

SATs Information Session

January 2026



What are they?



- In England, the National Curriculum Assessments (or SATs) are taken by the children at the end of KS1 (Year 2) and KS2 (Year 6) in May every year.
- They assess the children against the age-related expectations as set out by the National Curriculum.
- For children, the SATs are used to form target grades in secondary school. For schools, the SATs are used as one factor – amongst many – in judging a school's effectiveness.

When will they be?



The KS2 SATs are scheduled for Monday 11th May to Thursday 14th May.

Monday

English grammar, punctuation and spelling Paper 1: *questions*

English grammar, punctuation and spelling Paper 2: *spelling*

Tuesday

English reading

Wednesday

Mathematics Paper 1: Arithmetic

Mathematics Paper 2: Reasoning

Thursday

Mathematics Paper 3: Reasoning

What is the scoring system?

- The purpose of SATs is to measure the children's attainment in maths, reading, and grammar, punctuation and spelling (GPS).
- The children are tested on curriculum content from Years 3-6
- **They will achieve a 'scaled score' from 80 – 120, with a score of 100 or more meaning they have met the 'expected standard'.**



Score	What does this mean?
120	This is the highest score a child can get in the KS2 SATs
110 - 120	Any score above 110, including 120, means that a child has exceeded the expected standard in the test.
100-109	This is the expected standard for children.
80-99	Any children that is awarded a scaled score of 99 or below has not met the expected standard in their KS2 SATs test.

- A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly.
- Tests are developed each year to the same specification, however, because the questions are different, the difficulty of tests may vary each year.

What happens after the SATS?



- Once the SATS have been completed by the children, they are then sent to be marked by external markers.
- By the end of the Summer term (usually in July) the scores are sent back to school in both raw form and scaled score. Once these have been checked and agreed, you will receive a letter- outlining your child's scores and a reminder about what their score means.

Year 6 SATs Results

Dear Parent/Carer,

This term, your child has taken their Standard Assessment Tests (SATs) in Maths, English Reading and also English Grammar, Punctuation and Spelling. These tests are designed to measure your child's academic progress since the end of KS1 and identify areas where additional support may be required. Scores from the tests are also collated to help measure the school's overall performance compared to other schools in the country.

The table below shows your child's scaled score for each subject. This is a mark between 80 and 120. The final column contains letters which show whether your child has achieved the expected standard (AS), not achieved the expected standard (NS) or other relevant information, such as recording that they were absent (A) when the assessment took place. A score of 100 or above indicates your child has met the national expected standard.]

Subject	Scaled Score	Standard Achieved
English Reading		
Maths		
Grammar, Punctuation and Spelling		

SATs 'standard achieved' letters explained:

Letters	Definition
AS	Expected standard achieved
NS	Expected standard not achieved
A	Absent
B	Working below level assessed for KS2 SATs
M	Missed the test
T	Working at the level for the test but unable to access the test

We wish your child the very best for their future and are delighted to have been part of their learning journey.

Yours faithfully,

Writing



- There is **no** test for writing.
- Children's writing is assessed by their teachers.
- Teachers take a sample of each child's writing, to assess the extent to which it demonstrates the expected standard for the end of Key Stage 2.

Reading Paper



What the test looks like

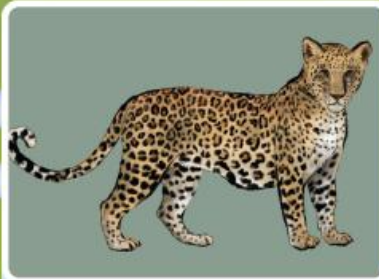
- The English reading test focuses on the **comprehension** elements of the national curriculum and includes a **mixture of text types**. The test is designed so that the **texts increase in their level of difficulty**.
- The test consists of a reading booklet and a separate answer booklet. Pupils will have **one hour** to read the **3 texts** in the reading booklet and complete the questions, which are worth 50 marks in total.



