

Year 6 SATs 2026 Presentation for Parents, Carers & Guardians

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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:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 11th May
  - Grammar, punctuation and spelling (paper 2: Spelling) – 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.

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.

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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

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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.
- Adults carefully chosen for different roles and support during the week.

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.

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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.

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Grammar, Punctuation and Spelling: Monday 11th 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).

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Grammar, Punctuation and Spelling: Paper 1 (GPS)

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.

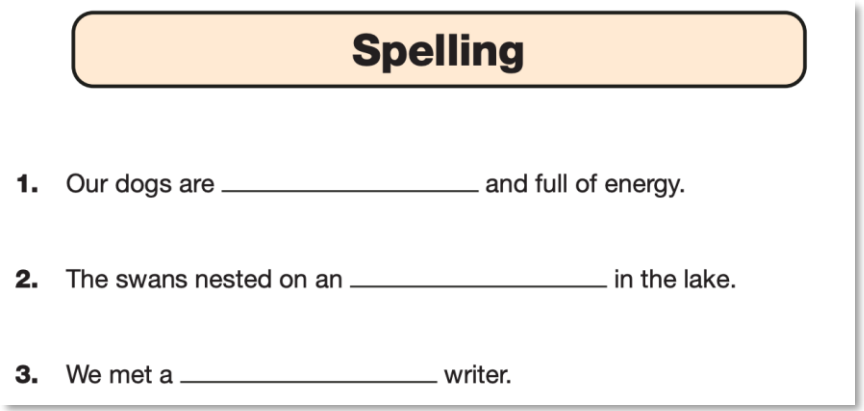
1 mark

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Grammar, Punctuation and Spelling: Paper 2 (spelling)

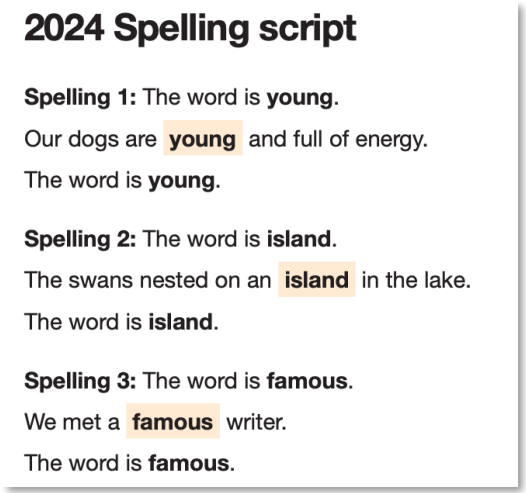
Paper 2 is a shorter paper that focuses solely on spellings.

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 12th 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

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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

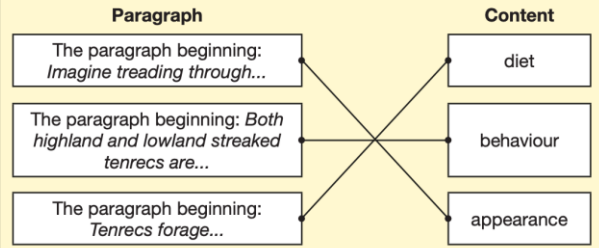
9	Look at the section: ***What issues are streaked tenrecs facing?***	Up to 2m
	What serious problems are streaked tenrecs facing? Give **two** problems. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference 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.*	

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

Paragraph	Content
The paragraph beginning: *Imagine treading through...*	diet
The paragraph beginning: *Both highland and lowland streaked tenrecs are...*	behaviour
The paragraph beginning: *Tenrecs forage...*	appearance

1 mark

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:	1m



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	Look at the whole text. Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking. **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 **3 marks**: **1.** the quotation, *You ain't getting up on that?* **2.** the quotation, *It isn't safe, Louie / You can't just get up on the rope and…*, e.g. • *he told her that it wasn't safe for her* • *he wasn't sure that it was safe for her to be on it.* **3.** the quotation, *It's a proper skill / It takes years of practice*, e.g. • *he pointed out it takes years to master* • *he thought she needed more practice.* **4.** the quotation, *Shouldn't I stay here? / Just in case you fall?*, e.g. • *he thought she would fall* • *he wanted to stay beneath the rope incase she falls* • *he offered to help if she fell* • *he was asking if he should stay there* • *he hesitated to move – thinking she would fall.* **5.** the quotation, *Ned breathed in sharp.* **Do not accept** reference to the quotation, *You better come down.* **Do not accept** reference to the quotation, *He thought it was all one big prank.*	**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 2024 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 13th May and Thursday 14th May

The maths assessments consist of three tests.

