Year 6 SATs 2026 Presentation for Parents, Carers & Guardians

Key Stage Test Results 2025

Key Stage 2 Results 2025

Percentage of children achieving expected standard at the end of Key Stage 2

	School 2023 At EXS +	School 2024 At EXS +	School 2025 At EXS +	School 2025 GDS	National 2025 At EXS +	National 2025 GDS
Combined (reading, writing, maths)	74%	77%	84%	37%	62%	8%
Reading	86%	83%	98%	72%	75%	33%
Writing	79%	83%	86%	37%	72%	13%
Grammar, punctuation and spelling	91%	91%	95%	72%	73%	30%
Maths	88%	85%	95%	67%	74%	26%

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.

For the academic year 2025 to 2026, the KS2 tests are scheduled to take place from Monday 11 May to Thursday 14 May 2026:

Date	Subject	Test papers
Monday 11 May	English grammar, punctuation and spelling	Paper 1: questions Paper 1: spelling
Tuesday 12 May	English reading	English reading
Wednesday 13 May	Mathematics	Paper 1: arithmetic Paper 2: reasoning
Thursday 14 May	Mathematics	Paper 3: reasoning

- 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;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- 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.

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:

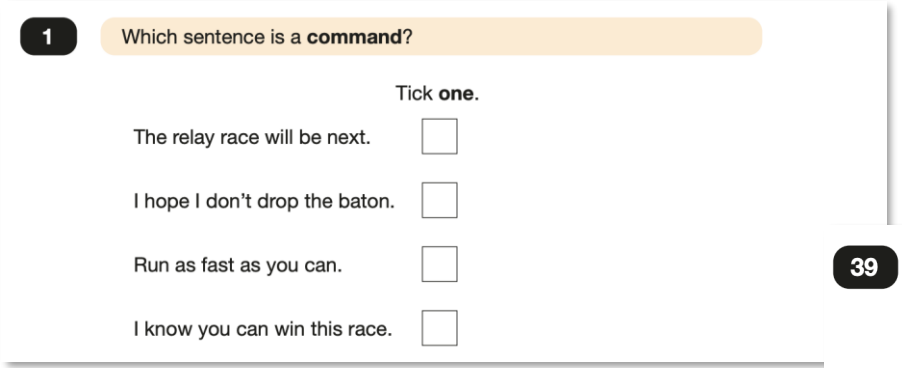
- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

e.g



1 Which sentence is a **command**?

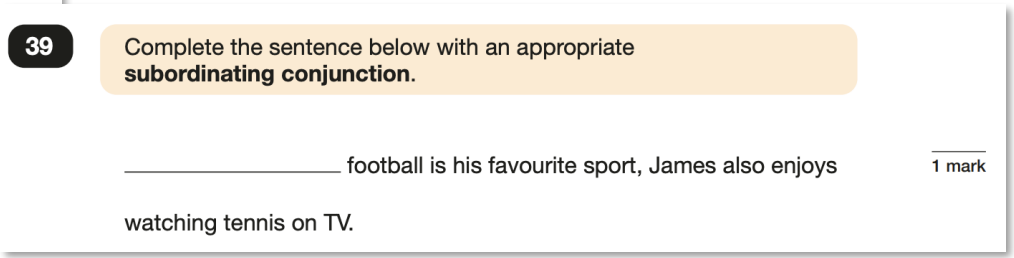
Tick **one**.

The relay race will be next. ☐

I hope I don't drop the baton. ☐

Run as fast as you can. ☐

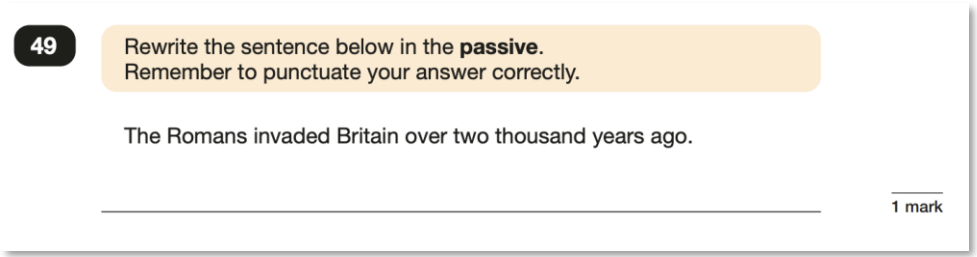
I know you can win this race. ☐



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.

