



Year 6 SATs Information Evening

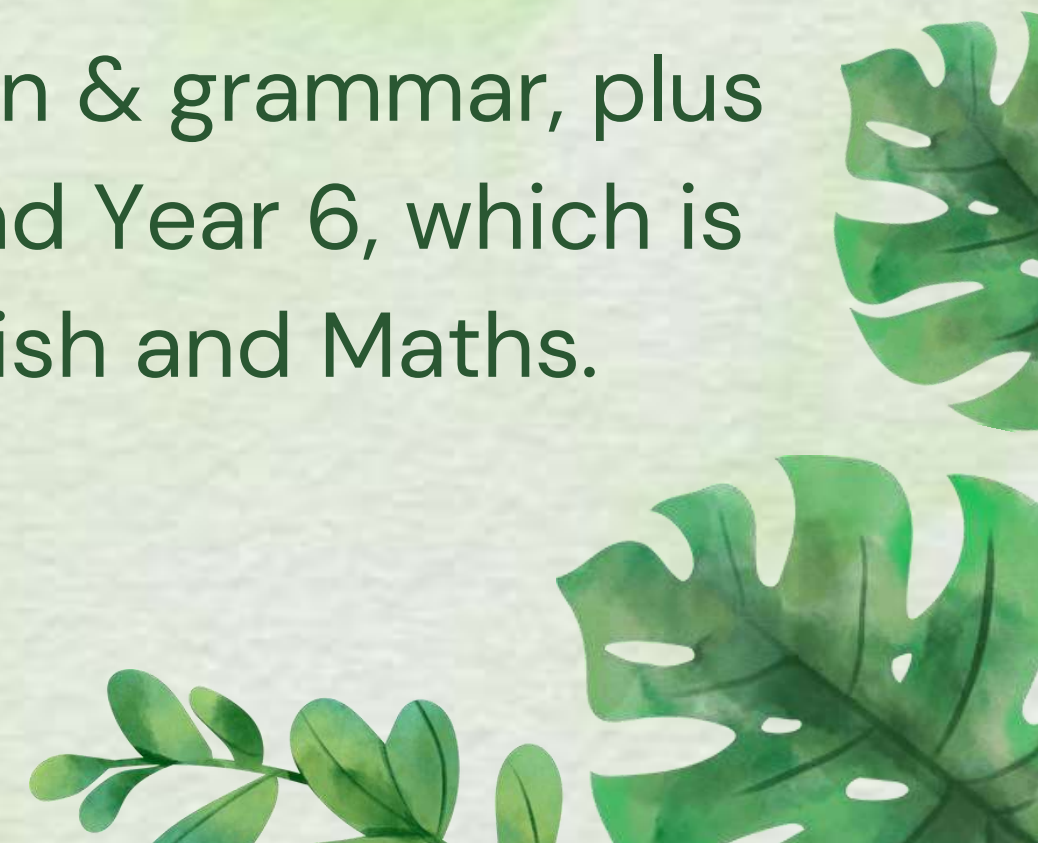
2025-2026



What are the Year 6 SATs?

The Standard Assessment Tests (otherwise known as SATs) check your child's knowledge of the National Curriculum. The tests are **compulsory** for Year 6 students and they're used to assess your child against age-related expectations.

Year 6 SATs results are used to measure both the school and each child's progress and achievements in maths, spelling, punctuation & grammar, plus reading. The results show the progress between Year 2 and Year 6, which is really important to show what children have learnt in English and Maths.





What are the Year 6 SATs?

Many secondary schools also use Year 6 SATs results to determine what set a child will be assigned to in Year 7. Secondary schools may also do their own tests to help assess children. It is best to check with your secondary school if you are unsure. Secondary schools may also use Year 6 english and maths SATs results to help generate targets for each child for secondary school. This is called Progress 8, and measures how a child progresses during secondary school.



What's included?

- ***Grammar paper*** – (based on KS2 Grammar curriculum)
- ***Spelling paper*** – 20 spellings on KS2 spelling rules, Year $\frac{3}{4}$ statutory spellings and Year 5/6 statutory spellings.
- ***Reading paper*** – children will be given three different extracts of different genres to read and answer questions on. These questions will be based on vocabulary, retrieval, inference, prediction, summary.
- ***Maths paper 1*** – arithmetic questions on the four operations, fractions and percentages.
- ***Maths paper 2 and 3*** – problem solving and reasoning worded questions.

