



# Year 6 SATs 2026 Presentation for Parents, Carers & Guardians

## What we'll discuss tonight

1. What are the SATs?
2. Specific arrangements for SATs
3. Interpreting the results
4. Breakdown of individual papers



## 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 11<sup>th</sup> May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 11<sup>th</sup> May
  - Reading – Tuesday 12<sup>th</sup> May
  - Maths (paper 1: Arithmetic) – Wednesday 13<sup>th</sup> May
  - Maths (paper 2: Reasoning) – Wednesday 13<sup>th</sup> May
  - Maths (paper 3: Reasoning) – Thursday 14<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 (not strictly timed)
  - 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).*



## 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.



## English reading

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	88
14	89
15	90
16	91
17	91
18	92
19	93
20	93
21	94
22	95
23	96
24	96
25	97

Raw score	Scaled score
26	98
27	98
28	99
29	100
30	100
31	101
32	102
33	103
34	104
35	104
36	105
37	106
38	107
39	108
40	109
41	110
42	111
43	113
44	114
45	115
46	117
47	118
48	120
49	120
50	120



## 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 (GPS)

The children have been working hard 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:

4

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

Tick one.

Shall we go round the fitness trail in the park

We could go tomorrow if you like

What I really like is the rope bridge

Let me know what you would like to do

1 mark

37

Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. **Although, While**  
\_\_\_\_\_ it rained all afternoon, the picnic was a success.

1 mark

32

The teacher wants to write a sign to remind children to turn the lights off.

Write the **command** that the teacher might use on the sign.  
Remember to punctuate your answer correctly.

e.g. Switch off the lights!    Please turn off the lights.

1 mark

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

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

Example questions:

## Spelling

1. The children were \_\_\_\_\_ the objects from smallest to largest.
2. Do not show \_\_\_\_\_ to anyone.
3. I was given a \_\_\_\_\_ award.

### 2022 Spelling script

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

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

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

Do not show **disrespect** to anyone.

The word is **disrespect**.

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

I was given a **special** award.

The word is **special**.



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

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–11 are about *The Parsnips* (pages 4–6)

1 Veronika's football team has two names.

What are the **two** names?

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

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

### THE CLUB – THE FACTS

**Name:** Parrs Under 11s, also known as "The Parsnips"

**Capacity:** 500

**Sponsor:** Sweet Peas Garden Centre, Mowborough

**Ground:** Lornton FC, Low Road, Lornton

**Plays in:** The Nettie Honeyball Women's League

**Coach:** Hannah Preston

**Assistant coach:** Katie Regan

Qu.	Requirement	Mark
1	<p>Veronika's football team has two names.</p> <p>What are the <b>two</b> names?</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to Parrs Under 11s <b>and</b> The Parsnips, e.g.</p> <ul style="list-style-type: none"><li>• <i>The Parsnips</i></li><li>• <i>Parsnips</i></li><li>• <i>Parrs under 11s</i></li><li>• <i>Parrs</i>.</li></ul>	1m

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

Example questions:

Based on text 2: My Circus Life

17

Look at page 9.

Vladik is always changing his *Dralion* performance.

Give **two** ways that these changes to his performance happen.

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

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

2 marks

## Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Qu.	Requirement	Mark
17	<p>Look at page 9.</p> <p>Vladik is always changing his <i>Dralion</i> performance.</p> <p>Give <b>two</b> ways that these changes to his performance happen.</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of <b>2 marks</b>:</p> <ol style="list-style-type: none"><li>Vladik's performance changing naturally / without him knowing how it happens, e.g.<ul style="list-style-type: none"><li><i>changes happen naturally</i></li><li><i>he just does the changes and he doesn't even realise.</i></li></ul></li><li>Vladik deliberately making changes to his performance, e.g.<ul style="list-style-type: none"><li><i>he modifies them on purpose</i></li><li><i>they happen deliberately.</i></li></ul></li><li>Vladik adding a trick, e.g.<ul style="list-style-type: none"><li><i>putting in a new trick.</i></li></ul></li></ol>	Up to 2m

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

## Example questions: Based on the whole text

33

Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

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

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

3 marks

Qu.	Requirement	Mark
33	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</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>Acceptable points:</b></p> <ol style="list-style-type: none"><li>1. curious</li><li>2. imaginative</li><li>3. confused</li><li>4. unafraid</li><li>5. solitary / content with her own company</li><li>6. observant</li></ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence]</li><li>• 2. <i>That she is good at noticing things that go on.</i> [AP6]</li><li>• 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]</li><li>• 2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence]</li></ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>Brave because she did the right thing in the situation.</i> [AP4]</li><li>• 2. <i>She was a person who definitely kept herself to herself.</i> [AP5]</li><li>• 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence]</li></ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>She likes to find out about other people.</i> [AP1]</li></ul>	Up to 3m

