

KS2 SATs 2026
Information session for
parents and carers.

Friday 27th March

KS2 SATs 2026

The children will be tested in the following areas:

English: Reading

**English: Grammar, & Punctuation
Separate 20 word spelling test**

Maths: Arithmetic and Reasoning

English: Writing - Teacher assessed and externally moderated.

Dates and timings of Year 6 SATs 2026

| DAY | DATE | TEST | TIME |
|-----------|---------------|---|----------------------------------|
| Monday | 11 May | English grammar, punctuation and spelling Paper 1 | 9.20am 45 minutes |
| Monday | 11 May | English grammar, punctuation and spelling Paper 2 | 10.30am 20 word spelling test |
| Tuesday | 12 May | English reading | 9.20am 1 hour |
| Wednesday | 13 May | Mathematics Paper 1: arithmetic | 9.20am 30 minutes |
| Wednesday | 13 May | Mathematics Paper 2: reasoning | 10.15am 40 minutes |
| Thursday | 14 May | Mathematics Paper 3: reasoning | 9.20am 40 minutes |

Some children will be given extra time or have certain access arrangements for SATs. This is dependent upon very specific guidelines and criteria - we will inform you if this applies to your child.

The Reading Paper

- 1 paper - 1 hour - 50 marks.
- 28 marks (this can vary) needed to achieve the 'expected' standard (EXS)



3 extracts to read

40 questions to answer

We recommend that children read 1 extract and then answer the questions about it and then move on to the next extract.

Reading Paper Questions

Short answers

Some questions are followed by a short line or box. This shows that you only need to write a word or a few words in your answer.

Several line answers

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

Longer answers

Some questions are followed by more answer lines. This shows that a longer, more detailed answer is needed. You can write in full sentences if you want to.

Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to or circle your answer. Read the instructions carefully so that you know how to answer the question.

It is important that children answer the questions from the text, giving evidence where requested and not just from their general knowledge.

Reading Paper Example Questions

Questions 1–13 are about *A Life-changing Game*
(pages 4–5)

1 How did Phiona make money for her family?

1 mark

2 *An intriguing game*

Which word is closest in meaning to *intriguing*?

Tick **one**.

exciting

popular

challenging

interesting

26 What impressions do you get of Tom's and Geoff's personalities?

Write **one** impression for **each** boy, using evidence from the text to support each answer.

| | Impression | Evidence |
|-------|-----------------------|-----------------------|
| Tom | <hr/> | <hr/> |
| Geoff | <hr/> | <hr/> |

3 marks

Grammar, Punctuation and Spelling (GPS or SPAG)

1 paper: 45 minutes - 50 marks

20 word spelling test - 20 marks

70 marks in total - 38 marks (this can vary) to achieve the expected standard (EXS)

Grammar, Punctuation and Spelling

Questions and answers

There are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

Multiple-choice answers

For some questions, you do not need to do any writing. Read the instructions carefully so that you know how to answer each question.

Short answers

Some questions are followed by a line or a box. This shows that you need to write a word, a few words or a sentence.

There is a lot of terminology to remember. We revisit this frequently in class. If the children can't remember a term, they should read the question carefully in full - they will often be able to work it out.

5

Add two **commas** to the sentence below to make it clear that Ana has four favourite things.

Ana's favourite things are camping holidays cycling and swimming.

1 mark

8

Which sentence is grammatically correct?

Tick **one**.

Tomorrow we went shopping at the sales.

In three weeks' time, I will be on holiday.

Next weekend, we had gone to the river to fish.

Last summer, we swim at the beach and collect seashells.

1 mark

9

Which verb is a **synonym** of the verb produce?

Tick **one**.

make

buy

sell

trade

Which option completes the sentence in the **past perfect**?

Soon after a Frenchman _____ the first land speed record, it was broken.

Tick **one**.

has set

had set

set

was setting

Year 6 Grammar and Punctuation Check List

Make a note (in the Help box) of any that you do not understand so that you can ask your teacher about them.

