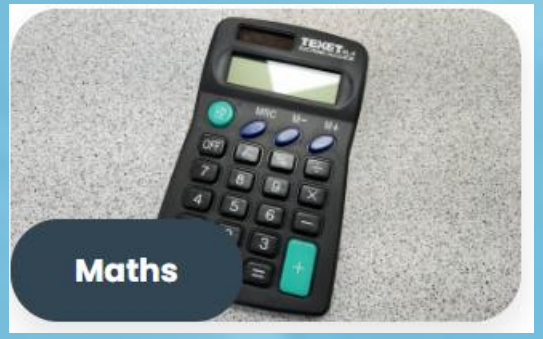
- Assessment and Reporting
- British Moral Values
- Careers

Revision - Year 6

Past SATs Questions by Topic

Year 6 Curriculum with MyMaths Links The Key Stage 2 curriculum is listed by subject content; there are MyMaths codes for each topic. You need a login to access this.

Year 6 Knowledge Organisers Pupils have been given a copy of these knowledge organisers.



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MyMaths Links

Strand	Substrand	Topic	Year	**MyMaths Code** (Type the MyMaths code into the search bar)
Number	Fractions	Adding subtracting fractions	Y5	1017
Number	Fractions	Starting to multiply fractions	Y5	1768
Number	Fractions	Starting to compare fractions	Y5	1906
Number	Fractions	Comparing fractions 1 – bar model	Y5	5684
Number	Fractions	Multiply divide fractions intro	Y5	1046
Number	Fractions	Mixed numbers	Y5	1074
Number	Fractions	Comparing fractions 2 – bar model	Y6	5685
Number	Fractions	Ordering and simplifying fractions	Y6	1771
Number	Fractions	Comparing mixed and improper fractions – bar model	Y6	5686

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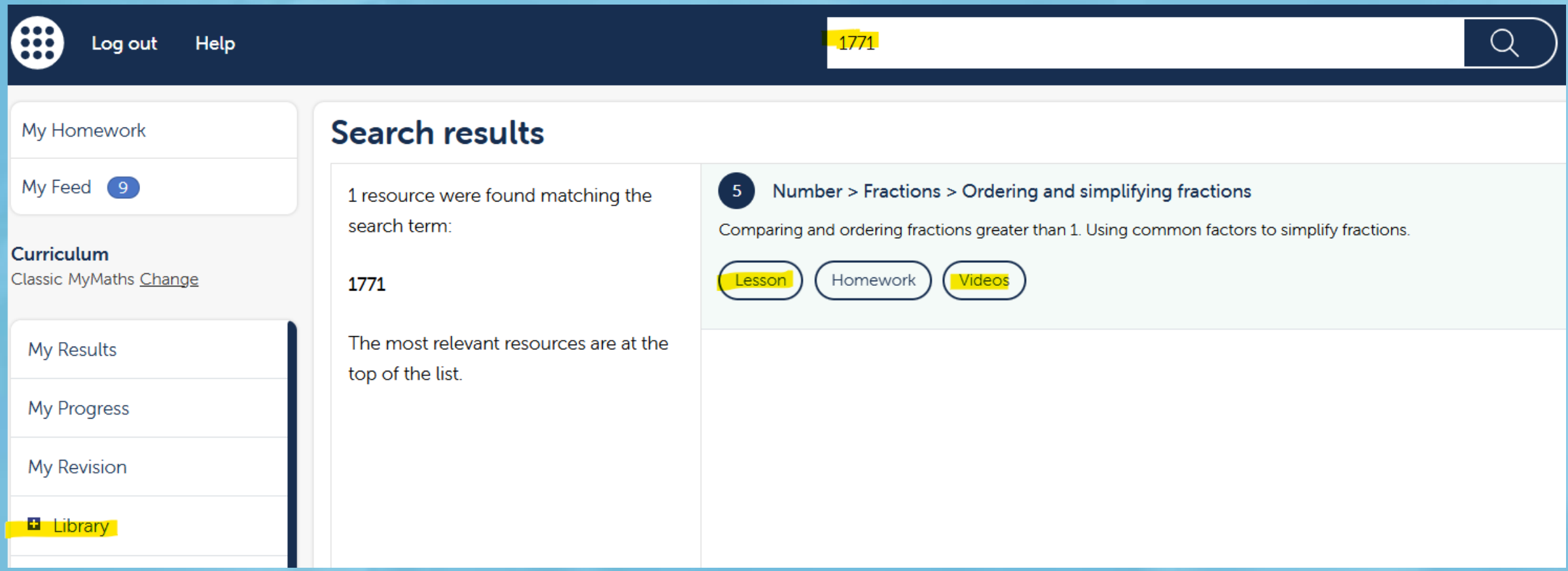

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Maths teachers are available at lunchtime if extra help is needed on homework tasks

- Maths Computing Club – Wednesday lunchtime with Mrs Robinson
- Maths Games and Homework Club –Tuesday lunchtime with Mrs Dacres in room 10

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What can you do to support your child do at home?

