



# Year 6 SATs 2026

**INFORMATION FOR PARENTS AND CARERS**

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# What are the SATs?

SATs is a term people use to refer to End of Key Stage 2 Assessments

- It lasts for four days beginning on **Monday 11<sup>th</sup> May 2026** and ending on **Thursday 14<sup>th</sup> May 2026**;
- Children will sit the following SATs papers:
  - Grammar, Punctuation and Spelling (Paper 1) – Monday 11<sup>th</sup> May
  - Grammar, Punctuation and Spelling (Paper 2) –Monday 11<sup>th</sup> May
  - Reading –Tuesday 12<sup>th</sup> May;
  - Maths Paper 1 (Arithmetic) – Wednesday 13<sup>th</sup> May;
  - Maths Paper 2 (Reasoning) –Wednesday 13<sup>th</sup> May;
  - Maths Paper 3 (Reasoning) – Thursday 14<sup>th</sup> May.
- Writing and Science are assessed using evidence collected by your child's teacher throughout Year 6, so **there is no Year 6 SATs writing or Science 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.*

# How do the tests take place?

- The tests all take place in normal school time, under test conditions.
- Pupils will not be allowed to talk to each other during the tests.
- The completed papers are sent away to be marked externally.
- Results are returned to school in July.

The tests vary in length but last no longer than 60 minutes:

- Grammar, Punctuation and Spelling (Paper 1) –45 minutes;
- Grammar, Punctuation and Spelling (Paper 2) –15 minutes;
- Reading –60 minutes;
- Maths Paper 1 (Arithmetic) –30 minutes;
- Maths Paper 2 (Reasoning) –40 minutes;
- Maths Paper 3 (Reasoning) –40 minutes.

# How are the tests graded?

- The marked tests will provide the following information:
  - A raw score (i.e. number of marks)
  - A scaled score (see below)
  - An indication of whether the national standard has been met.
- In scaled scores, a score of 100 represents the national standard. The lowest is 80 and the highest is 120.
- After each test is marked, it will be converted into a scaled score and that will show whether a pupil is working at the national standard, or above or below it.
- A pupil will need to **achieve a scaled score of 100 to show that they have met the national standard on the test.**
- There are no longer separate tests for higher attaining pupils, but they might expect a scaled score of closer to **120 which would indicate the pupil is working above the expected standard.**

# Grammar, Punctuation and Spelling

Grammar, Punctuation and Spelling is made up of two papers which will take place on **Monday 11<sup>th</sup> May 2026.**

- Paper 1 is the longer paper lasting 45 minutes, **children will be tested on grammar, punctuation and spelling generally;**
- Paper 2 is a shorter paper lasting 15 minutes, where **children will be tested on spelling only**—they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.

# Grammar, Punctuation and Spelling

The children will be prepared by their class teacher so they are equipped with a good knowledge of the technical vocabulary needed to identify and describe various aspects of grammar and punctuation marks.

Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:

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

Grammar, Punctuation and Spelling (Paper 1) requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but **does not require longer formal answers.**

# Grammar, Punctuation and Spelling (Paper 1)

## Example questions:

1

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

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

1 mark

23

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

**Word**

**Antonym**

meandering

confront

sympathetic

unfeeling

evade

unbelievable

plausible

straight

1 mark

## Spelling

1. Sara wanted to be an explorer and \_\_\_\_\_ new lands.
2. The spy was sent on a secret \_\_\_\_\_.
3. For PE lessons, your clothes should be \_\_\_\_\_ and comfortable.
4. The \_\_\_\_\_ showed which way to go.
5. China is a large \_\_\_\_\_.
6. Laura won a medal for \_\_\_\_\_.
7. Not all berries are \_\_\_\_\_.
8. Sit up straight to improve your \_\_\_\_\_.

There are 20 spelling sentences.

The spelling words are tested within the context of a sentence.

As the sentences are read out to the children, they fill in the correct spellings on their copy of the text.

