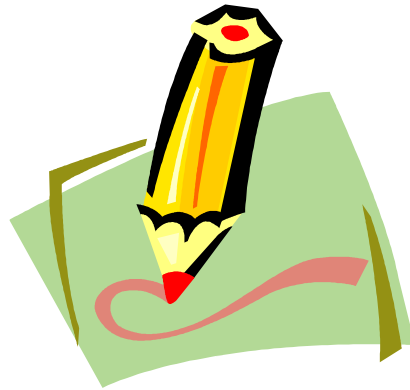


English Reading and SPAG

November 2025



Please do not practise previous SATs papers at home as we use them to inform our assessments in school.



SATs Timetable

Date	Activity
Monday 11 May 2026	English grammar, punctuation and spelling Papers 1 and 2
Tuesday 12 May 2026	English reading
Wednesday 13 May 2026	Mathematics Papers 1 and 2
Thursday 14 May 2026	Mathematics Paper 3

SATs English Assessments

English Tests:

- Reading Comprehension
- SPAG (Spelling, Punctuation and Grammar)

Reading

To be working at the expected level by the end of Year 6, I should be able to:

- **read age-appropriate books with confidence and fluency (including whole novels);**
- **read aloud with intonation that shows understanding;**
- **work out the meaning of words from the context;**
- **explain and discuss my understanding of what I have read, drawing conclusions and justifying these with evidence;**
- **predict what might happen from details stated and implied;**
- **retrieve information from non-fiction;**
- **summarise main ideas, identifying key details and using quotations for illustration;**
- **evaluate how authors use language, including figurative language, considering the impact on the reader;**
- **make comparisons within and across books.**

Vocabulary

Vocabulary is extremely important and is a huge indicator of how well a child will do in their reading paper. We look at vocabulary in context.

- were both **sprawled** in a heap
- **was hunched** over his tablet
- whilst trying to **stifle** an enormous yawn.
- in **bleary-eyed** confusion
- his **unruly mop** of ginger hair

We also text mark our extracts

- We underline interesting or unfamiliar vocabulary
- We discover how the writer has used language, such as similes and personification
- We make notes on our sheets to remind us what a word means or to explain something
- We are growing more confident with this skill!

SATs Test Papers

- Reading test- lasts for 60 minutes
- 50 marks
- Usually a variety of texts- non fiction/fiction and sometimes includes poetry
- Gradually gets more challenging...
- No specific reading time. Usually 3 texts, and children would have 20 minutes per text.
- Fiction, non-fiction and poetry text

Frequently asked questions

Q: How cold is the water?

A: The water temperature can range from 12°C to 18°C. Most people would consider water below 20°C too cold for swimming.

Q: How far is it from England to France?

A: The direct distance from Dover to Cape Gris Nez near Calais is approximately 21 miles, but a swimmer always swims further than that due to the movement of tides.

Q: How long does it take to swim across the Channel?

A: How fast do you swim? The faster you are, the more direct your swim will be. A slower swimmer will not only take longer but will have to swim further because of the tides and currents. Swimmers also have to plan stops for feeding. The fastest recorded crossing is 7 hours; the slowest is nearly 29 hours. An average swimmer doing two miles per hour would be in the water for up to 16 hours, but a stronger swimmer may take only 10 hours.

Q: Will you succeed if you train hard?

A: Preparation for a Channel swim involves months of training in very cold ocean water. But even this does not guarantee success. Fewer people have swum the English Channel than have climbed Mount Everest, the world's highest mountain! Some hazards of the swim include hypothermia (dangerous loss of body heat), seasickness and jellyfish. Unforeseen obstacles like rubbish floating in the sea can also cause problems no matter how hard you train.

Q: Why do people swim the English Channel?

A: That isn't a question with a single answer! The motivations for such a venture are as varied as the swimmers. Some people do it for glory, some to raise money for charity, but most do it to challenge themselves and for the satisfaction of being one of a select few to achieve this feat.

Safe to swim?

The French and UK coastguards are responsible for search and rescue operations in the English Channel. The French authorities outlawed swimming from France to England in 1993 for safety reasons. Then in 2010 the deputy director of the French coastguard, Jean-Christophe Burvingt, said he was in favour of a complete ban on swimming in either direction. He pointed out that the swim uses the same stretch of water as 500 vessels each day. Critics compare the swim to crossing a motorway on foot; supporters say the swim is well regulated and comparatively safe.

Celebrity swimmer

The author, comedian and actor, David Walliams, says that he was never sporty at school but he did enjoy swimming.



While preparing for his Channel swim, Walliams didn't miss a single training session in nine months. He knew that more than 90 per cent of people who attempt the swim fail. Walliams took 10 hours and 34 minutes to cross the Channel. His swim raised more than £1 million in donations for the charity Sport Relief.

As a rule of thumb, we tell the children to read the whole text first if it is a story or a poem to understand the text as a whole **HOWEVER** if it a piece of non-fiction, often children can be directed to the relevant information through the use of pictures or subheadings.

The English Reading Test

Test	What is it testing?	Length	Past paper trends
Reading comprehension	<ul style="list-style-type: none">•Pace•Understanding and interpretation of a text•Response to a text•Knowledge of different types of text•Using relevant quotes/vocabulary from the text•Core reading skills	1 hour	<p>First text: suitable for all children and mostly accessible.</p> <p>Second text: generally longer and vocabulary gets harder. Good example of age-expected reading material.</p> <p>Third text: most challenging and tends to require longer answers with more thought that carry more marks.</p> <p>It is NORMAL for children to be pushed for time in this test.</p> <p>There will usually be a piece of fiction, non-fiction and a poem.</p>

Examples - Finding the answers that are written down in the text. *(usually 1 mark)*

3

Find and copy four words which make the rides at the park seem exciting and scary.