When?

SATs week in Year 6 takes place on the week of 11th May 2026.

Please do not book any holidays for this time!

MONDAY	Punctuation, Vocabulary and Grammar (45 minutes) Spelling (approximately 15 minutes)
TUESDAY	Reading (60 minutes)
WEDNESDAY	Mathematics Paper 1: Arithmetic (30 minutes) Mathematics Paper 2: Reasoning (40 minutes)
THURSDAY	Mathematics Paper 3: Reasoning (40 minutes)



How?

Most children will be completing the SATs papers in the classrooms.

There will be at least **two** adults per room.

Some children will do their papers in separate rooms, dependant on needs and support. The parents of these children will be informed and this will be discussed prior to SATs week.





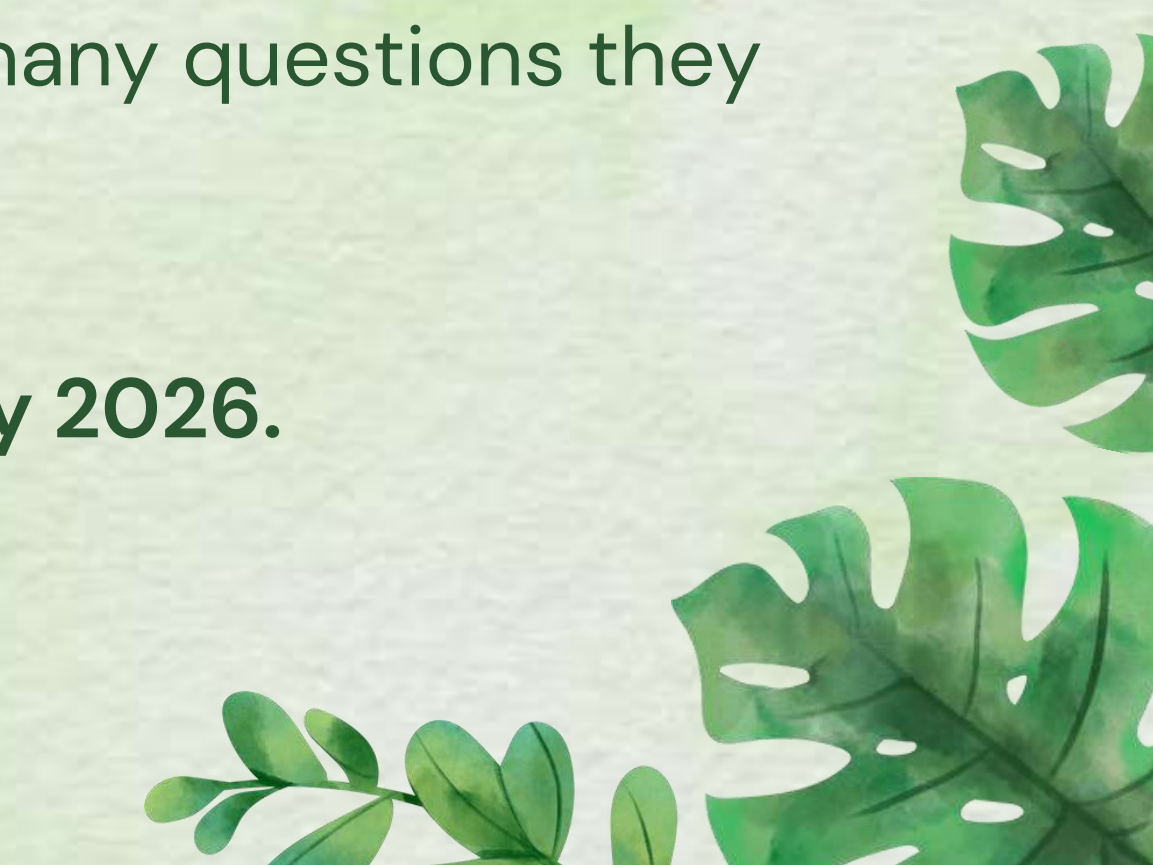
How are they graded?

