

Year 6 SATs Week
Monday 10th May -Thursday 13th May
2027



What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2 that assess learning from Year 3-6.
- The SATs take place over four days, starting on **Monday 10th May** ending on **Thursday 13th May**.
- The SATs papers consist of:
 - Grammar, punctuation and spelling (paper 1: GPS) – Monday 10th May
 - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 10th May
 - Reading – Tuesday 11th May
 - Maths (paper 1: Arithmetic) – Wednesday 12th May
 - Maths (paper 2: Reasoning) – Wednesday 12th May
 - Maths (paper 3: Reasoning) – Thursday 13th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.



When and how the SATs are completed:

- The tests take place during normal school hours, under exam 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.
- Time for each tests:
 - 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



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

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 <i>intriguing</i>? Tick one. Content domain: 2a – give or explain the meaning of words in context Award 1 mark for: exciting ☐ popular ☐ challenging ☐ interesting ☒
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 1m |

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 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.

Reading daily is essential and can often make the difference between achieving expected and not. Please ensure your child reads aloud to you a couple of times a week to hear their fluency speed.

Maths content: If the pass rate is below 56% a child can meet EXS without touching any Year 6 content.

KS2 Maths SATs papers analysis by @_MissieBee						
Percentage of questions from each year group curriculum						
Year	2017	2018	2019	2022	2023	2024
3	7	9	10	8	10	12
4	26	18	21	23	19	26
5	25	26	21	32	29	18
6	41	47	47	37	41	44



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:

$$826 = 800 + \boxed{} + 6$$

$$180 \div 3 =$$

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

Maths Paper 1 (Arithmetic)

Example 2 mark question:

14

×

614

32

Show your method

2 marks

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 18420 19646 (error)	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 3070 (place value error)

Maths Papers 2 (Reasoning)

Example questions:

- 5 Write the three missing digits to make this multiplication correct.

$$\begin{array}{r} \boxed{2} \ 5 \ \boxed{4} \\ \times \qquad \qquad 3 \\ \hline 7 \ \boxed{6} \ 2 \end{array}$$

1 mark

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

One has been done for you.

$\boxed{18}$ rounded to the nearest **ten** is 20

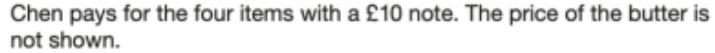
3,500 $\boxed{\text{to } 4,499}$ rounded to the nearest **thousand** is 4,000

815,000 $\boxed{\text{to } 824,999}$ rounded to the nearest **ten thousand** is 820,000

1 mark

Example questions:

Chen buys these four items.



What is the price of the **butter**?

A blank coordinate grid with a horizontal axis labeled 'x' and a vertical axis labeled 'y'. A rectangular box is drawn in the lower right quadrant, containing the letter 'E'.

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.

- OR**

- If no final answer is given, all calculations within an appropriate method must be evaluated correctly for the award of **ONE** mark, e.g.

- Up to 2m

Misreads of £3.85 as £3.65 **OR** miscopies of £3.65 as £3.85 are not allowed.

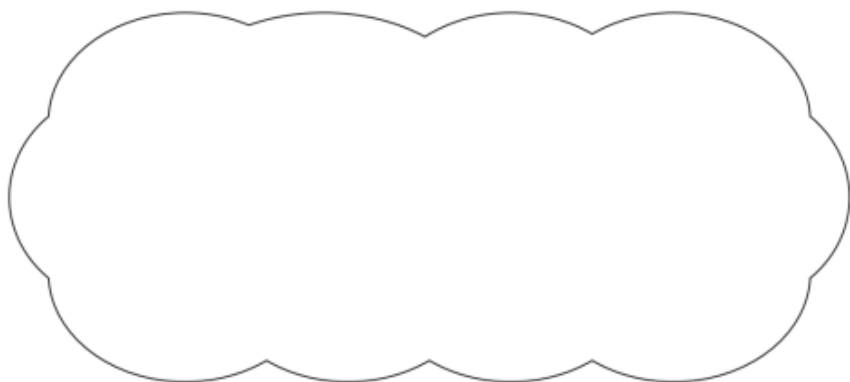
Maths Paper 3:

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.

$$\frac{5}{12} \text{ is bigger than } \frac{7}{24}$$

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

Scaled score and results

The concept of a "pass mark" in SATs is not straightforward. Scores are scaled. A scaled score of 100 or more is considered reaching the expected standard. A scaled score of 110 or more is considered reaching the greater depth standard.

The raw scores to achieve a scaled score of 100 fluctuate each year.

- Raw score will be matched to a scaled score.
- Scaled scores range from 80 to 120.
- <https://www.gov.uk/government/publications/key-stage-2-tests-2025-scaled-scores/2025-key-stage-2-scaled-score-conversion-tables>



How to Help Your Child

- Ensure your child complete their homework set weekly.
- Attend weekly boosters (if invited.)
- Complete CGP books set weekly.
- Read regularly and have questions asked about the text.
- Look through the papers throughout the year when the children come home and have a go at practising key areas.
- Liaise with school any gaps that could be worked on at home as well as school.
- Practice SATs papers at home CGP only

How to support your child in preparation for 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 – unless CGP
- 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.

Any questions?