| | Learn these words | Challenge yourself | Help |
|----|--|--|------|
| 1 | Capital letters and full stops | <i>When else do you need a capital letter apart from at the beginning of a sentence? Write examples.</i> | |
| 2 | Commas separate clauses and adverbials (clarity) | Last week, I went to the cinema. Whilst cleaning his teeth, he realised his terrible mistake. | |
| 3 | Commas to separate items on a list | Our dog was now wet, filthy, annoyed and extremely hungry. <i>Make up examples of your own.</i> | |
| 4 | Colons ; to introduce a list or an explanation. Semi colons ; to separate long items in a list | Dogs make excellent pets for a number of reasons: they enjoy human company; <i>Continue the list using semi colons. Write your own.</i> | |
| 5 | Semi colon to join sentences that are closely related in meaning. | Spaniels are a very popular breed of dog; they come in a variety of colours and sizes. | |
| 6 | Brackets and dashes to add extra information. | Jonathan Kennedy (known to his friends as Ken) has climbed all the World's highest mountains. | |
| 7 | Hyphen to join words | This park is for thirty six-year-olds only. This park is for thirty-six year olds only. This park is for thirty-six-year-olds only. <i>How does the hyphen alter the meaning?</i> | |
| 8 | Inverted commas (speech marks) and correct layout. | "Remember to start a new line every time a new person speaks," Mrs Fenton reminded her class. <i>Write your own conversation.</i> | |
| 9 | Possessive apostrophes | Hector's house The tree's roots The children's class The girls' team <i>Make up examples of your own.</i> | |
| 10 | Apostrophe to show omission or contraction | do not – don't would not – wouldn't does not – doesn't <i>How many more can you think of?</i> | |
| 11 | synonyms | Words with similar meanings eg yell and shriek | |

t this
h
lren
ith
gy at

| | | | |
|----|--|--|--|
| 12 | antonym | Words with opposite meanings eg quick and slow | |
| 13 | homophones | Words that sound the same but have different spelling and meaning. Write some sentences using these homophones correctly: <u>their</u> <u>there</u> <u>they're</u> ; <u>which</u> <u>witch</u> ; <u>knew</u> <u>new</u> ; <u>know</u> <u>no</u> ; <u>one</u> <u>won</u> . Can you think of anymore ? | |
| 14 | prefix | A prefix changes the meaning of a word eg important – unimportant. How many other words begin with this prefix? How many other prefixes can you think of? | |
| 15 | suffix | A suffix is added at the end of the word and changes it in some way eg from a noun beauty to an adjective beautiful or an adverb beautifully . How many other words can you think of with these suffixes? | |
| 16 | Irregular plurals | Eg hobby – hobbies; wolf – wolves; person – people | |
| 17 | Parts of speech and word classes | Noun verb adjective adverb pronoun preposition Make sure you know the meaning of each of these terms. Remember: the word class depends of the job that the word is doing in the sentence at the time: eg You can park (verb) your car on the other side of the park (noun). | |
| 18 | Prepositions and prepositional phrases | On under before after next to the door before dinner Make up sentences of your own using prepositions and prepositional phrases. | |
| 19 | Phrase | A phrase is a group of words without a verb | |

| | | |
|----|---|---|
| 20 | Main clause | A sentence that makes sense by itself and has a verb eg Juliet rode her horse through the forest. |
| 21 | Subordinate clause (A multi-clause or complex sentence has a main and subordinate clause). | An extra (less important) clause that does not make complete sense alone eg As the sky darkened, Juliet rode her horse through the forest. <i>Make up some complex sentences of your own.</i> |
| 22 | Co o rdinating conjunctions And b ut or so | These join 2 main clauses of equal importance eg Juliet rode her horse through the forest and Graham rode a camel. |
| 23 | Subordinating conjunctions | A conjunction that starts a subordinate clause: Juliet rode her horse through the forest whilst singing a happy song. Despite eating a large lunch, Juliet was extremely hungry. <i>Make up sentences of your own using other subordinating conjunctions eg until as although after despite. Remember: your subordinate clause must contain a verb.</i> |
| 24 | Relative clause (This gets tricky). | A <u>relative clause</u> contains a verb and describes a noun in the sentence. It starts with a relative pronoun eg who that which whose. I chose (verb) the puppy (noun) <u>who (relative pronoun) was wagging (verb) her tail the most.</u> |
| 25 | Adverbials (This also gets tricky) | An adverbial is a word or group of words that adds description to a verb eg Sadly , the fox injured her leg. Without warning , the tigress charged. |
| 26 | Verb tense: present and past simple | Verbs can be in the present simple: I climb trees or the past simple: I climbed a tree. |
| 27 | Verb tense: future | This is made using 'will'. eg I will make dinner this evening. They will drive home in the camper van. |
| 28 | Verb tense: present and past progressive | These tenses use the auxillary verb 'to be' and add an -ing on to the main verb. eg Present: I am eating my dinner. We are swimming in the lake. Past: We were feeling scared. |