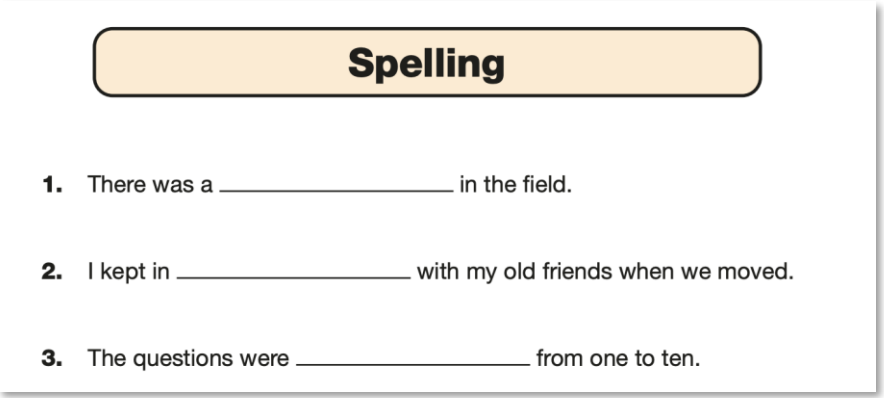
_____

1 mark

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 _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.

2023 Spelling script

Spelling 1: The word is **lamb**.

There was a **lamb** in the field.

The word is **lamb**.

Spelling 2: The word is **touch**.

I kept in **touch** with my old friends when we moved.

The word is **touch**.

Spelling 3: The word is **numbered**.

The questions were **numbered** from one to ten.

The word is **numbered**.

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:

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.*



Qu.	Requirement	Mark
1	Look at the first paragraph. How can you tell Priya was feeling nervous? Write **two** ways. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of 2 marks: **1.** Priya's heart beating fast, e.g. • *Priya's heart started to race* • *her heart was beating really quickly.* **2.** Priya taking a deep breath / trying to calm herself down, e.g. • *she took a deep breath* • *Priya was trying to calm herself* • *she must be nervous because she needs to calm down.* **3.** Priya telling herself there is nothing to worry about, e.g. • *she tells herself it must be something harmless* • *she tries to reassure herself.* **4.** Priya waking with a start, e.g. • *she woke with a start.*	**Up to 2m**

Reading

Example questions:

Based on text 2: Bats Under the Bridge

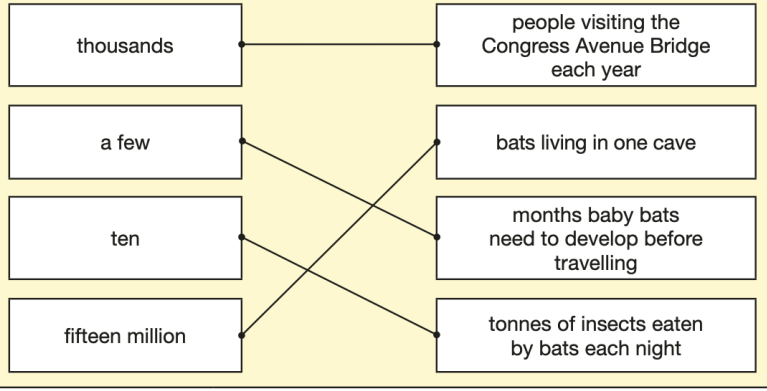
22 Draw **four** lines to match an amount on the left to a fact on the right.

