

Year 6 SATs 2026 Presentation for parents and carers

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:
  - Paper 1: Grammar, punctuation and spelling (GPS)– Monday 11th May
  - Paper 2: Spelling- Monday 11th May
  - English Reading Paper – 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 test conditions.
- After the tests are completed, the papers are sent away to be marked externally.
- The results are then sent to the school in July.
- Timings for each test:
  - SPaG (paper 1: Grammar/ Punctuation) – 45 minutes
  - SPaG (paper 2: Spelling) – 20 minutes roughly
  - 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;
  - 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.
- A scaled score of 110 or more shows the pupil is working at Greater Depth.

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 should be given as much time as they need to complete the test).
- This test includes 2 types of questions:
  - **Selected Response**: Identify the adjectives in the sentence below
  - **Constructed Response**: They can be correct/ complete/ rewrite the sentence or Explain their answer/choice.

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.

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

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.

1 mark

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 _____.
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 question types

Types of questions children might encounter:

- **Ranking/ordering**- e.g. ‘Number the events below to show the order in which they happen in the story’ **Labelling**, e.g. ‘Label the text to show the title of the story’
- **Find and copy**- One word or sentence e.g. ‘Find and copy one word that suggests what the weather is like in the story’
- **Multiple Choice**- e.g. Tick the sentence that is closest to the meaning of the word
- **Short constructed response**- Short answer questions e.g. ‘What does the bear eat?’
- **Open-ended response**- Long answer questions e.g. ‘Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.’

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

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

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.

1 What is Ajay doing when the post arrives?

_____ 1 mark

Qu.	Requirement	Mark
1	What is Ajay doing when the post arrives? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to him eating (his breakfast), e.g. • *just about to tuck into his tea and toast* • *having his breakfast* • *drinking tea.*	**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	In what way is *buzz pollination* more useful than other forms of pollination? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to either of the following: **1.** it releases pollen that would otherwise stay inside the flower, e.g. • *because it releases trapped pollen that they wouldn't have been able to get out* • *it makes a buzz that gets more pollen than other bees do* • *it helps release more pollen.* **2.** key produce is more expensive / harder to get without it, e.g. • *it makes some vegetables we eat easier to produce and sell a lot cheaper* • *it means we can buy more common foods cheaper* • *it would be harder to grow beans.*	**1m**

Reading

- Example questions:
- Based on text 3: Music Box

Qu.	Requirement	Mark
32	What impressions do you get of Piper's house? Give **two** impressions, using evidence from the text to support your answer. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text	Up to 3m

Acceptable points (impressions)	Likely evidence
1. it is rickety / old	• there are widening cracks in the planks in the ceiling
2. it is small / tiny	• 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	• there is a fire / stove • *comfortable nest*
4. it is untidy / cluttered	• *Piston rings, bolts, and cylinders littered its surface*
5. it is old fashioned	• no electricity / kerosene lamps / cast-iron stove
6. it is isolated	• it is situated among fields • *to go outside and watch the fields*
7. it is safe	• the storm coming outside is dangerous

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.

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

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

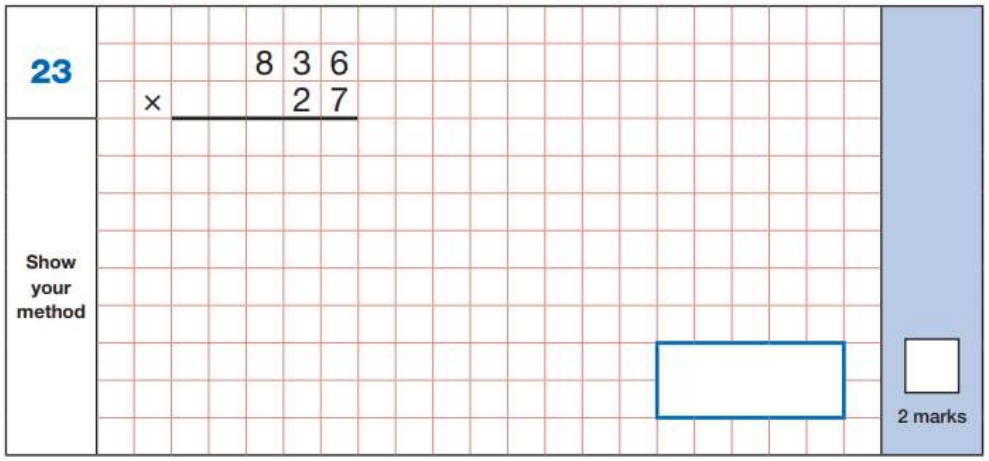
Maths Paper 1 (Arithmetic)

- The maths arithmetic paper has a total of 40 marks.

- 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.

