



# Year 6

# SATs Presentation

Thursday 19<sup>th</sup> March 2026



# SATs

(Standard Assessment Tests –  
Statutory National Curriculum Tests)



## What are the SATs?

- SATs is a term people use to refer to End of Key Stage 2 Assessments
- It lasts for four days beginning on **Monday 11<sup>th</sup> May** and ending on **Thursday 14<sup>th</sup> May**.
- Children will sit the following papers:

Date	Test
Monday 12 May 2025	English grammar, punctuation and spelling papers 1 and 2
Tuesday 13 May 2025	English reading
Wednesday 14 May 2025	Maths papers 1 and 2
Thursday 15 May 2025	Maths paper 3

- Writing is assessed using evidence collected by your child's teacher throughout Year 6, so **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 are the SATs carried out?

- The tests will take place during normal school hours.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected after the test has ended.
- Afterwards, the completed papers are sent away to be marked externally.
- The children's results are sent back to school at some point in July (dates will be confirmed closer to the time).
- The standard timings of tests differ but last no more than 60 minutes:
  - Grammar & Punctuation Test (Paper 1) - **45 minutes**
  - Spelling Test (Paper 2) - **20 minutes**
  - English Reading Test - **60 minutes**
  - Mathematics Arithmetic (Paper 1) - **30 minutes – 40 marks**
  - Mathematics Reasoning (Paper 2) - **40 minutes – 35 marks**
  - Mathematics Reasoning (Paper 3) - **40 minutes – 35 marks**



## Specific arrangements for SATs:

Children with additional needs, who have similar provision in their day-to-day learning at school, *may* be allotted specific arrangements, including:

- Additional time (must be formally applied for)
- Tests being opened early to be modified (must be formally applied for)
- An adult to read for them
- An adult to scribe for them
- Written or spoken translations of the mathematics reasoning papers
- The use of prompts or rest breaks
- Arrangements for children who are ill or injured at the time of the tests.



## What sort of results are reported?

Once marked, the tests will be given the following scores:

- A raw score (the total number of marks achieved for each paper)
- A scaled score (which is explained below)
- A judgement of whether the National Standard has been met

After marking each test, the external markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

When the scaled score is given, it is given in a range from 80 to 120.

**A scaled score of 100 or more is meeting the national standard.**

There are no separate tests for higher achieving pupils; however, **a scaled score close to 120 would show that a child is working above the national standard.**



## Spelling, Punctuation and Grammar (SPAG)

Spelling, Punctuation and Grammar is made up of two papers which will take place on **Monday 11<sup>th</sup> May.**

- Paper 1 is the longer paper lasting 45 minutes. Children will be tested on the following areas:
  - Grammatical terms/word classes
  - Functions of sentences
  - Combining words, phrases and clauses
  - Verb forms, tenses and consistency
  - Punctuation
  - Vocabulary
  - Standard English and formality
- This paper requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but **does not require longer formal answers.**



## Spelling, Punctuation and Grammar (Paper 2)

Spelling, Punctuation and Grammar (Paper 2) is the shorter paper lasting 20 minutes, which takes place on **Monday 11<sup>th</sup> May**. In this paper, **children will be tested on spelling only** – they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.

Example questions:

**Spelling 19:** The word is **drawer**.

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

**Spelling 20:** The word is **possession**.

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.

**18.** The grey clouds looked \_\_\_\_\_ in the sky.

**19.** Omar put the cutlery back in the \_\_\_\_\_.

**20.** Ellen's gold bracelet was her most treasured \_\_\_\_\_.



## Reading

The Year 6 Reading SATs paper will be sat on **Tuesday 12<sup>th</sup> May**.

The assessment has been designed to measure whether children's comprehension of age-appropriate reading material meets the national standard.

It has a standard timing of **60 minutes**, including reading the texts and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.

The Year 6 Reading SATs paper requires a range of answering styles, including responding to **multiple choice questions, one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.



## Reading

Since the current testing format for the Year 6 SATs began in 2016, there has been a tendency for the number of marks to go in favour towards three particular types of content domain / questions.

For example, in 2017:

- **20% of marks** could be gained by answering questions where children had to **give/explain the meaning of words in context**
- **Over a quarter of marks** could be gained by answering questions where children had to **retrieve/record information or details from the texts**
- **Almost half of the marks** were allotted to questions requiring children to **make inferences from a text, justifying inferences with text evidence**

So, **when reading with your child at home**, try asking questions like:

- Find a word in this paragraph that is closest in meaning to ‘provide word’ – e.g. annoyed’
- In what year did ‘provide fact’ – e.g. the French authorities make it illegal for people to swim from France to England’?
- In the last paragraph, X does not want to Y.  
Give two reasons why X does not want Y.



