



SATs

Standard Attainment
Tests

May 2026

SATs Tests



- Statutory requirement in Year 6
- Tests are in English Reading, Spelling, Punctuation and Grammar and Mathematics
- **SATs week starts Monday 11th May 2026**
- Tests are timetabled for Monday, Tuesday, Wednesday and Thursday.
- Tests are marked by external marker and results returned to school in July. Results will be included with end of year school reports
- Children will be given a scaled score and will be informed whether or not they have met the 'expected standard'.

Purpose



- Assess a child's knowledge of core learning in English and Maths from Key Stage 1 and 2 to ensure they are ready for secondary school
- Monitor progress from Reception and Key Stage 1 baselines
- **Forms a new baseline of expected progress for end of Key Stage 3 (GCSE)**
- Prepares children for formal testing
- Gives children the opportunity to develop revision skills and resilience

How is the week planned?

Date	Activity
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

As a school, we decide the best time in the day to do the papers, but this is usually before lunchtime. All children must complete the test at the same time.

Tests may only be taken on the allocated days.

English



- Grammar, punctuation and spelling – SPAG.
- Reading test (comprehension)
- Writing - Teacher assessment only throughout the year with a range of writing purposes used to inform judgement.

Spelling and Grammar



- Two separate papers.
- Paper 1 – Punctuation and Grammar.
- Paper 2 – Spelling (20 unseen spelling words based on **National Curriculum** spelling rules).
- There will be range of topics learnt from the KS1 and 2 curriculum but children are being fully prepared for this through classwork, homework and 5 a day tasks and through the English curriculum.

4

Draw a line to match each sentence to the correct **determiner**.
Use each determiner only **once**.

Sentence

Determiner

At the zoo we saw
_____ owl.

a

There was also _____
cute baby penguin.

the

I thought it was _____ best
day ever.

an

10

Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		
Joey's football skills are improving all the time.		
Joey is hoping to be a professional footballer.		

19

Which sentence uses **capital letters** correctly?

Tick **one**.

The athlete won four gold medals at the olympic games in London.

☐

The athlete won four Gold Medals at the Olympic Games in London.

☐

The athlete won four Gold medals at the Olympic games in London.

☐

The athlete won four gold medals at the Olympic Games in London.

☐

25

Rearrange the words in the statement below to make it a **question**.
Use only the given words.
Remember to punctuate your sentence correctly.

Statement: They are listening to music.

27

Underline the **subordinate clause** in each sentence below.

Although it was getting late, Dan still hadn't finished his homework.

If you get hungry, help yourself to a snack.

I really enjoy swimming, despite finding it difficult.

42

Circle the two **adverbs** in the sentence below.

All of the passengers cheered loudly, and we cheered too.

Spelling task

1. Jordan's messy room was in a state of _____.

2. David gave a _____ on the door before entering.

3. Anita was _____ her shoes.

4. The coat was made from a _____ fabric.

5. I am _____ you help with your homework.

6. Eagles have excellent _____.

7. Ali _____ his hat in the crowded cloakroom.

8. The mountains could be seen in the _____.

9. Freya thought that her painting was _____.

10. It is _____ to drop litter in the play

1 disorder

2 knock

3 polishing

4 washable

5 offering

6 vision

7 misplaced

8 distance

9 brilliant

10 thoughtless

11. The tiger stalked its _____ through the jungle.

12. Compared with _____ years, the team did well.

13. My _____ Ryan has red hair.

14. My brother has a _____ for music.

15. Jasmine's _____ expression showed how happy she felt.

16. The children needed _____ rucksacks for the visit.

17. I needed to fill in my _____ on the form.

18. My mum painted the _____.

19. There is a great _____ in ac

20. The mother swan _____ gu

11 prey

12 previous

13 cousin

14 passion

15 facial

16 lightweight

17 nationality

18 ceiling

19 variation

20 ferociously

Reading Test



- 1 hour to complete test.
- Reading booklet contains three different types of texts.
- Questions range from multiple choice, retrieval questions, explain, find a word, fact and opinion and 'inference and deduction'.
- The best preparation is to still continually read and build vocabulary!

Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

"Come on," Maria said impatiently.

Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.

It was a name.

Maria's family name.

"You could have been a queen?" said Oliver, whispering.

Maria laughed gently in the gloom.

"We were the family of the lion," she said.

Oliver could still hear the shouts and laughter of the party, up on the sunny lawn near the big house. But now the noise seemed to be getting further and further away.

5 ...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

6 Look at the paragraph beginning: *The tiny island...* to the paragraph ending: *...were cut into it.*

What impressions of the island do you get from these two paragraphs?

Give **two**.

1. _____

2. _____

1 Look at the paragraph beginning: *Glancing nervously...*

Find and copy **one** word meaning relatives from long ago.

1 mark

2 The struggle had been between two **rival** families...

Which word most closely matches the meaning of the word **rival**?

Tick **one**.

equal

☐

neighbouring

☐

important

☐

competing

☐

1 mark

3 Look at page 4.

How can you tell that Maria was very keen to get to the island?

1 mark

9 Look at the paragraph beginning: *Maria led Oliver...*

(a) Why did Oliver find it difficult to read the inscription on the monument?

1 mark

(b) What did he have to do in order to read the inscription?

1 mark

The Way of the Dodo



The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.

One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.

Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had once numbered in the hundreds of thousands, slipped into the pages of folklore.



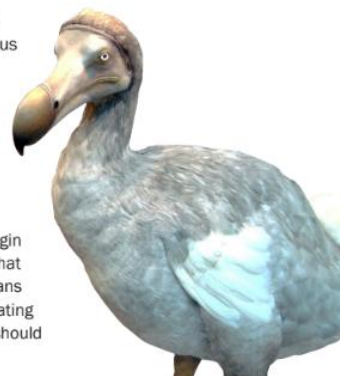
A drawing of a dodo from around 1646.

Until a few years ago, all knowledge of the dodo came from secondary reports from the time that were not always reliable, a handful of remains and just one complete skeleton. Nobody knew what the dodo really looked like. Before cameras, newly discovered animals could only be drawn or painted. However, many of the artists had no knowledge of natural history and were more interested in producing colourful paintings of animals than recording their true likeness.

Then, in 2005, a team of scientists unearthed thousands of dodo bones in some mud flats in Mauritius. The remains date back to over 4,000 years ago, when the island was suffering from a lengthy drought. The mud flats would have formed a freshwater oasis in an otherwise parched environment. It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation. However, clearly some dodos survived as they did not become extinct until much later.

This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.



- 26 (a) Give **two** reasons why Mauritius was a *paradise* for animals before humans arrived.

1. _____
2. _____

Look at the paragraph beginning: *One of the victims...* to the bottom of page 10.

- (b) Give **two** reasons why the dodo became extinct after humans arrived.

1. _____
2. _____

- 29 *The mud flats would have formed a freshwater oasis in an otherwise parched environment.*

Give the meaning of the word *parched* in this sentence.

- 33 Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text.

The first one has been done for you.

An important lesson is learnt.

☐

Reasons for the extinction of the dodo.

☐

Summary of the plight of the dodos.

☐

New information is discovered about the dodo.

☐

An explanation for the unreliable evidence.

☐

Humans arrived on Mauritius.

☐

1 mark

1 mark

Mathematics



- Three separate papers.
- Paper 1 – Arithmetic – 36 questions in 30 minutes.
- Paper 2 – Reasoning – 40 minutes.
- Paper 3 – Reasoning – 40 minutes.
- Scores across all three papers are added together and given a total scaled score

