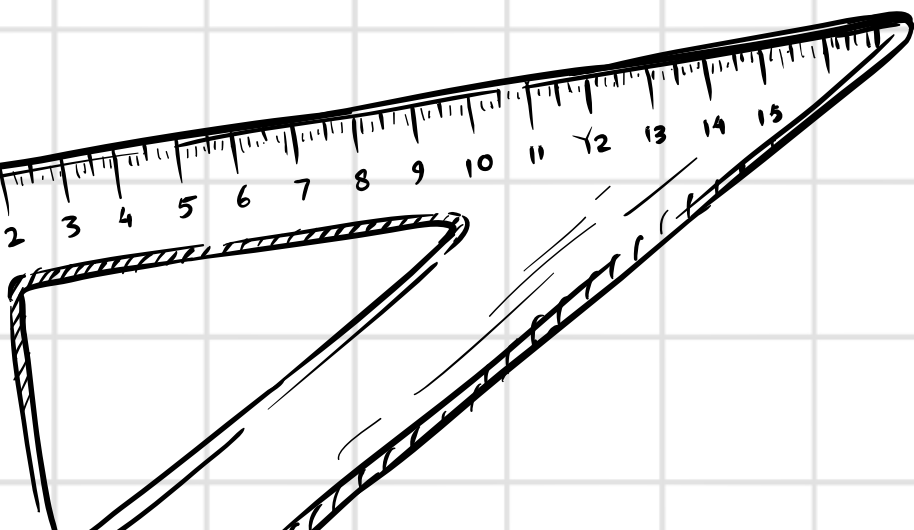
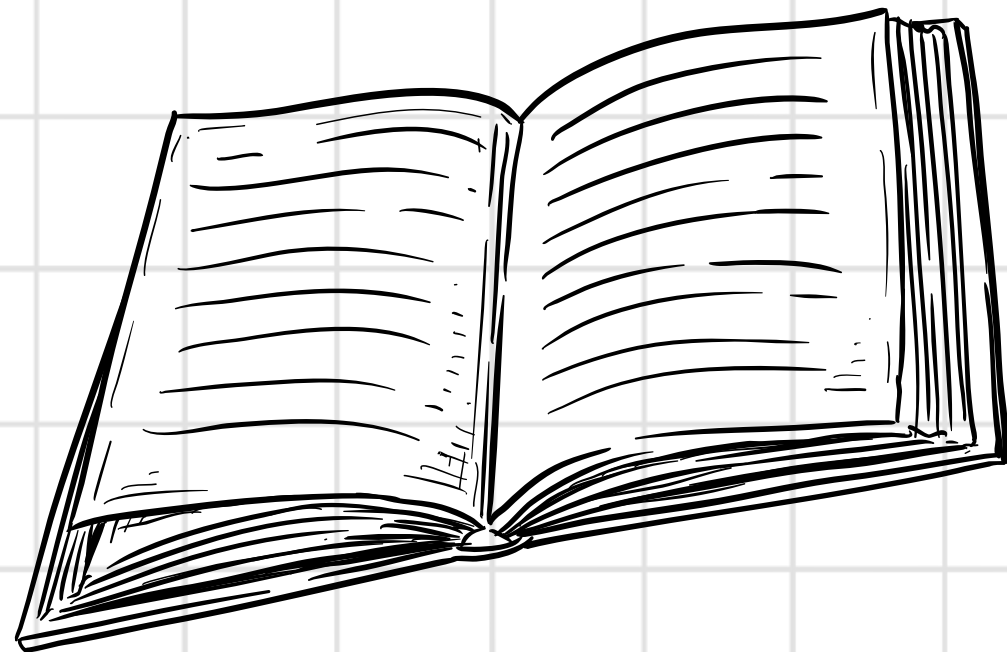


Standard Assessment Tests

A guide for parents, guardians
and carers.