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



Reading

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 marks

Section 3: A Howl at Dusk

Qu.	Requirement	Mark
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. **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

Acceptable points (personality)	Likely evidence
1. he is unfriendly / rude / surly	• *unfriendly eyes* • *'What's it to you?'* • *strode off without another word* • *didn't bother to look at Innis whilst replying* • *he didn't look at him when he replied.*
2. he is independent / brave / calm	• *he was on his own* • *not concerned he might be walking towards the wolf* • *he didn't seem to be shocked that there was a wolf about.*
3. he is curious	• *the only questions asked were about wolves* • *'How far?'* • *'Where exactly?'* • *he stops when Innis mentions the wolf.*
4. he is mysterious / strange	• *he doesn't talk much* • *he wiped the snow off, turned and strode off* • *he appeared out of nowhere* • *he didn't tell Innis much about himself.*
5. he is secretive / defensive	• *he didn't tell Innis anything about himself* • *strode off without another word* • *'What's it to you?'*
6. he is determined / single-minded / self-centred	• *was only interested in the wolf* • *strode off without another word* • *he only paid attention to what he was interested in* • *he only interacted when he realised that Innis had useful information.*

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 2023 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.

Maths: Wednesday 13th May and Thursday 14th May

The maths assessments consist of three tests.

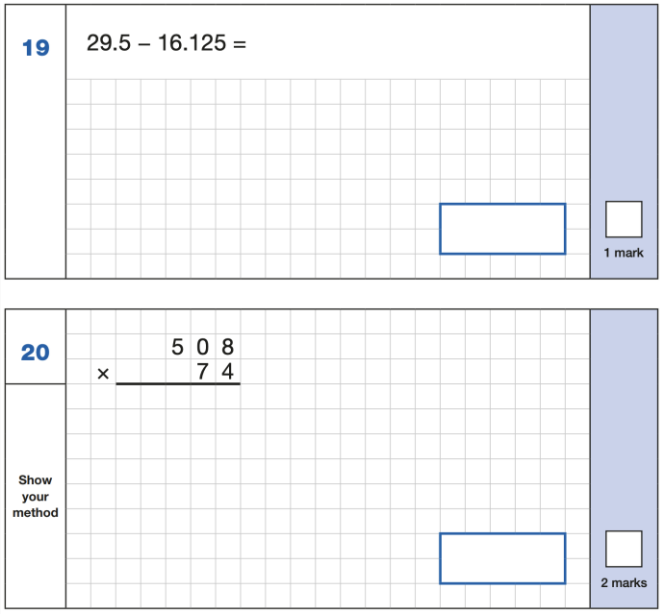
- Paper 1: Arithmetic (30 minutes) – Wednesday 13th May
- Paper 2: Reasoning (40 minutes) – Wednesday 13th May
- Paper 3: Reasoning (40 minutes) – Thursday 14th May

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:



19	13.375	1m	
20	Award **TWO** marks for the correct answer of 37,592 If the answer is incorrect, award **ONE** mark for the formal method of long multiplication with no more than **ONE** arithmetic error, e.g. • 508 × 74 = 2032, 35560, 37582 *(error)* **OR** • 508 × 74 = 2032, 35060, 37092 *(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. 508 × 74 = 2032, 3556 *(place value error)*, 5588