Streaky and Squeaky



**The Girl who
Walked on Air**



The Leopard

Reading Booklet

2024 key stage 2 English reading booklet



Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.

How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.



This is an extract from a story in which Louie shows her circus skills to her friend, Ned. This is the first time she has ever shown anyone her ability to walk across a tightrope.

The Girl who Walked on Air



I was ready. No one had ever watched me before. Jittery though I was, I trusted Ned to be straight with me. He saw all the acts go in and out of the ring, so he'd know a star turn if he saw one.

The rope was now about ten feet off the ground. Ned watched from the ground. He thought it was all one big prank. Right up until I kicked off my clogs, tied back my hair and asked him for a leg-up on the rope.

"You ain't getting up on that?" he said in amazement.

"Of course I am! Now help me up."

"It isn't safe, Louie. You can't just get up on the rope and ... well ... do it. It's a proper skill. It takes years of practice!"

"Yes," I said. "I know."

I could've told him about my scrapbook. About Blondin*, my hero. And that while he, Ned Bailey, had been snoring away in his cosy bed, I'd been practising every morning for as long as I could remember. But I wanted him to see it for himself.

*Charles Blondin was a French tightrope walker and acrobat who was famous in the 1800s.

"Help me up," I said.

So he cupped his hand for my foot and on the count of three he heaved me upwards. I moved onto the rope till I lay flat across it. Slowly, I eased myself into a crouching position. Now I was a lot taller than Ned. The thought made me giggle. Or maybe it was just my nerves.

"I've got a bird's-eye view of the top of your head," I said. "Now step back and watch."

"Shouldn't I stay here? Just in case you fall?"

"You're a pea-brain, Ned. Course I won't fall."

My mind went quiet. I stood up slowly, counted to five and focused straight ahead. The entire world had shrunk right down on this one length of rope. Nothing else existed. Under my feet the rope swayed slightly. It was part of me now. It had grown out of my heels and toes. We were the same thing, this rope and me. It made me feel wonderfully light.



Arms out to the side, I took a step forward. Then another. Left foot, right foot, sliding forward along the rope. When I reached the other side I stopped. Turned right round to face the way I'd come. The only movement was in my ankles as they worked to keep me upright. I started walking again, this time making more of a show, flourishing my wrists, stopping to crouch down and stretch out each leg in turn. It felt good to be watched. It made me think harder about how I moved, what shapes and lines I made.



The Leopard

I first saw the leopard when I was crossing the small stream at the bottom of the hill. As I began climbing, the grunting and chattering increased, as though the monkeys were trying to warn me of some hidden danger. A shower of pebbles came rattling down the steep hillside, and I looked up to see a sinewy, orange-gold leopard poised on a rock about twenty feet above me.

He was not looking toward me, but had his head thrust attentively forward. Yet he must have sensed my presence, because he slowly turned his head and looked down at me. He seemed a little puzzled at my presence there; and when, to give myself courage, I clapped my hands sharply, the leopard sprang away into the thickets, making absolutely no sound as he melted into the shadows. I had disturbed the animal in his quest for food. But a little later I heard the quickening cry of a deer as it fled through the forest. The hunt was still on.

The leopard, like other members of the cat family, is nearing extinction in India, and I was surprised to find one so close to Mussoorie. It was some weeks before I saw the leopard again, although I was often aware of its presence. A dry, rasping cough sometimes gave it away. At times I felt almost certain that I was being followed. Once, when I was late getting home, and the brief twilight gave way to a dark, moonless night, I was startled by a family of porcupines running about in a clearing. I looked around nervously, and saw two bright eyes staring at me from a thicket. I stood still, my heart banging away against my ribs. Then the eyes danced away, and I realised that they were only fireflies.

On one occasion, I found the remains of a deer, which had only been partly eaten. I wondered why the leopard had not hidden the rest of his meal, and decided that it must have been disturbed while eating.

Then, climbing the hill, I met a party of hunters resting beneath the oaks. They asked me if I had seen a leopard. I said I had not. They said they knew there was a leopard in the forest.



