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# Year 6 SATs 2026

## Presentation for Parents

### Tuesday 13<sup>th</sup> January

# 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 11<sup>th</sup> May** ending on **Thursday 14<sup>th</sup> May**.
- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 12<sup>th</sup> May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 12<sup>th</sup> May
  - Reading – Tuesday 13<sup>th</sup> May
  - Maths (paper 1: Arithmetic) – Wednesday 14<sup>th</sup> May
  - Maths (paper 2: Reasoning) – Wednesday 14<sup>th</sup> May
  - Maths (paper 3: Reasoning) – Thursday 15<sup>th</sup> May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

*The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.*

# 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.
- Each test lasts no longer than 60 minutes:
  - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
  - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
  - Reading – 60 minutes
  - Maths (paper 1: Arithmetic) – 30 minutes
  - Maths (paper 2: Reasoning) – 40 minutes
  - Maths (paper 3: Reasoning) – 40 minutes

# Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

*Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.*

# 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.

# Grammar, Punctuation and Spelling: Monday 11<sup>th</sup> May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for 45 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).

# Grammar, Punctuation and Spelling: 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.

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

# Grammar, Punctuation and Spelling: Paper 1 (GPS)

## Example questions:

1

Which sentence must end with a **question mark**?

Tick one.

Do you know how long it took for the trees to grow

We have planted rose bushes around the trees

How beautiful the flowers will be

I will ask my teacher if I can show you

1 mark

33

Add a **prefix** to the word charge in the sentence below to show that the waiter did not charge too much.

The waiter was careful not to over charge the customer.

1 mark

47

Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The noise of the traffic disturbed us.

e.g. We were disturbed by the noise of the traffic.

1 mark

# Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:

## Spelling

1. Our dogs are \_\_\_\_\_ and full of energy.
2. The swans nested on an \_\_\_\_\_ in the lake.
3. We met a \_\_\_\_\_ writer.

## 2024 Spelling script

**Spelling 1:** The word is **young**.

Our dogs are **young** and full of energy.

The word is **young**.

**Spelling 2:** The word is **island**.

The swans nested on an **island** in the lake.

The word is **island**.

**Spelling 3:** The word is **famous**.

We met a **famous** writer.

The word is **famous**.

# Reading: Tuesday 12<sup>th</sup> May

There is one reading test that lasts for **60 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. These 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.

# Reading

The reading SATs paper requires a range of answer styles.

## Example questions:

**2** Read the paragraph beginning: *They are not hedgehogs...*

Find and **copy** one word that means the same as 'met'.

\_\_\_\_\_

1 mark

Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

**2** Read the paragraph beginning: *They are not hedgehogs...*

Find and **copy** one word that means the same as 'met'.

**Content domain:** 2a – give or explain the meaning of words in context

**Award 1 mark for:**

- *encountered.*

1m

# Reading

## Example questions:

9 Look at the section: **What issues are streaked tenrecs facing?**

What serious problems are streaked tenrecs facing?

Give **two** problems.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

9 Look at the section: **What issues are streaked tenrecs facing?**

What serious problems are streaked tenrecs facing?

Give **two** problems.

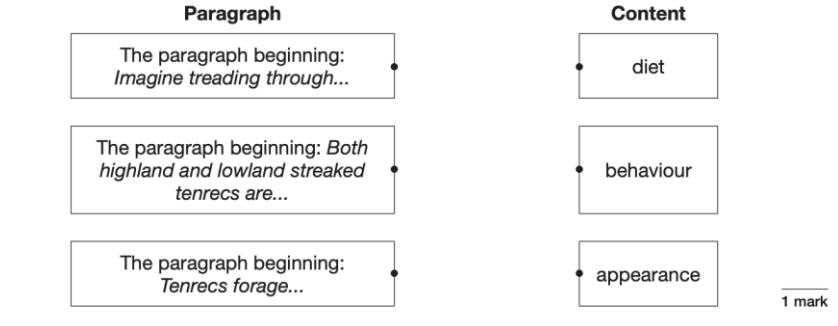
**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text

**Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:

1. deforestation / the destruction of streaked tenrecs' habitat, e.g.
  - deforestation destroys their habitat
  - tenrecs live in the rainforest and it's being destroyed
  - the landscape is being destroyed.

Up to  
2m

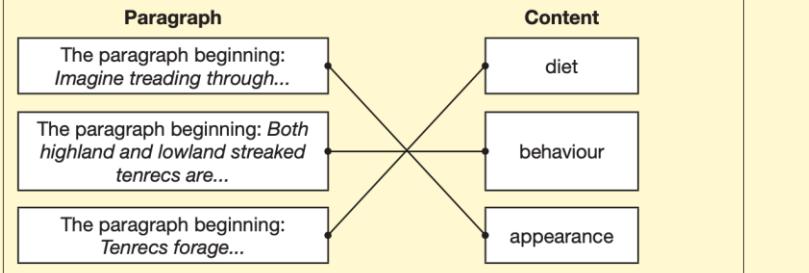
5 Draw **three** lines to match each paragraph to its main content.



