



Year 6 SATs 2026 Presentation for Parents

What are SATs used to measure?

- SATS (Standard Assessment Tests) are a measure of **school and pupil performance**.
- Pupils in current Year 6 were assessed at the end of KS1 and these results will be used to measure progress between Key Stages.
- School results are published in **local** and **national league tables**.
- All Year 6 pupils sit the same tests, on the same day under the same conditions so they are a **standardised** way of measuring pupil performance in English and Mathematics across the country.
- **Secondary schools may** use SAT results to help them to organise pupils into **ability sets**.
- Pupils' **GCSE targets** are set based on their end of KS2 SATs scores.



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 tests in English (reading and grammar, punctuation and spelling) and Mathematics (arithmetic and reasoning).
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.



How are 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.
- ** tests take place in the classroom; a representative from the Local Authority may attend to ensure that tests are being administered as per the guidance from DFE; pupils may not talk during tests; pupils may take the tests in groups and where this is the case, the groups must be kept separate from each other until they have all completed the test.*



How many tests are there?

- Each test lasts no longer than 60 minutes:

Monday	Tuesday	Wednesday	Thursday	Friday
Grammar, Punctuation and Spelling – paper 1 (45 minutes)	Reading Comprehension (60 minutes)	Mathematics Paper 1: Arithmetic (30 minutes)	Mathematics Paper 3: Reasoning (40 minutes)	No Tests
Grammar, Punctuation and Spelling – paper 2 (around 15 minutes)		Mathematics Paper 2: 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.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

A scaled score of 110 or more shows the pupil is working at a greater depth within the National Standard.

The number of marks required to meet the threshold of 100 scaled score can vary year on year.



Marks

- Reading – 50 marks (21 – 29)
- Grammar paper 1 – 50 marks + Spelling – 20 marks = 70 marks (35/36)
- Mathematics – paper 1 – 40 marks, paper 2 35 marks, paper 3 35 marks = 110 marks (53-61)



Stats and Data - % of children reaching expected standard in Reading, Writing and Mathematics at Crookhill

	2020	2021	2022	2023	2024	2025
National	NO SATS DUE TO COVID PANDEMIC		59%	59%	61%	62%
Crookhill	NO SATS DUE TO COVID PANDEMIC		70%	73%	65%	70%



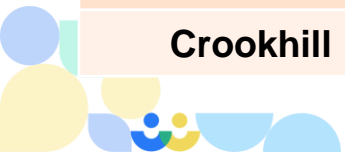
Curriculum Results

SPaG	2022	2023	2024	2025
National	64%	72%	72%	74%
Crookhill	82%	81%	78%	80%

Mathematics	2022	2023	2024	2025
National	71%	73%	73%	73%
Crookhill	85%	81%	83%	87%

Writing	2022	2023	2024	2025
National	69%	71%	72%	72%
Crookhill	78%	81%	70%	73%

Reading	2022	2023	2024	2025
National	74%	73%	74%	75%
Crookhill	78%	81%	78%	77%



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



Spelling, Punctuation and Grammar: Paper 1

The children have been working 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.



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.

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

5 Draw **three** lines to match each paragraph to its main content.

Paragraph

The paragraph beginning:
Imagine treading through...

The paragraph beginning: *Both highland and lowland streaked tenrecs are...*

The paragraph beginning:
Tenrecs forage...

Content

diet

behaviour

appearance

1 mark

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

Maths:

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes)
- Paper 2: Reasoning (40 minutes)
- Paper 3: Reasoning (40 minutes)



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

Example question:

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> 2 marks
Show your method		

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> <p>• $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$</p> <p>OR</p> <p>• $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$</p>	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> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

1 mark

11 $= 87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

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

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

1 mark

18 $20\% \text{ of } 3,000 =$

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

1 mark



Maths Papers 2 and 3 (Reasoning)

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.

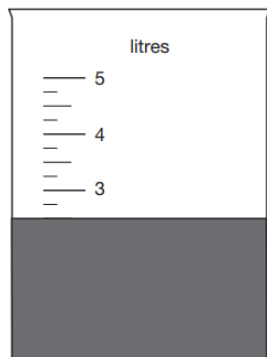


Maths Papers 2 (Reasoning)

Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½ 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

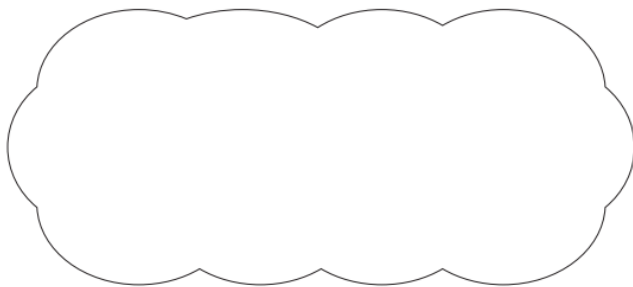
Circle the **prime** number.

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.

- 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.

- 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.

- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

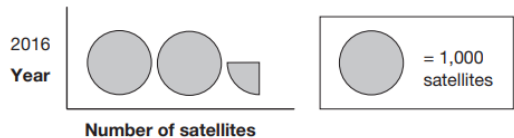


Maths Papers 3 (Reasoning)

Example questions:

9

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



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



Supporting your child in preparing for the SATs

Tips:

- **Maximising time in school is the best way to ensure that children are well prepared for their SATs: attendance and punctuality are vital**
- Encourage good sleep patterns.
- Morning / booster club
- Reading homework
- Times Tables (Rock Stars App)
- Spelling Shed – all stages 3-6 lists
- Maths apps – Freckle / Mathletics / My Maths
- Revision books (children will bring their revision books home at half term and they will be expected to bring these to school every day next half term. They should aim to complete a little revision in each book at home throughout the week)



How will we support preparation for SATs

- We **do** tell the children that the SATs are important
- We **do** tell the children they should try their best
- We **do** give 1:1 or small group support to all children
- We **do** spend more time on the English and Maths curriculum between now and May
- We **do** use practice (past) papers
- We **do** analyse the data to see if children are making progress towards the expected standard
- We **do** still teach a broad and balanced range of subjects
- We **do** keep activities fun and use a variety of strategies in revision
- We **do** use school time effectively so that the need to work at home is minimised



Access Arrangements

- Pupils with specific needs may require additional arrangements so they can take part in the KS2 tests. Access arrangements are adjustments that can be put in place to support those pupils.
- Access arrangements must never advantage the pupil. Any support would be based primarily on normal classroom practice.
- Examples include: giving children rest breaks if required, use of a prompter or scribe, a reader (not for the reading test)



Supporting your child in preparing for the SATs

Further tips:

- Speak to class teacher if you have any concerns about SATs
- Reassure children if you feel they are anxious about SATs
- Encourage children to have a positive attitude towards school and the SATs



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..., they do not measure progress or attainment in other subjects.

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.

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.



Finally

- Parents' evening consultations will be held 17th / 18th February
- A free Breakfast club will be held during the SATs week.
- Any Questions?