# Reading

The Year 6 Reading SATs paper will be sat on **Tuesday 12<sup>th</sup> May 2026**.

The assessment has been designed to measure whether children's comprehension of age-appropriate reading material meets the national standard. It a standard timing of **60 minutes**, including reading the texts and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.

The Reading paper focuses on the following areas known as Content Domains:

*2a) give/explain the meaning of words in context;*

*2b) retrieve and record information/identify key details from fiction and non-fiction; 2c) summarise main ideas from more than one paragraph;*

*2d) make inferences from the text/explain and justify inferences with evidence from the text; 2e) predict what might happen from details stated and implied;*

*2f) identify/explain how information/content is related and contributes to meaning as a whole;*

*2g) identify/explain how meaning is enhanced through choice of words and phrases; 2h) make comparisons within the text.*

The Year 6 Reading SATs paper requires a range of answering styles, including responding to **multiple choice questions, one-word answers**, and multiple mark questions which require **more formal paragraph-length answers (PEE)**.

## Reading

Example question, based on Text 1 – *Space Tourism*:

### How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

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1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction

Example question, based on Text 3 – *The Lost World*:

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

2e) predict what might happen from details stated and implied

## Maths Paper 1 (Arithmetic)

Maths Paper 1 (Arithmetic) will take place on **Wednesday 13<sup>th</sup> May 2026**.

It has a standard timing of **30 minutes** and is worth a total of **40 marks**.

It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

Example question:

25	$\begin{array}{r} 232 \\ 13 \overline{) 3016} \\ \underline{-26} \phantom{0} \\ 41 \phantom{0} \\ \underline{-39} \phantom{0} \\ 26 \\ \underline{-26} \\ 0 \end{array}$	<input type="text" value="232"/>	<input type="checkbox"/>	2 marks
Show your method				

- 1 - 13
- 2 - 26
- 3 - 39
- 4 - 52
- 5 - 65
- 6 - 78
- 7 - 91
- 8 - 104
- 9 - 117
- 10 - 130

Example question:

29	$\begin{array}{r} 678 \\ \times 54 \\ \hline 2712 \\ 33900 \\ \hline 36612 \end{array}$	<input type="text" value="36,612"/>	<input type="checkbox"/>	2 marks
Show your method				

## Maths Papers 2 & 3 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13<sup>th</sup> May 2026**.

Maths Paper 3 (Reasoning) is scheduled for **Thursday 14<sup>th</sup> May 2026**.

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Paper 2 requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

Questions focus on the following Mathematical topic areas:

- Number and place value– including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry – properties of shapes;
- Geometry – position and direction;
- Statistics;
- Measurement – including length, perimeter, mass (weight), volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

The questions get harder throughout the paper.

It is not unusual for a child to be unable to complete the entire paper in time

# Maths Papers 2 & 3 (Reasoning)

Example questions:

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

7 minutes to 9 or

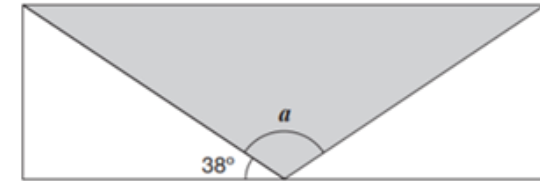
8:53

1 mark

Example questions:

15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle  $a$ .

Show your method

$$38 \times 2 = 76$$

$$180 - 76 = 104$$

$a$  is 104°

2 marks

# Writing

Writing is assessed differently to all other areas. There is no writing SAT. Instead throughout the year:

- Teachers assess children's writing in a range of different genres,
- Children's grammar, punctuation and spelling skills will be assessed as part of their writing along with their creativity and writing style,
- Schools will moderate their judgements with other local schools and may be moderated by their Local Authorities too. Schools will be informed by **Friday 15<sup>th</sup> May 2026** if they are going to be moderated by the Local Authority.