- Encourage them to complete their homework
- Encourage them to use their knowledge organisers
- Encourage them to try their best even if they find Maths difficult

Pupils will bring the following home to show you each term:

- Progress Booklets with their module test scores and practice SAT scores
- Their practice SAT papers

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Websites used for homework:

- MyMaths
- TT RockStars
- SATs Boot Camp

Other Maths homework:

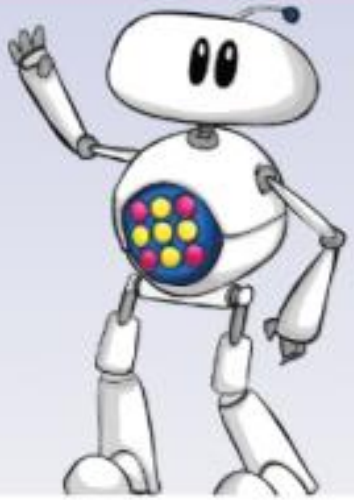
- Worksheets based on current learning
- Arithmetic consolidation

MyMaths.co.uk
Bringing maths alive

scissett ····· Log in

angles

Home | Primary | Secondary | Parents | Subscribe | FAQs | News



Welcome to MyMaths

Take a look around to find out more about the site, or book on to one of our webinars

Updates for Secondary MyMaths users

We've made a number of updates for Secondary MyMaths users to help you navigate straight to the content you

New Key Stage 1 Activities

We just released 10 new lessons and matching homework activities for Primary MyMaths users, 7 of which are specifically

Seeking valuable teacher feedback

Are you a teacher based in London? We wanted to let you know about an opportunity to take part in...

School login scissett angles

Student name	Class	Curriculum	Login	Password
test pupil	Year 6y NR Mrs Robinson	Classic MyMaths	3147	wbf

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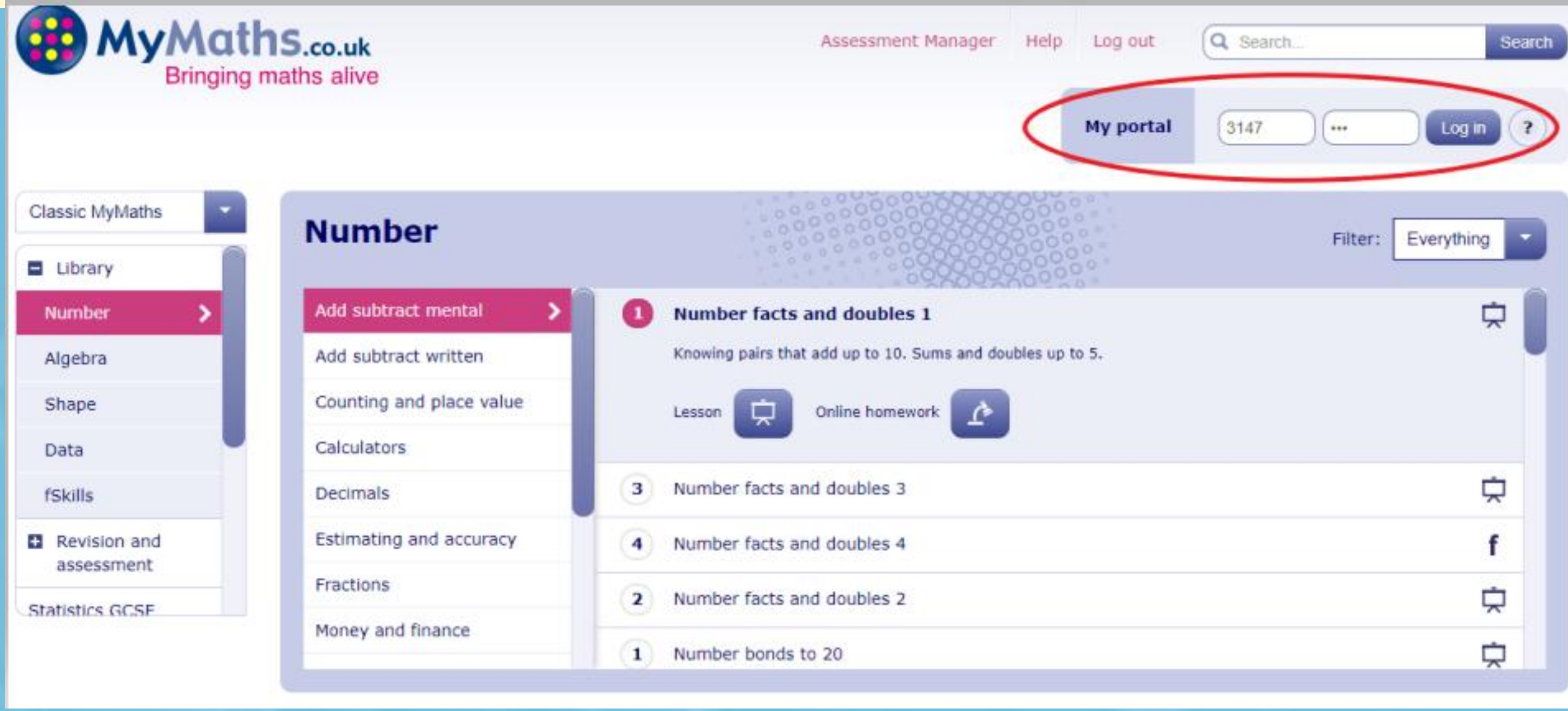

