

24th February 2026

KEY STAGE 2 SATs

Presentation to Parents of Year 6 children at
St. Vincent's Catholic Primary School

St Vincent's
Catholic Primary School

*To love,
serve and learn
as Jesus shows us*





Key Dates:

- This year's Key Stage 2 statutory tests are timetabled from Monday 11th May to Thursday 14th May 2026.

Timetable:

- Monday 11th May: Grammar, Punctuation & Spelling (Paper 1 & 2)
 - Tuesday 12th May: Reading Test
 - Wednesday 13th May: Maths (Paper 1: Arithmetic & Paper 2: Reasoning)
 - Thursday 14th May: Maths (Paper 3: Reasoning)
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How are they completed?



- The tests take place during normal school hours, under exam conditions.
- 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.
- After the tests are completed, the papers are sent away to be marked externally.
- The results are then sent to the school in July.

Each test lasts no longer than 60 minutes:

- Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
 - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
 - Reading – 60 minutes
 - Maths (paper 1: Arithmetic) – 30 minutes
 - Maths (paper 2: Reasoning) – 40 minutes
 - Maths (paper 3: Reasoning) – 40 minutes
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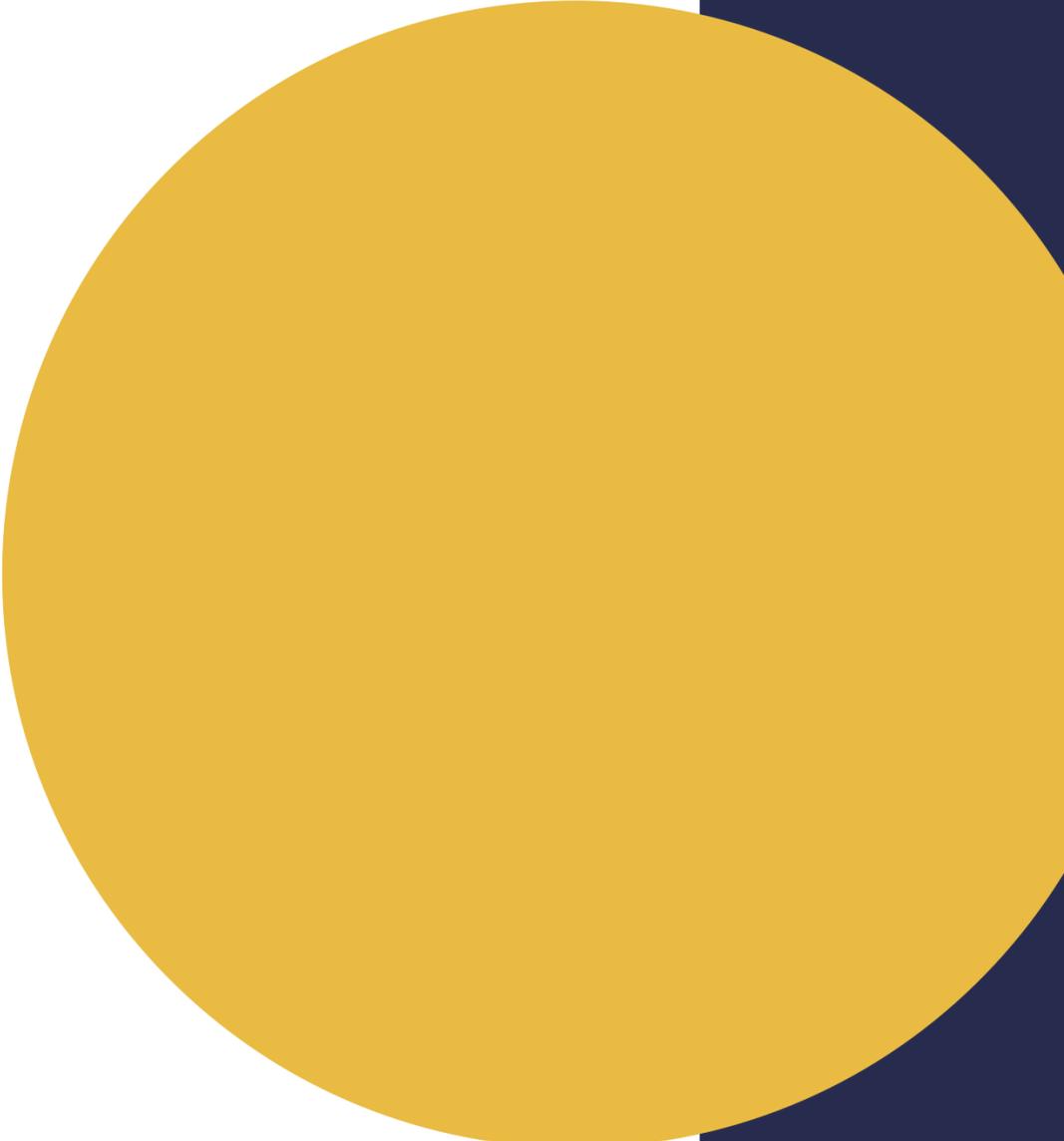