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

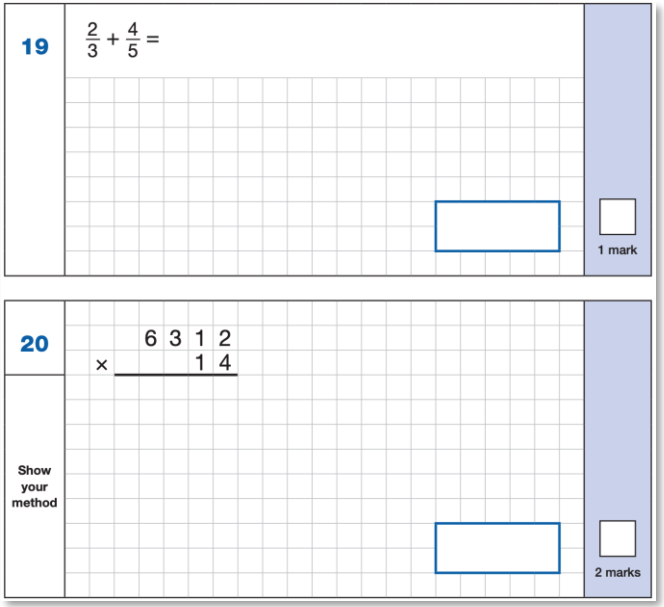
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Maths Paper 1 (Arithmetic)

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:



Qu.	Requirement	Mark	Additional guidance
19	$1\frac{7}{15}$ **OR** $\frac{22}{15}$	1m	Accept equivalent mixed numbers, fractions or the **exact** decimal equivalent, i.e. $1.4\dot{6}$ (accept any unambiguous indication of the recurring digits). **Do not** accept rounded or truncated decimals.
20	Award **TWO** marks for the correct answer of 88,368 If the answer is incorrect, award **ONE** mark for the formal method of long multiplication with no more than **ONE** arithmetic error, e.g. • 6312 × 14 = 25248, 63120, 88358 (*error*) **OR** • 6312 × 14 = 24248 (*error*), 63120, 87368	Up to 2m	Working must be carried through to reach a final answer for the award of **ONE** mark. **Do not** award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens. 6312 × 14 = 25248, 6312 (*place value error*), 31560

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Maths Paper 1 (Arithmetic)

Example 1 mark questions:

9 $7.68 + 13.493 =$

$$\begin{array}{r} 7.680 \\ +\ 13.493 \\ \hline 21.173 \\ 1\ 1\ 1 \end{array}$$

21.173

1 mark

11 $640 \div 8 =$

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

80

1 mark

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

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

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

$\frac{9}{12}$

1 mark

21 $2 + 3^3 =$

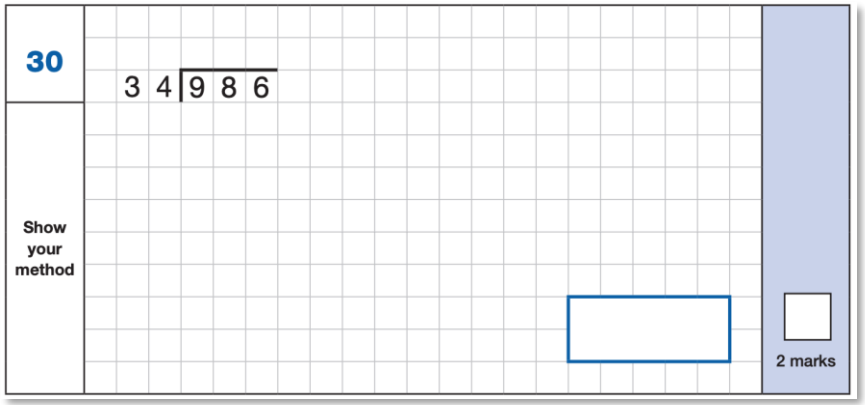
$3^3 = 27$
$2 + 27 = 29$

29

1 mark

Maths Paper 1 (Arithmetic)