Presentation Aims



By the end of this presentation, parents and carers will:

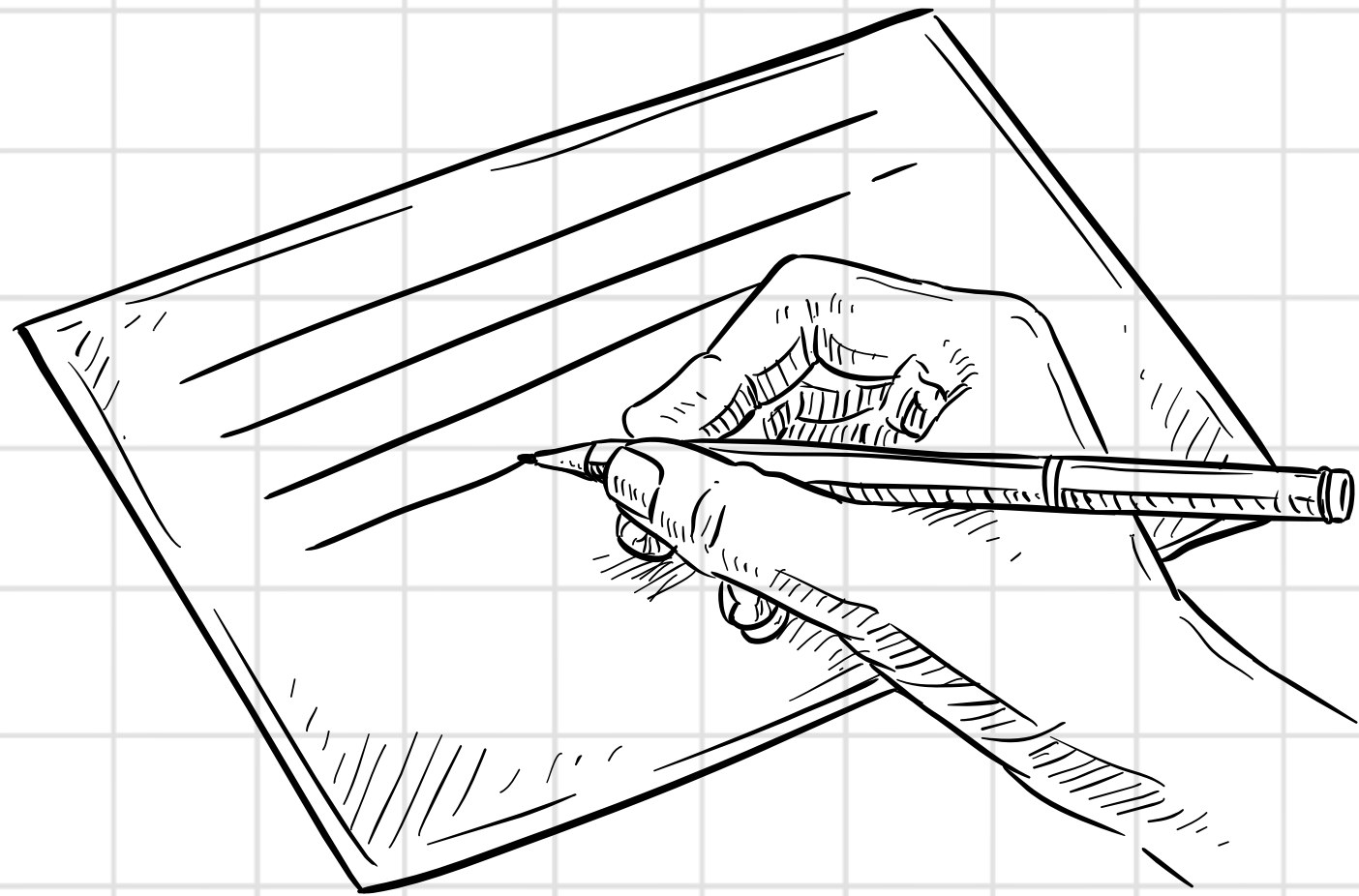
- Have a clear understanding of the purpose and structure of the Key Stage 2 SATs
- Be informed about the content and format of each assessment
- Gain insight into how the school prepares pupils for the tests
- Understand how you can support your child effectively at home
- Feel reassured about the expectations, procedures, and support available

What are SATs?

- SATs stands for Standard Assessment Tests
- They are statutory tests taken at the end of Key Stage 2 (KS2)
- They assess pupils' knowledge of the KS2 curriculum in SPaG (spelling, punctuation and grammar), reading and mathematics
- SATs measure attainment and progress from Year 2 to Year 6
- Results are used to inform secondary schools and support transition planning



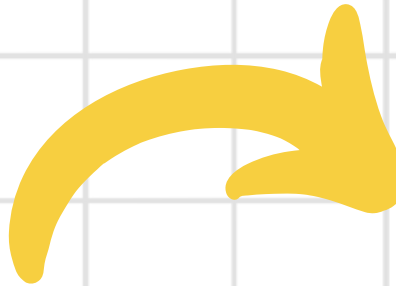
Overview of Assessments



The Year 6 SATs consist of the following:

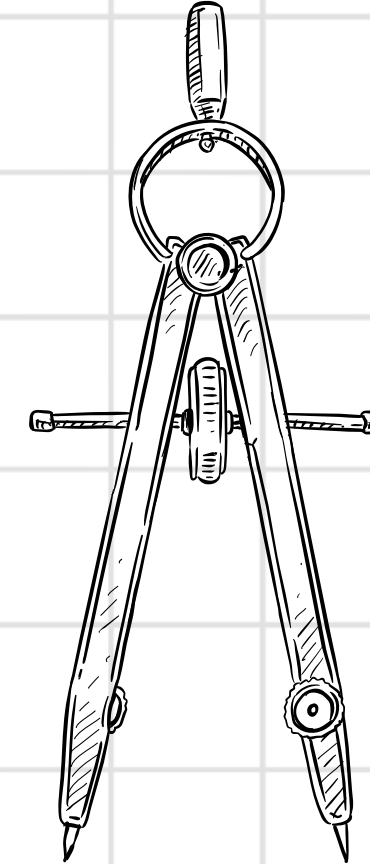
- SPaG: Two test papers
 - Grammar and Punctuation
 - Spelling
- Reading: One test paper
- Mathematics: Three test papers
 - Arithmetic
 - Reasoning Paper 1
 - Reasoning Paper 2

Writing is teacher assessed across the year and is not tested through a formal examination.



When do SATs

take place?



The Year 6 SATs will take place over four consecutive mornings in May.

Monday 11 May 2026 - English grammar, punctuation and spelling —

Papers 1 and 2

Tuesday 12 May 2026 - English reading

Wednesday 13 May 2026 - Mathematics — Papers 1 (Arithmetic) and 2 (Reasoning)

Thursday 14 May 2026 - Mathematics — Paper 3 (Reasoning)

Grammar, Punctuation and Spelling

Paper 1: Grammar and Punctuation
(45 minutes)

- Short-answer questions assessing grammatical terminology, punctuation rules, and sentence structure

Paper 2: Spelling (approx. 15 minutes)

- A spelling test of 20 words
- Words are read aloud within a sentence and pupils write the correct spelling



Reading

- One paper lasting 1 hour
- Three texts of different genres and levels of complexity
- Question types include:
 - Retrieval of information
 - Inference and deduction
 - Vocabulary and word meaning
 - Explanation and justification of answers

The paper increases in difficulty, assessing reading stamina as well as comprehension skills.



Mathematics

Paper 1: Arithmetic (30 minutes)

Basic calculations

Fractions, decimals and percentages

Questions requiring accuracy and efficient methods

Papers 2 & 3: Reasoning (40 minutes each)