All Year 6 SATs tests are marked externally and returned to the school.

Each child is then given a scaled score that ranges from 80 to 120, with a score of **100 or more** meaning that the child has achieved the expected standard.

Your child's scaled score is based on their raw score (how many questions they answered correctly).

These results will be shared with you and the children in **July 2026**.



What do they look like?

2022 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 2: spelling

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



7

Rewrite the underlined verbs in the sentence below so that they are in the **simple past**.

Oliver feels proud when he collects his medal after he wins the race.

--	--	--

1 mark

8

Tick one box in each row to show whether the underlined word is a **possessive pronoun** or a **relative pronoun**.

Sentence	Possessive pronoun	Relative pronoun
That red cycle helmet is <u>mine</u> .		
I wear it when I ride the new bike <u>which</u> my uncle gave me.		
My bike goes much faster than <u>yours</u> .		

1 mark

9

Tick one sentence that must end with a **question mark**.

Tick **one**.

If you don't mind, I'd rather stay at home today ☐

He asked why his parents wanted to move house ☐

If you finish your homework, are you able to stay ☐

She wondered if she would ever find the answer to her question ☐

10

Tick the word that is an **antonym** of happy.

Tick **one**.

contented ☐

bored ☐

cheerful ☐

miserable ☐

What do they look like?

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.

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.

What do they look like?

2024 national curriculum tests

Key stage 2

English reading

Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

20

Look at page 7.

Louie said to Ned, "Now step back and watch."

What **two** things does this show about Louie?

Tick **two**.

She wanted Ned close by for safety.

☐

She was confident that she would be safe.

☐

She was showing off by going backwards.

☐

She wanted Ned to be able to see her properly.

☐

She was teaching Ned how to do it.

☐

1 mark

21

Look at page 7.

Give **two** pieces of evidence that tightrope walking is difficult.

1. _____

2. _____

2 marks

36

Look at page 11.

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

	True	False
Exporting skins was not allowed.		
The leopard could be heard from outside the cave.		
The hunters used their weapons carefully.		
The pine martens were scared of Ruskin.		

37

Read the paragraph beginning: *I paused...* to the paragraph ending: *...ignoring me altogether.*

Tick one box in each row to show whether each statement is something **Ruskin knew** or something **Ruskin imagined**.

	Ruskin knew	Ruskin imagined
There was no movement inside the cave.		
The leopard was hiding inside the cave.		
The leopard recognised Ruskin.		

What do they look like?

24 national curriculum tests

Key stage 2

Mathematics

Paper 1: arithmetic

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

16 $6,020,070 = 6,000,000 + \boxed{} + 70$

1 mark

17 $2,671 \times 1,000 =$

1 mark

18 $\frac{5}{12} + \frac{1}{3} =$

1 mark

19 $\frac{2}{3} + \frac{4}{5} =$

1 mark

20

6 3 1 2
x 1 4

Show your method

2 marks

What do they look like?

national curriculum tests

Key stage 2

Mathematics

Paper 2: reasoning

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

13

Match the name of each 3-D shape to its number of vertices.

cube

9

square-based pyramid

8

triangular-based prism

6

octagonal-based pyramid

5

1 mark

14

A class votes for a captain.

Three-quarters of the class vote for Sam.

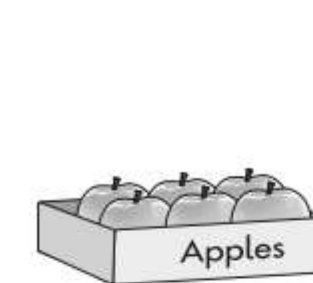
The remaining 7 pupils vote for Alex.

How many pupils are in the class?

1 mark

17

Chen buys these four items.



670 grams
£1.50



400 grams
£0.70



500 grams



750 grams
£1.45

Chen pays for the four items with a £10 note. The price of the butter is not shown.

She receives £3.85 change.

What is the price of the **butter**?

Show
your
method

£

What about writing?