5 Draw **three** lines to match each paragraph to its main content.

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

**Award 1 mark** for all correctly matched:



# Reading

## Example questions: 3-mark question

26

Look at the whole text.

Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

3 marks

Qu.	Requirement	Mark
26	<p>Look at the whole text.</p> <p>Write <b>three</b> pieces of evidence that show Ned was nervous about Louie's tightrope walking.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to any of the following up to a maximum of <b>3 marks</b>:</p> <ol style="list-style-type: none"><li>1. the quotation, <i>You ain't getting up on that?</i></li><li>2. the quotation, <i>It isn't safe, Louie / You can't just get up on the rope and...</i>, e.g.<ul style="list-style-type: none"><li>• <i>he told her that it wasn't safe for her</i></li><li>• <i>he wasn't sure that it was safe for her to be on it.</i></li></ul></li><li>3. the quotation, <i>It's a proper skill / It takes years of practice</i>, e.g.<ul style="list-style-type: none"><li>• <i>he pointed out it takes years to master</i></li><li>• <i>he thought she needed more practice.</i></li></ul></li><li>4. the quotation, <i>Shouldn't I stay here? / Just in case you fall?</i>, e.g.<ul style="list-style-type: none"><li>• <i>he thought she would fall</i></li><li>• <i>he wanted to stay beneath the rope incase she falls</i></li><li>• <i>he offered to help if she fell</i></li><li>• <i>he was asking if he should stay there</i></li><li>• <i>he hesitated to move – thinking she would fall.</i></li></ul></li><li>5. the quotation, <i>Ned breathed in sharp.</i></li></ol> <p><b>Do not accept</b> reference to the quotation, <i>You better come down.</i></p> <p><b>Do not accept</b> reference to the quotation, <i>He thought it was all one big prank.</i></p>	Up to 3m

# 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 2025 Reading SATs paper,

- 10% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 38% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 44% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home, try focusing on these types of questions.

# Maths: Wednesday 13<sup>th</sup> May and Thursday 14<sup>th</sup> May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 14<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 15<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 15<sup>th</sup> May

# Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40** marks and lasts for **30** minutes.

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

Example questions:

**19**

$$\frac{2}{3} + \frac{4}{5} =$$

1 mark

**20**

$$\begin{array}{r} 6312 \\ \times \quad 14 \\ \hline \end{array}$$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
19	$1\frac{7}{15}$ OR $\frac{22}{15}$	1m	Accept equivalent mixed numbers, fractions or the <b>exact</b> decimal equivalent, i.e. 1.46 (accept any unambiguous indication of the recurring digits). <b>Do not</b> accept rounded or truncated decimals.
20	Award <b>TWO</b> marks for the correct answer of 88,368  If the answer is incorrect, award <b>ONE</b> mark for the formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g. <ul style="list-style-type: none"><li><math display="block">\begin{array}{r} 6312 \\ \times \quad 14 \\ \hline 25248 \\ 63120 \\ \hline 88358 \text{ (error)} \end{array}</math></li><li><math display="block">\begin{array}{r} 6312 \\ \times \quad 14 \\ \hline 24248 \text{ (error)} \\ 63120 \\ \hline 87368 \end{array}</math></li></ul> <b>Do not</b> award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.  $\begin{array}{r} 6312 \\ \times \quad 14 \\ \hline 25248 \\ 6312 \text{ (place value error)} \\ \hline 31560 \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.

# Maths Paper 1 (Arithmetic)

Example 1-mark questions:

**9**  $7.68 + 13.493 =$

7.680  
+ 13.493  
\_\_\_\_\_  
21.173  
1 1 1

**21.173**

**1 mark**

**11**  $640 \div 8 =$

Mental method:  
Using known fact of  $64 \div 8 = 8$

**80**

**1 mark**

**18**  $\frac{5}{12} + \frac{1}{3} =$

$\frac{1}{3} = \frac{4}{12}$

$\frac{5}{12} + \frac{4}{12} = \frac{9}{12}$

**9**  
**12**

**1 mark**

**21**  $2 + 3^3 =$

$3^3 = 27$   
 $2 + 27 = 29$

**29**

**1 mark**

# Maths Paper 1 (Arithmetic)

## Example 2 mark question:

30	3 4 <span style="border: 1px solid black; padding: 2px;">9 8 6</span>	
Show your method		<span style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></span> 2 marks

Show  
your  
method

3	4	9	8	6
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2 marks

30

2 marks

30

Award **TWO** marks for a correct answer of 29

If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, e.g.