Leopard skins, they told me, were selling in Delhi for very good money. Of course there was a ban on the export of skins, but they gave me to understand that there were ways and means... I thanked them for their information and walked on, feeling uneasy and disturbed.

The hunters had seen the carcass of the deer, and they had seen the leopard paw prints, and so they kept coming to the forest. Almost every evening I heard their guns banging away, for they were ready to fire at almost anything.

"There's a leopard about," they always told me. "You should carry a gun."

"I don't have one," I said, and they went away.

After that, there were fewer birds to be seen, and even the monkeys had moved on. The pine martens, who had previously become bold, now dashed into hiding at my approach. The smell of one human is like the smell of any other.

One day, I was out walking and came across the entrance to a cave. The silence was so absolute that it seemed to be ringing in my ears. But there was something else of which I was becoming increasingly aware: the strong feline odour of one of the cat family.

I paused and looked about. I was alone. There was no movement of dry leaf or loose stone. Perhaps the leopard was crouching there in the dark, watching me, recognising me, knowing me as the man who walked alone in the forest without a weapon.

I like to think that he was there, that he knew me, and that he acknowledged my visit in the friendliest way: by ignoring me altogether.

Perhaps I had made him confident – too confident, too careless, too trusting of the human in his midst. I did not venture any further; I was not out of my mind. I did not seek physical contact, or even another glimpse of that beautiful sinewy body, springing from rock to rock. It was his trust I wanted, and I think he gave it to me.

But did the leopard, trusting one man, make the mistake of bestowing his trust on others? Did I, by casting out all fear – my own fear, and the leopard's protective fear – leave him defenceless?



Reading Paper



The content of the 2025 reading paper

- Retrieve and record information **30%**
- Make inferences from the text **48%**
- Give / explain the meaning of words in context **12%**
- The four remaining content areas take up the remaining **10%** of the test

How can you help your child in reading?



Ask questions when you share a text

Retrieve and record information (30%)

24

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Wasps can be aggressive.		
Male bumblebees sometimes sting.		
Bumblebees only go outside when it is warm.		
You need a big garden to help bumblebees.		

2 marks

How can you help your child in reading?



Ask questions when you share a text

Make inferences, using evidence from the text (48%)

16

In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.

This suggests that...

Tick **one**.

farming has helped bees.

☐

paved gardens are attractive.

☐

bees are good at finding their way.

☐

bees have only started struggling recently.

☐

1 mark

How can you help your child in reading?



Ask questions when you share a text

Give / explain the meaning of words in context (12%)

4

Look at page 4.

Find and **copy one** word which shows that Joe is angry.

1 mark

How can you help your child in reading?



Home reading is key to every child's success in reading

When you listen to your child read, ask them questions that help them practise their skills.

- ✓ Encourage your child to read for pleasure
- ✓ Read with / listen to them read regularly
- ✓ Take their AR quiz alongside them - encourage them to read the questions to you (they can do this in their test!) but to complete the test independently
- ✓ <https://www.yearsix.co.uk/sbc/practice.php>

SPaG Paper



What the test looks like

- **Paper 1:** a combined question and answer booklet. Pupils will have 45 minutes to answer the questions, which are worth 50 marks in total.
- **Paper 2:** spelling consists of a test transcript to be read by the test administrator and an answer booklet in which pupils write 20 spellings. The paper takes approximately 15 minutes but is not strictly timed. The spellings are worth 20 marks in total.

Paper 1

11

Circle the correct **verb form** in each underlined pair to complete the passage below.

William Shakespeare, the famous writer, is / was born in Stratford-upon-Avon in 1564 and later will move / moved to London where he will become / became an actor. Even today, Shakespeare's plays are performed / performed around the world.

1 mark

12

Draw a line to match each word below to its **antonym**.

Word

near

cold

distant

warm

Antonym

close

far

hot

cool

1 mark



Paper 1

13

Insert a **semi-colon** in the correct place in the sentence below.