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Hello **test pupil** | Log out

My Homework

Complete these tasks set by your teacher

Due in 7 days

5 **Rounding and accuracy**

Rounding numbers up to a million and using rounding to check answers to calculations.

Lesson Online homework

Date set: 23 Sep | Date due: 30 Sep

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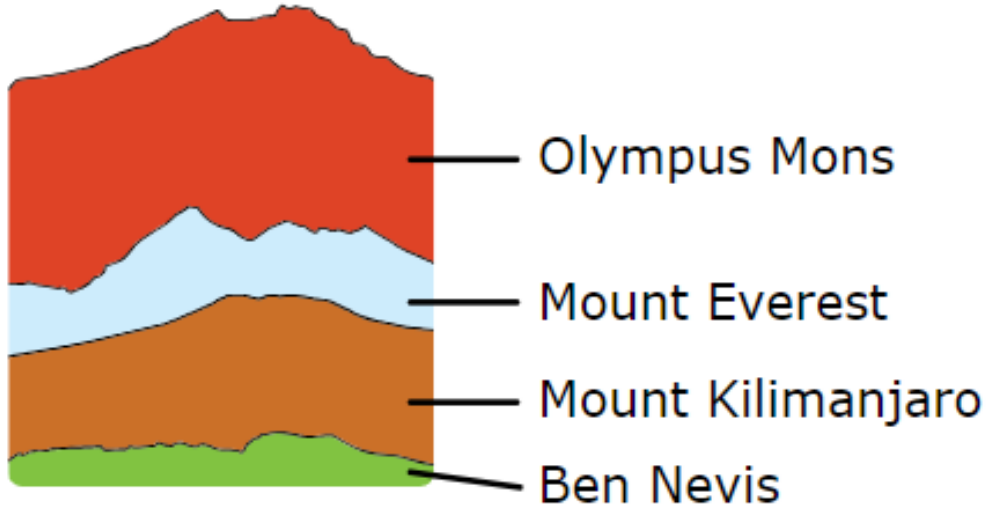
Q1

0
15

Q1 – Mountain heights

Scissett Middle School | test pupil

Round the height of the mountains.



[15]

Q2

0
4

No calc

Mountain	Height (m)	Rounded to the nearest 10 m	Rounded to the nearest 100 m	Rounded to the nearest 1,000 m	Rounded to the nearest 10,000 m
Ben Nevis	1,345				
Kilimanjaro	5,892				
Everest	8,848				
Olympus Mons	21,229				

Total

0
19

Mark it

Q1
14
15
Q2
4
4
Summary
Total
18
19

Q2 – Estimating totals

Scissett Middle School | test pupil

The tables show the number of page views for four different websites over 4 weeks.
Use your estimating and rounding skills to choose the correct total.

