

# Y6 SATS PARENT WORKSHOP

**Friday 16<sup>th</sup> January**  
2.40pm - 3.05pm

*Supporting your child with SATS*


- Learn what SATs are and how they work
- Understand how your child will be prepared in school
- Find out practical ways to support your child at home
- See examples of test papers & question styles
- Ask questions and share any concerns

Presented by  
**Mr Roe & Miss Watson**

**COME ALONG!**

Singlewell Primary School

## SATs timetable



<b>Monday</b> 11 <sup>th</sup> May	Grammar, punctuation and vocabulary paper Spelling test
<b>Tuesday</b> 12 <sup>th</sup> May	Reading paper
<b>Wednesday</b> 13 <sup>th</sup> May	Maths arithmetic paper Maths reasoning paper
<b>Thursday</b> 14 <sup>th</sup> May	Second maths reasoning paper
<b>Friday</b> 15 <sup>th</sup> May	You're done! 🎉

Friday 16th January  
KS2 SATS Parent Workshop.

Aims:

By the end of the session you will leave with a greater understanding of...

- when the SATs will take place
- what the year 6 SATs will involve
- the format of the test materials (what to expect)
- what it means to achieve the 'expected standard' by the end of KS2
- practical strategies to support children's learning at home
- how and when attainment results will be reported to parents.



## First of all, what are the SATS?

### Standardised Assessment Tests.

- They are statutory – not optional.
- All Year 6 children in the country take the same test on the same day. These are sat over 4 days and test the core subjects: Maths, Reading, Spelling Grammar and Punctuation.
- Writing is teacher assessed, the children do not sit a test.
- Attainment of all children in this group can be monitored and progress from KS1 can be measured.
- Data will inform primary, secondary and the government.

### Did you know?



Between 52 and 63% of content on past maths papers have been from years 3, 4 and 5 content domains.

### When will the SATS take place?

#### Key stage 2 tests

The statutory [key stage 2 tests](#) are timetabled from Monday 11 May to Thursday 14 May 2026:

Date	Activity	
Monday 11 May 2026	English grammar, punctuation and spelling Papers 1 and 2	<i>Paper 1: 45 minutes Paper 2: 20 minutes</i>
Tuesday 12 May 2026	English reading	<i>1 hour</i>
Wednesday 13 May 2026	Mathematics Papers 1 and 2	<i>Paper 1: 30 minutes Paper 2: 40 minutes</i>
Thursday 14 May 2026	Mathematics Paper 3	<i>Paper 3: 40 minutes</i>

*These are sat in the morning of each day so a prompt arrival to school is key.*

Where will the SATS take place?




For the majority of our children, they will sit their SATS in our Sports Hall. Some children may sit their SATS in a classroom or a small office depending on their needs and requirements.

### What do they look like?

The first paper, on Monday, is the English grammar, punctuation & spelling. It is made up of 2 tests:

- Paper 1: Short answer questions (focussed on grammar and punctuation).
- Paper 2: Spelling.
- The two papers combined total 70 marks.
- Last year, a score of 35+ /70 was considered as 'expected'

2025 national curriculum tests				
<b>Key stage 2</b>				
<b>English grammar, punctuation and spelling</b>				
<b>Paper 1: questions</b>				
First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DE number				
				

2025 national curriculum tests				
<b>Key stage 2</b>				
<b>English grammar, punctuation and spelling</b>				
<b>Paper 2: spelling</b>				
First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DE number				

Paper 1: Short answer questions (focussed on grammar and punctuation).  
(There are 50 questions, worth 50 marks).

1

Which sentence must end with a **question mark**?Tick **one**.Do you know how long it took for the trees to grow We have planted rose bushes around the trees How beautiful the flowers will be I will ask my teacher if I can show you 1 mark

2

Which sentence is punctuated correctly?

Tick **one**.After he ate the lion lay down, and slept for many hours. After he ate the lion, lay down and slept for many hours. After he ate, the lion lay down and slept for many hours. After he ate the lion lay down and slept, for many hours. 1 mark

### Spelling

1. There was a lamb in the field.
2. I kept in touch with my old friends when we moved.
3. The questions were numbered from one to ten.
4. The cup of tea was so hot it was undrinkable.
5. We learnt the lyrics to the song.
6. You ought to wear your coat.
7. The footballer got a red card for misconduct.
8. We saw a glorious sunset.
9. The dog was trained to obey its owner.
10. The official spokesperson delivered a speech.