The suitcase was heavy the box was lighter but more awkward to carry.

1 mark

14

Write the **contracted form** of the underlined words in the boxes below them.

Liam was not completely surprised at the knock on his door that

↓

morning. In fact, he had been waiting for this particular visitor.

↓

"It is good to see you," he said, opening the door.

↓

1 mark



Paper 2

Spelling

1. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.
4. We spent a _____ of hours at the shops.
5. You should _____ your fabric carefully.
6. The dust in the air made me _____.
7. Rosie used a sewing _____ to make her dress.
8. The spy used _____ ink to write his message.
9. Chewing gum is _____ in school.
10. We watched a film on _____ last night.

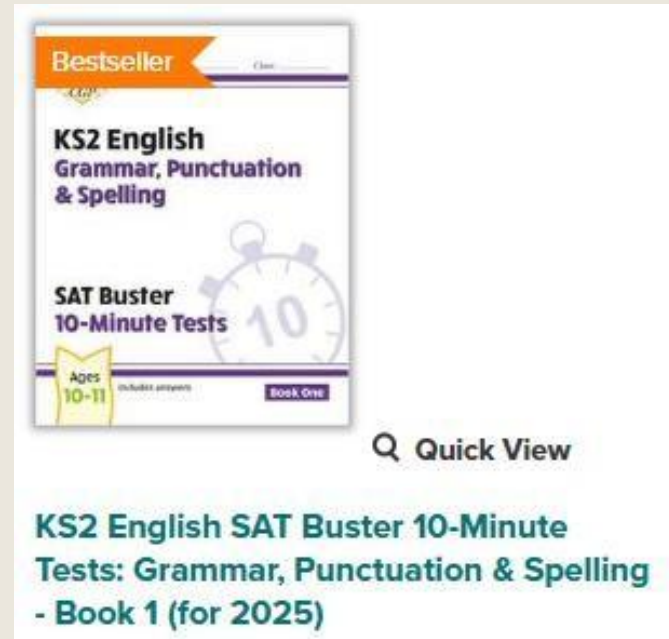
11. Lola was the lead _____ in her school play.
12. Cross the busy road with _____.
13. Maple _____ is sometimes poured on pancakes.
14. My sister _____ gave me her favourite book.
15. Amy borrowed a _____ book from the library.
16. The comedian was dressed in a _____ costume.
17. We paused to look at the _____ view.
18. She based her research on the results of the _____.
19. The football player was _____ to a different club.
20. The till printed the _____.



How can you help your child in SPaG?



- Call out a word and ask your child to tell you a synonym (a word that means the same) or an antonym (a word that means the opposite).
- If your child asks you a question, ask how he would rephrase it as a command (e.g. 'Can you make me a drink?' becomes, 'Make me a drink!')
- Spend 5 minutes every day testing your child on different spelling rules
- Encourage your child to read a variety of texts (fiction, information books, comics, newspapers, magazines etc.) to broaden their vocabulary.
- CGP workbooks.



Maths – Paper 1 : Arithmetic

- 30 minutes
- Total of 40 marks.
- Tests children on the four operations – Addition, subtraction, multiplication and division.
- Children will have to apply these across fractions, decimals and percentages.



Maths – Paper 1 : Arithmetic



1 $40 + 1,000 =$

☐ 1 mark

2 $707 + 1,818 =$

☐ 1 mark

3 $\frac{4}{6} + \frac{3}{6} =$

☐ 1 mark

4 $505 \div 1 =$

☐ 1 mark

5 $345 - 60 =$

☐ 1 mark

6 $2.7 + 3.014 =$

☐ 1 mark

Maths – Paper 1 : Arithmetic



There are four '2 mark' questions asked every year.

These have always been two long multiplication questions and two dividing by two-digit number questions.

