

**Year 6**  
**SATS 2026**



HOOK JUNIOR  
SCHOOL

**Parent Information PowerPoint**

# What are the SATs?

- Standard Assessment Tests (SATs) are taken at the end of Year 2 (now optional) and Year 6.
- They see how well schools are performing and to see how well children individually have learnt over time.
- The results get passed on to secondary school, where they may be used initially to help group the children into their form groups, before their own assessments are then conducted. They then are used as a progress measure throughout their secondary education.

# When are the SATs?

## **Key stage 2 tests**

The statutory [key stage 2 tests](#) are timetabled from Monday 11 May to Thursday 14 May 2026:

<b>Date</b>	<b>Activity</b>
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 and 2
Thursday 14 May 2026	Mathematics Paper 3

# Grammar, Punctuation and Spelling

- Paper 1 (45 minutes):
- a variety of question styles based on an understanding of sentence structure, grammar, meaning of words, punctuation and spelling.
- In this test, children will be required to circle, underline, tick boxes or write words or sentences to answer a variety of questions on grammar, punctuation and spelling.
- Paper 2: A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar (out of 70).

# Grammar, Punctuation and Spelling

- Paper 2 (approx 15 minutes):
- spelling test involving different rules and word lists (some of these words will focus on statutory words for Years 3, 4, 5 and 6).
- Spelling is assessed through a spelling test of 20 words, read in context.
- This assessment is separate to the teacher's assessment of their writing. Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar (out of 70).

# Paper 1: example questions

Which sentence has been punctuated correctly?

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

Tick **one**.

What is the use of an **exclamation mark** at the end of a sentence most likely to show?

a detailed description of a setting

something surprising or exciting

the end of an opening paragraph

the continuation of an idea

Tick **one**.

# Paper 2 – Spelling layout:

## Spelling task

1. The dragon is an imaginary \_\_\_\_\_.
2. There was \_\_\_\_\_ food for everyone.
3. My little brother is in \_\_\_\_\_ class.
4. Playing in the snow made my fingers \_\_\_\_\_.
5. We learned how to do \_\_\_\_\_ in mathematics.

# Reading

The children are given 1 hour to read and answer the questions based on the reading booklet, which is made up of 3 separate texts. There is no theme to the booklet. The children will be asked to answer questions based on what they have read which will get progressively harder.

- **Short answers:**

Some questions are followed by a short line or box. This shows they only need to write a word or phrase.

- **Several line answers:**

Some questions are followed by a few lines. This gives them space to write more words or a sentence or two.

- **Longer answers:**

Some questions are followed by a large box. This shows that a longer, more detailed answer is needed to explain their opinion.

- **Other answers:**

For some questions they do not need to do any writing at all. They should tick, draw lines to, or put a ring around their answer.

Marks -The number in the margin tells them the maximum number of marks for each question.

# Example reading questions:

1

What is Ajay doing when the post arrives?

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1 mark

6

Look at the paragraph beginning: *'You boys best get to school...'* to the end of page 4.

*'But what about...?' Joe started to say.*

Which words would best complete Joe's question?

Tick **one**.

your breakfast

our games

your job

our homework

1 mark

19

In what way is *buzz pollination* more useful than other forms of pollination?

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1 mark

39

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. 

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2. 

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3 marks

# Maths papers

- **Paper 1**: arithmetic paper lasting 30 minutes (a mark a minute or less). This will focus on their ability to use mental strategies as well as formal written methods.
- **Paper 2 and Paper 3** (40 minutes per paper): focus on reasoning and application of taught skills.
- 70% of the curriculum is focused on number (including fractions, decimals and percentages) which is reflected in the tests.

# Maths Paper 1 – Arithmetic questions:

$$24 \times 3 =$$



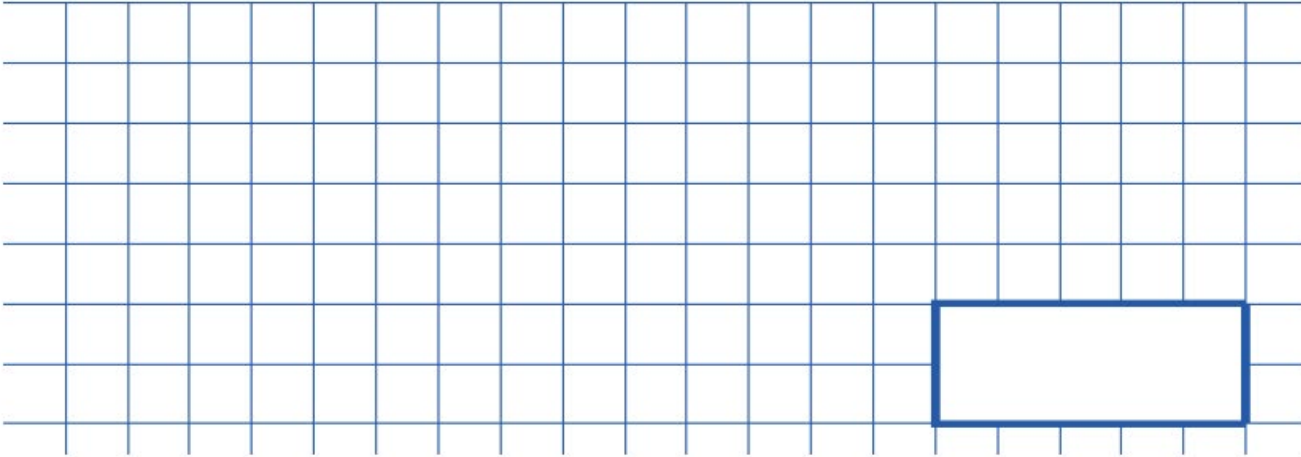
1 mark

$$630 \div 9 =$$



1 mark

20% of 1,500 =



1 mark

$\frac{1}{9} + \frac{4}{9} =$



1 mark

# Paper 2 and Paper 3 - Reasoning questions:

4

Write these masses in order, starting with the **lightest**.