# Writing will be judged against the following criteria set by the DfE:

## 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]

# Access Arrangements

Some pupils with specific needs may need additional arrangements to be put in place so that they can take part in the key stage 2 tests. Access arrangements are adjustments that can be made to support these pupils. We must consider whether any of our pupils will need access arrangements before we administer the tests.

Access arrangements should be based primarily on normal classroom practice and they must never provide an unfair advantage. The support given must not change the test questions and the answers must be the pupil's own.

## **Access arrangements might be used to support pupils:**

- who have difficulty reading
- who have difficulty writing
- with a hearing impairment
- with a visual impairment
- who use sign language
- who have difficulty concentrating
- who have processing difficulties

## **These children may benefit from:**

- additional time – resting breaks
- scribes
- a reader
- test modifications

# How can I support my child in preparing for their SATs?

Firstly, a positive attitude goes a long way – so as much encouragement and support as possible (but we don't need to tell you that)!

Some further tips:

- Direct any questions or concerns you have about SATs to your child's teacher, rather than worry your child with them;
- Give your child opportunities to go outside and avoid overuse of screens
- Try to provide a quiet corner of the house for homework and study, that's as free from distractions as possible;
- Encourage your child to talk to their teacher or another adult they trust if they are worried about SATs. Remember that a small amount of nerves is normal and not harmful;
- If your child is unwilling to talk to their teacher, talk to them yourself;
- Plan something nice and fun for the weekends before and after SATs – this will help your child start the week well and also give them something to look forward to;
- Ensure your child is eating and drinking well, and getting a suitable amount of sleep.
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## How can I support my child in preparing for their SATs?

Some further tips:

- Create a revision timetable that works for you and your child – for some children and families, a couple of 10 – 20 minute activities a day works best; for others, a longer study session on a Saturday or Sunday might be better.
- **Keep it light** – practice key skills like **times tables** and **practice mental maths in real world scenarios**, like adding up prices in the shops, working out discount deals, and asking questions like, *“If there are 1,300 grams of flour in this pack, what is that in kilograms?”*

## What should I do if I'm worried about my child?

It would be unnatural for SATs not to induce a certain degree of worry or anxiety but there is, of course, a tipping point.

### **SATs should not:**

- affect a child's appetite;
- affect a child's ability to sleep;
- alter a child's personality;
- induce panic, tears or disengagement from lessons;
- be a reason not to attend school.

If any of the above are evident, then SATs may be causing an excessive degree of anxiety, and your child may benefit from additional support. This isn't about removing the reality of SATs, but rather equipping your 10 or 11 year old child to cope with the situation and be stronger for it.

## What should I do if I'm worried about my child? (continued)

### **Steps to take:**

#### **Talk to the school**

Is your child showing the same symptoms at school as they are at home? Is there anything else going on at home which may be contributing to your child's overall level of stress? Work with the school so everyone concerned can be offering the support that's needed.

#### **Spend time with your child**

Try to understand what aspect of SATs concerns them most. Is it the worry of 'failing'? Is it the worry of getting stuck on a paper? If your child can pinpoint what's bothering them most, you can take specific steps to help reassure them.

#### **Try not to project your own anxieties or views on the SATs**

If you don't believe in SATs, or do not think your child should be doing them, then neither will they.

#### **Encourage your child to talk to their teacher**

SATs are obviously linked to school, so they may need the reassurance of teachers above family members.

# Advice for Year 6 children!

## 10 a day!

**Take a break**



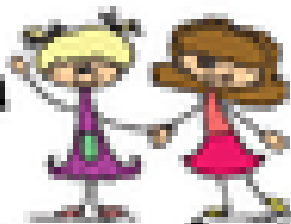
**Ask for help**



**Eat well**

**Stay hydrated**

**Keep in touch  
with people  
you care about**



**Stay active in mind  
and body**



**Be proud of your  
very being**



**Do something you are  
good at and enjoy**



**Talk about your  
feelings**



**Actively care for others**