20	$\begin{array}{r} 17 \overline{) 714} \end{array}$	
Show your method		
		2 marks

22	$\begin{array}{r} 4781 \\ \times \quad 23 \\ \hline \end{array}$	
Show your method		
		2 marks

24	$\begin{array}{r} 418 \\ \times \quad 46 \\ \hline \end{array}$	
Show your method		
		2 marks

36	$\begin{array}{r} 592242 \end{array}$	
Show your method		
		2 marks

Maths – Paper 2 and 3 : Reasoning

- Paper 2 Reasoning. Total of 35 marks. 40 minutes
- Paper 3 Reasoning. Total of 35 marks. 40 minutes
- Tests children on all aspects of the KS2 Maths curriculum.
- This includes:
 - Number and Place Value
 - Calculations
 - Fractions, Decimals and Percentages
 - Ratio and Proportion
 - Algebra
 - Measurement
 - Geometry
 - Statistics

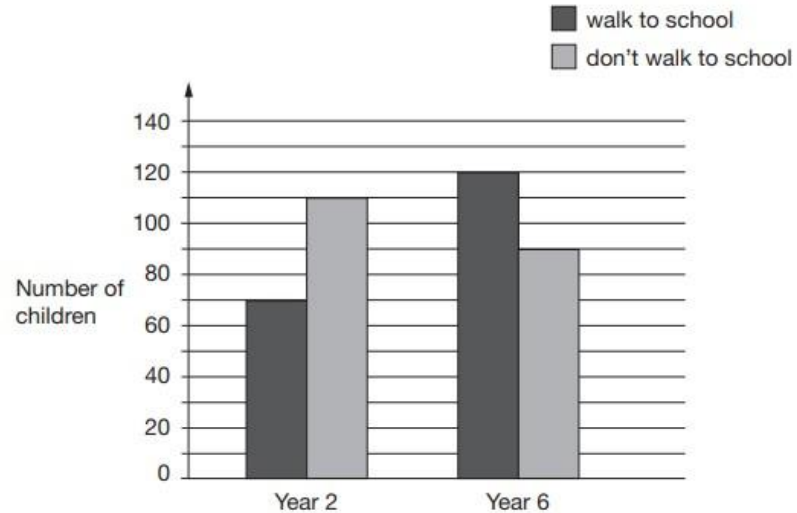


Maths – Paper 2 and 3: Reasoning

1

William asks the children in Year 2 and Year 6 if they walk to school.

This graph shows the results.



Altogether, how many children **don't** walk to school?

1 mark

How many **more** Year 6 children than Year 2 children walk to school?

1 mark

2

Circle the number that is **10 times** greater than nine hundred and seven.

9,700

907

9,007

970

9,070

1 mark

3

Write the missing numbers to make this **multiplication** grid correct.

	×		
	9	63	54
		56	48

1 mark

Maths – Paper 2 and 3: Reasoning

- Some questions have a box that says, 'Show your method'. For these questions, children must show their workings as they can still get a mark even if they do not get the answer correct.

8

At the start of June, there were 1,793 toy cars in the shop.

During June,

- 8,728 more toy cars were delivered
- 9,473 toy cars were sold.

How many toy cars were left in the shop at the end of June?

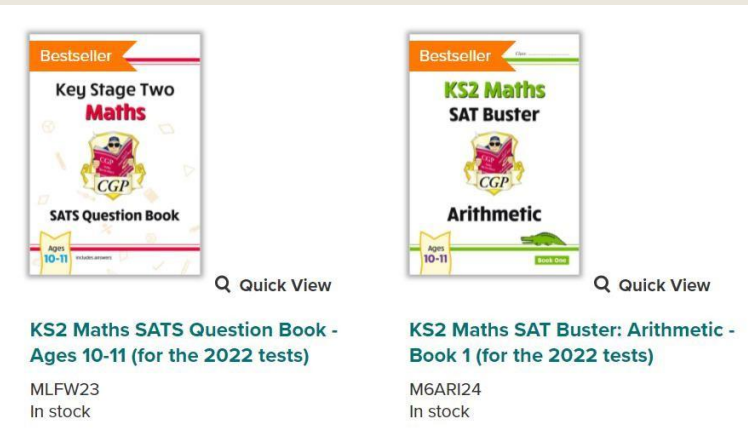
Show
your
method

The grid is 20 squares wide and 10 squares high. A smaller rectangular box, intended for the final answer, is located in the bottom right corner of the grid, spanning 6 squares in width and 2 squares in height.