## Mathematics Arithmetic (Paper 1)

Mathematics Arithmetic (Paper 1) will take place on **Wednesday 13<sup>th</sup> May**.

It has a standard timing of **30 minutes** and is worth a total of **40 marks**.

It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

1     $979 + 100 =$

1 mark

27    95% of 240 =

$10\% = 240 \div 10$   
 $10\% = 24$   
 $5\% = 24 \div 2$   
 $5\% = 12$   
 $95\% = 240 - 12 = 228$

1 mark

25

1 3 3 0 1 6

$\begin{array}{r} 232 \\ -26 \\ \hline 41 \\ -39 \\ \hline 26 \\ -26 \\ \hline 0 \end{array}$

Show your method

2 marks

29

$\begin{array}{r} 678 \\ \times 54 \\ \hline 2712 \\ 33900 \\ \hline 36612 \end{array}$

Show your method

2 marks



## Maths Reasoning (Paper 2 & 3)

Maths Reasoning (Paper 2) will take place on **Wednesday 13<sup>th</sup> May**.

Maths Reasoning (Paper 3) is scheduled for **Thursday 14<sup>th</sup> May**.

Both have standard timings of **40 minutes** and are worth **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.

Questions focus on the following mathematical topic areas:

- Number and place value– including Roman Numerals
- Addition, subtraction, multiplication and division (calculations)
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics
- Measurement – including length, perimeter, mass (weight), volume, time and money
- Algebra
- Ratio and proportion
- Fractions, decimals and percentages

The questions get harder throughout the paper.

It is not unusual for a child to be unable to complete the entire paper in time.



## How will the school prepare my child for their SATs?

Mock SATs week will take place next week (week beginning Monday 23<sup>rd</sup> March)

- This will involve children sitting past papers under the exact conditions in which they will sit the real SATs.
- Children with specific arrangements, such as additional time or a reader, will have these arrangements in place so that they know exactly what to expect.
- Children will take these mock SATs in the same place that they will sit the real ones, for some children this may be in a small group in a different room, or even on their own.
- Each room will have at least two adults in – the adults who help during this mock week will be the same adults that will help during SATs week so that the children know who will be there to support them.

The children's emotional wellbeing is a high priority – they will not perform at their best if they are too anxious.

We will be asking children to attend a light **breakfast** during **SATs week** to ensure that children are at school in plenty of time, and have the chance to relax with their friends before taking the tests.

**Please arrive from 8am via the Crouch Hall gate and through the old junior school entrance.**



## How can I support my child in preparing for their SATs?

- Keep it light – practice key skills like times tables and practice mental maths in real world scenarios, like adding up prices in the shops, working out discount deals, and asking questions like, *“If there are 1,300 grams of flour in this pack, what is that in kilograms?”*
- Read with your child as often as possible and talk to them about what they are reading.
- Try to provide a quiet corner of the house for home learning and study, that’s as free from distractions as possible.
- Direct any questions or concerns you have about SATs to your child’s teacher, rather than worry your child with them.
- Encourage your child to talk to their teacher or another adult they trust if they express anxieties about SATs. Remember it is normal to be nervous before a test, and this is not harmful.
- Plan something nice and fun for the weekends before and after SATs – this will help your child start the week well and also give them something to look forward to.
- **Ensure your child is eating and drinking well, and getting a suitable amount of sleep.**



## **Remember this about SATs:**

### **SATs focus on what they know about Maths and English**

They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.

### **SATs results don't always tell the whole story**

The results will say they DID or DIDN'T meet a certain standard on one particular day, but not necessarily by what margin.

Additionally, the thresholds tend to change each year according to overall national performance, so what was classed as 'did meet the expected standard' in 2018 may have been considered a 'did not' in 2019, so don't let your child see SATs as a simple case of 'pass' or 'fail'. In school, we look at and value your child's achievement over time and this will be reflected in their end of year report.

### **SATs last for 4 days**

In reality, it's just one or two papers lasting 30-60 minutes each day. You can't emphasise the importance of keeping that in perspective enough.



## **Reporting to parents:**

### **How will parents find out how their child has done?**

End of year reports will be brought home to parents on Friday 3<sup>rd</sup> July and the SATs results will follow at a later date, as they will not be released to schools until Tuesday 7<sup>th</sup> July 2026.

### **The wording used will be the same as in the Parent Consultation Sheets:**

<b>Working at the expected standard for the year group</b>	<b>Working towards expectations for the year group</b>	<b>Working below the expectations for the year group</b>	<b>Working at greater depth (only for some subjects)</b>
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**Any questions?**



**Thank you for coming!**