Page 2 of 4



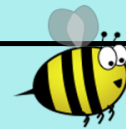
11. Each person's fingerprint is unique.
12. I found a puncture in my bicycle tyre.
13. The rain became steadily heavier during the day.
14. The mechanic fixed Mum's car.
15. I like most flavours of ice cream, but my preference is for chocolate.
16. Protein is one of the main food groups.
17. Giant pandas have substantial appetites.
18. We acted out a scenario in drama.
19. The optician recommended a pair of glasses.
20. A currant is a type of dried fruit.

END OF TEST

Page 3 of 4



- Spellings will be recited by either of us.
- They are said aloud within the sentence provided and the spelling word is also said in isolation.
- This paper is worth 20 marks.

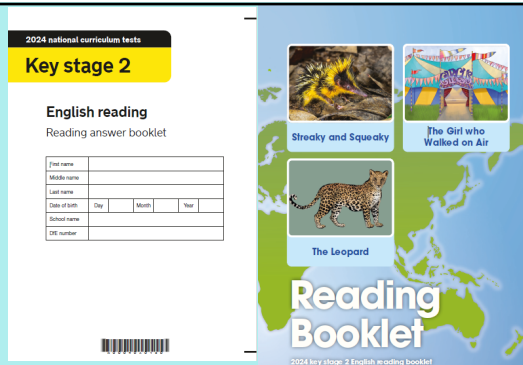


## Spelling Shed

## Reading

50 marks, 1 hour.

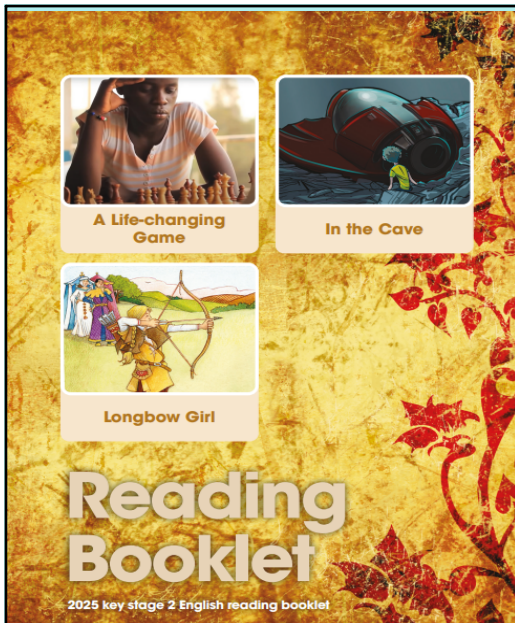
Last year 28+ /50  
was considered to  
be 'expected'



The children have an hour to read 3 (sometimes 4!) unrelated texts of increasing difficulty and answer the associated questions. A mixture of text types are selected (e.g. stories, diary entries, poetry, reports).

Children will be expected to:

- retrieve information (sometimes from a variety of sentences for an answer)
- infer meaning from a paragraph or from the texts as a whole
- summarise, compare and give an opinion
- explain why the author uses particular words and phrases
- know the meaning of words or predict them using their prefix knowledge.



Let's look at an example of one of the texts within last year's reading booklet...

## Contents

A Life-changing Game	pages 4-5
In the Cave	pages 6-7
Longbow Girl	pages 8-10

Chess is a game for two players, who try to move their pieces across a board. The game is popular across the globe.



## A Life-changing Game

Lots of children dream of becoming famous. Some want to be celebrated for their singing, dancing or acting, others for being athletes. This is the story of Phiona Mutesi, a girl who shot to international fame for doing something quite different: playing chess.

### A challenging upbringing

Phiona's life used to be very different from how it is now. She grew up in a family which lived in Katwe, a very poor neighbourhood in a country called Uganda. At the age of nine, Phiona had to drop out of school, even though she was still unable to read or write, as her family could no longer afford to send her. She started selling maize and vegetables in a street market to support her family.