- Questions will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

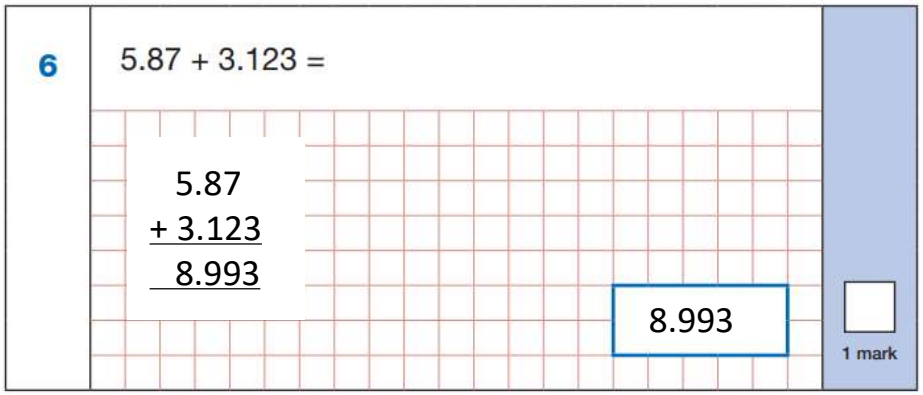
Example question:

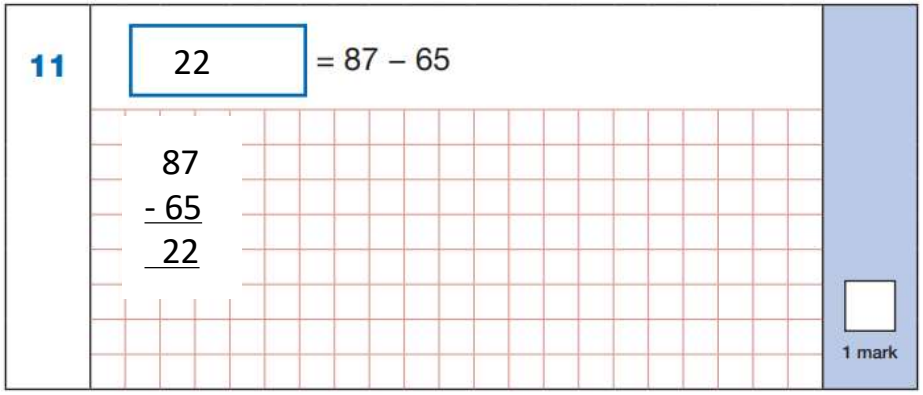


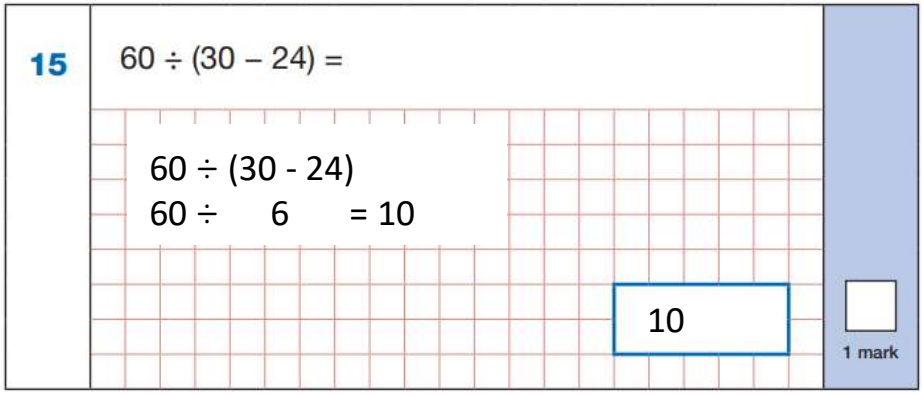
Qu.	Requirement	Mark	Additional guidance
23	Award **TWO** marks for the correct answer of 22,572 If the answer is incorrect, award **ONE** mark for a formal method of long multiplication with no more than **ONE** arithmetic error, e.g. • 836 × 27 = 5852, 16720, 22602 *(error)* **OR** • 836 × 27 = 5612 *(error)*, 16720, 22332	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: 836 × 27 = 5852, 1672 *(place value error)*, 7524

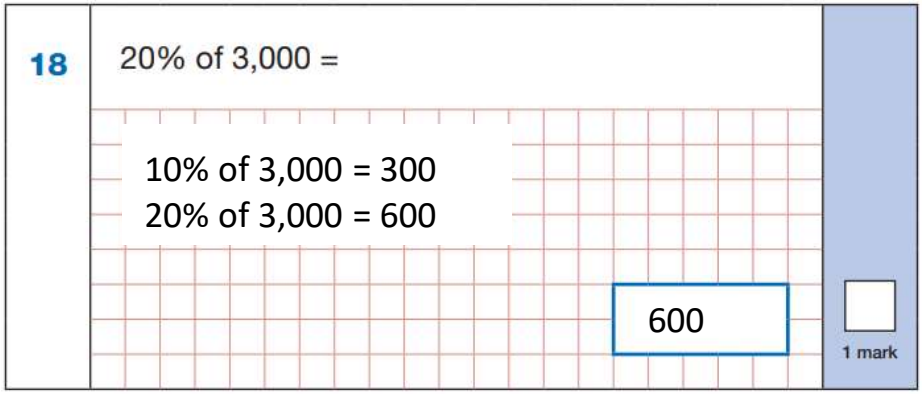
Maths Paper 1 (Arithmetic)

Example questions:









Maths Paper 1 (Arithmetic)

Example questions:

22 $1\frac{3}{7} - \frac{4}{7} =$

$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$

$\frac{6}{7}$

1 mark

25 $3\,7\overline{)8\,8\,8}$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	Award **TWO** marks for the correct answer of 24 If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e. • long division algorithm, e.g. 23 r29 37 | 888 − 740 140 *(error)* − 111 29 **OR** 42 *(error)* 37 | 888 − 740 20 × 37 148 − 148 4 × 37 0 • short division algorithm, e.g. 2 3 r27 *(error)* 37 | $88^{14}8$	**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.