Access Arrangements

Some children may be allotted specific arrangements to support their completion of the SATs, such as:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

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.



Assessment and Reporting

- As of 2014, the 'old' national curriculum levels (e.g. level 3, 4, 5) were abolished as set out in government guidelines.
- The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.
- Since 2016, test scores have been reported as 'scaled scores'.

What do scaled scores mean?



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. Although the questions are different each year and are of different difficulties, using 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.
- A scaled score of 110+ shows that the pupil is working beyond the 'expected standard'

Grammar, Punctuation and Spelling: Monday 11th May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). **The paper lasts for 45 minutes.**
- Paper 2 consists of a spelling test only. It should take approximately 15 minutes, although this is not a set amount of time.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children will have been working hard with their class teacher on developing and securing their knowledge of the technical vocabulary needed in this test.

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:

3

Tick **one** box to show where a **question mark** is needed in the sentence below.

“ Have you finished eating your lunch ” asked Hannah

1 mark

7

Circle the correct **verb form** in each underlined pair to complete the sentences below using **Standard English**.

We was / were going on a school trip to a concert.

The musicians did / done a sound check before the show.

1 mark

43

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

The local park is maintained by the council.

The council maintain the local park.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

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.

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**.

Reading: Tuesday 12th May

There is one reading test that lasts for **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.

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

2 *An intriguing game*

Which word is closest in meaning to *intriguing*?

Tick one.

- exciting
- popular
- challenging
- interesting

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.



2	<p><i>An intriguing game</i></p> <p>Which word is closest in meaning to <i>intriguing</i>?</p> <p>Tick one.</p> <p>Content domain: 2a – give or explain the meaning of words in context</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none">exciting <input type="checkbox"/>popular <input type="checkbox"/>challenging <input type="checkbox"/>interesting <input checked="" type="checkbox"/>	1m
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Reading

Example questions:

25 Look at the whole text.

Tick **one** box in each row to show what the text tells you about the lights.

	Yes	No
where they are placed		
what colour they are		
how many did not work		
what they are used for		

Qu.	Requirement	Mark															
25	<p>Look at the whole text.</p> <p>Tick one box in each row to show what the text tells you about the lights.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for all four correct:</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>where they are placed</td> <td>✓</td> <td></td> </tr> <tr> <td>what colour they are</td> <td>✓</td> <td></td> </tr> <tr> <td>how many did not work</td> <td></td> <td>✓</td> </tr> <tr> <td>what they are used for</td> <td></td> <td>✓</td> </tr> </tbody> </table>		Yes	No	where they are placed	✓		what colour they are	✓		how many did not work		✓	what they are used for		✓	1m
	Yes	No															
where they are placed	✓																
what colour they are	✓																
how many did not work		✓															
what they are used for		✓															

14 'It's just a rock. They're all rocks, you can...'

What made Tom realise that what he was looking at wasn't actually a rock?

Write **two** things.