### An intriguing game

One day in 2005, Phiona followed her brother Brian to see where he was going. Watching silently, out of view, Phiona saw that Brian had gone to a club where children had gathered to play a game with some small black and white pieces on a board. She was fascinated by what they were doing.

The game they were playing was chess. It was so unusual in Uganda at that time, there was no word for it in Phiona's language. Despite this, she was determined to play. She walked six kilometres every day to find out how. Within a year, it was clear that she had a special gift.



4

### Coaching a champion

As with learning any new skill, you often need someone to teach you how to do it. In Phiona's case, her coach was a man called Robert Katende, who worked hard to get children interested in the game.

Robert hadn't always been dedicated to coaching chess. In fact, for a long time his passion lay with another game: football. A talented player himself, Robert coached the children of Katwe in football. But when he realised that some of the children had no desire to play football, he turned his attention to chess.

Robert spotted Phiona's potential in the game and put lots of time and effort into helping her improve. She played recklessly at first, too eager to win games as quickly as possible. But when Robert reminded her to play calmly and patiently, she changed her approach to playing the game, bringing her great success.

### A roaring success

In 2007, at 11 years old, Phiona became Uganda's junior girls' champion. But Phiona's talent also took her far from home. She travelled to other countries to compete against some of the most experienced chess players in the world. In 2009, she took her first ever trip out of Uganda to attend a competition. She won and, just four years after first learning to play, became an international chess champion.

### Watching her next move

Phiona gained fame very quickly. At one competition, she caught the attention of a journalist, who was so in awe of her talent that he wrote a book about her. He called the book *The Queen of Katwe*. A film of the same name was also made in 2016 to show the story of her life so far. Phiona accepted an opportunity to study at a university in the United States of America. She has already achieved great things and people are waiting in anticipation of what she will do next.



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

1 mark

3 How can you tell that people in Uganda were **not** familiar with chess?

\_\_\_\_\_ 1 mark

# Maths tests - 1st of 3

Paper 1: Arithmetic (40 marks, 30 minutes).

Example arithmetic questions:

**1**  $707 - 10 =$

1 mark

**3**  $4 \times 702 =$

1 mark

**20**

$$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$$

2 marks

Show your method

**2**  =  $6,138 + 456$

2 marks

Show your method

**5**  $2 \times 4 \times 30 =$

1 mark

**25**

$$\begin{array}{r} 47 \overline{) 611} \\ \underline{94} \phantom{0} \\ 671 \\ \underline{671} \\ 0 \end{array}$$

2 marks

Show your method

**13**  $2,700 \div 3 =$

1 mark

At school, we have "arithmetic Fridays" each week. Each week introduces a new focus so that at the end of our 14 week block, the children are ready to tackle a full past paper for arithmetic. The children keep track of their weekly scores in the back of their Maths books.

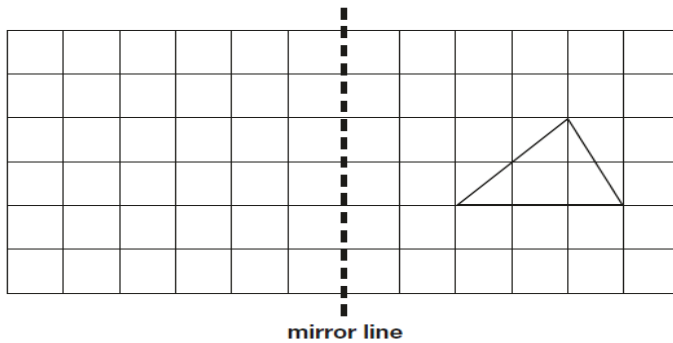
Year 6 Arithmetic Tests - Small Steps

Test Scores		
Test	Date:	Score:
<b>Test 1</b> Place Value, Addition and Subtraction		/40
<b>Test 2</b> Inverse Operations		/40
<b>Test 3</b> Short Multiplications		/40
<b>Test 4</b> Long Multiplications		/40
<b>Test 5</b> Short Division		/40
<b>Test 6</b> Long Division		/40
<b>Test 7</b> Square and Cube Numbers		/40
<b>Test 8</b> Adding and Subtracting Fractions with the same denominator		/40
<b>Test 9</b> Adding and Subtracting Fractions with a different denominator		/40
<b>Test 10</b> Multiplying Fractions		/40
<b>Test 11</b> Dividing Fractions		/40
<b>Test 12</b> Decimals - 4 operations		/40
<b>Test 13</b> Multiplying and Dividing by 10, 100, 1,000		/40
<b>Test 14</b> Percentages		/40

