

WELCOME TO THE YEAR 6 SATs INFORMATION MEETING



Purpose: To explain what SATs are and how we support your child.

Context: These tests measure progress at the end of Key Stage 2 and provide a snapshot of attainment in English and Maths.

Key Message: Your child is more than a score; these tests are one part of a much broader picture of their primary education.

WHAT ARE THE SATS?

SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.

The 2026 SATs will take place from Monday 11 May to Thursday 14 May 2026.

Date	Subject and Paper	Duration
Monday 11 th May	English Grammar, Punctuation and Spelling (Paper 1: Questions)	45 mins
Monday 11 th May	English Grammar, Punctuation and Spelling (Paper 2: Spelling)	~15-20 mins
Tuesday 12 th May	English Reading	60 mins
Wednesday 13 th May	Mathematics (Paper 1: Arithmetic)	30 mins
Wednesday 13 th May	Mathematics (Paper 2: Reasoning)	40 mins
Thursday 14 th May	Mathematics (Paper 3: Reasoning)	40 mins



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Thursday 14 th May	Mathematics (Paper 3: Reasoning)	40 mins

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.

The children are used to being assessed and we will conduct a thorough run-through of the SATs, in the exact way they will be carried out closer to the time so that the children know what to expect.

After the tests are completed, the papers are sent away to be marked *externally*.

The results are then sent to the school in *July* and will be shared with parents on the same day as *reports* are shared.



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
- 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

Class teachers work closely with the SENCO from February to gather and submit evidence to The Standards and Testing Agency (STA) before confirmation of these arrangements is shared with parents.



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
- A judgement on if the National Standard has been met

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time. Scaled scores range from 80 to 120.

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



SPELLING, PUNCTUATION AND GRAMMAR: MONDAY 11TH MAY

Spelling, Punctuation and Grammar consists of two papers.

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



SPELLING, PUNCTUATION AND GRAMMAR: PAPER 1

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

This test focuses on:

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



SPELLING, PUNCTUATION AND GRAMMAR:

PAPER 1

Example questions:

1

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

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

8

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

e.g. *that, which*

Everyone loved the music _____ was played last night.

1 mark

34

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

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

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



SPELLING, PUNCTUATION AND GRAMMAR: PAPER 2

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

Example questions:

Spelling task

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



READING: TUESDAY 12TH MAY

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

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:

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

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

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



READING

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



Buzz pollination

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

19

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

1 mark

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



READING

Example questions:
Based on text 3: Music Box

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

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

Impression	Evidence

3 marks

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

2025 Reading Paper Breakdown:

The children were given the usual three texts which gradually increased in complexity, offering less confident readers a chance for early success.

The texts included: a *biography with clear non-fiction signposting*; a *Science Fiction/Mystery narrative*, with dialogue to advance the action; and a *historical fiction extract* taken from *Longbow Girl* by Linda Davies.



READING

2025 SATs Reading Paper: Key Focus Areas

The 2025 paper continues to *focus heavily on two main skills*, which account for *39 out of the 50* total marks:

Inference (24 Marks): This is the most important area this year. It tests a child's ability to "*read between the lines*," understand characters' feelings, and interpret deeper meanings beyond the literal text.

Retrieval (15 Marks): This remains a *vital skill* where children must *find and record specific facts directly from the text*.

Word Meaning (6 Marks): These questions focus on *vocabulary and understanding why specific words have been chosen*.

To support your child, focus on discussing the "why" and "how" behind a story (Inference) and practicing finding quick facts within a page (Retrieval). When reading with your child at home try focusing on these types of questions.



MATHS: WEDNESDAY 13TH 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.

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

Example question:

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<input type="text"/> 2 marks
Show your method		

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



MATHS PAPER 1 (ARITHMETIC)

Example questions:

6 $5.87 + 3.123 =$

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

1 mark

11 $= 87 - 65$

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

1 mark

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

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

1 mark

18 $20\% \text{ of } 3,000 =$

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

1 mark



MATHS PAPERS 2 AND 3 (REASONING)

Paper 2 will take place on Wednesday 13th and paper 3 will take place on Thursday 14th May. These tests have a total of 35 marks each.

