



Year 6 SATs 2026
Presentation for Parents



What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 11th May** ending on **Thursday 14th May**.
- The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Monday 11th May
 - Spelling, punctuation and grammar (paper 2: Spelling test) – Monday 11th May
 - Reading – Tuesday 12th May
 - Maths (paper 1: Arithmetic) – Wednesday 13th May
 - Maths (paper 2: Reasoning) – Wednesday 13th May
 - Maths (paper 3: Reasoning) – Thursday 14th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test, however writing is regularly moderated externally to ensure consistency between the schools and termly across TPA.



When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked **externally**.
- The results are then sent to the school in July, and we will then report them to you as soon as possible afterwards, with the scaled score for each subject and whether that is: *bellow expected, expected or above expected standard*.
- Each test lasts no longer than 60 minutes:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes (ET + 11 minutes)
 - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
 - Reading – 60 minutes (ET + 15 minutes)
 - Maths (paper 1: Arithmetic) – 30 minutes (ET + 8 minutes)
 - Maths (paper 2: Reasoning) – 40 minutes (ET + 10 minutes)
 - Maths (paper 3: Reasoning) – 40 minutes (ET + 10 minutes)



The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.



Spelling, Punctuation and Grammar: Monday 11th May

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (spelling, punctuation and grammar). The paper lasts for **45 minutes (ET 11 minutes)**.
- Paper 2 consists of a spelling test only. It should take approximately **15 minutes**, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).



Spelling, Punctuation and Grammar: Paper 1

The children will have been working hard with their class teacher on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

The question types include:

- Circling
- Drawing lines to connect
- Multiple choice questions (including ticking tables)
- One-word answers
- Short answer questions

This test requires a range of answer types but does not require longer formal answers.



Spelling, Punctuation and Grammar: Paper 1

Example questions:

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

e.g. **that, which**

Everyone loved the music _____ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and the second sentence is about three people.

1 mark



Spelling, Punctuation and Grammar: Paper 2

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

There is a spelling script that accompanies this which the teacher will read out. Example:
The word is creature. The dragon is an imaginary creature. The word is creature.

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.



Reading: Tuesday 12th May

There is one reading test that lasts for **60 minutes (ET 15 minutes)**.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read, and we have worked on splitting our time into 3 20 minute sections to ensure all are completed.

These three sections could be any combination of **non-fiction, fiction and/ or poetry**.

The test covers the following areas (known as Content Domains):

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



Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Question styles include:

- Multiple choice questions
- One-word answers
- Short answer questions
- Multiple mark (long answer) questions

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.

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m

Reading



Example questions: Based on text 2: Fact Sheet: About Bumblebees



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19 In what way is *buzz pollination* more useful than other forms of pollination?

1 mark

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i>	1m

Reading



Example questions:

Based on text 3: Music Box

32 What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"><thead><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr></thead><tbody><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none">there are widening cracks in the planks in the ceiling</td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at</td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove</td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none">the storm coming outside is dangerous</td></tr></tbody></table>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none">there are widening cracks in the planks in the ceiling	2. it is small / tiny	<ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at	3. it is warm / cosy	<ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i>	4. it is untidy / cluttered	<ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	<ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove	6. it is isolated	<ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i>	7. it is safe	<ul style="list-style-type: none">the storm coming outside is dangerous	Up to 3m
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	<p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>																	



Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2019 Reading SATs paper,

- 12% of marks could be gained from answering questions involving giving and explaining the **meaning of words** in context;
- 42% of marks could be gained from answering questions involving **retrieving** and recording information or identifying key details from a text;
- 36% of marks could be gained from answering questions involving making **inferences** from a text and **justifying** inferences with text evidence (PEE)



Reading

Example questions to ask at home when reading with your child:

- What does this word mean?
- Which word in this paragraph is the closest in meaning to...?
- What [character] doing when [event] happened?
- True or false questions about a paragraph/ text.
- Why do you [character] did [event]? Can you think of another reason?



Maths: Wednesday 13th May and Thursday 14th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes **ET + 8 minutes**) – Wednesday 13th May
- Paper 2: Reasoning (40 minutes **ET + 10 minutes**) – Wednesday 13th May
- Paper 3: Reasoning (40 minutes **ET + 10 minutes**) – Thursday 14th May



Maths Paper I (Arithmetic)

The maths arithmetic paper has a total of **40 marks**.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BODMAS), percentages of amounts and calculating with decimals and fractions.