Paper 2: Reasoning (35 marks, 40 minutes)

Paper 3: Reasoning (35 marks, 40 minutes)

**1** Here is a triangle on a grid.



Draw the reflection of the triangle in the mirror line.

Use a ruler.

1 mark

There are a range of 1, 2 and 3 mark questions within these 2 papers.

2

This table shows the cost of fruit at a school cafeteria.

Fruit	Cost for one
banana	12p
plum	23p
apple	32p
pear	38p

Amir buys two pieces of fruit.

He pays with a £2 coin.

He gets £1.50 change.

Tick the **two** pieces of fruit that Amir buys.

Tick **two**.

banana

plum

apple

pear

16

Here is a number.

9,658,214

Tick the statements that are **true**.

The digit 5 represents 50,000

The value of the digit 9 is nine hundred thousands.

The digit 6 represents 6 millions.

The value of the digit 2 is twenty tens.

2 marks



21

A band holds a concert for charity.

The tickets cost £27 each.

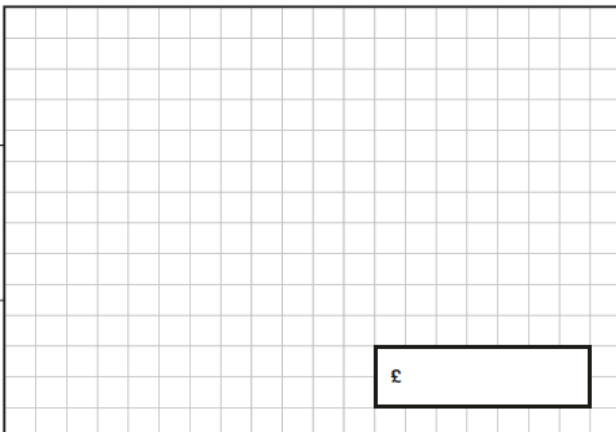
They sell 635 tickets.

They pay £3,180 to use the hall.

They give one-third of the **remaining** amount to charity.

How much money does the band give to charity?

Show  
your  
method



3 marks

*Last year, from the total scores from the 3 papers, 58+ /110 was considered to be the expected standard.*

## Writing

- The children will **not** complete a writing SATs test.
- Teacher assessments in writing provide a rounded judgement that is based on our knowledge of how your child has performed over time and in a variety of contexts.
- The judgements are made throughout the course of the year against a set of criteria known as the KS2 Teacher assessment frameworks.
- These provide a bullet pointed list of what the expected standard looks like for the end of Year 6.
- Teachers will take children's books to writing moderation (with other teachers from other schools and judgements are also made by the local authority).

### 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>1</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]

**Leigh: annotations** Working at the expected standard:

Piece A: Short story	Key
Pupils explored and acted out the five stages of a journey through a rainforest, in which weather was used to suggest a change in atmosphere or fortune. They then wrote their own five-stage story, set in a different location, introducing a clue, which would be used later in the story to help the narrator reach their destination.	[C] composition [GP] grammar and punctuation [T] transcription

This short narrative takes the form of a 'journey story' in 5 stages (opening, build-up, problem, further problems, resolution). The main character is confronted with 3 obstacles (frostbite, a blizzard, an encounter with a snow leopard) that are overcome by the end of the story. Chronologically-ordered paragraphs drive the narrative forward, from the phone call that initiates the journey, through each of the 3 challenges, to the simple but appropriate resolution. Cohesion is achieved through the use of adverbials which help to sequence the events (*Immediately, As soon as, Eventually, Within a few minutes, In time*) and accurate use of pronouns. [C]

The question makes good use of the modal verb (*could*) to suggest degree of possibility. [GP]

