

KS2 SATs Information Session for Parents and Carers

21st April 2026

Aims of the session

To give parents and carers information about the KS2 SATs week, covering;

- ▶ What are the SATs tests and why do we do them?
- ▶ When will they happen?
- ▶ How are they administered and marked?
- ▶ What sorts of questions will be asked?
- ▶ How can parents and carers support pupils at home?

What are SATs and why do we have them?

- SATs (Standard Assessment Tests) are tests taken to assess the progress of a child's learning. At primary schools, [SATs](#) tests are taken in Year 2 (now optional) and Year 6 (statutory).
- SATs allow teachers to learn more about the strengths and weaknesses of each child in their class. Plus, the assessments also allow teachers to compare each child with other children in their class and with their peers across the country.
- In addition, SATs are also useful for assessing the progress of a child as they move from one Key Stage to another (hence why they happen at the end of Key Stage 1 and Key Stage 2).
- SATs are also used by local authorities and the Department for Education to identify schools that are struggling or performing well.

The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

An overall judgement of ARE (age related expectations) WTS (working towards standard) or GDS (working at greater depth within the standard) will be awarded.

What tests will my children take?

- ▶ There are two SPaG (Spelling, Punctuation and Grammar) papers on day one.
 - ▶ Paper 1 which focuses on short answer questions about grammar and punctuation (45 minutes)
 - ▶ Paper 2, which is a spelling test.(approx. 15 minutes)
- ▶ Reading Paper-one reading paper which includes reading 3 separate texts and answering questions about them. (1 hour)
- ▶ Three Maths Papers
 - ▶ Arithmetic (30 minutes)
 - ▶ Reasoning Paper 1 (40 minutes)
 - ▶ Reasoning Paper 2 (40 minutes)
- ▶ There is no test for writing. Assessments for writing are made by gathering evidence of pupil's writing across the course of Year 6. This is assessed by class teachers and moderated-this may be internally or externally. The assessment of writing continues after the SATs in May.

SATs Week 2026

- **Monday 11 May 2026:** English grammar, punctuation and spelling (Papers 1 & 2)
- **Tuesday 12 May 2026:** English reading
- **Wednesday 13 May 2026:** Mathematics (Papers 1 & 2)
- **Thursday 14 May 2026:** Mathematics (Paper 3)

Children are invited to attend SATs breakfast every day, this gives the children an opportunity to be with their friends and to have a calm start to the day.

How are the tests administered?

- ▶ Very strict process. These are sealed and stored in a double locked cupboard until the day of each test. The tests are opened in front of the children.
- ▶ The tests take place during normal school hours, under exam conditions with a minimum of two adults in each room.
- ▶ Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- ▶ Children are able to ask adults to read a question to them in the SPAG and Maths papers
- ▶ After the tests are completed, the papers are sent away to be marked **externally**.
- ▶ Although the SATs dates for 2026 are in May, the test results are not released until towards the end of the summer term. This is because even though the SATs tests are taken within the classroom, they are marked externally.
- ▶ You will be informed of your pupil's SATs results in their end of Year report. You will be told their raw score, their standardised score, and whether this means they are working at ARE, Working Towards, or working at GD.

Special Arrangements

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- ▶ 25% additional time; for children with an EHCP or for those who find it difficult to process information
- ▶ A reader; for children whose reading ability would be a barrier to them reading the questions
- ▶ The use of prompts or rest breaks; for children who struggle to remain focussed and on task for 15 minutes
- ▶ A scribe-an adult to write for them
- ▶ Tests being opened early to be modified e.g. copied onto coloured paper
- ▶ Transcription after the test has finished; for children whose handwriting may prevent the marker from being able to read their response clearly
- ▶ **Those that met the requirements for access arrangements will be notified by the end of this week**

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

Readers

- ▶ Pupils who have difficulty reading may be supported in the SPaG and mathematics papers by having test read to them by a reading assistant.
- ▶ Readers must be used on a one to one basis.
- ▶ Schools must ensure that pupils are not disadvantaged by the pace at which any text is read.
- ▶ If the pupil requests it, a reader may also read back any part of a pupil's written response to a question.

Transcribes

- ▶ If it will be difficult for a marker to read the pupil's writing, schools should make a transcript at the end of the test, but before the pupil leaves the room. Schools can transcribe all or part of a pupil's test script. If the marker can read the pupil's writing, they will mark the original work.
- ▶ When transcribing a pupil's work, schools must;
 - ▶ Keep the pupil under test conditions and separate from the rest of the cohort until the transcript is complete
 - ▶ Use a different coloured pen from the pupil, but not red.
 - ▶ Transcribe alongside the pupil's answers if only part of the test paper needs transcribing, not on the pupil's work and return in the bag for modified scripts
 - ▶ Make extensive or full transcripts on a new test paper and return the pupil's original test script with the transcript attached and return in the bag for modified scripts.
 - ▶ Not change the pupil's original answers, including the positioning of commas and decimal places in the mathematics tests.
 - ▶ Ensure that the spelling reflects the pupil's original answer.