Multi-step problem-solving

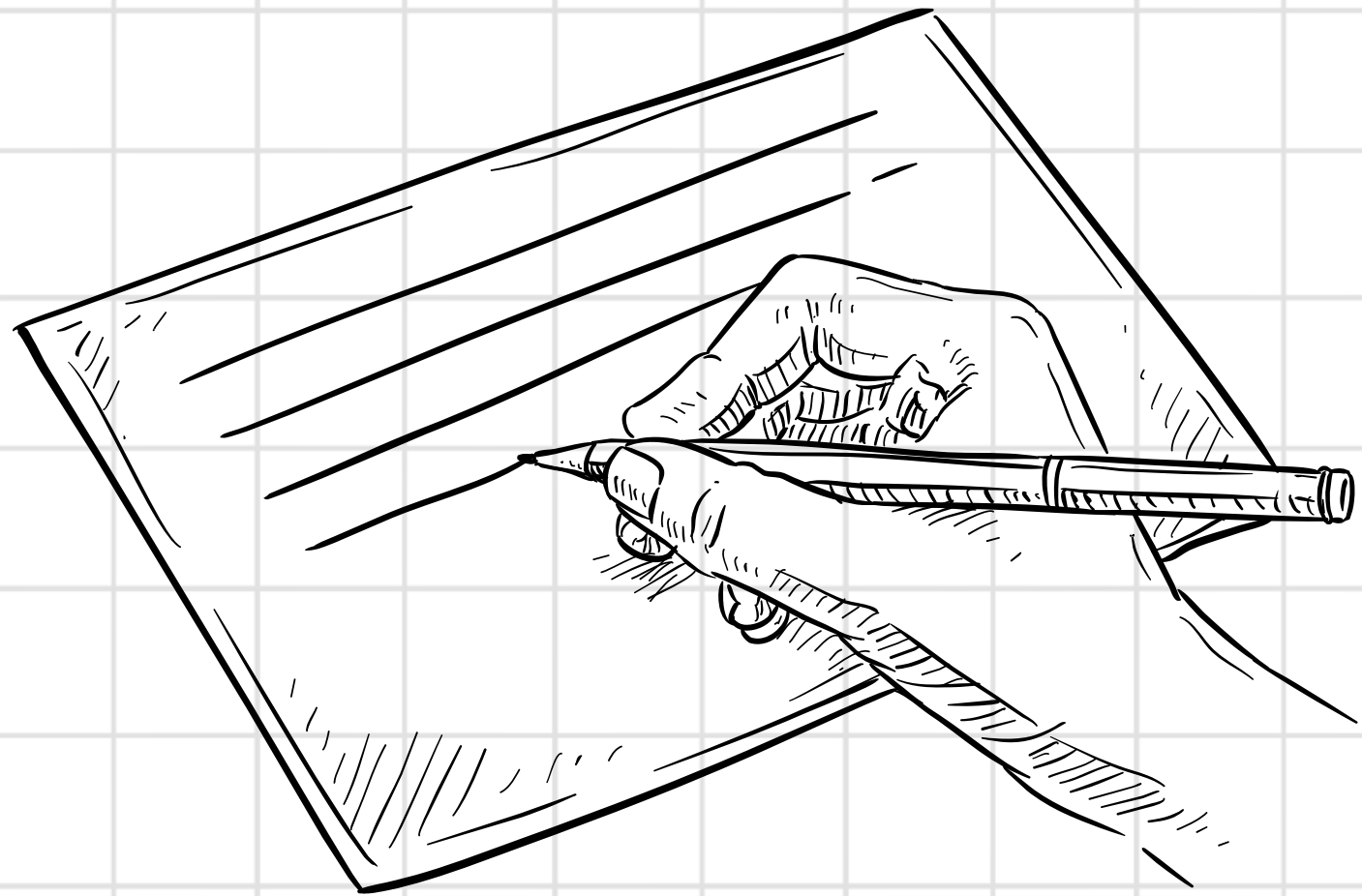
Measurement, shape and space

Fractions, ratio and algebra

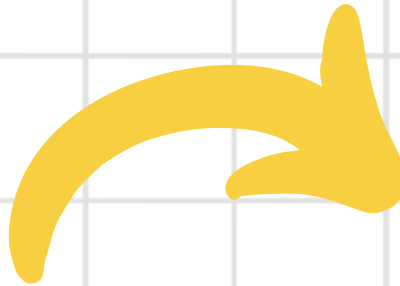
Interpreting data and graphs



Understanding SATs scores



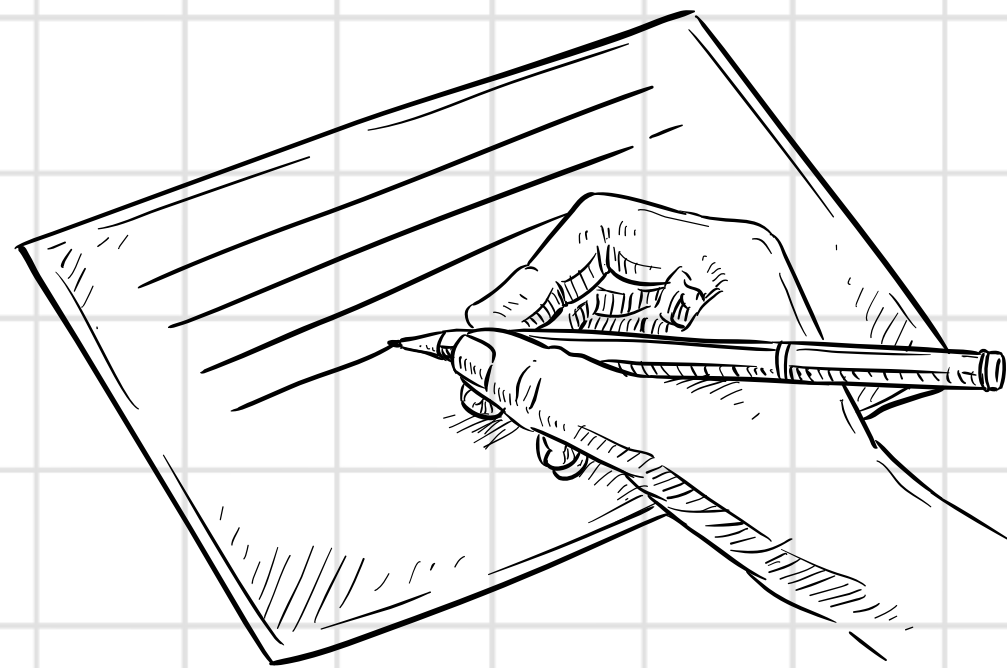
- SATs results are reported as scaled scores ranging from 80 to 120
- A score of 100 represents the Expected Standard (EXS)
- Scores below 100 indicate working towards the standard (WTS)
- Scores above 110 indicate working at a higher standard (GDS)
- Scaled scores are created by converting raw marks to ensure fairness across different test years



