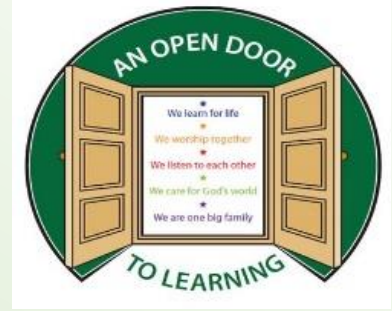


Yapton C. of E. Primary School

I have come in order that you might have life – life in all its fullness.

John 10:10



Key Stage 2 SATS Information for Parents and Carers October 2025



Community

Wisdom

Dignity

Hope



The Key Stage 2 Statutory Assessment Tests

- They are both set and marked externally
- The results are used to measure the school's performance
- An opportunity for the children to shine – to show off what they have learned through Key Stage 2

They will take place in the week beginning **Monday 11th May 2026**.

There will be tests for:

- **Punctuation and Grammar**
- **Spelling**
- **Reading**
- **Mathematics**

Attainment in **Writing** and **Science** are teacher assessed.

Year 6 SATS Week 2026

Date	Subject	Test Paper	Duration
Monday 11 th May	English grammar, punctuation and spelling	Paper 1 – grammar and punctuation	45 minutes
		Paper 2 - spelling	15-20 minutes
Tuesday 12 th May	English reading	English reading	60 minutes
Wednesday 13 th May	Mathematics	Paper 1 – arithmetic	30 minutes
		Paper 2 – reasoning	40 minutes
Thursday 14 th May	Mathematics	Paper 3 – reasoning	40 minutes

The Grammar, Punctuation and Spelling Tests

Paper 1 – Grammar, Punctuation and Vocabulary

- 45 minutes
- Approximately 50 questions
- Short answer questions, including multiple choice



Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

What is the grammatical term for the underlined words in the sentence below?

The new paintbrushes are in the box.

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am ☐

was ☐

were ☐

be ☐

Circle the three **determiners** in the sentence below.

William didn't have any cereal in the house, so he went out to buy some cornflakes.

The Grammar, Punctuation and Spelling Tests

Paper 2 – Spelling

- 15-20 minutes
- 20 words
- Words will include spelling patterns and non-pattern words learned through Key Stage 2

Spelling 15: The word is **excellent**.

The school provided an **excellent** education for its pupils.

The word is **excellent**.

Spelling 16: The word is **generous**.

Generous people give to charity.

The word is **generous**.

Spelling 17: The word is **chorus**.

Everyone sang the **chorus** loudly.

The word is **chorus**.

Spelling 18: The word is **tongue**.

I burnt my **tongue** on the hot soup.

The word is **tongue**.

Spelling 19: The word is **accidentally**.

Sarah **accidentally** spilled water all over the table.

The word is **accidentally**.

Spelling 20: The word is **deceive**.

The criminal tried to **deceive** the police.

The word is **deceive**.

The Reading Test

- A single paper consisting of three unrelated texts (non-fiction and fiction, including poetry)
- 60 minutes
- Children need to read each text and answer the questions
- Questions are designed to assess the comprehension and understanding of a child's reading

*Children need to build
their reading stamina*



Explain the meaning of words in context

Retrieve and record information and identify key details

Make inferences from the text

Predict what might happen next

Summarise main ideas from more than one paragraph

Explain how the meaning is enhanced through the choice of words or phrases

Make comparisons within the texts

Explain how the information of narrative content is related

Most of the questions in the test focus on these two skills.



15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

2 marks

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark

29

She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.

The word *slung* suggests that Piper put on the brown coat...

Tick **one**.

carelessly.

☐

slowly.

☐

tidily.

☐

thoughtfully.

☐

11

Number the following events 1 – 5 to show the order in which they happened.

The **last** one has been done for you.

Veronika waved to her family.

5

Yuri handed Veronika her kit bag.

☐

Veronika met Sofi.

☐

Veronika walked out to the bus.

☐

Veronika helped Uncle up the steps.

☐

The Mathematics Tests

Paper 1 – Arithmetic

- 30 minutes
- 36 questions
- Calculation methods for addition, subtraction, multiplication and division, including the use of fractions, decimals and percentages

Children need to build their fluency and speed of recall of number facts



14

$$3.005 + 6.12 =$$

1 mark

32

4 3 1 1 1 8

Show
your
method

2 marks

18

$$\frac{4}{9} + \frac{2}{3} =$$

☐

1 mark

27

$$15\% \text{ of } 3,200 =$$

☐

1 mark

The Mathematics Tests

Papers 2 and 3 – Reasoning

- 40 minutes
- Up to 25 questions
- Calculation skills are still required so children can answer the questions in context
- Other areas of Maths – geometry, measure, statistics, ratio and proportion and algebra – will be included

Children need to be able to decide which Maths skills and knowledge to use and apply them to solve the problems

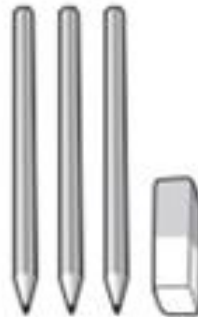


9

6 pencils cost £1.68



3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show
your
method

[illegible]

2 marks



The **full price** of a T-shirt is £15

The price is reduced by 30%.