Example question:

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div> <p>2 marks</p>
Show your method		

Qu.	Requirement	Mark	Additional guidance
23	<p>Award TWO marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none">$\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}OR\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Maths Paper I (Arithmetic)



Example questions:

6 $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

1 mark

11 = $87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

15 $60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

1 mark

18 20% of 3,000 =

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

1 mark



Maths Paper I (Arithmetic)

Example questions:

22 $1\frac{3}{7} - \frac{4}{7} =$

$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$

$\frac{6}{7}$

1 mark

25 $37 \overline{) 888}$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for the correct answer of 24</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none">long division algorithm, e.g. $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{) 888} \\ - 740 \\ \hline 140 \text{ (error)} \\ - 111 \\ \hline 29 \end{array}$ <p>OR</p> $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{) 888} \\ - 740 \\ \hline 148 \\ - 148 \\ \hline 0 \end{array}$ <ul style="list-style-type: none">short division algorithm, e.g. $\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{) 888} \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.</p>



Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 14th May and paper 3 will take place on Thursday 16th May. These tests have a total of 35 marks each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

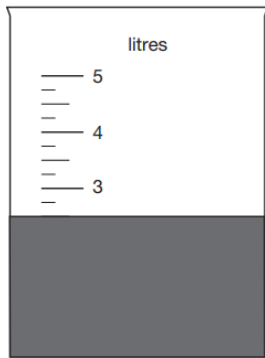
Maths Papers 2 (Reasoning)



Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½

litres

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark



Maths Papers 2 (Reasoning)

Example question:

18

Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.

1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$ and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

Do not accept vague or incomplete explanations, e.g.

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

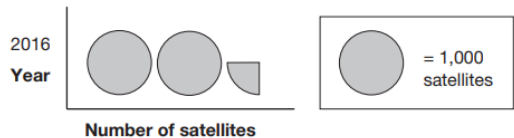
Maths Papers 3 (Reasoning)



Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

2,250

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark



Where will my child sit their paper?

For most children this will be in the room that they have their lesson in. e.g. if they have maths with Miss Buckley they will complete the lesson in her classroom.

There may be some children who carry out the assessments in other rooms. This could be because they are awarded extra time, are having a paper read to them, scribed for them or work best in a smaller group/room or with a particular adult.

FAQs



What shall I do if my child is unwell on the day of the test?

You know your child best – the final decision on whether you bring them in is ultimately down to the parent and whether they feel able to do it.

Our advice is, if possible, to bring them in just for the assessment and then they can go straight home afterwards. We are able to make arrangements for the child to make them as comfortable as possible. E.g. rest breaks, own room, water,

If you believe your child is too ill to take the test, then we can apply for a timetable variation. However there are strict guidelines to adhere to if we submit such an application e.g. being kept separately from other children until the test has been taken.



Can the assessments affect my child's place at Secondary School?

No. Your child has already got their secondary school offer and how well they do on their KS2 assessments does not affect this.

We do report a child's results to their secondary school. This will be used as a progress measure for the secondary schools to assess how the child progresses between KS2 and KS3 and as a target for GCSE's.



FAQs

My child has additional needs and I feel that they need additional support to access the tests – what is in place for them?

An additional need could be :

- a specific educational need (e.g. a difficulty in reading or writing)
- A disability (e.g. a hearing or visual impairment)
- Difficulty focusing or processing information
- Writing speed (linked to a physical, motor skill or learning disability)
- English as an additional language

To support these children we have applied for **access arrangements**, which have all been successful.

This means that for any children who have additional needs, they will be completing their tests using the same arrangements that have been in place all year. *(Please feel free to come and speak to us if you have any questions about this after this presentation).*

These access arrangements could include additional time, adaptations to the test paper (e.g. coloured test paper, translations of questions into another language or enlarged print), a scribe, transcripts, readers and prompters.