Opening with dialogue introduces the characters, establishes the setting and provides a rationale for the journey, advancing the action in the story from the very beginning. [C]

Expanded noun phrases (*two tatty-looking passports, her brand new winter boots*), incorporating preposition phrases (a phone call from work), convey detail concisely. [GP]

A multi-clause sentence deploys a range of clause structures, including a relative clause (*where the film crew were waiting*). This control of language is good, although the choice of verb (*causing*) lacks the precision that might be used by a pupil working at greater depth within the standard. [GP]

Positioning the pronoun before the noun (*her: Lauren*) supports cohesion effectively within the sentence. [GP]

Commas for parenthesis are used effectively here to highlight the approach of the snow leopard. [GP]

Co-ordination is used to balance noun phrases and clauses, emphasising the scale of Lauren's predicament and the absence of options. [GP]

The device of the snow boots coming to the rescue has been set up across the narrative, supporting cohesion across the text (*her brand new winter boots, her super strong winter boots, one of them, one of the boots*). [C]

While the narrative is resolved in a satisfactory way, the ending is somewhat rushed compared to the detailed and cleverly-written opening. [C]

The joined handwriting is legible. [T]

Sentence structure and grammar across the piece are controlled effectively, but the pupil relies too much on fronted adverbials; many of the sentences begin in this way. Greater variety for specific effect might be expected from a pupil who would be judged to be working at greater depth in writing. This should now be a target for this pupil. [GP]

A fronted subordinate clause foregrounds Lauren's determination and resourcefulness, setting up the rest of the sentence. This construction is used very well here. [GP]

Spelling is mostly correct. There is some inconsistency when adding the -ly suffix to words ending in 'e' (*immediately/immediately, extremely, Fortunately*). 'Immediately' is one of the words in the year 5 / year 6 spelling list, as is 'occure', which is also incorrect when the -ed suffix is added (*occured*). Another word in that list, *disappear*, is spelled correctly. The word 'disappear' from the year 3 / year 4 spelling list is not correct (*disappeared*). [T]

Inverted commas, commas for clarity (including after most fronted adverbials), a dash to mark a strong afterthought, and brackets for parenthesis are used correctly. The semi-colon in the fourth paragraph is inappropriate as it does not mark the boundary between two independent clauses. [GP]

occured, right in front of her. There was no way of escaping the disastrous snow storm because it would would only plough what was in front of it (which was Lauren).

Menacingly, a snow-lepeed leopard approached her, as if from nowhere, in with an angry mind - ready to attack. Lauren was stuck between a fierce snow-lepornd and a powerful blizzard; knowing there was no-one to help her and no way to escape.

Fortunately, Lauren realised she had her super strong, winter boots on and a immediately took one of them off. Determined to escape, she flung one of the boots onto the snow-lepornd, causing it to limp away in agony. Relieved, she cried with happiness and leaped with joy that she was finally free from that vicious lepornd.

In time the blizzard dissapeared, the hailstones had stopped and everything was calm again. Lauren arrived at the winter hut and ran for the lift.

Working at greater depth:

Piece D: Newspaper report	Key
After reading 'The Giant's Necklace' by Michael Morpurgo, and drawing on prior learning about the features of newspaper reports, pupils assumed the role of a journalist to report the story in the style of the local newspaper.	[C] composition [GP] grammar and punctuation [T] transcription

This piece draws on the reading of a class novel and successfully precises key events to inform the writing of a report for a local newspaper.

The reporter, well aware of the attractions and the inherent dangers of the landscape, represents the community in extending sympathy to the distraught family, while also implying that responsibility for these tragic events might lie with Cherry's parents.

Cohesion is achieved through a range of devices, including pronouns, repetition of place names, and chains of reference (*The parents, Ed and Nicola, Mr and Mrs Stone, Cherry's parents*).

Skillful management of shifts in time between past, present and future events links the factual information (*She was found... lying on the sand*), speculation (*The search party believe...*), reported witness statements, and editorial comment (*it's very unusual...*).

Appropriate presentational devices, including a powerful headline and sub-headings, orientate the reader.