Preparation in School

We ensure pupils are well-prepared through:

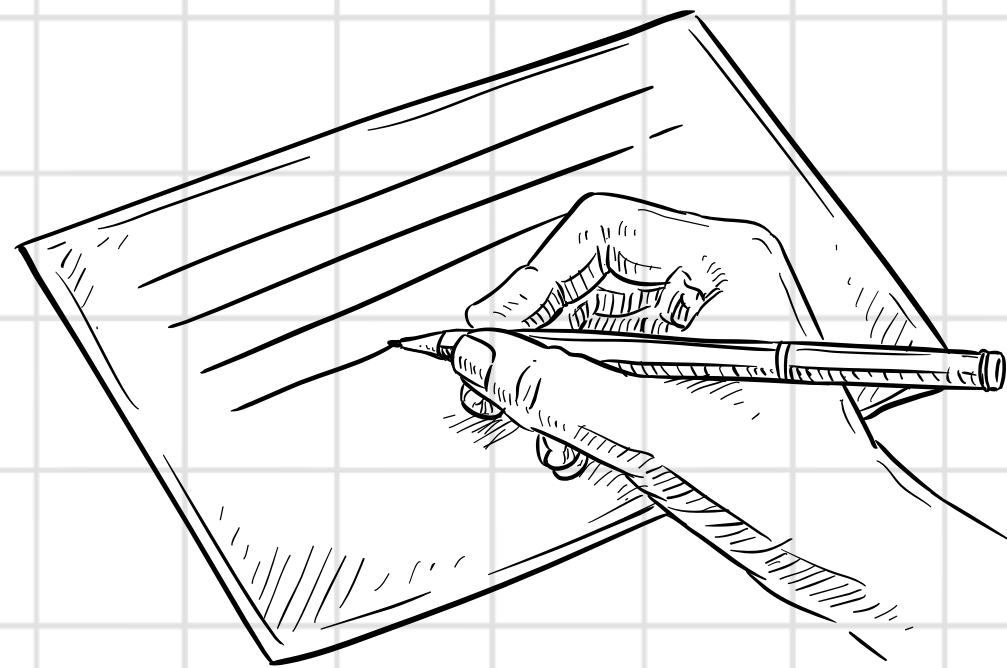
- Daily arithmetic and fluency practice
- Daily mathematical reasoning
- Guided reading sessions focusing on comprehension skills
- Explicit teaching of spelling, punctuation and grammar
- Practice assessments in test-style conditions
- Targeted intervention sessions



The aim is to develop confidence as well as competence.

Support at Home

Families can make a significant difference through small, consistent actions:



- Encourage regular reading and discuss books together
- Help practise times tables and mental arithmetic
- Support spelling practice and grammar revision
- Maintain a regular homework routine
- Offer calm encouragement rather than pressure
- Promote good organisation and independent habits

Use of Past Papers

To support pupils' preparation for the Year 6 SATs, the school has used the following official past papers during lessons and assessment activities: 2017, 2018, 2019, 2022 and 2025.

These papers are suitable for use at home if parents wish to provide additional practice.

Availability:

All past SATs papers and their mark schemes are freely available online through the government website and reputable educational platforms.

Use of Past Papers

Please do not use any of the following papers at home:

- Papers from before 2016

These assess the old curriculum and do not match the current test format.

- Papers from 2023 and 2024

These papers will be used by the school for future assessments, so it is important that pupils encounter them for the first time in school.