1.25 kg

0.99 kg

1.025 kg

0.009 kg

kg

kg

kg

kg

lightest

1 mark

Round 3,576,219 to the **nearest million**.

1 mark



# Writing Assessment

- No official SATs paper for writing.
- Based on teacher assessment.
- Assessment is based on a selection of work gathered throughout Y6 and assessed against the National Y6 writing assessment document.
- Assessment is based on unaided work, end of unit work and extended writing pieces.
- External moderators work with schools to check judgements.
- Can continue to collect evidence and assess progress in writing until 26<sup>th</sup> June.

## Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

## 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<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# Science Assessment

We will use teacher assessment tools to provide information to you on your child's Science achievement. This is submitted at the same time as the writing assessments. There is no 'GDS' marker for science.

This will include all areas of science studied throughout KS2:

- Earth and Space
- Sound
- Light
- Electricity
- Forces
- Materials
- Plants
- Animals
- Variation and evolution

# Access Arrangements

Some children require different arrangements to be made in order to access the tests. This might include:

- Extra time
- Rest breaks
- Readers (for Maths and GP&S only) 1:1
- Transcribe
- Scribe

As a school, we submit an application directly to the Standards and Testing Agency who then decide if specific arrangements are applicable.

**If access arrangements have been arranged for your child, you will be informed by your child's class teacher in due course.**

Even if children do not have a particular access arrangement, **any child can still ask for a question to be read to them** (apart from the reading paper).

# How SATs are marked

- Reading, GP&S and maths are marked externally according to a set marking scheme
- Papers get scanned in so the children's answers need to be clear-this is regularly being emphasised in class!
- Writing is teacher assessed, as previously mentioned.

# Raw score/scaled score

Raw score: the actual number of marks a child achieves

Scaled Score: a score that allows you to compare between different tests of the same type over time.

80 - 99: Children have not met the expected standard. (WTS)

100+: Children have met the required standard. (EXS)

110+: Children have exceeded the required standard (GDS)

# 2024 – Raw to scaled score example (Reading)

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	82
5	83
6	84
7	85
8	86
9	87
10	88
11	89
12	90
13	90
14	91
15	92
16	93
17	93
18	94
19	95
20	95
21	96
22	97

23	97
24	98
25	99
26	99
27	100
28	101
29	101
30	102
31	103
32	104
33	104
34	105
35	106
36	107
37	108
38	108
39	109

40	110
41	111
42	113
43	114
44	115
45	116
46	118
47	119
48	120
49	120
50	120

# Reporting on results

Results are released to schools Tuesday 7<sup>th</sup> July

As a School, we require time to process the results; therefore results will be shared with the children later\*

# What SATs week has looked like in previous years...

- From 8.30am - arrive at school as usual. Important that children are on time.
- 8.40am - register taken and warm up task carried out. Squash and fruit given out and all children go to the toilet.
- 9.15am - test starts (sitting 1)
- 10.45 - test starts (sitting 2)
- Timings will vary depending on the which test is being administered.

# How can I help my child during SATs week?

- Make sure your children have a good breakfast.
- Ensure they have a good night's sleep.
- Make sure your children are in school on time.
- (in the event of serious illness, please call the office straight away -access arrangements will be made).
- Be aware that all resources that will be needed for the assessment week, will be provided by the school.

# How to help at home

- Support with home learning
- Early nights and a good breakfast each day
- Make sure that the children have plain water bottle to bring to school
- Try to encourage your child not to worry about the tests, but if they are, encourage them to talk about it –this is also being emphasised in school by ourselves.
- Support your child and encourage them to try their best.

# How you can help at home continued

- Easter revision packs will be sent home with children for reading, grammar and maths.
- Reading: hearing your children read and asking questions to check understanding.
- Maths: continue to support with the Home Learning.
- Grammar: choose one sentence in their reading book-identify the word class of each word or replace words with words of a similar/different meaning

# What happens after SATs?

- Normal lessons and Year 6 curriculum will resume to ensure that a structured routine continues – writing will be a key focus.
- Transition lessons will be taught to prepare the children for secondary school.
- Preparation for the Year 6 Production will start with performances in the diary for July.

# Useful websites

- <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials> (All of the past SAT's papers – free to download)
- <https://ttrockstars.com/>
- BBC Bitesize - <https://www.bbc.co.uk/bitesize/subjects/zv48q6f> (English and Grammar)
- BBC Bitesize - <https://www.bbc.co.uk/bitesize/subjects/z826n39> (Maths)
- Hit the button (Maths) - <https://www.topmarks.co.uk/maths-games/hit-the-button>
- CGP Books – Revision SATs Busters (Amazon)



# Parent Guidance and Information

- <https://www.gov.uk/government/publications/key-stage-2-national-curriculum-tests-and-results-information-for-parents>



Any questions?