(Round to nearest

Week	Nu
1	491
2	241
3	497
4	417

1,696 | 1,64

)

r of views

9,128 ✓

(Round to nearest

Week	Nu
1	38,
2	39,583
3	20,244
4	39,278

142,977 | 137,977 | 140,477 ✓

000)

r of views
4
201,824
204,026
266,421

950,005 | 900,005 | 850,005 ✓

[4]

You have scored 4 out of 4 for this question.

Homework complete

Homework marked and saved!

Close homework | See your summary

SATS BOOT CAMP

Welcome, Scissett Middle School

My account | Instructions | Logout

Dashboard | Manage Children | Revise | Practice SATs tests | Reports

1360 hero coins

Instructions

maths boot camp

- Topic 1 Addition
- Topic 2 Subtraction
- Topic 3 Multiplication
- Topic 4 Division
- Topic 5 Order of Operations & Number Systems
- Topic 6 Roman Numerals & Properties of Numbers

literacy boot camp

- Topic 1 Basic Punctuation
- Topic 2 Commas & Inverted Commas
- Topic 3 Apostrophes
- Topic 4 Colons & Semi-colons
- Topic 5 Other Punctuation
- Topic 6 Nouns & Pronouns

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← Back to all Topics

Topic 3: Multiplication

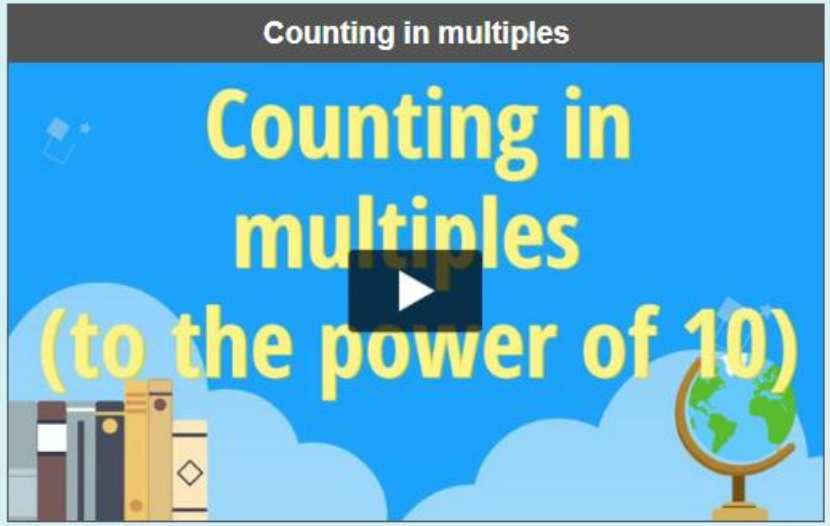
Instructions

1. Video lessons - Multiplication

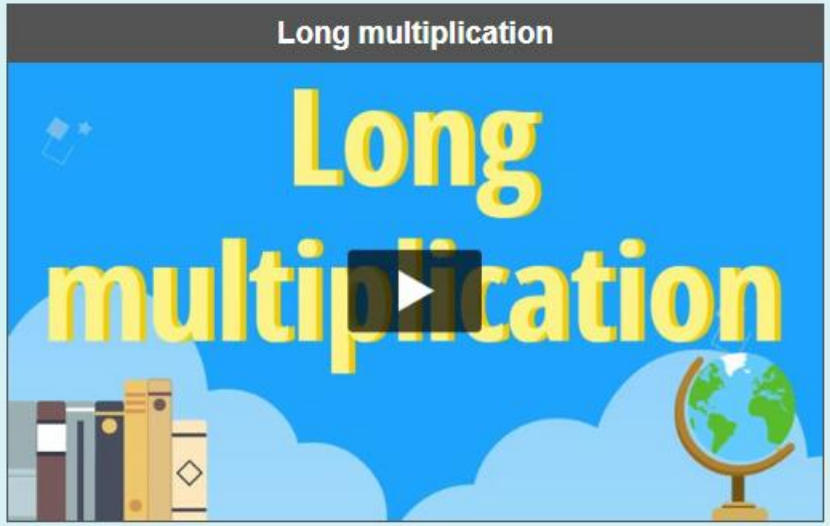
Mental multiplication

Multiplying by 10, 100 and 1,000

Counting in multiples



Long multiplication



- Watch the video
- Try the questions

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