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

7 $7.8 + 6.953 =$

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

14.758

1 mark

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

Mental method:
Count on from 795 to 801

1 mark

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

$\frac{5}{8} = \frac{10}{16}$

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

$\frac{13}{16}$

1 mark

23 $70 + 48 \div 6 =$

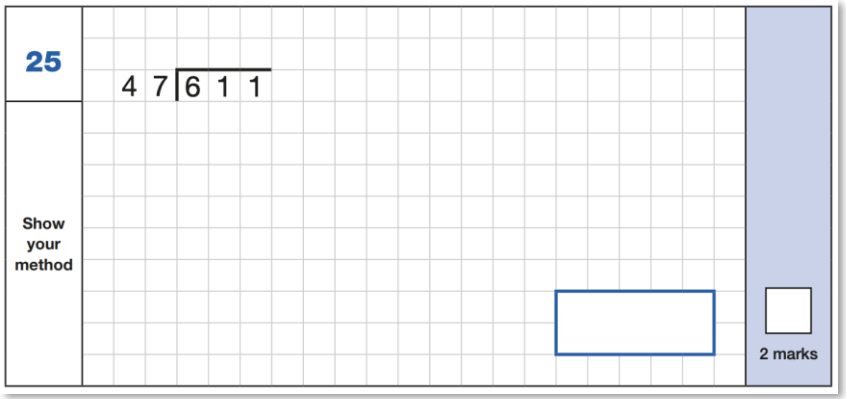
$48 \div 6 = 8$
$70 + 8 = 78$

78

1 mark

Maths Paper 1 (Arithmetic)

Example 2 mark question:



Qu.	Requirement	Mark	Additional guidance
25	Award **TWO** marks for the correct answer of 13 If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e. • long division algorithm, e.g. 15 r25 47 | 611 – 470 260 *(error)* – 235 25 **OR** 18 *(error)* 47 | 611 – 470 10 × 47 141 – 141 3 × 47 0 • short division algorithm, e.g. 1 5r6 *(error)* 47 | 61^{24}1	**Up to 2m**	Working must be carried through to reach a final answer for the award of **ONE** mark. 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 Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15th May and paper 3 will take place on Thursday 16th May. These tests have a total of 35 marks each and lasts for 40 minutes each.

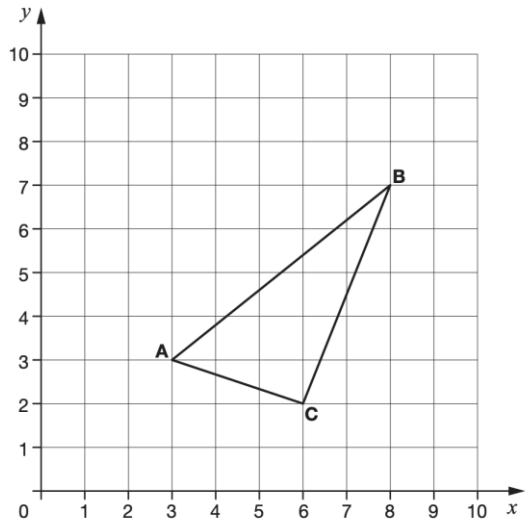
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- 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 Papers 2 (Reasoning)

Example questions:

3



ABC is a triangle.

What are the coordinates of point **C**?

(6 , 2)

1 mark

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

Maths Papers 2 (Reasoning)

Example questions:

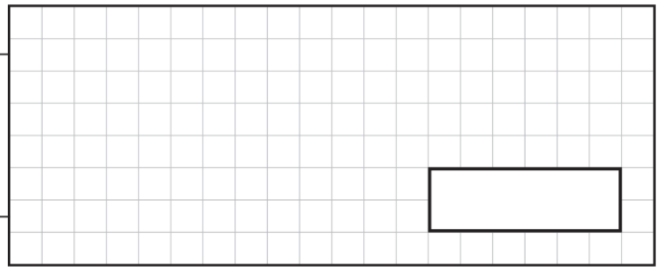
17 The manager of a flower shop orders 4 boxes of red roses.

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

17	Award **TWO** marks for the correct answer of 33 If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g. • $4 \times 50 = 200$ $200 \div 6 = 30$ (*error*) **OR** • $50 \div 6 = 8$ r2 (8 r 2) × 4 = 32 r8 **OR** Award **ONE** mark for sight of: • $33\frac{1}{3}$ **OR** $33.\dot{3}$ **OR** 33.33r **OR** 33.3 **OR** 33r2 (as evidence of completing 200 ÷ 6 correctly without interpreting the remainder in context)	**Up to 2m**	Answer need not be obtained for the award of **ONE** mark. If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g. • 200 ÷ 6 = 31 r8 Acceptable rounded answers would be 31 **OR** 32 For the 'sight of' mark, accept equivalent fractions. Award **ONE** mark for an answer of 34.