Example 2 mark question:



30	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. 29 r6 34) 986 – 680 306 – 300 (*error*) 6 **OR** 28 (*error*) 34) 986 – 680 20 × 34 306 – 306 9 × 34 0 • short division algorithm, e.g. 2 8 (*error*) 34) 98 30 6	**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 13th May and paper 3 will take place on Thursday 14th 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.

$$\begin{array}{r} \square 5 \square \\ \times \quad 3 \\ \hline 7\,\square\,2 \end{array}$$

1 mark

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

One has been done for you.

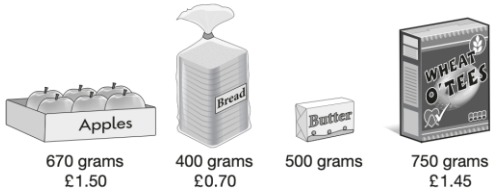
18	rounded to the nearest **ten** is	20
3,500 to 4,499	rounded to the nearest **thousand** is	4,000
815,000 to 824,999	rounded to the nearest **ten thousand** is	820,000

1 mark

Maths Papers 2 (Reasoning)

Example questions:

17 Chen buys these four items.



670 grams	400 grams	500 grams	750 grams
£1.50	£0.70		£1.45

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

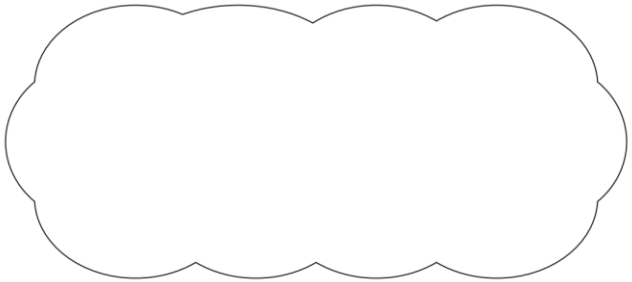
17	Award **TWO** marks for the correct answer of (£)2.50 If the answer is incorrect, award **ONE** mark for evidence of an appropriate complete method which contains no more than **ONE** arithmetic error, e.g. • £1.50 + £0.70 + £1.45 = £3.65 £10.00 – £3.65 = £6.15 (*error*) £6.15 – £3.85 = £2.30 **OR** • £1.50 + £0.70 + £1.45 + £3.85 = £7.50 £10.00 – £7.50 = £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. • £1.50 + £0.70 + £1.45 = £3.65 £10.00 – £3.65 = £6.35 £6.35 – £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 $\frac{1}{2} \times \frac{5}{6}$ 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. $\frac{5}{12}$ 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.
	Award **TWO** marks for: • an incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. 635 × £27 = £17,045 (*error*) £17,045 – £3,180 = £13,865 £13,865 ÷ 3 = £4,621.66 **OR** • for sight of (£)13,965 (as evidence of two steps completed correctly)		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. **TWO** marks will be awarded for an appropriate method with the misread number followed through 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).		**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.

Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Don't use past papers as they are used in school to prepare the children.
- Attend any SATs meetings at school (or read any literature sent home).
- 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 weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

Supporting your child in preparing for the SATs

Further tips:

- 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 we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.
- If you're looking to support your child further with maths at home, there are lots of good websites with free Year 6 revision resources. Start with thirdspacelearning.com/blog/category/for-parents/ or register free for the Third Space Learning Maths Hub (mathshub.thirdspacelearning.com)

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 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. Your school may be able to provide you with more detailed feedback.

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.

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 10 or 11 year old 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 to 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.

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.
- Remember that the Year 6 SATs last for 4 days out of your whole life!

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

Thank you for listening! ☺