- 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)

The types of questions your child will encounter:

- Less constrained questions, where children will have to explain their approach for solving a problem
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Multiple choice
- True or false

Example questions:

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

Multiply by 2, and then add 3

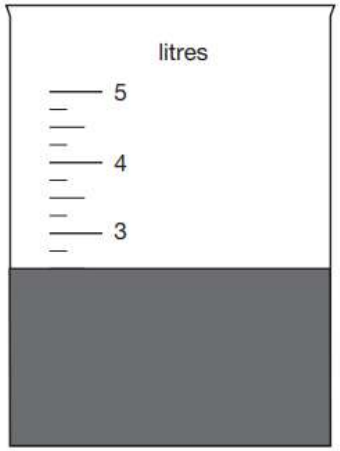
Write the missing numbers.

11			109
	25	53	

1 mark

1 mark

7 Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½

litres

1 mark

Maths Papers 2 (Reasoning)

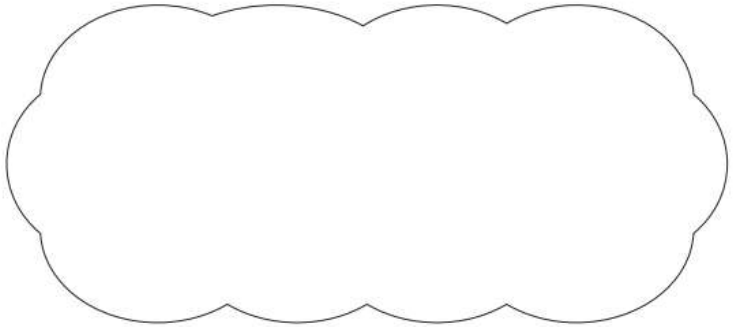
Example question:

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 × 27 = 87 • 89 has three factors • no numbers go into 89

18 Circle the **prime** number.

95 89 87

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

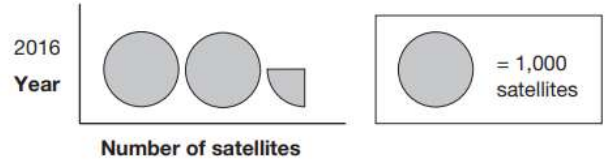


1 mark

Maths Papers 3 (Reasoning)

Example questions:

9 This pictogram shows the number of satellites above the Earth in 2016.

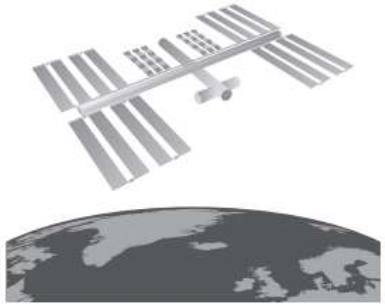


How many satellites were above the Earth in 2016?

2,250

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark

Maths Papers 3 (Reasoning)

Example question:

Qu.	Requirement	Mark	Additional guidance
19	Award **THREE** marks for the correct answer of 7,174 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. $\begin{array}{r} 53 \\ \times\ 68 \\ \hline 3504 \end{array}$ *(error)* $\quad \begin{array}{r} 105 \\ \times\ 34 \\ \hline 3570 \end{array}$ 3,504 + 3,570 = 7,074 Award **ONE** mark for: • evidence of an appropriate method with more than one arithmetic error. **OR** • sight of 3,604 as evidence of long multiplication step (68 × 53) completed correctly. **OR** • sight of 3,570 as evidence of long multiplication step (105 × 34) completed correctly.	**Up to 3m**	Answer need not be obtained for the award of **ONE** mark. 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 if an appropriate method with the misread number is followed through correctly. **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.

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

beads

3 marks

How we are preparing and supporting the children in the lead up to their SATs:

- Firstly, we want to ensure that children feel prepared but not overwhelmed by these tests.
- The year 6 team are planning the children's lessons so that all content is covered by the time of the test, but these should feel like normal lessons to the children, rather than continued revision for a test.
- Children are being taught in small groups so that the teaching can support children at their specific level of need, so that they can progress in their learning.
- There are currently 3 arithmetic and 3 SPAG booster sessions run within the school day each week.
- We will also continue to run our maths booster groups after school.

Additional resources available:

- On the School website there is a page of additional resources in the following location: **Classes, Year 6 Study Guide**

- They are broken into the SATS paper titles for you and include the mark scheme.

- We also recommend all the KS2 SATs CGP revision guides if you are looking for some additional support at home.



Thank you for listening!