| | | | |
|----|--------------------------------------|---|--|
| 29 | Verb tense: present and past perfect | These tenses are made using the auxillary verb 'to have'. eg Present: She has arrived at last. We have played for hours. Past: I had eaten dinner already. She had missed the bus. | |
| 30 | Modal verbs | These are used to show 'degrees of possibility' eg could would should will must may can might eg I should wash my car. I might wash my car. | |
| 31 | Subjunctive | This is a formal way of speaking or writing and can take various forms eg If I were the Queen of England, I would authorise three day weekends. | |
| 32 | Active and passive voice | Active: Jeanette ate the whole pie Passive: The whole pie was eaten by zombies. If you can add 'by zombies' after the verb, it is likely to be passive. | |
| 33 | Subject and verb agreement Object | Correct these sentences: I were just about to have a cup of tea. Magpies is attracted to bright shiny jewellery. <i>Can you identify the object in these sentences as well?</i> | |
| 34 | determiners | Determiners identify which 'one' you are talking about eg that dog, his hat, those butterflies. An article (a, an, the) is a type of determiner. | |

This checklist is useful for reference (it is also on our website) and is a great way for the children to practise your skills. They can try making up their own examples.

The Spelling test

Spelling

1. There was a brave _____ in the story.
2. The children walked home _____ the park.
3. We were _____ for our hard work.
4. I enjoy reading _____ stories.
5. After a few days, the seeds _____ shoots.
6. There was an _____ of colour during the firework display.

2025 Spelling script

Spelling 1: The word is **knight**.

There was a brave **knight** in the story.

The word is **knight**.

Spelling 2: The word is **through**.

The children walked home **through** the park.

The word is **through**.

Spelling 3: The word is **rewarded**.

We were **rewarded** for our hard work.

The word is **rewarded**.

Spelling 4: The word is **adventure**.

I enjoy reading **adventure** stories.

The word is **adventure**.

Spelling 5: The word is **developed**.

After a few days, the seeds **developed** shoots.

The word is **developed**.

Spelling 6: The word is **explosion**.

There was an **explosion** of colour during the firework display.

The word is **explosion**.

Administrator's
script.

A useful list of spellings.

(Also available on our website)



Years 5 and 6 Statutory Spellings

| | | | | | | |
|--|--|---|---|---|---|---|
| Aa accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward | Cc category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity | Ee embarrass environment equipment equipped especially exaggerate excellent existence explanation | Hh harass hindrance | Nn necessary neighbour nuisance | Rr recognise recommend relevant restaurant rhyme rhythm | Tt temperature thorough twelfth |
| Bb bargain bruise | Dd definite desperate determined develop dictionary disastrous | Ff familiar foreign forty frequently | Ii identity immediate immediately individual interfere interrupt | Oo occupy occur opportunity | Ss sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system | Vv variety vegetable vehicle |
| | | Gg government guarantee | Ll language leisure lightning | Pp parliament persuade physical prejudice privilege profession programme pronunciation | Yy yacht | |
| | | | Mm marvellous mischievous muscle | Qq queue | | |

 visit [twinkl.com](https://www.twinkl.com)

KS2 Maths SATs Papers

Paper 1: Arithmetic (40 marks)

Paper 2: Reasoning (35 marks)

Paper 3: Reasoning (35 marks)

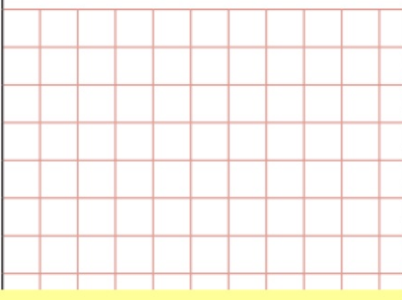
110 marks available in total.

The pass mark for the test varies each year (usually it is between 58-61 out of 110).

Paper 1 (Arithmetic - 40 marks)

36 questions in 30 mins

1 $39 + 673 =$



2 $\frac{9}{11} - \frac{4}{11} =$



1 mark

6 $5 \times 4 \times 10 =$



11 $270 \div 3 =$



1 mark

22

4 3 | 6 4 5

Show
your
method

30

99% of 200 =

1 mark

29

× 5 4 1 3
 8 6

Show
your
method

34

28% of 650 =

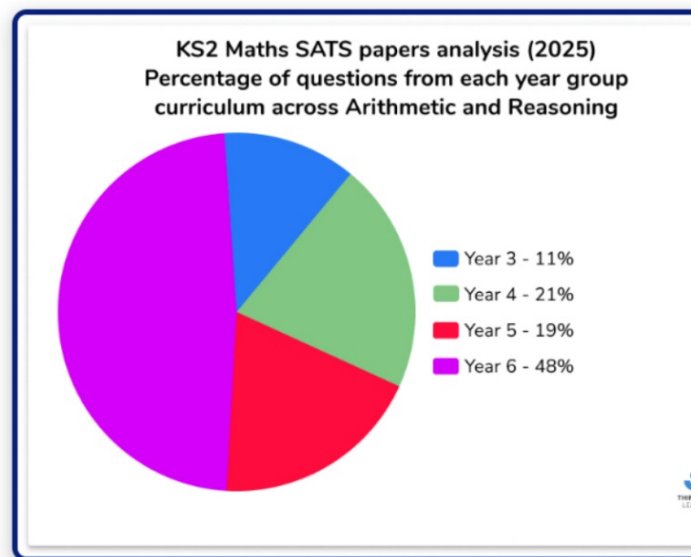
1 mark

Paper 2 & 3 Reasoning

These papers will focus on the topics that we have covered in Year 6 and in previous years:

- Fractions
- Decimals
- Percentages
- Algebra
- Time
- Measurement
- Properties of shape
- Coordinates
- Statistics
- The four operations (+ - x /)

| Percentage of questions from each year group curriculum across Arithmetic and Reasoning | | | | | | |
|---|------|------|------|------|------|------|
| Year | 2018 | 2019 | 2022 | 2023 | 2024 | 2025 |
| 3 | 9% | 10% | 8% | 12% | 11% | 11% |
| 4 | 18% | 22% | 23% | 20% | 21% | 21% |
| 5 | 26% | 20% | 32% | 32% | 19% | 19% |
| 6 | 47% | 47% | 37% | 36% | 48% | 48% |



Paper 2 & 3 Reasoning

5

What is 444 minutes in hours and minutes?

| | |
|-------|---------|
| hours | minutes |
|-------|---------|

40 minutes
per paper

35 marks each

23-25 questions

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

**Working marks
can be awarded
if the answer is
incorrect**

Show
your
method

A large grid for showing the method. A small box on the right side of the grid contains the symbol '£'.

2 marks

What can you do at home to support with maths?

- Get them to read the question again.
- Read it to them.
- Re-word it.
- Talk them through it.
- Underline the relevant information.
- Estimate before you start.
- Encourage them to show their method and working - even if they work it out in their head - they can still get marks for this!



Past papers are available online, but we would ask you not to use them at home, as we use them for revision at school.

Who marks the SATs?

They are sent away and externally marked.

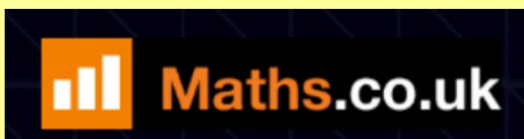
When do you find out the results of the SATs?

You will be given a letter in your child's end of year report, which includes the SATs results and the teacher assessment for writing.

Maths Practice

A useful website: <https://corbettmathsprimary.com/>

Practise your skills here: <https://corbettmathsprimary.com/5-a-day/>



Writing

There is no SAT for writing.

It is teacher assessed according to a range of criteria and is subject to external moderation.

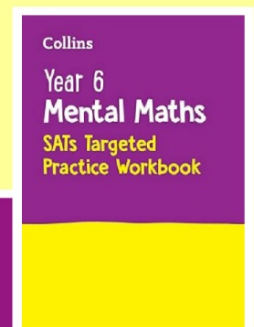
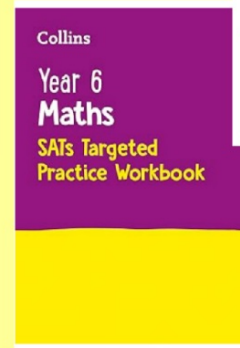
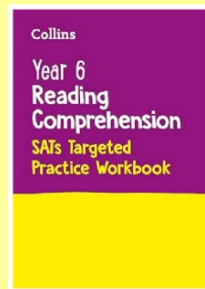
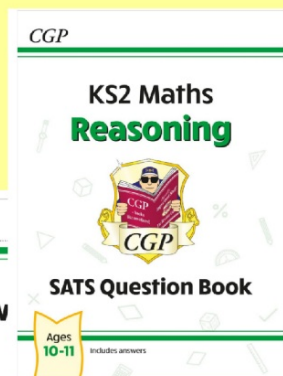
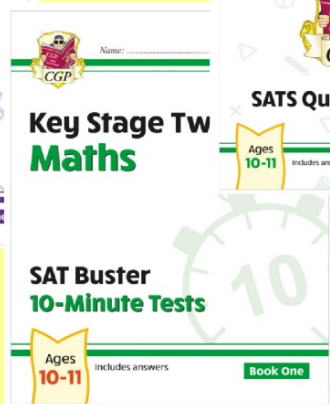
Children's writing will be judged as being:

- below B
- working towards WTS
- expected EXS
- greater depth GDS



Recommendations for revision

Please also refer to the school website for other useful information.



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!**

A final note.....