The Cornwall News  
Young Girl Drowns at Zennor head

By F. Xxxxxx

Yesterday, at dusk, Cherry Stone drowned at Boat Cove, supposedly making a necklace of cowrie shells for a 'giant'.

The Giant's Necklace

Cherry, aged 10, had been determined to finish a necklace she had been making out of glistening pink cowrie shells. She had been told to be home for tea but little did her family know that she would never return again. Police officers and detectives have looked into the disaster and think that she was cut off in Boat Cove and then attempted to climb a steep cliff face. Had she already drowned? Was she already dead?

Zennor, located in Cornwall, is a usual happy annual holiday visit for the

The article opens with a succinct formal statement. It provides essential detail and establishes a suitable tone for a newspaper report. [C]

Verb forms, selected for meaning and effect, skilfully manage transitions in time as the reporter seeks to reconstruct, interpret and communicate the sequence of tragic events. Carefully-chosen phrases, reflecting the language of sensational newspaper and TV journalism, create a sense of drama (*little did her family know that she would never return*). [GP]

A shift to present tense verb forms supports a well-managed shift from the speculation of the rhetorical questions above to authorial comment on known facts. [GP]

Stone family. It's very unusual for a girl of Cherry's age to be left alone on a beach late in the evening. The parents, Ed and Nicola, are distraught.

At The Beach

Mr and Mrs Stone have started a campaign to stop children being on the beach by themselves later than 5.00. Mrs Stone told us that Cherry was a very independent girl so they thought she would be fine. But nobody can be fine once they have been cut off by a tide and thrown around by an Atlantic wave.

The Stone's

"We were joking around with her just hours earlier and now she's dead!" said one of her brothers, Felix.

Another one of her brothers recalled that she had been making a cowrie shell necklace since the start of their holiday two weeks before. They explained that she needed only a few more inches to reach the toaster – but tragically those inches cost her her life!

An Atlantic Storm

Zennor Head coast guards searched the cove all day until they found

Modal verbs have been carefully selected to show a contrast between the apparent naivety of the parents and the rather more judgemental stance of the reporter. [GP]

The passive constructions chosen here help to create the impression of Cherry as a helpless victim of the sea. [GP]

Frankie demonstrates good awareness and control of language here, deliberately employing an informal style in the direct speech: *we were joking... now she's dead!* and the more formal style of the reporter. [GP]

Frankie chooses to close with a simple statement sharing details for the funeral – a simple way of underlining the finality of the tragedy and leaving the reader to reflect on events. [C]

All spelling is correct, including *cowrie* and *distraught*. [T]

Cherry's dead body. She was discovered a mile or so out from Boat Cove, lying on the sand, surrounded by seaweed and cowrie shells. The search party believe that she was collecting shells and the sudden change of weather came quickly she didn't have enough time to get away. Once she had been dragged under by the sea, she had been carried away from Boat Cove. Half way up a nearby cliff, searchers found a collection of perfect-looking cowrie shells wrapped in a towel. Cherry's parents confirm that these were Cherry's.

Colon used accurately to mark the boundary between independent clauses, enabling the second clause to amplify the information in the first. [GP]

The cowrie shells are picked up again at the end of the piece, a motif that runs through the story, providing a poignant ending that reflects the opening of the text. [C]



Boat Cove, where Cherry died.

A Funeral For Cherry

There will be a funeral for Cherry Stone at St George's Church in Cornwall at 5:45 on Saturday the 19th of June.

The decision to word process this piece is appropriate to the newspaper form. [T]

A range of punctuation is used concisely, including commas to indicate parentheticals, punctuation to indicate direct speech and a hyphen to avoid ambiguity. A dash and a colon are used correctly to mark the boundary between independent clauses. [GP]

## Science

The children are taught Science weekly.

There is no test for Science, but we do complete 'end of unit tests' at the end of each topic.

Teacher assessment considers:

- Working scientifically
- Knowledge of the national curriculum.
- In-school moderation

Outcomes: EXS or HNM

(expected standard or has not met)



### How are the SATS marked/graded?

- The papers are collected at school, sealed and sent away to be marked externally.
- Results are either '**has met the expected standard**' or '**has not met the expected standard**'.
- Each child is then given a scaled score that ranges from 80 to 120, with a score of 100 or more meaning that the child has achieved the expected standard.