Maths Papers 3 (Reasoning)

Example questions:

9 Jack says,



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× table • 32 ÷ 3 = 10 r2 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 × 3 = 30 and 11 × 3 = 33 there is no 32 • 10 × 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.

Maths Papers 3 (Reasoning)

Example question:

21 There are 25 classes in a school.

Each class has 34 pupils.

62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

Show your method

pupils

3 marks

Qu.	Requirement	Mark	Additional guidance
21	Award **THREE** marks for the correct answer of 323 Award **TWO** marks for: • An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. 25 × 34 100 750 950 *(error)* 62% of 950 = 589 950 – 589 = 361 **OR** • 34 × 25 = 950 (*error*) 95 × 3 = 285 9.5 × 8 = 76 285 + 76 = 361 **OR** • sight of 527 (as evidence of calculating 62% of 850) Award **ONE** mark for: • evidence of an appropriate method with more than one error. **OR** • sight of 850 (as evidence of the multiplication step completed correctly)	**Up to 3m**	A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified. **TWO** marks will be awarded if an appropriate method with the misread number is followed through correctly. **ONE** mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error. Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded **TWO** marks. Answer need not be obtained for the award of **ONE** mark.

Supporting your child in preparing for the 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.
- Attend any SATs meetings at school (or read any literature sent home).
- 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.

Supporting your child in preparing for the SATs

- Ensure your child comes to school every day and on time
- Send your child to boosters after-school
- Ensure they complete their weekly homework
- Ensure they complete at least an hour on Century every week!



Supporting your child in preparing for the SATs

Further tips:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.

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. Your school may be able to provide you with more detailed feedback.

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.

What to do if you are worried about your child

Talk to the school

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.

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, 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!

“Stay focused in class so you don’t have loads of extra studying to do at home!” – Year 7 pupil’s advice.

The Lion King - Wednesday 4th February



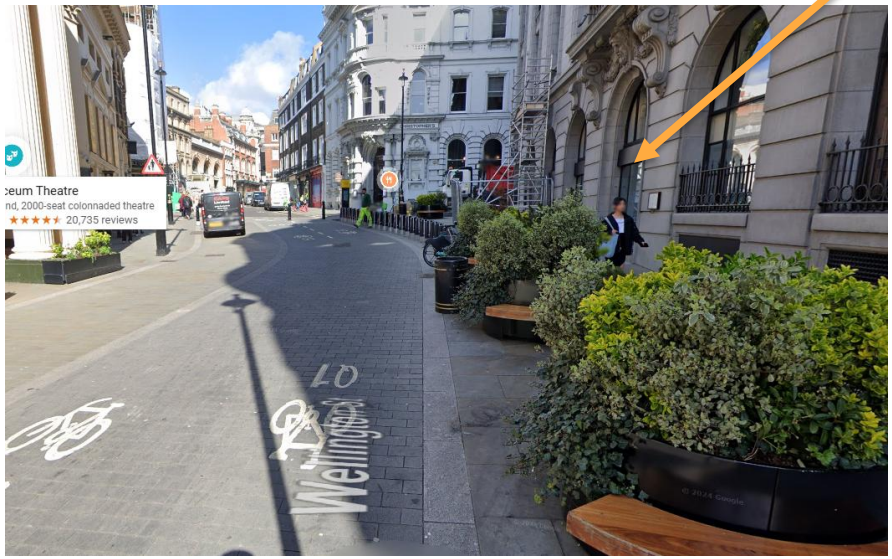
We will be leaving school **at 1** to arrive at the Lyceum Theatre. Children will **eat at school**.

The show **ends at 5pm.**

All children **MUST** be picked up by their adult or guardian.

If you want to make arrangements for another parent to pick them up, you must let the office know **by Tuesday.**

Children may bring **one snack** with them and water – please ensure this is nut free.



We will have contact details with us in case anyone is late.

If you are late, please call the school office, which will be open until 5pm.

Nearest station: Embankment or Charing Cross

Pick **up at 5** opposite the main entrance to the theatre.