Rest Breaks

- ▶ Supervised rest breaks may be appropriate for pupils who find it difficult to concentrate or experience fatigue.
- ▶ Schools must supervise pupils and keep them under test conditions during the rest break. There must be no contact with pupils who have taken the test and no opportunity to discuss test content.
- ▶ School need to ensure pupils still have the same amount of time to complete the test. Schools should plan when the pupil will have a break during the hour before the test starts.
- ▶ Questions should still be kept in the same order.
- ▶ Schools must give pupils the opportunity to attempt all parts of the paper so that the outcome of the test accurately reflects their knowledge and understanding.

Keeping pupils focussed (Prompters)

- ▶ A prompter will keep the pupil's attention on the test paper but not help them to answer any questions. They may tap on the desk or say the pupil's name, depending on what is normal classroom practice, to remind the pupil to focus on the question they are working on.
 - ▶ Prompters should be known to the pupil
 - ▶ Be used on a one to one basis
- ▶ Prompters must not:
 - ▶ Do anything that could be interpreted as over-aiding the pupil
 - ▶ Advise the pupil which questions to answer or when to move on to the next question
 - ▶ Advise or guide the pupil about the order in which they should attempt the questions.

Paper 1: Grammar, punctuation and vocabulary (45 minutes)

This test focuses on:

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

This test requires a range of answer types but does not require longer formal answers.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

39

Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. **Although, while**

_____ football is his favourite sport, James also enjoys
watching tennis on TV.

1 mark

49

Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The Romans invaded Britain over two thousand years ago.

e.g. **Over two thousand years ago, Britain
was invaded by the Romans.**

1 mark

Paper 2: Spelling (approx. 15 minutes)

- ▶ This test requires children to spell 20 words.
- Each word is read out as part of a sentence that is printed in the children's answer booklet.
- Children write the missing word in the gap.
- The spellings are based on the spelling rules taught across Key Stage 2 and increase in difficulty.

Spelling

1. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.

2023 Spelling script

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.

Reading (60 minutes)

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of **non-fiction, fiction and/ or poetry**.

The test covers the following areas (known as Content Domains):

- ▶ Give/ explain the meaning of words in context;
- ▶ Retrieve and record information/ identify key details from fiction and non-fiction;
- ▶ Summarise main ideas from more than one paragraph;
- ▶ Make inferences from the text/ explain and justify inferences with evidence from the text;
- ▶ Predict what might happen from details stated and implied;
- ▶ Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- ▶ Identify/ explain how meaning is enhanced through choice of words and phrases;
- ▶ Make comparisons within the text.

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing*, she told herself strictly. *It's a hedgehog, or a mole. It's something nice and harmless.*



Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">Priya's heart beating fast, e.g.<ul style="list-style-type: none"><i>Priya's heart started to race</i><i>her heart was beating really quickly.</i>Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none"><i>she took a deep breath</i><i>Priya was trying to calm herself</i><i>she must be nervous because she needs to calm down.</i>Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none"><i>she tells herself it must be something harmless</i><i>she tries to reassure herself.</i>Priya waking with a start, e.g.<ul style="list-style-type: none"><i>she woke with a start.</i>	Up to 2m

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks** and lasts for **30 minutes**.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

19	$29.5 - 16.125 =$		<input style="width: 40px; height: 20px;" type="text"/> 1 mark
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20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$		<input style="width: 40px; height: 20px;" type="text"/> 2 marks
Show your method			

19	13.375		1m
20	Award TWO marks for the correct answer of 37,592 If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g.		Up to 2m
	$\begin{array}{r} \bullet \quad 508 \\ \times \quad 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}$ <p>OR</p> $\begin{array}{r} \bullet \quad 508 \\ \times \quad 74 \\ \hline 2032 \\ 35060 \text{ (error)} \\ \hline 37092 \end{array}$		Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.
	$\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \text{ (place value error)} \\ \hline 5588 \end{array}$		

Papers 2 and 3: Mathematical Reasoning (40 minutes per paper)

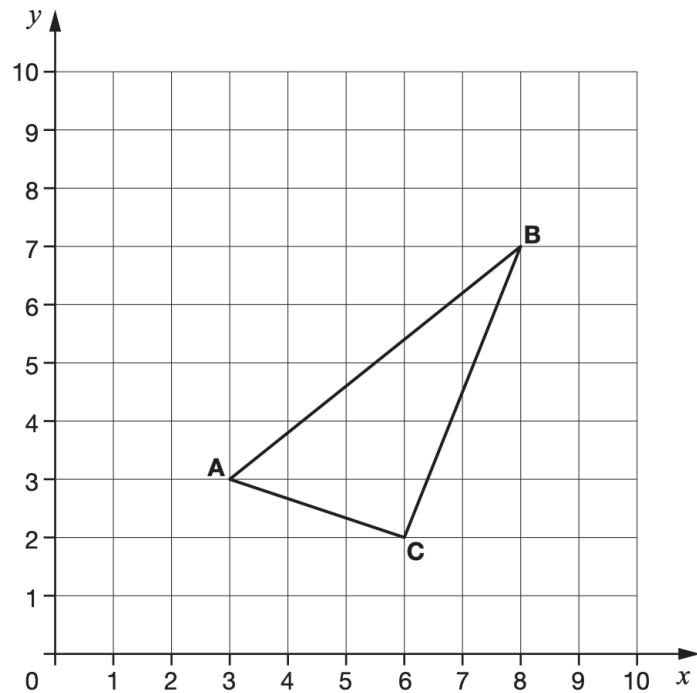
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- ▶ Number and place value (including Roman numerals);
- ▶ The four operations;
- ▶ Geometry (properties of shape, position and direction);
- ▶ Statistics;
- ▶ Measurement (length, perimeter, mass, volume, time, money);
- ▶ Algebra;
- ▶ Ratio and proportion;
- ▶ Fractions, decimals and percentages.