Supporting your child in preparing for the SATs

Tips:

- ✓ Talk to your child's class teacher if you have any concerns rather than worry your child.
- ✓ Give your child time to go outside and reduce screen time.
- ✓ Ensure your child is eating and drinking well and getting a good amount of sleep (Blueberries are recommend .
- ✓ Ensure your child has the best possible attendance at school.
- ✓ Support your child with any homework tasks. Make good use of the revision guides!
- ✓ Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- ✓ Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- ✓ Make sure your child has a good sleep and healthy breakfast every morning!





Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

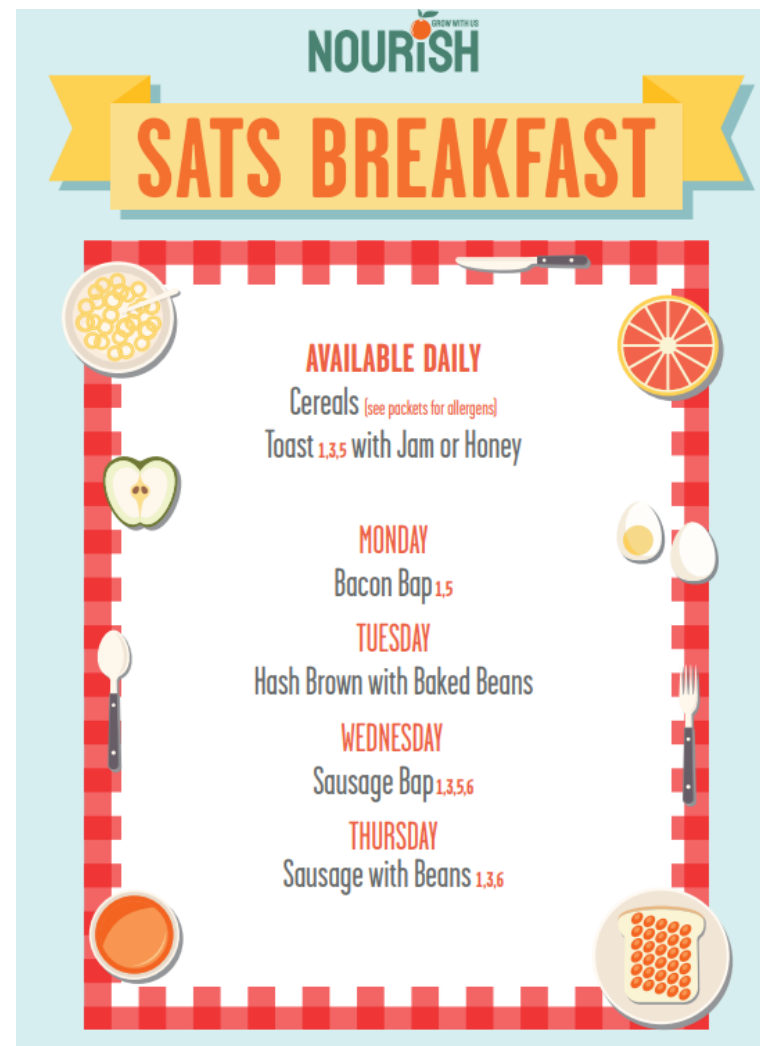
SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

We would like to invite all children to come and join us for Breakfast here from 8.15am Monday-Thursday of SATS week in the school hall (provided by Nourish).

We will ask you to express your interest so we can order the correct number approximately.

Even if they don't want breakfast, we encourage them to come along!



The poster features the Nourish logo at the top center, with a small orange icon above the 'i' in 'Nourish'. Below the logo is a yellow banner with the text 'SATS BREAKFAST' in large, bold, orange letters. The menu is enclosed in a red and white checkered border. Various food icons are placed around the border: a bowl of cereal, a slice of watermelon, a spoon, a slice of orange, a fried egg, a fork, a bowl of soup, and a slice of toast with jam. The menu items are listed in the center, with days of the week in red and prices in red.

NOURISH

SATS BREAKFAST

AVAILABLE DAILY
Cereals (see packets for allergens)
Toast ^{1,3,5} with Jam or Honey

MONDAY
Bacon Bap ^{1,5}

TUESDAY
Hash Brown with Baked Beans

WEDNESDAY
Sausage Bap ^{1,3,5,6}

THURSDAY
Sausage with Beans ^{1,3,6}