Using only the recommended papers ensures that home practice aligns with the curriculum and does not affect future in-school assessments.

Spag

National Curriculum (NC) Code and Requirement	Rules and guidance	Already tested	Examples provided on the NC:	Other examples:
S38 — Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	rewarded (2025), developed (2025), affordable (2025), replacing (2024), referring (2024), numbered (2023), preference (2023), ordering (2022), obtained (2018), suffered (2018), adventurous (2018), inspiring (2017), disobeyed (2017), offered (2019), polishing (2016), nationality (2016)	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	occurring, forgetting, preferred, equipped, admitting, forbidding
S39 — /i/ sound spelt y other than at the end of words	These words should be learnt as needed.	symbol (2024), lyrics (2023), syrup (2022), typical (2018), sympathetic (2017), pyramid (2019), gymnastics (2016 sample)	myth, gym, Egypt, pyramid, mystery	hymn, abyss, crystal, Egypt, synagogue
S40 — /ʌ/ sound spelt u	These words should be learnt as needed.	flemish (2025), young (2024), touch (2023), couple (2022), trouble (2018), courage (2019), thorough (2017), cousin (2016), country (2016 sample)	young, touch, double, trouble, country	rough, southern
S41 — Prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in-below. Like un-, the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l, in- becomes il. Before a root word starting with m or p, in- becomes im-. Before a root word starting with r, in- becomes ir-. re- means 'again' or 'back'.	disappointed (2025), increase (2024), replacing (2024), misconduct (2023), disrespect (2022), disagreement (2019), disorder (2016), misplaced (2016), discover (2016 sample), re-enter (2016 sample), dissolve (2016 sample)	dis-: disappoint, disagree, disobey, mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect, illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter +	misunderstand, discontinue

2025 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

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



Glossary of Terms Used in Spelling, Punctuation and Grammar Teaching in Primary Schools		
Term	Definition	Example
Abstract noun	A feeling or concept which cannot be touched.	love, happiness, education
Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.	'Hana won the race.' Hana is the subject, won is the verb and race is the object. Using the active voice means that the subject (Hana) does the action - she wins the race.
Adjectival phrase	A phrase built around an adjective – for example 'bright red', 'frighteningly bad'.	The old, creaky floorboards added character to the house.
Adjective	A word which describes a noun.	bright, confident, fast
Adverb	An adverb can modify a verb, an adjective, another adverb or even a whole clause.	quickly, very, extremely, really
Adverbial phrase	A phrase built around an adverb.	'as quickly as possible' 'very rudely'
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity.	'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen it becomes much clearer: 'Jaws is about a man-eating shark'.
Antonym	A word with the opposite meaning to another.	good/bad, wise/foolish, long/short
Apostrophe	A punctuation mark used to show possession or to represent missing letters in a contracted form. See also possessive apostrophe.	you're = you are can't = cannot it's = 'it is' or 'it has'
Article	Words which tell us if a noun is general or specific.	'The' is called the 'definite article' and refers to specific nouns: 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs.	'Be' is used in the progressive tense verbs such as 'I am running', 'he was eating'.

What is a Modal Verb? | KS2 English Concept for Kids

Reading



QUICK COMPS - OUT OF BEANS



"I don't believe it," said Mum, emerging from the kitchen cupboard. "We're out of baked beans again. Jack, can you pop to the shop? There's a pound on the hall table." "Do I have to?" moaned Jack. "No," Mum replied. "I could boil some cabbage." "On my way," said Jack. The corner shop was three minutes away. Jack went to the shelf with the tins: tomatoes, peas, spaghetti hoops, but no beans. "Do you have any baked beans in stock?" he asked. "Sorry, dear, we ran out this afternoon. Delivery comes tomorrow." Jack wandered out, thinking. He could go to the convenience store, but what if they were out of beans too? What if everywhere was out of beans? He visualised supermarkets with empty shelves. "Who's got them all!" he whispered. He imagined a millionaire surrounded by tins, laughing wickedly as he sat in a bath of beans.



Five W's - Write the correct answer in the box.

What has Jack's mum run out of?	
How much money does she leave on the table?	
What does she say she could boil instead?	
When is the baked beans delivery due?	

Matching - Draw lines to join the information.

Mum emerges from	the corner shop
Jack goes to	the convenience store.
Jack could go to	the kitchen cupboard.

True or False - Write T (True) or F (False).