4

$468 - 9 =$

☐
1 mark

10

$879 \times 3 =$

☐
1 mark

19

$3^2 + 10 =$

☐
1 mark

5

$\boxed{} = 936 + 285$

☐
1 mark

11

$71 \times 8 =$

☐
1 mark

20

$0.9 \div 10 =$

☐
1 mark

6

$95 \div 5 =$

☐
1 mark

12

$50 \times 70 =$

☐
1 mark

21

$4 - 1.15 =$

☐
1 mark

22

$1,320 \div 12 =$

☐
1 mark

27

$\frac{3}{10} - \frac{1}{20} =$

33

$\frac{3}{5} \div 3 =$

☐
1 mark

23

$$\begin{array}{r} 71 \\ \times 46 \\ \hline \end{array}$$

☐
2 marks

28

$$\begin{array}{r} 29725 \\ \hline \end{array}$$

34

$\frac{2}{5} \times 140 =$

☐
1 mark
Show
your
methodShow
your
method

Mathematics

- Paper 2 and 3 will contain a range of questions on;
 - Number and place value
 - Fractions, decimals and percentages
 - Ratio and proportion
 - Algebra
 - Measurement
 - Properties of shape
 - Position and direction
 - Statistics.
- No calculators to be used.
- Children will be tested on their ability to interpret diagrams, complete tasks using maths skills, apply their knowledge to multi-step word problems, 3 mark questions.



1

Ali puts these five numbers in their correct places on a number line.

511 499 502 555 455

Write the number **closest** to 500

Write the number **furthest** from 500

This table shows the number of people living in various towns in England.

Town	Population
Bedford	82,448
Carlton	48,493
Dover	34,087
Formby	24,478
Telford	166,640

What is the **total** of the numbers of people living in Formby and in Telford?

1 mark

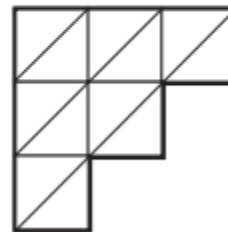
What is the **difference** between the numbers of people living in Bedford and in Dover?

1 mark

Each diagram below is divided into equal sections.

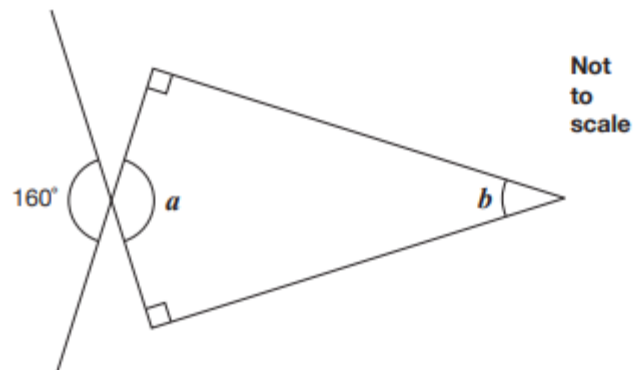
Shade three-quarters of each diagram.

1 ma



2 marks

Calculate the size of angles a and b in this diagram.



$a =$

1 mark

$b =$

1 mark

What is meant by a scaled score?

- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, from 80-120.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- Whilst not 'reported', it is generally considered a scaled score over 110 is considered to be working above.
- With your child's report in July, each pupil will receive:
 - A scaled score in each tested subject.
 - Confirmation of whether or not they achieved the national standard.

English reading

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	88
14	89
15	90
16	91
17	91
18	92
19	93
20	93
21	94
22	95
23	96
24	96
25	97

Raw score	Scaled score
26	98
27	98
28	99
29	100
30	100
31	101
32	102
33	103
34	104
35	104
36	105
37	106
38	107
39	108
40	109
41	110
42	111
43	113
44	114
45	115
46	117
47	118
48	120
49	120
50	120

Mathematics

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	81
5	82
6	83
7	83
8	84
9	85
10	85
11	86
12	86
13	87
14	87
15	88
16	88
17	89
18	89
19	90
20	90
21	90
22	91
23	91
24	91
25	92
26	92
27	92
28	92
29	93
30	93
31	93
32	94
33	94
34	94
35	94
36	95

