Year 6 SATs 2026 Presentation for Parents, Carers & Guardians

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.

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 time;
- Tests being opened early to be modified;
- An adult to scribe 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.

Scaled Scores

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 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).

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:

3 Tick **one** box to show where a **question mark** is needed in the sentence below.

" Have you finished eating your lunch " asked Hannah

1 mark

7 Circle the correct **verb form** in each underlined pair to complete the sentences below using **Standard English**.

We was / were going on a school trip to a concert.

The musicians did / done a sound check before the show.

1 mark

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

The local park is maintained by the council.

The council maintain the local park.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:

Spelling

1. There was a brave _____ in the story.
2. The children walked home _____ the park.
3. We were _____ for our hard work.
4. I enjoy reading _____ stories.

2025 Spelling script

Spelling 1: The word is **knight**.
There was a brave **knight** in the story.
The word is **knight**.

Spelling 2: The word is **through**.
The children walked home **through** the park.
The word is **through**.

Spelling 3: The word is **rewarded**.
We were **rewarded** for our hard work.
The word is **rewarded**.

Spelling 4: The word is **adventure**.
I enjoy reading **adventure** stories.
The word is **adventure**.

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 ***An intriguing game***

Which word is closest in meaning to *intriguing*?

Tick **one**.

- exciting ☐
- popular ☐
- challenging ☐
- interesting ☐

An intriguing game

One day in 2005, Phiona followed her brother Brian to see where he was going. Watching silently, out of view, Phiona saw that Brian had gone to a club where children had gathered to play a game with some small black and white pieces on a board. She was fascinated by what they were doing.

The game they were playing was chess. It was so unusual in Uganda at that time, there was no word for it in Phiona's language. Despite this, she was determined to play. She walked six kilometres every day to find out how. Within a year, it was clear that she had a special gift.

4

2	***An intriguing game*** Which word is closest in meaning to *intriguing*? Tick **one**. **Content domain:** 2a – give or explain the meaning of words in context **Award 1 mark** for: exciting ☐ popular ☐ challenging ☐ interesting ☑	1m

Reading

Example questions:

25 Look at the whole text.

Tick **one** box in each row to show what the text tells you about the lights.

	Yes	No
where they are placed		
what colour they are		
how many did not work		
what they are used for		

Qu.	Requirement	Mark
25	Look at the whole text. Tick **one** box in each row to show what the text tells you about the lights. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for **all four** correct:	1m

	Yes	No
where they are placed	✓	
what colour they are	✓	
how many did not work		✓
what they are used for		✓

14 *'It's just a rock. They're all rocks, you can…'*

What made Tom realise that what he was looking at wasn't actually a rock?

Write **two** things.

1. _____

2. _____

2 marks

Qu.	Requirement	Mark
14	*'It's just a rock. They're all rocks, you can...'* What made Tom realise that what he was looking at wasn't actually a rock? Write **two** things. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** its colour, e.g. • *it was a different colour to other rocks* • *it was red.* **2.** its shape, e.g. • *it had a different shape to other rocks* • *it had a shape of a boat* • *curious regular shape* • *it was a weird shape.* **3.** its texture, e.g. • *it was smooth.* **4.** the writing on it, e.g. • *it had writing on it.* **Also accept** reference to its size, e.g. • *it was large.*	Up to 2m

Reading

Example questions:
3 mark question

26 What impressions do you get of Tom's and Geoff's personalities?

Write **one** impression for **each** boy, using evidence from the text to support each answer.

	Impression	Evidence
Tom		
Geoff		

3 marks

Qu.	Requirement	Mark
26	What impressions do you get of Tom's and Geoff's personalities? Write **one** impression for **each** boy, using evidence from the text to support each answer. **Content domain**: 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 3 marks** for **two** acceptable points, at least **one** with evidence. **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence. **Award 1 mark** for **one** acceptable point.	Up to 3m

Tom is...

Acceptable points (Impression)	Evidence
1. anxious / cautious / a worrier	• *he peered nervously into the darkness* • *'What did you do?'* • *he climbed silently into the machine* • *he didn't want to touch the buttons / lights* • *'What are you doing?'* • *he didn't want Geoff to touch the lights / press the button* • *'You can't do that!'* • *he stared at his friend in horror* • *'You don't know what'll happen!'* • *'At least let's think about it first'*
2. sensible / responsible	• *he didn't want to touch the buttons / lights* • *he didn't want Geoff to touch the lights / press the button* • *'You can't do that!'* • *'You don't know what'll happen!'* • *'At least let's think about it first'*
3. curious / interested	• *he walked towards / went to look at the object* • *he leaned forwards to brush away the dust* • *he wanted to work out what the writing said* • *Tom came round to look* • *he questioned Geoff when the light came on / 'What did you* • *he got into the machine to sit with Geoff*
4. observant	• *he noticed details about the rock* • *he spotted the writing on the machine* • *he became aware of a faint humming / inaudible vibration*