Mum's son is Josh.	
Jack wants to go to the shop at first.	
Mum has run out of spaghetti.	
Jack imagines a thief has stolen all of the beans.	

Fill in the Gap - Write the missing word from the text.

"No," Mum replied. "I could _____ some cabbage."
Jack went to the shelf with the tins: tomatoes, _____, spaghetti hoops, but no beans.
He could go to the convenience store, but _____ if they were out of beans too?
He imagined a millionaire _____ by tins, laughing wickedly as he sat in a bath of beans.

Multiple Choice - How many types of tinned food does Jack find on the shelf? (Circle the correct answer)

2
 3
 4
 5

Sequence in Order - In what order do these appear in the text? (Write 1, 2, 3 and 4 in the smaller boxes)

minutes
 delivery
 supermarkets
 hall

Circle the Word - Circle the word that means formed a mental image of.

He visualised supermarkets with empty shelves.

Find and Copy - Write the word that suggests Jack isn't keen to go to the shops to start with.

"Do I have to?" moaned Jack.

SATs Rapid Revision Practice: Reading 5



Circle the word that is closest in meaning to the word discernible.

acceptable

comfortable

available

detectable

Why did Benny stay in the airlock before the spacewalk?

What clues are there in the text that show Talea likes her job? Find two.

What clue does the author give the reader that something might not be right?

Number the events in the order they happen.

Talea's screen went blank.	
Benny found the footholds.	
Ground control talked to Benny about the procedure.	
Benny left the airlock.	
The other astronauts left the space station.	

Someone - or something - was unscrewing the airlock. What is the purpose of adding - or something - in this sentence?

2025 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				



Mathematics

Name:		Date:		Year 6 – Spring – Week 1			
Question	Answer	Question	Answer				
1	$___ = 10,091 + 60$	19	$22.55 - 5.25 =$				
2	$___ = 10,981 + 200$	20	$\frac{4}{6}$ of 4800 =				
3	$713 = 700 + ___ + 3$	21	$22.05 - 12.5 =$				
4	$___ + 100 = 191$	22	$1\frac{3}{5} - \frac{4}{5} =$				
5	$9 \times 3 =$	23	$27 \times 836 =$				
6	$5.39 + 4.239 =$	24	$\frac{1}{5} + \frac{3}{4} =$				
7	$6,660 \div 6 =$	25	$888 + 37 =$				
8	$8 \times 10 = 40 \times ___$	26	$1\frac{2}{4} + 2\frac{2}{3} =$				
9	$8 \times 10 \times 6 =$	27	$25\% \text{ of } 440 =$				
10	$1,220 \div 10 =$	28	$\frac{2}{5} + \frac{7}{8} =$				
11	$___ = 1,228 - 10$	29	$63\% \text{ of } 400 =$				
12	$535 - ___ = 330$	30	$231 \times 54 =$				
13	$10,120 \div 100 =$	31	$\frac{5}{6} \div 4 =$				
14	$10.11 \times 1000 =$	32	$2\frac{1}{9} - \frac{2}{3} =$				
15	$5100 \div (4 + 2) =$	33	$46\% \text{ of } 480 =$				
16	$5^3 + 4^2 =$	34	$2\frac{3}{4} \times 20 =$				
17	$10.10 \times 100 =$	35	$\frac{1}{6} \times 180 =$				
18	$15\% \text{ of } 4,300 =$	36	$1,452 \div 33 =$				

Vocabulary Ninja © 2022



Last Score:

Today's Score:

Score Change (+1,-1)



SATS - Key Stage 2 Arithmetic

Year 6 Reasoning Practice – test 1	
Question	Answer
1. Jack buys a litre of juice for £1.64 and pays with £5. How much change does he get?	
2. What are the next 2 numbers in this sequence? 15, 30, 45, $___$, $___$	
3. There were 23,375 people at a match. Round this to the nearest hundred.	
4. Susie thinks of a number. She divides it by 3. The answer is 61. What was her number?	
5. What is one hundred less than 20,083?	
6. One third of a number is 15. What is the number?	
7. Rain falls at 3mm per hour. How much rain fell between 6am and 9am?	
8. What's missing to make this correct? $100 \times ___ = 75$	
9. One portion of cereal is 50g. How many portions will you get from a 600g box?	
10. Write the correct inequality to make this true $1/6 ___ 1/5$	

Marks out of 10	

SMASH SATs Maths Reasoning Questions Like This (FULL Paper)



2025 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			



How Do You Read and Write Numbers to 10 000 000? | KS2 Maths Concept for Kids

Supporting Wellbeing



A child's wellbeing is central to their success.