Let's look at last year's grade boundaries...

Raw score	Scaled score	16	90	32	98	47	106	62	117
0-2	No scaled score	17	91	33	99	48	106	63	118
3	80	18	92	34	99	49	107	64	119
4	80	19	92	35	100	50	108	65	120
5	82	20	93	36	100	51	108	66	120
6	83	21	93	37	101	52	109	67	120
7	84	22	94	38	101	53	109	68	120
8	85	23	94	39	102	54	110	69	120
9	86	24	95	40	102	55	111	70	120
10	86	25	95	41	103	56	111		
11	87	26	96	42	103	57	112		
12	88	27	96	43	104	58	113		
13	89	28	97	44	104	59	114		
14	89	29	97	45	105	60	115		
15	90	30	98	46	105	61	116		
		31	98						

GPS

MATHS

Raw score	Scaled score				
		31	93	62	101
0-2	No scaled sc	32	93	63	101
3	80	33	93	64	101
4	80	34	94	65	101
5	80	35	94	66	102
6	81	36	94	67	102
7	82	37	94	68	102
8	83	38	95	69	102
9	84	39	95	70	102
10	84	40	95	71	103
11	85	41	95	72	103
12	85	42	96	73	103
13	86	43	96	74	103
14	86	44	96	75	104
15	87	45	96	76	104
16	87	46	97	77	104
17	88	47	97	78	105
18	88	48	97	79	105
19	89	49	97	80	105
20	89	50	98	81	105
21	89	51	98	82	106
22	90	52	98	83	106
23	90	53	98	84	106
24	91	54	99	85	106
25	91	55	99	86	107
26	91	56	99	87	107
27	92	57	99	88	107
28	92	58	100	89	108
29	92	59	100	90	108
30	92	60	100	91	108
		61	100		
				92	109
				93	109
				94	109
				95	110
				96	110
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				108	119
				109	120
				110	120

# READING

## English reading

Raw score	Scaled score
0-2	No scaled score
3	80
4	80
5	82
6	83
7	84
8	85
9	86
10	87
11	88
12	89
13	89
14	90
15	91
16	92
17	92
18	93
19	94
20	95
21	95
22	96
23	97
24	97
25	98

26	99
27	99
28	100
29	101
30	101
31	102
32	103
33	104
34	104
35	105
36	106
37	107
38	108
39	109
40	110
41	111
42	112
43	113
44	114
45	116
46	117
47	119
48	120
49	120
50	120

How will results be returned to parents?

- You will receive your child's end of year report as usual.
- Enclosed within this will be a sheet detailing whether your child **has met the expected standard** for Maths, Reading, Grammar Punctuation and Spelling, Writing and Science or **has not met the expected standard**.
- Depending on when the school receive the results, year 6's reports **may** be the week later than their siblings in years reception - year 5. This is dependant on when SATS results are received by the school.

## How do we support the children at school?

- At school, we have already begun familiarising the children with SATS style questions, including looking at past SATS questions in Maths, Reading and GPS.
- When we begin accessing past papers we conduct our own gap analysis to detect areas which require more input/support.
- Our timetable will be largely revision based on the approach to SATS week.
- We will hold a practice SATS week (week commencing 4th May) to familiarise the children with the layout of the hall and mirror what SATS week will actually look like to them. This usually reduces some anxiety.
- Visiting our school library and book corners with the children and encouraging them to select a book, to read and to fill in their reading records. **This is an area we desperately need parental support and engagement with!**
- Keeping our book corners up to date with wish list (and various other!) texts for the children to read.
- Delivering our Guided Reading and English lessons using high quality, engaging texts.
- 'Arithmetic Fridays' - gradual introduction of concepts to build up to accessing a full paper.
- Using the White Rose to sequence the children's learning of maths, accessing both arithmetic and reasoning and problem solving tasks.
- Understanding that the children may feel anxious! Providing daily and weekly timetables so the children know what to expect and when.
- During SATS week, school will open at a slightly earlier time of 8.30am to give the children the opportunity to have some toast together for their breakfast. It is not compulsory but would be a nice start to the morning for the class to share together.