Raw score	Scaled score
56	99
57	99
58	100
59	100
60	100
61	100
62	100
63	101
64	101
65	101
66	101
67	102
68	102
69	102
70	102
71	102
72	103
73	103
74	103
75	103
76	104
77	104
78	104
79	104
80	105
81	105
82	105
83	105
84	106
85	106
86	106
87	107
88	107
89	107
90	107
91	108

- Please note-the scales can change each year (i.e. the pass mark of 100 may not always be the same raw score)

Writing



- Teacher assessment levels submitted to Local Authority in the summer term.
- A pupil's result for English writing will be a teacher assessment judgement of their work across year 6. Children will be awarded: Working towards, Standard Met or Working at Greater Depth.
- Children's handwriting, punctuation and spelling are statutory parts of the assessment
- In order to meet the standard, children will need to demonstrate an ability to use colons, semi-colons, commas, dashes, brackets and hyphens accurately.
- Children will need to demonstrate the ability to write for a range of purposes effectively and with control, considering their audience and form
- A judgement is made based on a sample of children's writing in their literacy book across the year
- The writing is not under test conditions and children are able to draw on resources readily available in the classroom
- We will begin a 'writing project' in April-July to give children the chances to demonstrate their writing ability across a range of purposes and text types

Preparation



- Children will be familiar with format and requirements of tests
- Sample papers have been tackled at different points throughout the year. Once they have completed these, the children will bring them home to complete corrections with an adult
- Support your child with all homework tasks and ensure work is completed on time
- Ask your child to teach you!
- Spelling list – these should be part of their weekly homework routine – 4 columns – look, cover, write, check
- CGP/Rising Stars/Collins revision guides
- Go over/redo past homework or papers
- If you choose to have a tutor for your child, select carefully!
- Useful web-sites:
 - <https://myminimaths.co.uk/year-6-arithmetic-practice-papers/>
 - <https://www.topmarks.co.uk/maths-games/7-11-years/problem-solving>
- BBC Bite Sized
- Anchor Education on Youtube

Preparation



Maths 'Learnables'

- Times table and division facts at speed
- Arithmetic fluency
- Cubed, squared, prime numbers, factors, multiples
- Formulas for area, perimeter and volume for rectilinear shapes, triangles and parallelograms
- Common fraction, decimal, percentage equivalents i.e. $\frac{1}{4} = 25\% = 0.25$
- Measurement conversions - mm to cm to m to km; miles to kilometres; ml, cl, l, gallons; g to kg
- Time conversions and time duration - seconds to minutes to hours, hours to days, days to weeks, weeks and days to years; leap years; number of days in each month
- Names and sides of regular polygons - triangle to dodecagon
- Names and faces, vertices and edges in 3D shapes - cubes, triangular prisms, cylinders, spheres, cones etc
- Angles names and properties - acute, right, obtuse, reflex

On the Week



- Children MUST be in school each day to be able to take each paper
- Please avoid booking any appointments during this week (and late night events during the week and the weekend before!)
- We will supply all materials and stationery that the children will need
- Do your best to alleviate their stress – keep up a positive mind set
- A healthy breakfast
- Wake up early enough to get to school in plenty of time
- Only do LIGHT revision each evening
- Suitable bedtimes
- PLEASE call the school early if there are any issues getting to school

Reporting Results



- Results are reported to schools in July
- Your child's results will be included in their End of Year Report
- There will be a End of Key Stage Attainment section reporting Maths, SPAG, and Reading results
- This will include their SATS scaled score for Maths, SPAG and Reading (these will only report Has/Has Not Met the Standard – no working above will be reported except for in Writing)
- Your child's school report will include the Teacher Assessment and will include whether they are working above or not.

DfE Statutory Assessments

KS2

KS2: Grammar, Punctuation and spelling Outcome	AS
KS2: Grammar, Punctuation and Spelling Scaled Score	116
KS2: Mathematics Outcome	AS
KS2: Mathematics Scaled Score	109
KS2: Reading Outcome	AS
KS2: Reading Scaled Score	114

DfE Statutory Assessments

NS - National Standard not met (Below 100)

AS - National Standard met (Above 100)



Any questions?