1. _____
2. _____
3. _____
4. _____

- Thrill-seekers
- Scream
- Bone-crunching
- Stomach-churning
- Death-defying
- Bravest
- Perilous
- Terrifying

We are teaching them not to answer in full sentences for these questions.

If they copy too much (whole sentences) they will not be given the mark as they are not being specific enough.

If you can do your best to read for pleasure and enjoy it, it is the easiest way to improve your reading and SATs scores!

Find a genre you like and go for it!

Use the local libraries, they are a fantastic resource!



Grammar Paper

Vocabulary linked to grammar paper

Year 1

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Year 2

noun, noun phrase, statement, question, exclamation, command, compound, adjective,, verb, suffix, adverb, tense (past, present), apostrophe, comma

Year 3

adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Year 4

determiner, pronoun, possessive pronoun, adverbial

Year 5

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

SPAG

The English Grammar, Punctuation and Spelling Test (2 Tests)

Test	What is it testing?	Length
English Grammar, Punctuation and Spelling Test	<ul style="list-style-type: none">•Punctuation, sentence-grammar and vocabulary via a series of short answer questions•Spelling – 20 sentences with a missing word (not themed)	45 minutes (Approximately 15 minutes)

Capital letters must be clear and unambiguous for the award of the mark.

Where letters do not have unique capital letter forms, the height of the capital letter must be similar to, or greater than, that of letters with ascenders, and clearly greater than the height of letters that do not have ascenders.

For example, this would be acceptable:



This would be unacceptable:



Where children need to write, re-write, or complete a sentence, capital letters within the sentence will be marked as incorrect, unless used to start a proper noun or the pronoun 'I'.

This includes where an entire word is capitalised, for example for emphasis.

Incorrect use of capital letters negates an otherwise correct response and will be marked as incorrect.

Where children are asked to write a short response that is not part of a sentence (for example, if they are asked to write a word or phrase in a box or table), the use of capital letters will not be taken into account when deciding whether the mark should be awarded.

The only exceptions are if the word is a proper noun or the pronoun 'I', in which case a capital letter will be required for the award of the mark.

Punctuation

Do not accept...

punctuation that is ambiguous, e.g. if it is unclear whether the mark is a comma or full stop.

incorrectly formed punctuation marks, e.g. an inverted question mark.

Spelling

incorrect spellings of answers for which the mark scheme requires correct spelling.

Correct spelling is required for the award of the mark for the majority of questions in Paper 1, especially for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes.

Spelling

Try using a variety of ways of learning...

- **By sight/memory** –(what is known and remembered visually)-recall of high frequency and known words; look, cover, spell, check; use of mnemonics (rhymes to remember)
- **By listening/saying** –(phonological awareness)
say the sound and write the syllable, say the syllable and write the word.
- **By doing/applying** – (practising ‘on the job’ through writing)- writing a word out and seeing what it looks like; applying and detecting rules and generalisations; e.g. patterns (igh, ee, ai...), prefixes (un, pre, dis...), suffixes (ed, ing, ful, tion...) , word roots (trans, tele, auto...) ; ‘having a go’ (confidence).

Spotting spelling patterns:

tion (most common)

sen sa tion
e du ca tion
po llu tion

sion (se or de)

ten sion (tense)
e ro sion (erode)

ssion (mit or ss)

per mi ssion (permit)
e mi ssion (emit)
pro gre ssion
(progress)
dis cu ssion (discuss)

cian (jobs)

tech ni cian
op ti cian
mu si cian

Spelling Test

Spelling Test

1. I eat three pieces of each day.
2. I like reading stories.
3. We the pies — there were too many.
4. Mum makes a spicy chilli.
5. The front on her bike doesn't work.
6. I found a when we went for a walk.
7. We rolled the into small balls.
8. Julia is the of honour.
9. The pulled a rabbit out of his hat.
10. In ten minutes, you will reach your
11. Emma had to the book.

12. Rebecca chose to go into the nursing
13. There are lots of shops in the city's centre.
14. Amy can touch her nose with her
15. Chen takes Rover to classes each week.
16. He ran through the fields with a sense of
17. Beth was angry when the car splashed her with rainwater.
18. I wouldn't lie or try to you.
19. Ben is always getting himself into situations.
20. I get when my brother is nice to me.

END OF TEST

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

New Curriculum Spelling List Years 5 and 6

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

Spelling Websites

www.spellingcity.com

www.collaborativelearning.org/literacyonline.html

www.amblesideprimary.com/ambleweb/lookcover/lookcover.html

www.bbc.co.uk/schools/ks2bitesize/english/spelling_grammar.shtml

www.crickweb.co.uk

www.woodlands-junior.kent.sch.uk

<http://www.bbc.co.uk/hardspell>

Advice for Year 6 children!

- Read the questions carefully. This can help to avoid any silly mistakes!
- Don't worry if there's something you can't answer. Take a deep breath! You can always move on and go back later but it's better to write something rather than nothing;
- Make sure you get plenty of sleep and stay well fed – sleep and food help keep the brain moving;
- Keep in mind year 6 SATs are just one week of your entire life!
- **Stay focused in class so you don't have loads of extra study at home!**
 - **Year 7 pupil's advice**
 - **'Miss O'Riordan was actually right' –my personal favourite!!**