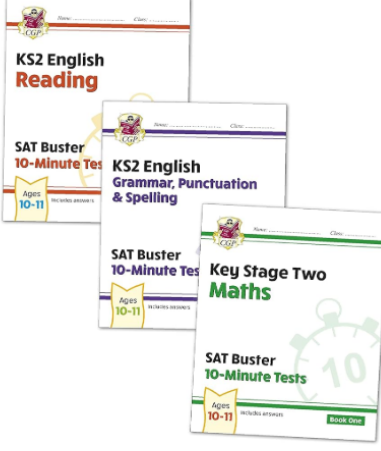
### How can you support the children?


- Read, read, read!!! Build Reading stamina! Concentration on sustained reading- high quality texts including poetry. Could you take a trip to a local library? Could you make time in your busy daily routines for reading?
- Encourage/support learning spellings that are sent home via the Spelling Shed.
- Arithmetic – timetables, rapid recall, logging into Times Table Rockstars.
- Reminding your children of the importance of completing their homework. Tasks are set to recap the week's learning.
- Sample materials can be accessed online for free: <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials> or CPG books can be purchased (optional).
- Recognise the importance of not taking holidays in the weeks up to (and during!) SATS week.
  - Ensure punctuality and attendance at all times.

**Year 6 Reading Wishlist**

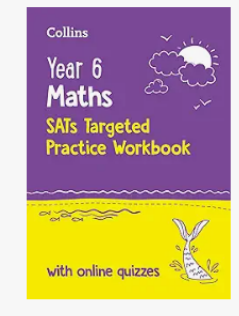
These are books we think you will enjoy reading on your own and with your adults in addition to your school reading books... You do not need to read all of these straight away but you should aim to read all of these by the end of the school year! Please do not feel you need to buy all of these books, perhaps 'book swap' with friends and family or use the library! Please tick off when you have read a book on the list and be ready to share with your teacher what you liked about it. The children will receive raffle tickets, which could win them a prize for each book that is ticked off.

Holes by Louis Sachar	
Fireweed by Jill Paton Walsh	
Skellig by David Almond	
Friend Or Foe by Michael Morpurgo	
Kensuke's Kingdom by Michael Morpurgo	
Goodnight Mr Tom by Michelle Magorian	
High-Rise Mystery by Shama Jackson	
Miles Morales: Shark Wings by Justin A. Reynolds	
Treasure Island by R.L. Stevenson	
Being Me: Poems about Thoughts, Worries and Feelings by Laura Mucha, Liz Brownlee, and Matt Goodfellow	
On Your Marks, Get Set, Gold! by Scott Newman	
The Bacteria Book: Gross Germs, Vile Viruses, and Funky Fungi by Steve Meuld	

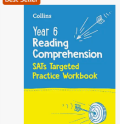





**Recommended Resources**



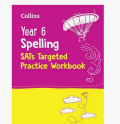
**10-Minute Tests: Book 1**  
**KS2 SAT Buster**




Year 6 Reading Comprehension SATs Targeted Practice Workbook: for the 2026 tests (Collins KS2 SATs...)  
by Collins KS2  
4.6 ★★★★★ (898)



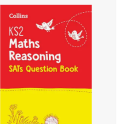
KS2 Maths Arithmetic SATs 10-Minute Tests: Home Learning and School Resources from the Publisher of 2022 Test and...  
by Letts KS2  
4.7 ★★★★★ (134)



Year 6 Spelling SATs Targeted Practice Workbook: for the 2026 tests (Collins KS2 SATs Practice)  
by Collins KS2  
4.4 ★★★★★ (112)



Letts KS2 SATs — KS2 MATHS AND ENGLISH SATS 10-MINUTE TESTS: for the 2026 tests (Collins KS2 SATs...)  
by Letts KS2  
4.6 ★★★★★ (127)



KS2 Reasoning SATs Question Book  
by Collins Collins KS2  
4.6 ★★★★★ (1838)  
Paperback  
**£4.99**

**Y6 SATs**

ANY  
**Questions?**

*Slides will be available on the website for you to revisit at a later date.*