What is the **reduced price**?

22

You can make green paint by mixing:

- 250 ml of blue paint
- 1,150 ml of yellow paint.

Stefan wants to make some of this green paint.

He uses 750 ml of **blue** paint.

How much **green** paint does he make?

Show
your
method

ml

17

These two shapes have the **same** perimeter.

regular hexagon



square



Not actual size

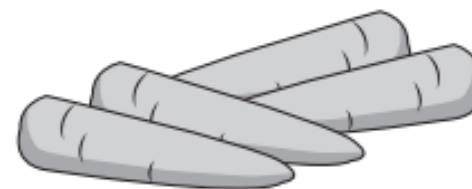
The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

16



potatoes
£1.50 per kg



carrots
£1.80 per kg

Jack buys $1\frac{1}{2}$ kg of potatoes and $\frac{1}{2}$ kg of carrots.

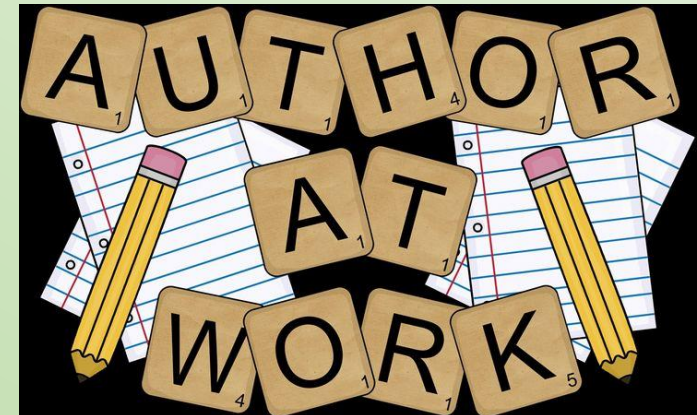
How much **change** does he get from **£5**?

Writing – Teacher Assessment

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 correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²



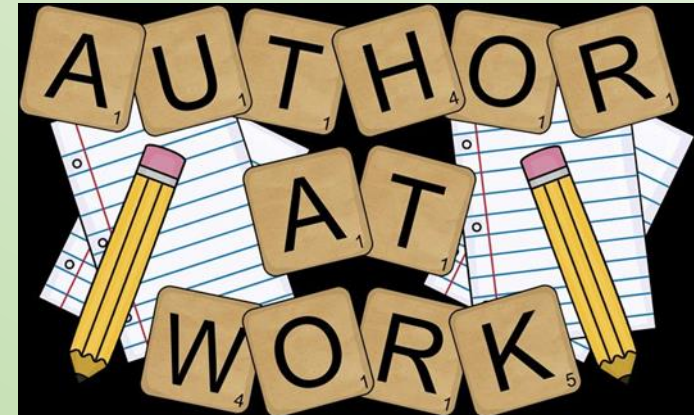
Writing – Teacher Assessment

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 writing³ 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.[^]

[There are no additional statements for spelling or handwriting]



The results

- Each set of tests will generate a **raw score**
- The raw score is then converted into a **standardized score** between **80-120**
- Attaining a score of **100** will represent **the 'national standard'** – the child is **working at the expected standard**
- Attaining a score **below 100** will mean the child is **working towards the expected standard**
- Attaining a score of **111-120** will mean the child is **working at a greater depth with the expected standard**

- The **teacher assessment** for **Writing** will use **the same judgements** as above.
- The **teacher assessment** for **Science** will be **has met the expected standard** or **has not met the expected standard**