2 marks

How can you help your child in Maths?

- Encourage them to learn their times tables – this will help with nearly every area of maths
- Continue to access Century Tech
- Use **TTRS** and **Hit the Button** to practice
- Arithmetic Papers on www.yearsix.co.uk
- Talk to your child's maths teacher about any area they would benefit from more practice
- CGP – great workbooks



ARITHMETIC HOMEWORK GUIDE

1 $40 + 1,000 =$

$$\begin{array}{r} 1000 \\ + 40 \\ \hline 1040 \end{array}$$

1040

1 mark

2 $707 + 1,818 =$

COLUMN ADDITION

$$\begin{array}{r} 1818 \\ + 707 \\ \hline 2525 \end{array}$$

2525

1 mark

3 $\frac{4}{6} + \frac{3}{6} =$

ADD THE NUMERATORS

$$\frac{4}{6} + \frac{3}{6} = \frac{7}{6}$$

THE DENOMINATOR STAYS THE SAME

$\frac{7}{6}$

1 mark

4 $505 \div 1 =$

ANY NUMBER $\div$ BY 1

EQUALS ITSELF

E.G.

$$325 \div 1 = 325$$

$$476 \div 1 = 476$$

$$752 \div 1 = 752$$

505

1 mark

5 $345 - 60 =$

$$\begin{array}{r} 345 \\ - 60 \\ \hline 285 \end{array}$$

285

1 mark

6 $2.7 + 3.014 =$

USE PLACE HOLDERS TO MAKE THE DECIMALS HAVE

THE SAME NUMBER OF DECIMAL PLACES

$$\begin{array}{r} 3.014 \\ + 2.700 \\ \hline 5.714 \end{array}$$

DON'T FORGET THE DECIMAL POINT.

5.714

1 mark

DECIMALS IN A STRAIGHT LINE LIKE BUTTONS ON A SHIRT



What will SATs week look like?



- The children come into school as they normally would
- We then take them into the hall to have some toast and juice
- Next, the children will go up into their classroom, with their class teacher, who will deliver a 'Wake and Shake' session
- The children will sit the test like they have previously practised
- All tests will be completed before lunchtime
- One lesson after the test will have a revision focus for the following test
- The other lessons will be more relaxed and the children will take part in PE and art activities

How are we supporting your children?



- Adaptive teaching approaches
- Ensuring all children are challenged
- Other adults supporting in the lessons to increase the support
- Morning Maths
- Century Tech
- Regular exposure to past paper questions in the lessons
- Practise SATs

How can you support your child?



- During SATs week, ensure early bedtimes and routines are kept in
- Plenty to drink – water in school
- Encourage them NOT to panic – discuss strategies to keep calm and remember the breathing techniques we use in school
- Ensure they know which room they are in and that they understand they will need to work in silence
- SATs are part of our routine here in Year 6 – the children will be well prepared
- Attend Pupil Learning Discussion appointments to get regular updates from their teachers
- Remind children to try and enjoy the sessions and use them as an opportunity to show off what they can do.

Children needing extra support



- For a small number of children, we can apply for extra support during SATs, known as **access arrangements**, which are currently being trialled in class. This will be based on their normal classroom practice.
- There is set criteria for access arrangements, which must be met in order for them to be used during the tests.

What do the papers look like?



- On the tables are a selection of past SATs papers.
- Remember every SATs paper is different, the texts will not be reused.
- If you have any questions surrounding the SATs, please speak to your child's class teacher in the first instance, who will be more than happy to help.
- [2026 key stage 2 national curriculum tests: information for parents - GOV.UK](#)