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

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 2022 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 13<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 13<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 14<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 BODMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

<b>32</b>	$2\frac{1}{2} - \frac{2}{3} =$	<input style="width: 50px; height: 30px;" type="text"/> 1 mark

<b>33</b>	$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$	<input style="width: 50px; height: 30px;" type="text"/> 2 marks
Show your method		

Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ <b>OR</b> $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an <b>exact</b> decimal equivalent, e.g. 1.8 $\bar{3}$ (accept any unambiguous indication of the recurring digits).  <b>Do not</b> accept rounded or truncated decimals.
33	Award <b>TWO</b> marks for the correct answer of 273,226  If the answer is incorrect, award <b>ONE</b> mark for a 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} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 244680 \\ \hline 273126 \text{ (error)} \end{array}</math></li> <li><b>OR</b></li> <li>• <math display="block">\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28544 \text{ (error)} \\ 244680 \\ \hline 273224 \end{array}</math></li> </ul>	Up to 2m	Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.  <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: $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 24468 \text{ (place value error)} \\ \hline 53014 \end{array}$



# Maths Paper 1 (Arithmetic)

Example 1-mark questions:

**6**  $6.48 + 8.6 =$

$$\begin{array}{r} 6.48 \\ + 8.6 \\ \hline 15.08 \\ \hline \end{array}$$

1 mark

**15**  =  $596 \times 7$

$$\begin{array}{r} 596 \\ \times 7 \\ \hline 4172 \\ \hline \end{array}$$

1 mark

**27** 15% of 3,200 =

$$\begin{array}{l} 10\% \text{ of } 3,200 = 320 \\ 5\% \text{ of } 3,200 = 160 \\ 15\% \text{ of } 3,200 = 480 \end{array}$$

1 mark

**35**  $6 + 4 \div 2 =$

$$\begin{array}{l} 4 \div 2 = 2 \\ 6 + 2 = 8 \end{array}$$

1 mark





## Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13<sup>th</sup> May and paper 3 will take place on Thursday 14<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:

6 Emma has a 5 litre bag of compost.



She uses 2.75 litres.

How much compost does Emma have left?

2.25 litres

1 mark

7 In a race, Ali completes a swim, a run and a bicycle ride.

The swim is  $\frac{1}{10}$  of the total distance.

The run is  $\frac{3}{10}$  of the total distance.

What fraction of the total distance is the **bicycle ride**?

$\frac{6}{10}$

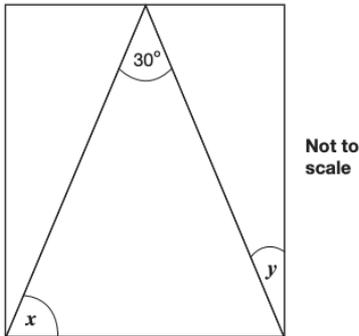
1 mark

# Maths Papers 2 (Reasoning)

## Example question:

24

Here is an **isosceles** triangle inside a rectangle.



Calculate the sizes of angles  $x$  and  $y$ .

Show  
your  
method

$x =$   °

$y =$   °

2 marks

24

Award **TWO** marks for the correct answer of  $x = 75$  **AND**  $y = 15$

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method calculating both angles, e.g.

- $180 - 30 = 150$   
 $150 \div 2 = 70$  (*error*)  
 $90 - 70$

**OR**

Award **ONE** mark for either correct  $x$  **OR**  $y$ .

Up to  
2m

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

If there is no evidence of an appropriate method and the values for  $x$  **AND**  $y$  are incorrect, accept for **ONE** mark  $x + y = 90$ , unless  $x$  is between 65–69 (inclusive) **AND**  $y$  is between 21–25 (inclusive).

# Maths Papers 3 (Reasoning)

## Example questions:

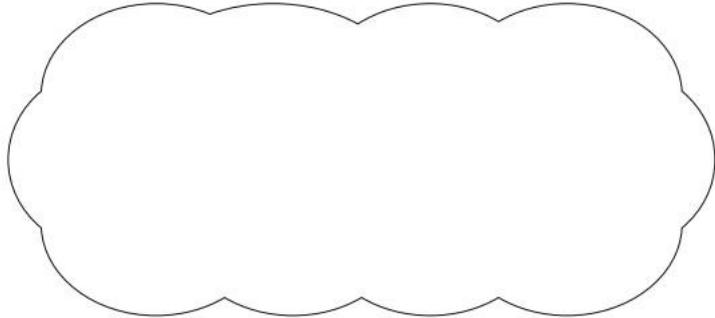
19

Jack says,

When you square a prime number, the answer has only two factors.