Parents can help by:

- Ensuring consistent sleep routines
- Providing a calm morning before school
- Encouraging breaks, hobbies and relaxation
- Communicating concerns with school
- Reinforcing that effort matters more than scores

What happens after SATs?

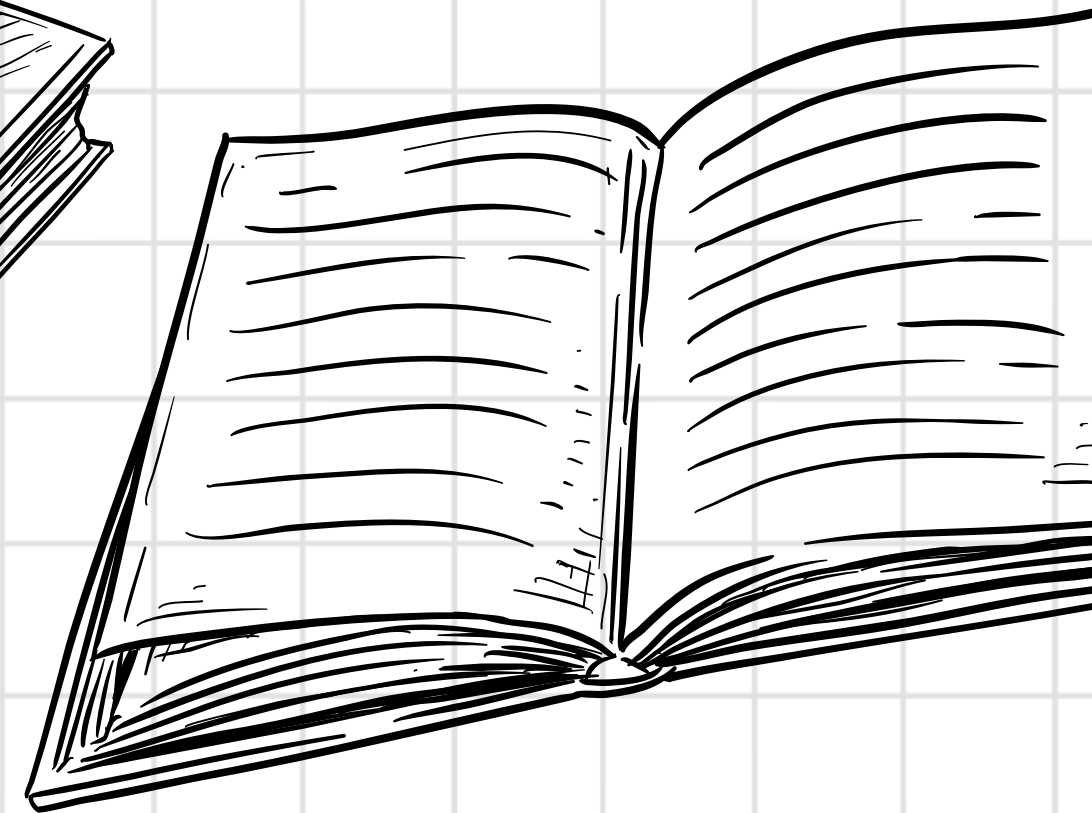
Once SATs are complete:

- Results are released to schools in July
- Teacher assessments accompany test scores
- Secondary schools use data to support Year 7 placement and transition
- Pupils continue a full and engaging curriculum
- Enrichment activities, celebrations and creative learning experiences take place after SATs



Key Message

SATs provide valuable information about academic progress, but they do not measure a child's character, creativity, resilience or personal strengths. We value the whole child, not just their test results.



Key Message

SATs Don't

SATs don't measure sports
SATs don't measure art,
SATs don't measure music,
Or the kindness in your heart.

SATs don't see your beauty,
SATs don't know your worth,
SATs don't see the reasons,
You were put upon this earth.

SATs don't see your magic,
How you make others smile,
SATs don't time how quickly,
You can run a mile.

SATs don't hear your laughter,
Or see you've come this far,
SATs are just a tiny glimpse,
Of who you really are.

So sitting at your table,
With a pencil and your test,
Remember SATs aren't who you are,
Remember you're the best!

Haydee Waldron Jones- 11/05/2018