- long division algorithm, e.g.

$$\begin{array}{r}
 29\text{ r}6 \\
 34 \overline{)986} \\
 - 680 \\
 \hline
 306 \\
 - 300 \quad (\text{error}) \\
 \hline
 6
 \end{array}$$

OR

$$\begin{array}{r}
 & 28 \text{ (error)} \\
 34 \overline{)986} \\
 - 680 \\
 \hline
 306 \\
 - 306 \\
 \hline
 0
 \end{array}
 \quad
 \begin{array}{r}
 20 \times 34 \\
 9 \times 34
 \end{array}$$

- short division algorithm, e.g.

$$\begin{array}{r} 28 \text{ (error)} \\ 34 \overline{)98^306} \end{array}$$

Up to  
2m

Working must be carried through to reach a final answer for the award of **ONE** mark.

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.

# Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 14<sup>th</sup> May and paper 3 will take place on Thursday 15<sup>th</sup> May. These tests have a total of 35 marks each and lasts for 40 minutes 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:

5

Write the three missing digits to make this multiplication correct.

$$\begin{array}{r} 2 \quad 5 \quad 4 \\ \times \quad \quad 3 \\ \hline 7 \quad 6 \quad 2 \end{array}$$

1 mark

8

Write a **whole number** in each box to make the statements correct.

One has been done for you.

18

rounded to the nearest **ten** is 20

3,500 to 4,499

rounded to the nearest **thousand** is 4,000

815,000 to 824,999

rounded to the nearest **ten thousand** is 820,000

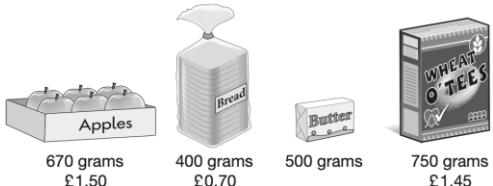
1 mark

# Maths Papers 2 (Reasoning)

## Example questions:

17

Chen buys these four items.



Chen pays for the four items with a £10 note. The price of the butter is not shown.

She receives £3.85 change.

What is the price of the **butter**?

Show  
your  
method

2 marks

17

**Award TWO marks for the correct answer of (£)2.50**

If the answer is incorrect, award **ONE** mark for evidence of an appropriate complete method which contains no more than **ONE** arithmetic error, e.g.

- $\pounds 1.50 + \pounds 0.70 + \pounds 1.45 = \pounds 3.65$   
 $\pounds 10.00 - \pounds 3.65 = \pounds 6.15$  (error)  
 $\pounds 6.15 - \pounds 3.85 = \pounds 2.30$

OR

- $\pounds 1.50 + \pounds 0.70 + \pounds 1.45 + \pounds 3.85 = \pounds 7.50$   
 $\pounds 10.00 - \pounds 7.50 = \pounds 3.50$  (error)

If no final answer is given, all calculations within an appropriate method must be evaluated correctly for the award of **ONE** mark, e.g.

- $\pounds 1.50 + \pounds 0.70 + \pounds 1.45 = \pounds 3.65$   
 $\pounds 10.00 - \pounds 3.65 = \pounds 6.35$   
 $\pounds 6.35 - \pounds 3.85$

Up to  
2m

Accept for **ONE** mark an answer of £250, £250p, £2,50 or £2.5 as evidence of an appropriate method.

Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.

Misreads of £3.85 as £3.65 **OR** miscopies of £3.65 as £3.85 are not allowed.

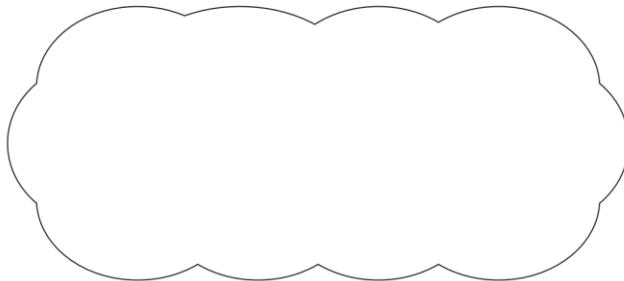
# Maths Papers 3 (Reasoning)

## Example questions:

24

$$\frac{1}{2} \times \frac{5}{6} \text{ is greater than the value of } \frac{1}{3} \times \frac{7}{8}$$

Explain how you know.



1 mark

24

Award **ONE** mark for an explanation that compares the calculations or relative size of the fractions to indicate relative size of the products, e.g.