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

- number and place value (including Roman numerals)
- the four operations
- geometry (properties of shape, position and direction)
- statistics
- measurement (length, perimeter, mass, volume, time, money)
- algebra
- ratio and proportion
- fractions, decimals and percentages

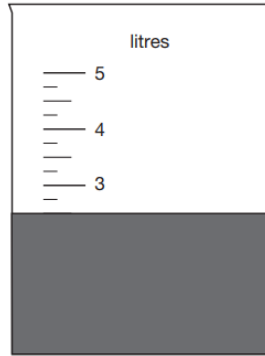


MATHS PAPERS 2 (REASONING)

Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or $2\frac{1}{2}$

litres

1 mark

8

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

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark



MATHS PAPERS 2 (REASONING)

Example question:

18

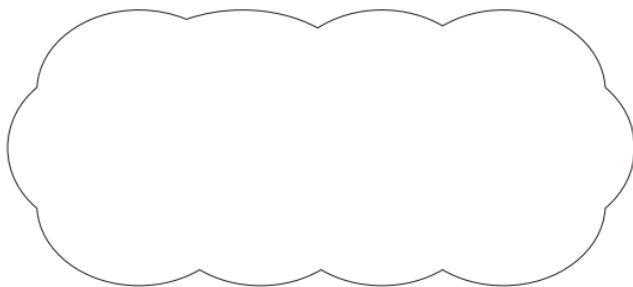
Circle the **prime** number.

95

89

87

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



1 mark

18

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

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

1m

No mark is awarded for circling '89' alone.

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

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

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

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

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



MATHS PAPERS 3 (REASONING)

Example question:

19

Layla makes jewellery to sell at a school fair.

Each bracelet has 53 beads.

She makes 68 bracelets.



Each necklace has 105 beads.

She makes 34 necklaces.

How many beads does Layla use **altogether**?

Show
your
method

<div style="border: 1px solid black; padding: 5px; display: inline-block;">beads</div>
--

3 marks

Qu.	Requirement	Mark	Additional guidance
19	<p>Award THREE marks for the correct answer of 7,174</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none">evidence of an appropriate complete method which contains no more than one arithmetic error, e.g. $\begin{array}{r} 53 \\ \times 68 \\ \hline 3504 \text{ (error)} \end{array} \quad \begin{array}{r} 105 \\ \times 34 \\ \hline 3570 \end{array}$ $3,504 + 3,570 = 7,074$ <p>Award ONE mark for:</p> <ul style="list-style-type: none">evidence of an appropriate method with more than one arithmetic error. <p>OR</p> <ul style="list-style-type: none">sight of 3,604 as evidence of long multiplication step (68×53) completed correctly. <p>OR</p> <ul style="list-style-type: none">sight of 3,570 as evidence of long multiplication step (105×34) completed correctly.	Up to 3m	<p>Answer need not be obtained for the award of ONE 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>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one arithmetic error.</p>



BOOSTERS

From Monday 19th January, we will be delivering booster sessions in Maths and Grammar every Monday and Thursday after school.

These will take place between 3:20 – 4:15 in your child's classroom.

The purpose of these is to provide support in key areas of learning which have been identified through rigorous assessment processes throughout the Autumn Term.

Groups are fluid, and we will notify you if your child has been selected to attend or no longer needs to attend.

We will send out a letter to selected children later this week – please ensure this is signed and returned to the class teacher by the end of this week.



SUPPORTING YOUR CHILD IN PREPARING FOR THE SATS

Prioritise wellbeing: Ensure your child is eating and drinking well and getting enough sleep. Give your child time to go outside and reduce screen time to promote physical activity and relaxation.

Plan positive activities: Plan something nice and fun for the weekends before and after SATs. This helps them to relax before the tests and gives them something positive to look forward to afterwards.

Praise effort, not just outcomes: Focus on praising their hard work, commitment, and resilience rather than just the potential results. This reinforces the value of their effort and builds a positive mindset.



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
- 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.



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.



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 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 focus on what children know about Maths and English.

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



THANK YOU FOR LISTENING

ANY QUESTIONS?

