

Year 6 SATs Week
Monday 11th to Thursday 14th May 2026



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 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 (extra) time;
- 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.

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.



What is meant by 'scaled scores'?

<https://www.gov.uk/government/publications/key-stage-2-tests-2025-scaled-scores/2025-key-stage-2-scaled-score-conversion-tables>

- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- Each pupil receives:
 - a raw score (number of raw marks awarded);
 - a scaled score in each tested subject;
 - confirmation of whether or not they attained the national standard.

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On publication of the test results in July:

- a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test;
- a child awarded a scaled score of more than 110 is deemed as working at Greater Depth (these are not 10 marks higher than a scaled score of 100; it could be as many as 20 extra marks are required).
- a child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below the expectation for their age.

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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	<p><i>An intriguing game</i></p> <p>Which word is closest in meaning to <i>intriguing</i>?</p> <p>Tick one.</p> <p>Content domain: 2a – give or explain the meaning of words in context</p> <p>Award 1 mark for:</p> <p>exciting <input type="checkbox"/></p> <p>popular <input type="checkbox"/></p> <p>challenging <input type="checkbox"/></p> <p>interesting <input checked="" type="checkbox"/></p>	1m
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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	<p>Look at the whole text.</p> <p>Tick one box in each row to show what the text tells you about the lights.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for all four correct:</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>where they are placed</td> <td>✓</td> <td></td> </tr> <tr> <td>what colour they are</td> <td>✓</td> <td></td> </tr> <tr> <td>how many did not work</td> <td></td> <td>✓</td> </tr> <tr> <td>what they are used for</td> <td></td> <td>✓</td> </tr> </tbody> </table>		Yes	No	where they are placed	✓		what colour they are	✓		how many did not work		✓	what they are used for		✓	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.

- _____
- _____

2 marks

Qu.	Requirement	Mark
14	<p>'It's just a rock. They're all rocks, you can...'</p> <p>What made Tom realise that what he was looking at wasn't actually a rock?</p> <p>Write two things.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"> its colour, e.g. <ul style="list-style-type: none"> it was a different colour to other rocks it was red. its shape, e.g. <ul style="list-style-type: none"> it had a different shape to other rocks it had a shape of a boat curious regular shape it was a weird shape. its texture, e.g. <ul style="list-style-type: none"> it was smooth. the writing on it, e.g. <ul style="list-style-type: none"> it had writing on it. <p>Also accept reference to its size, e.g.</p> <ul style="list-style-type: none"> 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	<p>What impressions do you get of Tom's and Geoff's personalities?</p> <p>Write one impression for each boy, using evidence from the text to support each answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>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.</p>	Up to 3m
Tom is...		
Acceptable points (Impression)		Evidence

1. anxious / cautious / a worrier	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

27	19% of 2,300 =	<input type="text"/>	<input type="text"/> 1 mark
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28	$17 \overline{) 884}$	<input type="text"/>	<input type="text"/> 2 marks
Show your method			

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. <ul style="list-style-type: none">long division algorithm, e.g. $\begin{array}{r} 52 \text{ r}2 \\ 17 \overline{) 884} \\ - 850 \\ \hline 34 \\ - 32 \text{ (error)} \\ \hline 2 \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark.
	OR $\begin{array}{r} 53 \text{ (error)} \\ 17 \overline{) 884} \\ - 850 \\ \hline 34 \\ - 34 \\ \hline 0 \end{array} \quad \begin{array}{l} 50 \times 17 \\ 2 \times 17 \end{array}$ <ul style="list-style-type: none">short division algorithm, e.g. $\begin{array}{r} 53 \text{ (error)} \\ 17 \overline{) 88^3 4} \end{array}$		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 $860 =$	<input type="checkbox"/> 1 mark
	Using known fact of 10% of $860 = 86$ And 5% is half of 10%	
	$86 \div 2 = 43$	
	<input type="text" value="43"/>	

12	$540 \div 6 =$	<input type="checkbox"/> 1 mark
	Known facts: $54 \div 6 = 9$	
<input type="text" value="90"/>		

26	$\frac{5}{8} \div 3 =$	<input type="checkbox"/> 1 mark
	$\frac{5}{8} \times \frac{1}{3}$	
	$5 \times 1 = 5$	
	$8 \times 3 = 24$	
	$\frac{5}{8} \times \frac{1}{3} = \frac{5}{24}$	
<input type="text" value="5/24"/>		

8	$12 \times 3 \times 10 =$	<input type="checkbox"/> 1 mark
	$12 \times 3 = 39$	
	$39 \times 10 = 390$	
	<input type="text" value="390"/>	

Maths Paper 1 (Arithmetic)

Example 2 mark question:

14	$\begin{array}{r} 614 \\ \times 32 \\ \hline \end{array}$	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div> <input type="checkbox"/> 2 marks
Show your method		

Qu.	Requirement	Mark	Additional guidance
14	<p>Award TWO marks for the correct answer of 19,648</p> <p>If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none">$\begin{array}{r} 614 \\ \times 32 \\ \hline 1228 \\ 18420 \\ \hline 19640 \text{ (error)} \end{array}$ <p>OR</p> <ul style="list-style-type: none">$\begin{array}{r} 614 \\ \times 32 \\ \hline 1226 \text{ (error)} \\ 18420 \\ \hline 19646 \end{array}$	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> $\begin{array}{r} 614 \\ \times 32 \\ \hline 1228 \\ 1842 \text{ (place value error)} \\ \hline 3070 \end{array}$

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.

and

and

and

2 marks

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.

How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- It is important to remember that whilst all the above will help your child with these tests, more importantly they will help and support them in the long term, preparing them for secondary school and beyond.
- Finally, make sure your child has a good sleep and healthy breakfast every morning. They also need a water bottle in school.

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How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.

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How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary..
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

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How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

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This term:

- Extra reading comprehension session each week – split in 2 groups.
- Maths and Writing clubs.
- Homework continued to be set from Achieve Books.
- Weekly spellings, times tables / maths facts and reading continue to be set.
- Continuing with our usual curriculum.
- Weekly arithmetic practise
- RPS, arithmetic, SPaG and reading practise (during starters, warm ups, early morning work)

After Easter:

- All the above will continue.
- During maths, we will start to consolidate our knowledge, practise any topics we are unsure of and develop our reasoning / problem solving skills.
- During SPaG, we will again consolidate our knowledge, practise any areas we are unsure of and ensure we are applying our SPaG knowledge and skills to our writing.