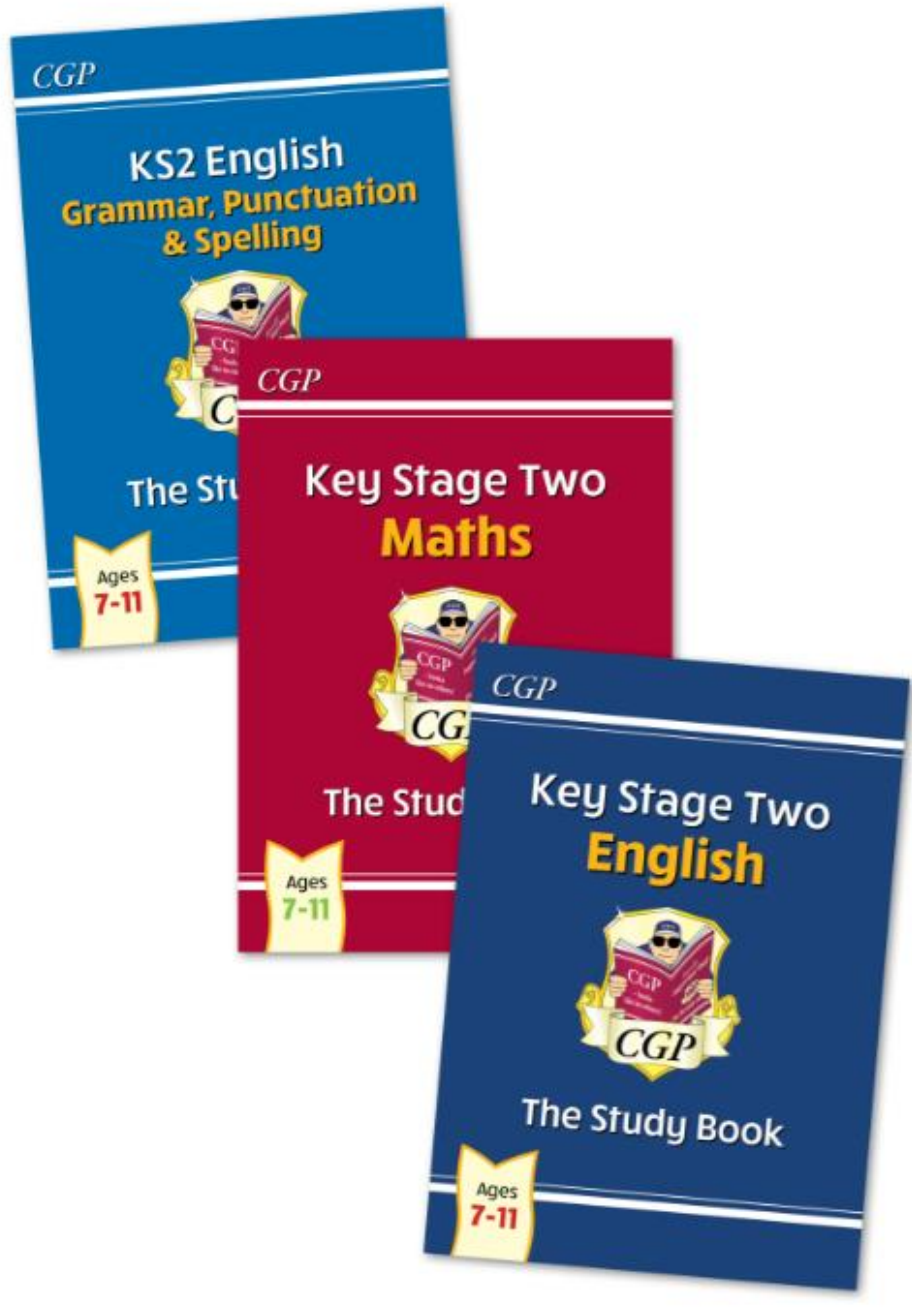
- These results will be sent out the with end of year Attainment Reports in July.

Children with specific needs

- Pupils with specific needs may need additional arrangements so they can take part in the KS2 tests
- The school is able to consider support for pupils in accordance with guidelines issued by the Standards and Testing Agency - Access arrangements
- Access arrangements are primarily based on normal classroom practice, so we will be already be aware of any specific needs
- Support can include the following: readers, prompts, testing in a different room, rest breaks and extra time
- Access arrangements should neither advantage nor disadvantage a pupil.

What can you do?

- First and foremost, **support** and **reassure your child** that there is nothing to worry about and they should always just **try their best: Praise and encourage!**
- Ensure your child has the **best possible attendance** at school
- **Support** your child with any **homework tasks**, including **Times Tables Rock Stars**
- Ensure your child is **reading a range of texts regularly** and is **learning and practicing** their **spellings** and **times tables facts** each week
- **Talk to your child** about what **they have learnt at school** and what **book(s) they are reading** (the character, the plot, their opinion)
- Make sure your child has a **good sleep** every night and **healthy breakfast** every morning!



CGP Revision Books

- A great bundle
- RRP £16.50
- **£7.25 for all three** – will be available to order through ParentMail (by Friday 10th October)

Any questions



Useful links

Children	Grown Ups
<u>Times Tables Rock Stars</u> – Use your school login to build your speed of recall	<u>DfE Writing Exemplars</u> – What should Year 6 writing look like?
<u>Multiplication.com</u> – Lots of other games to play to help you with your tables	<u>DfE Science Exemplars</u> – What does the expected standard look like?
<u>BBC Bitesize</u> – Great for all areas of English and Maths	<u>Past SATS Papers</u> – A chance to see the types of questions the children will face