1. _____

2. _____

2 marks

Qu.	Requirement	Mark
14	<p>'It's just a rock. They're all rocks, you can...'</p> <p>What made Tom realise that what he was looking at wasn't actually a rock?</p> <p>Write two things.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</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"> its colour, e.g. <ul style="list-style-type: none"> it was a different colour to other rocks it was red. its shape, e.g. <ul style="list-style-type: none"> it had a different shape to other rocks it had a shape of a boat curious regular shape it was a weird shape. its texture, e.g. <ul style="list-style-type: none"> it was smooth. the writing on it, e.g. <ul style="list-style-type: none"> it had writing on it. <p>Also accept reference to its size, e.g.</p> <ul style="list-style-type: none"> it was large. 	Up to 2m

Reading

Example 3 mark question:

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		
Geoff		

Qu.	Requirement	Mark
26	<p>What impressions do you get of Tom's and Geoff's personalities?</p> <p>Write one impression for each boy, using evidence from the text to support each answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 3 marks for two acceptable points, at least one with evidence. Award 2 marks for either two acceptable points, or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>	Up to 3m
Tom is...		
Acceptable points (Impression)		Evidence
1. anxious / cautious / a worrier	<ul style="list-style-type: none"> he peered nervously into the darkness 'What did you do?' he climbed silently into the machine he didn't want to touch the buttons / lights 'What are you doing?' he didn't want Geoff to touch the lights / buttons 'You can't do that!' he stared at his friend in horror 'You don't know what'll happen!' 'At least let's think about it first' 	
2. sensible / responsible	<ul style="list-style-type: none"> he didn't want to touch the buttons / lights he didn't want Geoff to touch the lights / buttons 'You can't do that!' 'You don't know what'll happen!' 'At least let's think about it first' 	
3. curious / interested	<ul style="list-style-type: none"> he walked towards / went to look at the object he leaned forwards to brush away the dust he wanted to work out what the writing said Tom came round to look he questioned Geoff when the light came on he got into the machine to sit with Geoff 	
4. observant	<ul style="list-style-type: none"> he noticed details about the rock he spotted the writing on the machine he became aware of a faint humming / inaudible vibration 	
Continued on		

3 marks

Qu.	Requirement	Mark
26 (cont.)	<p>Geoff is...</p>	
AP - Impression		Evidence
1. adventurous / brave	<ul style="list-style-type: none"> he climbed into the machine first he ran a finger cautiously over one of the lights / buttons 'I reckon if you pushed one of these' he was going to / wanted to press the buttons there was only one way to really know 	
2. reckless / careless	<ul style="list-style-type: none"> he climbed into the machine first he ran a finger over one of the lights / buttons 'I reckon if you pushed one of these' he was going to / wanted to press the button his finger still hovered over the lights there was only one way to really know 	
3. curious / interested	<ul style="list-style-type: none"> he walked towards the object he got into the machine he wanted to find out what the lights were / did 'I wonder what it is?' 'What do you think it is?' 'What's it for?' he ran a finger over one of the lights / buttons 'I wonder if we could find out?' he stared intently at the surface 'They're not just lights, are they?' / 'They're buttons, you see?' 'I reckon if you pushed one of these' he wanted to press the button / find out what would happen if he pressed the button his finger hovered over the lights there was only one way to really know 	
4. excitable / enthusiastic / impulsive	<ul style="list-style-type: none"> he climbed into the machine first he says 'Wow' when the machine pings he ran a finger over one of the lights / buttons 'I reckon if you pushed one of these' his finger hovered over the lights he was going to / wanted to press the button he didn't want to listen to Tom / he didn't want to think about it 	
5. stubborn	<ul style="list-style-type: none"> his finger still hovered over the lights reluctantly he sat back and thought about it he didn't want to listen to Tom / he didn't want to think about it he was going to / wanted to press the button even though Tom didn't want him to there was only one way to really know 	
6. observant	<ul style="list-style-type: none"> he became aware of a faint humming / inaudible vibration stared intently at the surface under his hand 'They're not just lights, are they?' / 'They're buttons, you see?' 	

Reading



Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2025 Reading SATs paper,

- 12% of marks could be gained from answering questions involving giving and explaining the **meaning of words in context**;
- 30% of marks could be gained from answering questions involving **retrieving and recording** information or identifying key details from a text;
- 48% of marks could be gained from answering questions involving **making inferences from a text and justifying inferences with text evidence**.

