

# SATs Information Evening for Parents, Carers and Guardians



2026 Statutory Assessment Tests

While you wait, have a look through:

Reading Booklet and Answer Booklet, Maths Arithmetic and Reasoning papers, Spelling and Grammar paper.



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The School

Parents

Why do children sit SATs tests?

The Child

County and Country Data

Secondary School

Meeting the **expected standard** indicates that the child is in a **good academic position** to access the **KS3 curriculum** as their KS2 curriculum knowledge and understanding is at a good standard.

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# 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 11<sup>th</sup> May 2026** ending on **Thursday 14<sup>th</sup> May 2026**. Please avoid booking a holiday during this time or in the lead up to the SATs tests.
- The SATs papers consist of:
  - **Monday 11<sup>th</sup> May 2026 –**  
Grammar, punctuation and spelling (paper 1: GPS)  
Grammar, punctuation and spelling (paper 2: Spelling)
  - **Tuesday 12<sup>th</sup> May 2026 –** Reading Comprehension
  - **Wednesday 13<sup>th</sup> May 2026 –**  
Maths (paper 1: Arithmetic)  
Maths (paper 2: Reasoning)
  - **Thursday 14<sup>th</sup> May 2026 -** Maths (paper 3: Reasoning)

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# 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 (approx.)**
  - Reading – **60 minutes**
  - Maths (paper 1: Arithmetic) – **30 minutes**
  - Maths (paper 2: Reasoning) – **40 minutes**
  - Maths (paper 3: Reasoning) – **40 minutes**



# 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.



# Monday 11<sup>th</sup> May 2026

## Grammar, Punctuation and Spelling

Grammar, punctuation and spelling consists of two papers. This creates a combined score.

- Paper 1 focuses on: punctuation, vocabulary, functions of sentences, word classes, grammar terminology, sentence types and Standard English including formality. (50 marks)
- The paper lasts for **45 minutes**.
- Paper 2 consists of a spelling test only. Vocabulary includes spelling rules taught across Key Stage 2 including key exception words (20 marks).



1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

\_\_\_\_\_ 1 mark

39

Complete the sentence below with an appropriate **subordinating conjunction**.

\_\_\_\_\_ football is his favourite sport, James also enjoys watching tennis on TV.

\_\_\_\_\_ 1 mark

49

Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The Romans invaded Britain over two thousand years ago.

\_\_\_\_\_ 1 mark

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1. Mum hit her \_\_\_\_\_ with the hammer.
2. The boy had \_\_\_\_\_ keeping up with his elder sister.
3. Add eggs to your cake \_\_\_\_\_.
4. The new laptop is light and \_\_\_\_\_.

Qu.	Spelling	Mark	Content domain reference
1	thumb	1	S60— words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	trouble	1	S40— the /ʌ/ sound spelt <i>ou</i>
3	mixture	1	S44— words with endings sounding like /ʒə/ or /tʃə/
4	portable	1	S56— words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>



# Tuesday 12<sup>th</sup> May 2026

## Reading Comprehension

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 materials meets the national standard. There are three different texts for the children to read. These could be any combination of non-fictions, fiction and/or poetry.

The test covers the following areas:

- Give/ explain the meaning of words in context;
- Retrieve and record information from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text 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.

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The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–12 are about *A Noise in the Night*  
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. \_\_\_\_\_

2. \_\_\_\_\_

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

## A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing, she told herself strictly. It's a hedgehog, or a mole. It's something nice and harmless.*



Question styles include:

- Multiple choice questions
- One-word answers
- Short answer questions
- Multiple mark (long answer) questions

Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write <b>two</b> ways.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"><li>1. Priya's heart beating fast, e.g.<ul style="list-style-type: none"><li>• <i>Priya's heart started to race</i></li><li>• <i>her heart was beating really quickly.</i></li></ul></li><li>2. Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none"><li>• <i>she took a deep breath</i></li><li>• <i>Priya was trying to calm herself</i></li><li>• <i>she must be nervous because she needs to calm down.</i></li></ul></li><li>3. Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none"><li>• <i>she tells herself it must be something harmless</i></li><li>• <i>she tries to reassure herself.</i></li></ul></li><li>4. Priya waking with a start, e.g.<ul style="list-style-type: none"><li>• <i>she woke with a start.</i></li></ul></li></ol>	Up to 2m

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## Example questions:

### Based on text 2: Bats Under the Bridge

**22** Draw **four** lines to match an amount on the left to a fact on the right.

thousands	people visiting the Congress Avenue Bridge each year
a few	bats living in one cave
ten	months baby bats need to develop before travelling
fifteen million	tonnes of insects eaten by bats each night

1 mark

#### Section 2: Bats Under the Bridge

Qu.	Requirement	Mark
22	<p>Draw <b>four</b> lines to match an amount on the left to a fact on the right.</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for all correctly matched:</p>	1m



## Example questions:

### 3 mark question

38

Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence

3 ma

### Section 3: A Howl at Dusk

Qu.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give <b>two</b> things, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>	Up to 3m														
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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.

