



YEAR 6 SATs 2026
PRESENTATION FOR
PARENTS, CARERS & GUARDIANS



WHAT ARE THE SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 11th May** ending on **Thursday 14th May**.
- The SATs papers consist of:
 - Grammar, punctuation and spelling (paper 1: GPS) – Monday 11th May
 - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 11th May
 - Reading – Tuesday 12th May
 - Maths (paper 1: Arithmetic) – Wednesday 13th May
 - Maths (paper 2: Reasoning) – Wednesday 13th May
 - Maths (paper 3: Reasoning) – Thursday 14th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.



WHEN AND HOW THE SATs ARE 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



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.

English reading

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

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120

Mathematics

Raw score	Scaled score
0-2	No scaled score
3	80
4	80
5	80
6	81
7	82
8	83
9	83
10	84
11	85
12	85
13	86
14	86
15	87
16	88
17	88
18	88
19	89
20	89
21	90
22	90
23	91
24	91
25	91
26	92
27	92
28	92
29	93
30	93
31	93
32	93
33	94
34	94
35	94
36	95
37	95
38	95
39	95
40	96

Raw score	Scaled score
41	96
42	96
43	97
44	97
45	97
46	97
47	98
48	98
49	98
50	98
51	98
52	99
53	99
54	99
55	99
56	100
57	100
58	100
59	100
60	101
61	101
62	101
63	101
64	101
65	102
66	102
67	102
68	102
69	103
70	103
71	103
72	103
73	104
74	104
75	104
76	104
77	105
78	105
79	105
80	105

Raw score	Scaled score
81	106
82	106
83	106
84	106
85	107
86	107
87	107
88	108
89	108
90	108
91	109
92	109
93	109
94	110
95	110
96	110
97	111
98	111
99	112
100	112
101	113
102	113
103	114
104	115
105	116
106	117
107	118
108	119
109	120
110	120

English grammar, punctuation and spelling

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

Raw score	Scaled score
26	95
27	96
28	96
29	97
30	97
31	97
32	98
33	98
34	99
35	99
36	100
37	100
38	101
39	101
40	101
41	102
42	102
43	103
44	103
45	104
46	104
47	105
48	105
49	106
50	107

Raw score	Scaled score
51	107
52	108
53	108
54	109
55	110
56	110
57	111
58	112
59	112
60	113
61	114
62	115
63	116
64	117
65	119
66	120
67	120
68	120
69	120
70	120



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 (pupils should be given as much time as they need to complete the test).



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

↑ ↑ ↑ ↑

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> <p>exciting <input type="checkbox"/></p> <p>popular <input type="checkbox"/></p> <p>challenging <input type="checkbox"/></p> <p>interesting <input checked="" type="checkbox"/></p>	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**

Look at the whole text.

1m

Tick **one** box in each row to show what the text tells you about the lights.**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction**Award 1 mark for all four correct:**

	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><i>'It's just a rock. They're all rocks, you can...'</i></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"> <i>it was a different colour to other rocks</i> <i>it was red.</i> its shape, e.g. <ul style="list-style-type: none"> <i>it had a different shape to other rocks</i> <i>it had a shape of a boat</i> <i>curious regular shape</i> <i>it was a weird shape.</i> its texture, e.g. <ul style="list-style-type: none"> <i>it was smooth.</i> the writing on it, e.g. <ul style="list-style-type: none"> <i>it had writing on it.</i> <p>Also accept reference to its size, e.g.</p> <ul style="list-style-type: none"> <i>it was large.</i> 	Up to 2m



Reading

Example questions: 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		

3 marks

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> <p style="text-align: center;">Tom is...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: yellow;">Acceptable points (Impression)</th> <th style="text-align: center; background-color: yellow;">Evidence</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> 1. anxious / cautious / a worrier 2. sensible / responsible 3. curious / interested 4. observant </td> <td> <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 / press the button • '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' <ul style="list-style-type: none"> • he didn't want to touch the buttons / lights • he didn't want Geoff to touch the lights / press the button • 'You can't do that!' • 'You don't know what'll happen!' • 'At least let's think about it first' <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 / 'What did you see?' • he got into the machine to sit with Geoff <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 </td> </tr> </tbody> </table> <p style="text-align: center;">Continued on the following page</p>	Acceptable points (Impression)	Evidence	1. anxious / cautious / a worrier 2. sensible / responsible 3. curious / interested 4. observant	<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 / press the button • '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' <ul style="list-style-type: none"> • he didn't want to touch the buttons / lights • he didn't want Geoff to touch the lights / press the button • 'You can't do that!' • 'You don't know what'll happen!' • 'At least let's think about it first' <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 / 'What did you see?' • he got into the machine to sit with Geoff <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 	Up to 3m
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Qu.	Requirement	Mark				
26 (cont.)	<p style="text-align: center;">Geoff is...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: yellow;">AP - Impression</th> <th style="text-align: center; background-color: yellow;">Evidence</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> 1. adventurous / brave 2. reckless / careless 3. curious / interested 4. excitable / enthusiastic / impulsive 5. stubborn 6. observant </td> <td> <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 <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 <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 <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 even though Tom didn't want him to • there was only one way to really know <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?' </td> </tr> </tbody> </table>	AP - Impression	Evidence	1. adventurous / brave 2. reckless / careless 3. curious / interested 4. excitable / enthusiastic / impulsive 5. stubborn 6. observant	<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 <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 <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 <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 even though Tom didn't want him to • there was only one way to really know <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?' 	
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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.