When reading with your child at home try focusing on these types of questions.



Reading



Example questions to ask at home:

- What does this word mean?
- Which word in this paragraph is the closest in meaning to...?
- What [character] doing when [event] happened?
- True or false questions about a paragraph/ text.
- Why do you [character] did [event]? Can you think of another reason?

Maths: Wednesday 13th May and Thursday 14th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 13th May
- Paper 2: Reasoning (40 minutes) – Wednesday 13th May
- Paper 3: Reasoning (40 minutes) – Thursday 14th May

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:

27	19% of 2,300 =	<input type="text"/> 1 mark
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28	$\begin{array}{r} 17 \overline{) 884} \\ \underline{170} \\ 114 \\ \underline{114} \\ 0 \end{array}$	<input type="text"/> 2 marks
Show your method		

27	437	1m	Do not accept 437%
Qu.	Requirement	Mark	Additional guidance
28	<p>Award TWO marks for a correct answer of 52</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> long division algorithm, e.g. $\begin{array}{r} 52 \text{ r}2 \\ 17 \overline{) 884} \\ \underline{- 850} \\ 34 \\ \underline{- 32} \text{ (error)} \\ 2 \end{array}$ <p style="text-align: center;">OR</p> $\begin{array}{r} 53 \text{ (error)} \\ 17 \overline{) 884} \\ \underline{- 850} \quad 50 \times 17 \\ 34 \\ \underline{- 34} \quad 2 \times 17 \\ 0 \end{array}$ <ul style="list-style-type: none"> short division algorithm, e.g. $\begin{array}{r} 53 \text{ (error)} \\ 17 \overline{) 88^3 4} \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm and be a complete method.</p> <p>The carrying figure must be less than the divisor.</p>

Maths Paper 1 (Arithmetic)

Example questions:

25 5% of 860 =

Using known fact of 10% of 860 = 86
And 5% is half of 10%

$86 \div 2 = 43$

1 mark

12 $540 \div 6 =$

Known facts: $54 \div 6 = 9$

1 mark

26 $\frac{5}{8} \div 3 =$

$\frac{5}{8} \times \frac{1}{3}$
 $5 \times 1 = 5$
 $8 \times 3 = 24$
 $\frac{5}{8} \times \frac{1}{3} = \frac{5}{24}$

1 mark

8 $12 \times 3 \times 10 =$

$12 \times 3 = 39$
 $39 \times 10 = 390$

1 mark

Maths Papers 2 and 3 (Reasoning)



Paper 2 will take place on **Wednesday 13th May** and Paper 3 will take place on **Thursday 14th May**. These tests have a total of **35 marks each** and lasts for **40 minutes each**.

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 Paper 2 (Reasoning)

Example questions:

18

Tick the fractions that are greater than $\frac{2}{3}$

$\frac{5}{6}$

$\frac{4}{9}$

$\frac{9}{12}$

$\frac{11}{15}$

$\frac{10}{21}$

2 marks

20

Sophie thinks of two prime numbers.

She adds them together.

Her answer is 24

Write **all** of the different pairs of prime numbers that Sophie could think of.

and

and

and

2 marks

Maths Paper 3 (Reasoning)

Example questions:

13

Write these numbers in order, starting with the **least**.

$$\frac{9}{100}$$

0.999

$$\frac{99}{100}$$

0.009

least

1 mark

13

Award **ONE** mark for the correct order, as shown:

0.009

$$\frac{9}{100}$$

$$\frac{99}{100}$$

0.999

least

1m

Misreads and miscopies are **not** allowed.

Accept equivalent fractions and exact equivalent decimals.

Accept numbers in reverse order **AND** the label 'least' changed to follow suit.



How to support your child at home:

First and foremost, support and reassure your child that there is nothing to worry about and that 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.
 - Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
 - 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 and healthy breakfast every day!
- 

Useful Resources:

- BBC Bitesize
- CGP Books
- Corbett Maths Primary
- IXL - <https://uk.ixl.com/maths/year-6>
- Maths Frame
- Read Theory
- Times Table Rockstars



Thank you !