- $\frac{1}{2} \times \frac{5}{6} = \frac{5}{12}$

$$\frac{5}{12} = \frac{10}{24}$$

$$\frac{1}{3} \times \frac{7}{8} = \frac{7}{24}$$

OR

- $\frac{10}{24} > \frac{7}{24}$

1m

**Do not accept responses that restate the question.**

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

- the result is bigger because it's a half
- shows the products without supporting calculations or further proof, e.g.

$$\frac{5}{12} \text{ is bigger than } \frac{7}{24}$$

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

# Maths Papers 3 (Reasoning)

## Example question:

21

A band holds a concert for charity.

The tickets cost £27 each.

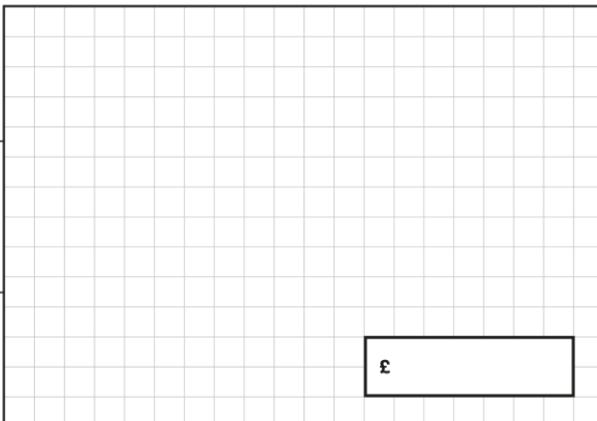
They sell 635 tickets.

They pay £3,180 to use the hall.

They give one-third of the **remaining** amount to charity.

How much money does the band give to charity?

Show your method



£

3 marks

21

Award **THREE** marks for the correct answer of £4,655

**Up to 3m**

A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.

Any appropriate rounding or truncating of the answer does not negate an appropriate method.

Any answer which does not result from correct rounding or truncating implies an additional step not shown.

Award **TWO** marks for:

- an incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g.

$$635 \times 27 = £17,045 \text{ (error)}$$

$$£17,045 - £3,180 = £13,865$$

$$£13,865 \div 3 = £4,621.66$$

**OR**

- for sight of £13,965  
(as evidence of two steps completed correctly)

Award **ONE** mark for:

- evidence of an appropriate method with more than one error

**OR**

- sight of £17,145  
(as evidence of the multiplication step completed correctly).

**TWO** marks will be awarded for an appropriate method with the misread number followed through correctly.

**ONE** mark will be awarded for evidence of an appropriate method using the misread number followed through correctly with no more than one error.

Answer need not be obtained for the award of **ONE** mark.

# When does SATs preparation begin?

The tests are a reflection on the learning that has taken place in Year 3, 4 and 5, as well as Year 6.

## Throughout Key Stage 2

- SPAG starters
- Tough Tens
- Maths arithmetic sessions/ assessment papers
- Reasoning questions/ assessment papers
- Targeted reading questions/ termly assessment papers that reflect question styles

# What has already been implemented this year?

- Daily morning activities (made up of previous SATs questions)
  - Arithmetic questions/ papers
- Targeted reading questions within whole class reading sessions that reflect the style of questioning within SATs papers.
  - SATs papers used for autumn term assessments
- Weekly maths homework using SATs questions linked with weekly learning (and mixed reasoning questions to support revision)
  - Rollama accessed weekly as part of homework tasks
  - Timed question practice introduced

# SATs Booster Sessions

- Alongside preparation within class, we are offering SATs booster sessions which will be an opportunity for the children to revise what has been taught within lessons and develop techniques to support them when completing the assessments.

The sessions will take place on the following dates and will run until 4pm. (Details have been sent to you via school spider).

- Monday 26<sup>th</sup> January
- Wednesday 28<sup>th</sup> January
- Monday 2<sup>nd</sup> February
- Wednesday 4<sup>th</sup> February
- Monday 9<sup>th</sup> February
- Wednesday 11<sup>th</sup> February
- Wednesday 25<sup>th</sup> February
- Monday 2<sup>nd</sup> March
- Wednesday 4<sup>th</sup> March
- Monday 23<sup>rd</sup> March
- Wednesday 25<sup>th</sup> March
- Wednesday 22<sup>nd</sup> April
- Monday 27<sup>th</sup> April
- Wednesday 29<sup>th</sup> April
- Wednesday 6<sup>th</sup> May

# Supporting your child in preparing for the SATs

## Tips:

- Don't use past papers as they are used in school to prepare the children.
- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study.
- 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.
- Plan something nice and fun for the weekend after SATs. This will help to give them something to look forward to after.

# Supporting your child in preparing for the SATs

Further tips:

- **Ensure your child completes their weekly homework.**
- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- As already discussed, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.

Information about CGP books/ ordering will be sent out via admin.

# Advice for Year 6 children

- Listen to your teacher.
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.

*"Stay focused in class so you don't have loads of extra studying to do at home!"*  
– Year 7 pupil's advice.