For example, in the 2024 Reading SATs paper,

- 18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 46% 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.

What does that word mean? Can you think of another word which means something similar?

What impression does the word (provide word and context) glare give us about how Shirley felt towards her cousin?

Can you find a word in this paragraph that is closest in meaning to (provide word) annoyed?

In what year did (provide fact) the French authorities make it illegal for people to swim from France to England?

In the last paragraph, X does not want to do something. Give two reasons why X does not want to do this.

How was the character feeling when...? How do you know? What evidence is there in the text?

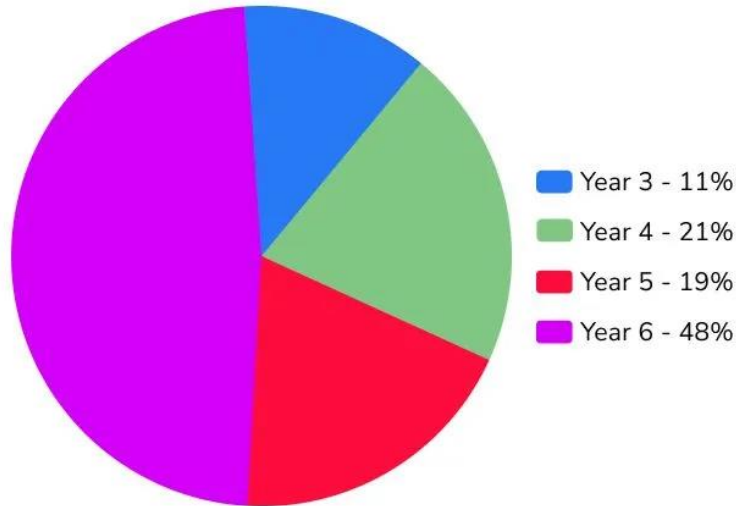


**Wednesday 13<sup>th</sup> May 2026**  
**and**  
**Thursday 14<sup>th</sup> May 2026**  
**Mathematics**

The maths assessments consist of three tests.

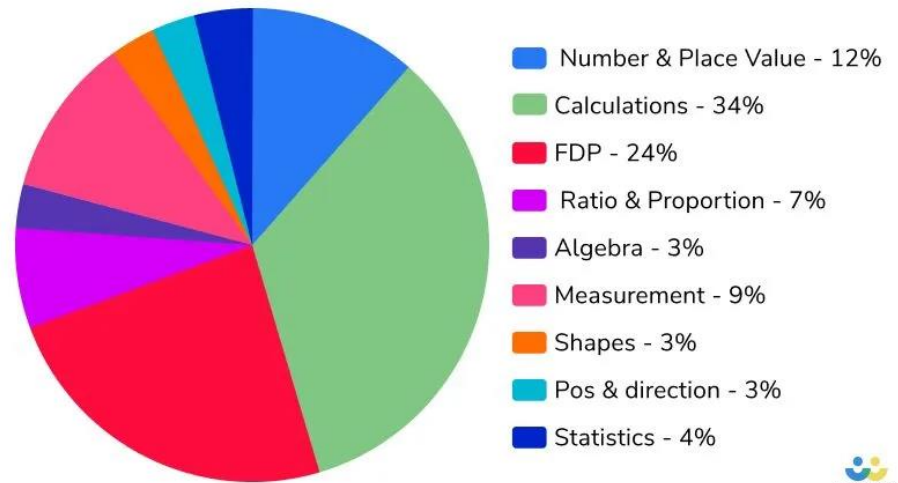
- Paper 1: Arithmetic (30 minutes) – Wednesday 13<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 13<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 14<sup>th</sup> May

**KS2 Maths SATS papers analysis (2025)**  
**Percentage of questions from each year group curriculum across Arithmetic and Reasoning**



In 2025, over half of the content on the Maths SATs papers was from Years 3, 4 and 5.