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²



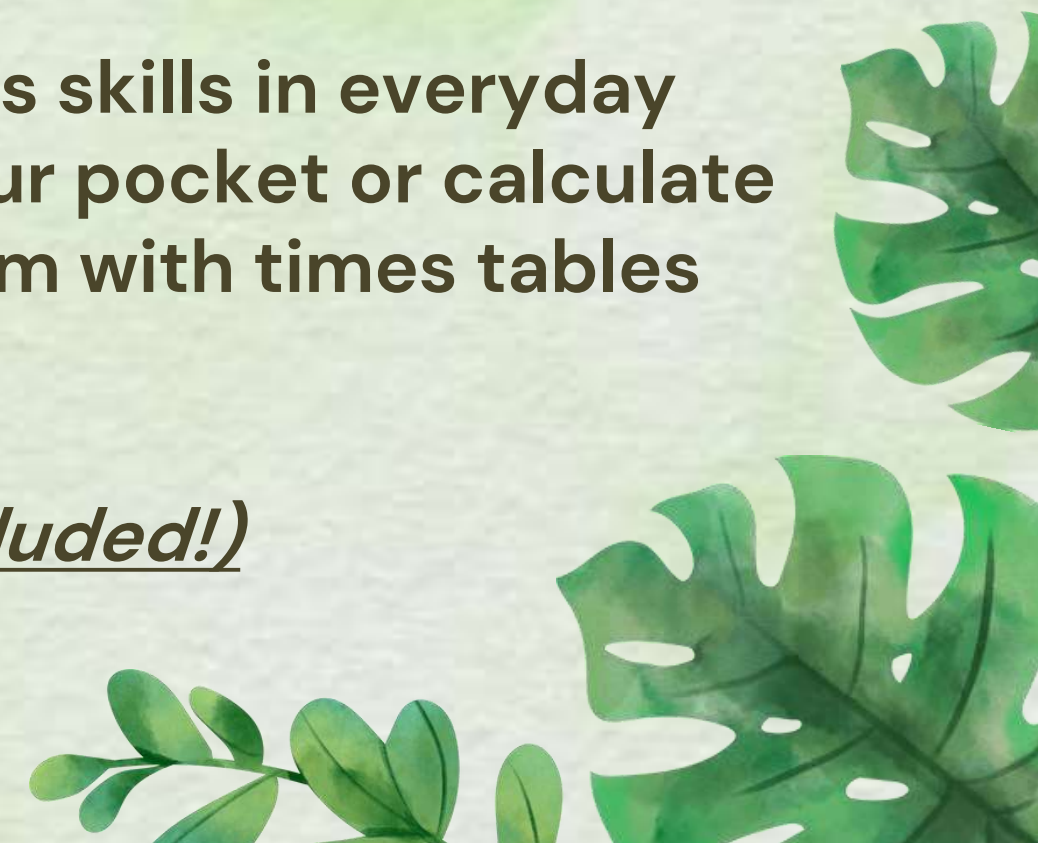
How can I help my child prepare?

SATs can be a stressful time for parents and children alike, but there is much that you can do to help your child with their KS2 SATs revision.

For their Year 6 Maths SATs papers, the best way of helping your child revise is to help them with their homework throughout the year. This way, you'll gain a good understanding of what they've been learning in their lessons at school. Then, you can use this information to help them revise closer to exam time.

In addition to this, it's also a good idea to help them practise their Maths skills in everyday life. For example, you can get them to help you add up the money in your pocket or calculate the change you should expect from the shop. You can also surprise them with times tables sums while you're out and about.

Please do not do past SATs papers at home with your child! (Tutors included!)



How can I help my child prepare?





READ

WHY READ FOR 20 MINUTES A DAY?

STUDENT A	STUDENT B	STUDENT C
20 MINUTES PER DAY	5 MINUTES PER DAY	1 MINUTE PER DAY
1,800,000 WORDS PER YEAR	282,000 WORDS PER YEAR	8,000 WORDS PER YEAR
SCORES IN THE 90 TH PERCENTILE ON STANDARDIZED TESTS	SCORES IN THE 50 TH PERCENTILE ON STANDARDIZED TESTS	SCORES IN THE 10 TH PERCENTILE ON STANDARDIZED TESTS





T h a n k Y o u !

A n y q u e s t i o n s ?