Explain why Jack is **not** correct.



1 mark

19

Award **ONE** mark for a correct explanation, e.g.

- It has 3 factors – the prime number, 1 and the square of the prime number.
- The prime number has 2 factors; the squared prime number will be divisible by one, itself and the prime number.
- All prime numbers squared have 3 factors.

**OR**

A correct explanation that gives a counter example, e.g.

- 5 is prime  
 $5^2 = 25$   
25 has 3 factors: 1, 5 and 25, not two
- $7^2$  has more than 2 factors – 1, 7 and 49
- $121 = 1 \times 121 = 11 \times 11$
- $3^2 = 9$   
9 – 1, 9, 3
- $5^2 = 25$   
Factors of 25 = 1, 5, 25  
All squared primes have 3 factors.

1m

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

- A square number doesn't have 2 factors (repeat of the question)
- $2^2 = 4$  (incomplete)
- Prime numbers have 2 factors only (incomplete)
- Prime numbers squared have more than 2 factors (vague)

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

- $49 = 1, 7, 49$
- 5 squared is 25  
1, 5, 5, 25  
25 has four factors
- All prime numbers squared have more than 3 factors

# Maths Papers 3 (Reasoning)

Example question:

20

This table shows how many people finished the New York Marathon in each of the first four decades it was held.

New York Marathon	
Decade	Total number of people who finished
1st decade	24,863
2nd decade	170,932
3rd decade	282,420
4th decade	350,824

What is the mean number of people who finished the marathon per decade? Round your answer to the **nearest hundred**.

Show your method

people

3 marks

Qu.	Requirement	Mark	Additional guidance
20	<p>Award <b>THREE</b> marks for the correct answer of 207,300</p> <p>If the answer is incorrect, award <b>TWO</b> marks for:</p> <ul style="list-style-type: none"> <li>evidence of an appropriate complete method which contains no more than one error, e.g.           <math display="block">\begin{array}{r} 24,863 \\ 170,932 \\ 282,420 \\ + 350,824 \\ \hline 828,939 \text{ (error)} \end{array}</math> <math display="block">828,939 \div 4 = 207,234 \text{ r}3</math>           Rounded to the nearest hundred = 207,200         </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>sight of <math>207,259 \text{ r}3</math> <b>OR</b> <math>207,259 \frac{3}{4}</math> <b>OR</b> 207,259.75</li> </ul> <p>Award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"> <li>evidence of an appropriate method with more than one error.</li> </ul>	Up to 3m	<p>Answer need not be obtained or rounded for the award of <b>ONE</b> mark.</p> <p>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.</p> <p><b>TWO</b> marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p><b>ONE</b> mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.</p>



## **Boosters**

We have 9 school weeks until SATs take place. In that time, we plan to complete two more booster groups and one more round of mock SATs.

Booster letters for this half-term will be out this week.

We do run reading boosters as regular reading lessons which all children will take part in. The next round of after-school boosters will include:

- GAPS,
- Maths Arithmetic,
- Maths Problem Solving.

Remember, the boosters aren't compulsory, but we do encourage children to attend if invited. If you're child hasn't been invited to a booster, please don't worry. We try to invite everyone but do complete some groups in school hours as well.



## **Breakfast Club**

A breakfast club will also be offered to the children each morning of their SATs tests. This will start from 8am.

Children will be offered a breakfast and something to drink during this time.

We have found this to be really useful in settling the children and easing any anxieties before they sit their paper.

More information about this will be sent out closer to the time.



## Drayton Manor

Every year, as a reward for the children's hard work, we take them to Drayton Manor.

This year, the trip is planned for Friday 22<sup>nd</sup> May, the last day before half-term!



## Supporting your child in preparing for the SATs

### Tips:

- Don't use the 2025 past paper at home with your child as we'll be using it in school.
- Talk to me if you have any concerns rather than worry your child.
- Encourage your child to talk to me 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 weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.



## What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your child with the ability to better cope with the situation.



# What to do if you are worried about your child

## **Talk to the school**

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

## **Talk to your child**

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

## **Encourage your child to talk to their teacher**

SATs are obviously linked to school. Don't be surprised if your child would prefer seek reassurance from teachers over family members.

## **Try not to project your own anxieties or views about the SATs**

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.



## Things to remember about SATs

**SATs are only four days out of a whole Primary School career.**

In reality, there's one or two papers each day that last 30 to 60 minutes.

**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 their amazing personal characteristics.