**KS2 Maths SATs papers analysis (2025)**  
**Percentage of questions by content domain**



The 3 areas which occurred most frequently were:

- \* Calculations
- \* Fractions, decimals and Percentages
- \* Number and place value



## 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), percentages of amounts and calculating with decimals and fractions.

Example questions:

<b>19</b>	$29.5 - 16.125 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

	$505 \div 1 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

<b>20</b>	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
	Show your method		

<b>25</b>	$47 \overline{)611}$	<input type="text"/>	<input type="checkbox"/> 2 marks
	Show your method		

## Example 1 mark questions:

**7**  $7.8 + 6.953 =$

$$\begin{array}{r} 7.800 \\ + 6.958 \\ \hline 14.758 \\ 1 \end{array}$$

1 mark

**12**  $801 - \boxed{6} = 795$

Mental method:  
Count on from 795 to 801

1 mark

**16**  $\frac{3}{16} + \frac{5}{8} =$

$$\frac{5}{8} = \frac{10}{16}$$
$$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$$

1 mark

**23**  $70 + 48 \div 6 =$

$$48 \div 6 = 8$$
$$70 + 8 = 78$$

1 mark

These are examples of how children could solve the calculations.

There are some that could/ should be solved mentally as it is far quicker that way (40 marks in 30 minutes does not allow for 1 minute + per mark).

Answers should always be given in their simplest form unless stated otherwise.

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## Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13<sup>th</sup> May and paper 3 will take place on Thursday 14<sup>th</sup> 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,

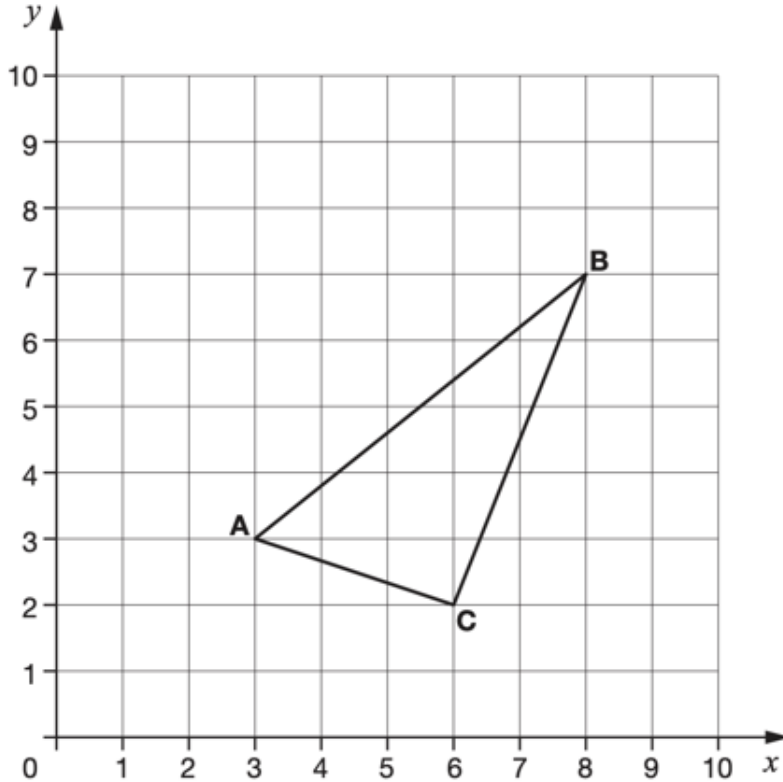
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.



Example questions:



3



ABC is a triangle.

What are the coordinates of point C?

( 6 , 2 )

1 mark

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8

In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark

17

The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show  
your  
method

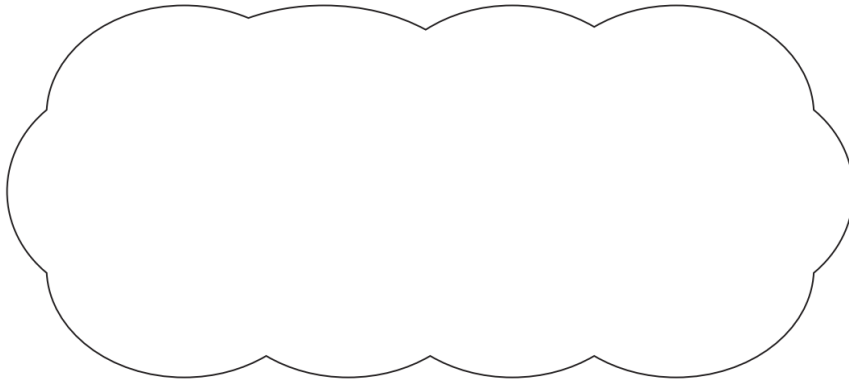
2 marks

Jack says,

I multiplied a whole number by 3  
My answer was 32



Explain why Jack is **not** correct.