Maths Papers 2 (Reasoning)

Example questions:

3



ABC is a triangle.

What are the coordinates of point C?

(6 , 2)

1 mark

8

In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark

Maths Papers 3 (Reasoning)

Example questions:

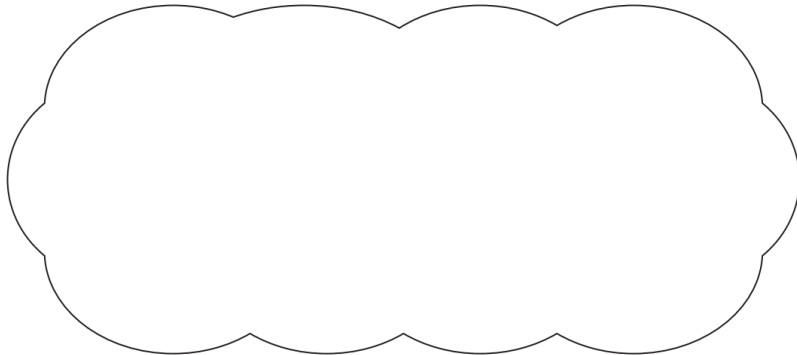
9

Jack says,

I multiplied a whole number by 3
My answer was 32



Explain why Jack is **not** correct.



1 mark

9

Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g.

- 32 is not in the $3\times$ table
- $32 \div 3 = 10 \text{ r}2$ or 10.66 (which are not whole numbers)
- if you count in multiples of 3 from 0, you won't get 32
- $3 + 2 = 5$, 5 is not a multiple of 3 so he is wrong.

OR

For a description that includes one or both of the multiples of 3 either side of 32, e.g.

- if you do $10 \times 3 = 30$ and $11 \times 3 = 33$ there is no 32
- $10 \times 3 = 30$ and 32 is 2 away.

1m

Do not accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.

Do not accept vague or incomplete explanations, e.g.

- If you multiply by 3 you will get 30, not 32
- 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
- 32 is not a factor of 3

Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.

Writing.

No one-off test or assessment - pupils' work from January onwards is considered in making a teacher assessment judgement.

Teachers are looking for evidence of pupils applying all taught skills in writing opportunities in English and across the curriculum.

This is moderated with other local schools.

Children will be assessed as either working towards (WTS) the expected standard, meeting the expected standard (EXS) or at greater depth (GDS) within the expected standard. There are also 'Pre-Key stage' descriptors.

Legible handwriting and accurate spelling and punctuation are essential.

What happens if my child is unwell?

- ▶ If your child is unable to attend school during SATs week, please let us know as soon as possible.
- ▶ It is possible to make arrangements for your child to come in just for the test, or to sit the test at a different time, provided they do not have any contact with any other Year 6 pupils. Schools have to request special permission from the STA to make adaptations to the timetable.
- ▶ It is unlikely your child will be allowed to sit a paper after the day of the test.

How can you help?

- ▶ Lots of support and encouragement and a positive attitude!
- ▶ Give your child a quiet, distraction free space to complete homework or to revise. Help them to write a revision plan if you think this will help.
- ▶ Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- ▶ If you're looking to support your child further with maths at home, there are lots of good websites with free Year 6 revision resources.
- ▶ Ensure your child is eating and drinking well and getting a good amount of sleep
- ▶ Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

How can you help?

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Pick from 18 Objectives

- Bullet points**
Sumatran rhino
Tasmanian devil
king penguin
1 of 18
- Cohesive devices**
oceanic whitetip shark
gelada monkey
narwhal
2 of 18
- Commas to clarify meaning**
headlight beetle
olive ridley turtle
Namaqua chameleon
4 of 18
- dictionary skills**
agama lizard
warthog
giant Pacific octopus
5 of 18
- Figurative language**
- Formal language**

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KS2

Key Stage 2 is a phase of primary education for pupils aged 7 to 11 in England and Wales.

Part of [Learn & revise](#)


All KS2 subjects

These subjects may contain both guides and videos.

-  **Art and Design**
-  **Citizenship**
-  **Citizenship (Wales)**
-  **Design and Technology**
-  **English**
-  **English as an additional language**

CGP

Key Stage Two English



SATS Revision Book

Ages 10-11

Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

What to do if you are worried about your child

Talk to us

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to us so that we can work you and your child to offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer to seek reassurance from teachers over family members.

Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

Any questions?