

Year 6 Statutory Assessment Tests (SATs)

Presentation for Parents & Carers

Tuesday 20th January 2026

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:
 - Monday 11th May 2026: Spelling, punctuation, and grammar (Grammar/Punctuation Test) – 45 minutes
 - Monday 11th May 2026: Spelling, punctuation, and grammar (Spelling Test) – approximately 20 minutes
 - Tuesday 12th May 2026: Reading Paper (English) – 60 minutes
 - Wednesday 13th May 2026: Maths Paper 1 (Arithmetic) – 30 minutes
 - Wednesday 13th May 2025: Maths Paper 2 (Reasoning) – 40 minutes
 - Thursday 14th May 2025: Maths Paper 3 (Reasoning) – 40 minutes

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) – approximately 20 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 (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

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 ensure 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. If a child records a scaled score of 110 or more, this would be recognised as working at greater depth.

Spelling, Punctuation and Grammar

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 to 20 minutes**, although this is not a set amount of time (pupils are given as much time as they need to complete the test).

Spelling, Punctuation and Grammar: Paper 1

The children have been working hard with Mrs. Haffey on developing and securing their knowledge of the technical vocabulary required for this assessment.

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:

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">1. 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>2. 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 spaceshe 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 spaceshe 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

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,

- 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:

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** - Brackets, Indices, Division, Multiplication, Addition, Subtraction), percentages of amounts and calculating with decimals and fractions.

Example question:

23

8 3 6	
\times	2 7

Show your method

2 marks

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> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \\ \hline 7524 \end{array}$

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

5.87
+ 3.123

8.993

8.993

1 mark

11 $22 = 87 - 65$

87
- 65

22

1 mark

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

$60 \div (30 - 24)$
 $60 \div 6 = 10$

10

1 mark

18 20% of 3,000 =

10% of 3,000 = 300
20% of 3,000 = 600

600

1 mark

Maths Paper 1 (Arithmetic)

Example questions:

22	$1\frac{3}{7} - \frac{4}{7} =$ $\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$	
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25	$37 \overline{)888}$ Show your method	
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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. <ul style="list-style-type: none"> long division algorithm, e.g. $\begin{array}{r} 23 \text{ r29} \\ 37 \overline{)888} \\ -740 \\ \hline 140 \text{ (error)} \\ -111 \\ \hline 29 \end{array}$ OR $ \begin{array}{r} 42 \text{ (error)} \\ 37 \overline{)888} \\ -740 \\ \hline 148 \\ -148 \\ \hline 0 \end{array} \quad \begin{array}{l} 20 \times 37 \\ 4 \times 37 \end{array} $ <ul style="list-style-type: none"> short division algorithm, e.g. $\begin{array}{r} 23 \text{ r27 (error)} \\ 37 \overline{)88^{14}8} \end{array}$ 	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark.

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,

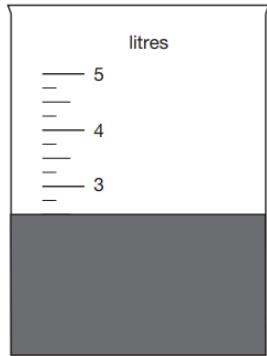
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Papers 2 (Reasoning)

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

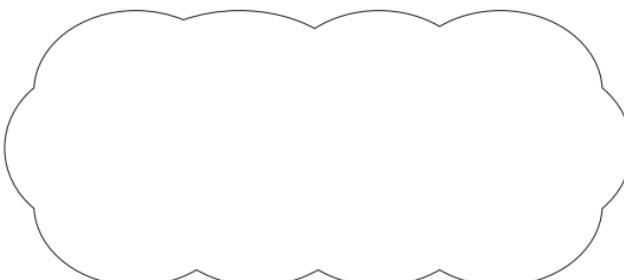
Maths Papers 2 (Reasoning)

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. <ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• $3 \times 27 = 87$• 89 has three factors• no numbers go into 89
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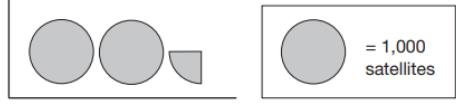
Maths Papers 3 (Reasoning)

Example questions:

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

2016
Year

Number of satellites



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:

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

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>

What content was missing in 2025?

The following areas were missing from the 2025 KS2 maths SATs papers:

- Roman numerals
- Estimating answers / using rounding or estimation to find answers
- Using factor pairs
- Rounding decimals
- Division with answers with up to 2 decimal places
- Similar shape problems using scale
- Expressing missing number problems algebraically
- Generate and describe linear number sequences
- Perimeter and area
- Comparing / classifying shapes
- Parts of a circle
- The mean

It is reasonable to presume that the aforementioned areas will be assessed in 2026.

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/added to the website).
- 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 CGP papers.
- 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/carers available. We will continue to provide children with CGP practice papers.
- 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.

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.

Whilst we do encourage your children to take these tests seriously and use them to show off all that they are capable of, it is important to remember that all the children in Year 6 are special and unique irrespective of a test. The value and worth of each child cannot be quantified by a test level and nor should it.

Thank you for taking the time to find out more. If there is something you feel we could support your child with more, please do not hesitate to contact us.