1 mark



**9** Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g.

- 32 is not in the  $3\times$  table
- $32 \div 3 = 10 \text{ r}2$  or 10.66 (which are not whole numbers)
- if you count in multiples of 3 from 0, you won't get 32
- $3 + 2 = 5$ , 5 is not a multiple of 3 so he is wrong.

**OR**

For a description that includes one or both of the multiples of 3 either side of 32, e.g.

- if you do  $10 \times 3 = 30$  and  $11 \times 3 = 33$  there is no 32
- $10 \times 3 = 30$  and 32 is 2 away.

**1m**

**Do not** accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.

**Do not** accept vague or incomplete explanations, e.g.

- If you multiply by 3 you will get 30, not 32
- 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
- 32 is not a factor of 3

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



# Supporting your child in preparing for the SATs



- 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 home learning or study.
- Give your child time to go outside and reduce screen time.
- Listen to your child read (with effective questioning).
- Support your child with their home learning.
- Direct them to useful websites (Rockstars/BBC Bitesize).
- Use your 3 CGP books.

<https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests>

- Past SATs papers can be downloaded from:

<https://www.satspapersguide.co.uk/ks2-year-6-sats/ks2-year-6-sats-papers/>

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## Home support to help your child prepare

### Tips:

- Bring learning into everyday life - practise key skills like times tables and practise mental maths in real world scenarios (shopping/cooking) Talk to your child's class teacher if you have any concerns rather than worry your child.
- Help them to become resilient learners.
- Plan something exciting for the weekend after SATs – this will give your child something to look forward to.
- Ensure your child is eating and drinking well and getting a good amount of sleep. This includes **breakfast every morning** so that your child is set up for their day and ready to succeed. A snack and fresh water bottle each day also goes a long way.





## 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 of 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.



## What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.



## Talk to your child's class teacher

Sometimes concerns present at home and not at school. If you **notice a change in your child, talk to the school** so that everyone concerned can offer the support needed.

## Talk to your child

Talk to your child about **what aspect of SATs concerns them** the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

## Encourage your child to talk to their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer to seek reassurance from teachers over family members.

## Try not to project your own anxieties or views about the SATs

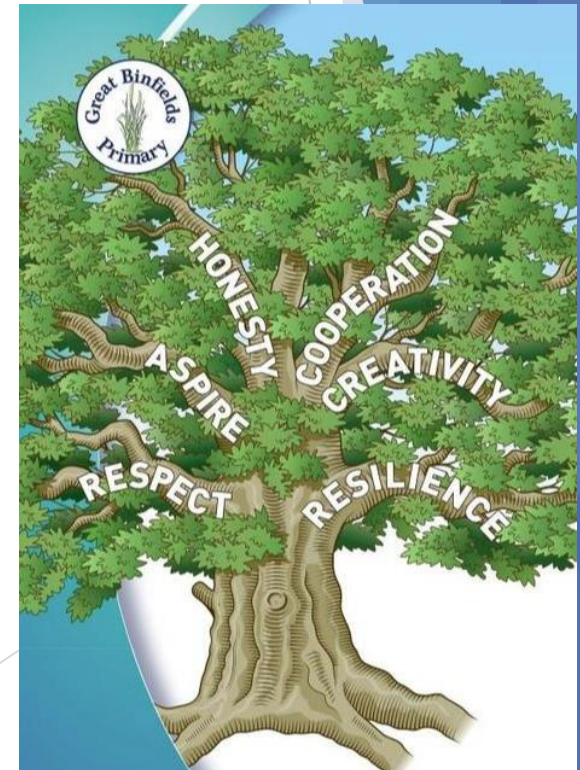
Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, **your child may reflect this view.**

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# Advice for Year 6 children

- Listen to your teacher.
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well (especially breakfast). This will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- Remember that the Year 6 SATs last for 4 days out of your whole life!

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We want these exams to be as relaxed and as stress-free as possible!

Emphasis will be on effort and progress 😊

Any questions?

**Thank you for attending this evening – your support is very much appreciated.**

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