Continued on the following p

Qu.	Requirement	Mark
26 (cont.)	**Geoff is...**	

AP - Impression	Evidence
1. adventurous / brave	• *he climbed into the machine first* • *he ran a finger cautiously over one of the lights / buttons* • *'I reckon if you pushed one of these'* • *he was going to / wanted to press the buttons* • *there was only one way to really know*
2. reckless / careless	• *he climbed into the machine first* • *he ran a finger over one of the lights / buttons* • *'I reckon if you pushed one of these'* • *he was going to / wanted to press the button* • *his finger still hovered over the lights* • *there was only one way to really know*
3. curious / interested	• *he walked towards the object* • *he got into the machine* • *he wanted to find out what the lights were / did* • *'I wonder what it is?'* • *'What do you think it is?'* • *'What's it for?'* • *he ran a finger over one of the lights / buttons* • *'I wonder if we could find out?'* • *he stared intently at the surface* • *'They're not just lights, are they?' / 'They're buttons, you see?'* • *'I reckon if you pushed one of these'* • *he wanted to press the button / find out what would happen if he pressed the button* • *his finger hovered over the lights* • *there was only one way to really know*
4. excitable / enthusiastic / impulsive	• *he climbed into the machine first* • *he says 'Wow' when the machine pings* • *he ran a finger over one of the lights / buttons* • *'I reckon if you pushed one of these'* • *his finger hovered over the lights* • *he was going to / wanted to press the button* • *he didn't want to listen to Tom / he didn't want to think about it*
5. stubborn	• *his finger still hovered over the lights* • *reluctantly he sat back and thought about it* • *he didn't want to listen to Tom / he didn't want to think about it* • *he was going to / wanted to press the button even though Tom didn't want him to* • *there was only one way to really know*
6. observant	• *he became aware of a faint humming / inaudible vibration* • *stared intently at the surface under his hand* • *'They're not just lights, are they?' / 'They're buttons, you see?'*

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,

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 30% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 48% 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.

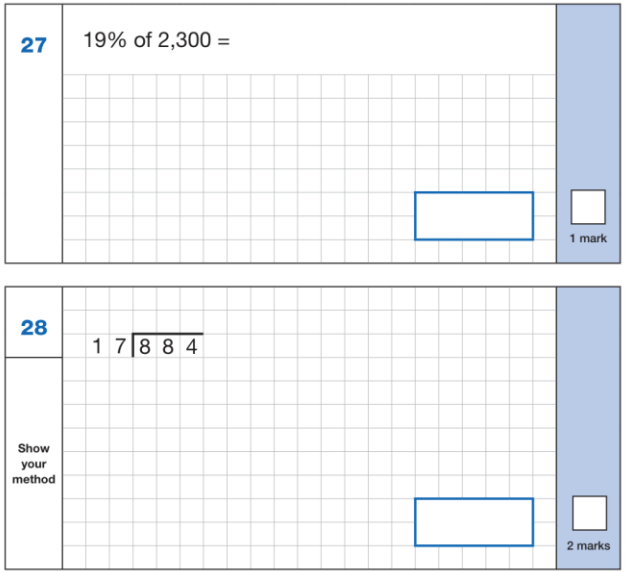
- Paper 1: Arithmetic (30 minutes) – Wednesday 13th May
- Paper 2: Reasoning (40 minutes) – Wednesday 13th May
- Paper 3: Reasoning (40 minutes) – Thursday 14th May

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:



27	437	1m	**Do not** accept 437%

Qu.	Requirement	Mark	Additional guidance
28	Award **TWO** marks for a correct answer of 52 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. 52 r2 17 | 884 − 850 34 − 32 (*error*) 2 **OR** 53 (*error*) 17 | 884 − 850 50 × 17 34 − 34 2 × 17 0 • short division algorithm, e.g. 5 3 (*error*) 17 | 88 4	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 Paper 1 (Arithmetic)

Example 1 mark questions:

25 5% of 860 =

Using known fact of 10% of 860 = 86
And 5% is half of 10%

86 ÷ 2 = 43

43

1 mark

12 540 ÷ 6 =

Known facts: 54 ÷ 6 = 9

90

1 mark

26 $\frac{5}{8} \div 3 =$

⅝ x ⅓
5 x 1 = 5
8 x 3 = 24
⅝ x ⅓ = 5/24

5/24

1 mark

8 12 × 3 × 10 =

12 x 3 = 39

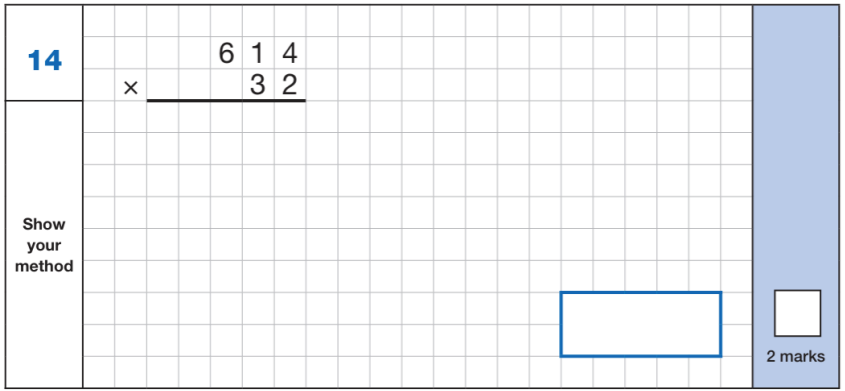
39 x 10 = 390

390

1 mark

Maths Paper 1 (Arithmetic)

Example 2 mark question:



Qu.	Requirement	Mark	Additional guidance
14	Award **TWO** marks for the correct answer of 19,648 If the answer is incorrect, award **ONE** mark for the formal method of long multiplication with no more than **ONE** arithmetic error, e.g. • 614 × 32 = 1228, 18420, 19640 (*error*) **OR** • 614 × 32 = 1226 (*error*), 18420, 19646	**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. 614 × 32 = 1228, 1842 (*place value error*), 3070

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 Paper 2 (Reasoning)

Example questions:

18 Tick the fractions that are **greater than** $\frac{2}{3}$

- $\frac{5}{6}$ ☑
- $\frac{4}{9}$ ☐
- $\frac{9}{12}$ ☑
- $\frac{11}{15}$ ☑
- $\frac{10}{21}$ ☐

2 marks

20 Sophie thinks of **two prime numbers**.

She adds them together.

Her answer is **24**

Write **all** of the different pairs of prime numbers that Sophie could think of.

5 and 19

7 and 17

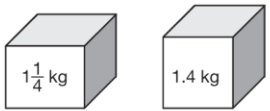
11 and 13

2 marks

Maths Paper 2 (Reasoning)

Example questions:

16 Here are two boxes.



The mass of the first box is $1\frac{1}{4}$ kilograms.

The mass of the second box is **1.4** kilograms.

What is the **difference** in mass of the two boxes?

Give your answer in kilograms.

Show your method

kg

2 marks

16	Award **TWO** marks for the correct answer of 0.15 If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g. • $1\frac{1}{4} = 1.25$ 1.4 – 1.25 = 0.25 (*error*) **OR** • $1\frac{1}{4} \times 1000 = 1250$ 1400 – 1250 = 50 (*error*) 50 ÷ 1000	**Up to 2m**	Accept for **TWO** marks an exact equivalent fraction, e.g. $\frac{3}{20}$ For the award of **TWO** marks, the answer must be in kilograms. Answer need not be obtained for the award of **ONE** mark. Award **ONE** mark for an answer of 150 Any conversion of units, fractions or decimals must be a correct method of conversion seen **OR** a correct conversion for the award of **ONE** mark. Misreads are **not** allowed.

Maths Paper 3 (Reasoning)

Example questions:

13 Write these numbers in order, starting with the **least**.

$\frac{9}{100}$ 0.999 $\frac{99}{100}$ 0.009

☐ ☐ ☐ ☐

least

1 mark

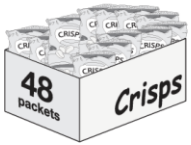
13	Award **ONE** mark for the correct order, as shown: 0.009 $\frac{9}{100}$ $\frac{99}{100}$ 0.999 least	**1m**	Misreads and miscopies are **not** allowed. Accept equivalent fractions and exact equivalent decimals. Accept numbers in reverse order **AND** the label 'least' changed to follow suit.

Maths Paper 3 (Reasoning)

Example question:

17 A shop buys **35 boxes** of crisps.

Each box contains **48 packets** of crisps.



On average, the shop sells **56 packets** of crisps each day.

How many **days** will it take for all of the crisps to be sold?

Show your method

days

3 marks

17	Award **THREE** marks for the correct answer of 30 If the answer is incorrect, award **TWO** marks for: • evidence of an appropriate complete method which contains no more than one arithmetic error, e.g. 48 × 35 = 1580 *(error)* 1580 ÷ 56 = 28 r12 Award **ONE** mark for: • evidence of an appropriate method with more than one error **OR** • sight of 1680 (as evidence of the appropriate multiplication step completed correctly).	**Up to 3m** Any appropriate rounding or truncating of the answer does not negate an appropriate method. Any answer which does not result from appropriate rounding or truncating implies an additional step not shown. Any incorrect answer to the pupil's division that is not appropriate rounding or truncating is an error. Answer need not be obtained for the award of **ONE** mark. If a pupil's final answer results in a notation error, this is taken as an additional error and only **ONE** mark can be awarded in an appropriate, complete method. 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. **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.

Supporting your child in preparing for the SATs

Tips:

- Talk to your me if you have any concerns.
- Encourage your child to talk to a 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.

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.

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.