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 =

1 mark

28 $17 \overline{)884}$

Show your method

2 marks

27	437	1m	Do not accept 437%
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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. $\begin{array}{r} 52 \text{ r}2 \\ 17 \overline{)884} \\ - 850 \\ \hline 34 \\ - 32 \text{ (error)} \\ \hline 2 \end{array}$ <p>OR</p> $\begin{array}{r} 53 \text{ (error)} \\ 17 \overline{)884} \\ - 850 \quad 50 \times 17 \\ \hline 34 \quad 2 \times 17 \\ - 34 \\ \hline 0 \end{array}$ <ul style="list-style-type: none">short division algorithm, e.g. $\begin{array}{r} 5 \ 3 \text{ (error)} \\ 17 \overline{)88\ 4} \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p>



Maths Paper 1 (Arithmetic)

Example 1 mark 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 Paper 1 (Arithmetic)

Example 2 mark question:

14	$\begin{array}{r} 614 \\ \times 32 \\ \hline \end{array}$	2 marks
Show your method		

Qu.	Requirement	Mark	Additional guidance
14	<p>Award TWO marks for the correct answer of 19,648</p> <p>If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none">$\begin{array}{r} 614 \\ \times 32 \\ \hline 1228 \\ 18420 \\ \hline 19640 \text{ (error)} \end{array}OR\begin{array}{r} 614 \\ \times 32 \\ \hline 1226 \text{ (error)} \\ 18420 \\ \hline 19646 \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.</p> $\begin{array}{r} 614 \\ \times 32 \\ \hline 1228 \\ 1842 \text{ (place value error)} \\ \hline 3070 \end{array}$



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 $\frac{2}{3}$

$\frac{5}{6}$

$\frac{4}{9}$

$\frac{9}{12}$

$\frac{11}{15}$

$\frac{10}{21}$

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.

2 marks

5 and 19

7 and 17

11 and 13

2 marks

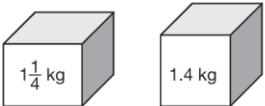


Maths Paper 2 (Reasoning)

Example Question:

16

Here are two boxes.



The mass of the first box is $1\frac{1}{4}$ kilograms.

The mass of the second box is 1.4 kilograms.

What is the **difference** in mass of the two boxes?

Give your answer in kilograms.

Show your method

2 marks

16

Award **TWO** marks for the correct answer of 0.15

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.

- $1\frac{1}{4} = 1.25$
 $1.4 - 1.25 = 0.25$ (error)

OR

- $1\frac{1}{4} \times 1000 = 1250$
 $1400 - 1250 = 50$ (error)
 $50 \div 1000$

Up to 2m

Accept for **TWO** marks an exact equivalent fraction, e.g. $\frac{3}{20}$

For the award of **TWO** marks, the answer must be in kilograms.

Answer need not be obtained for the award of **ONE** mark.

Award **ONE** mark for an answer of 150

Any conversion of units, fractions or decimals must be a correct method of conversion seen **OR** a correct conversion for the award of **ONE** mark.

Misreads are **not** allowed.



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.



Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Avoid using past papers for practice, as these are typically used in school for SATs preparation.
- Make sure your child attends school every day during SATs week.
- If you have any concerns, talk to me directly instead of worrying your child.
- Encourage your child to speak to a me or trusted adult (including you) if they're feeling anxious. Remember, a small amount of anxiety is normal and not harmful.
- Create a quiet, distraction-free space for your child to study or complete homework.
- Encourage outdoor activities and reduce screen time to help them unwind.
- Ensure your child is eating well, staying hydrated, and getting plenty of rest.
- Plan something fun and relaxing for the weekend before and after the SATs. This gives them a chance to de-stress before and celebrate afterward!



Supporting your child in preparing for the SATs

Further Tips:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- 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.
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.
- 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, such as BBC Revision or Oak National Academy.



Things to remember about SATs

SATs: Understanding What They Really Measure

SATs primarily focus on what children know about Maths and English. They do not reflect their talents in subjects like Science, Geography, Art, or PE, nor do they highlight the many amazing personal qualities your child possesses.

SATs don't tell the full story.

The results will show whether or not your child met a certain standard, but they won't reveal by how much. These thresholds can vary each year based on national performance, so what qualifies as "meeting the expected standard" this year may be different from last year.

SATs are just four days in a child's entire primary school journey.

In reality, there are only one or two short papers each day, lasting between 30 to 60 minutes.



What to do if you are worried about your child

It's normal for SATs to cause some degree of worry or anxiety, but it's important to recognise when it goes too far.

SATs anxiety should not:

- Affect your child's appetite
- Disrupt your child's sleep
- Change your child's personality
- Lead to panic, tears, or disengagement from lessons
- Be a reason for your child to avoid school

If any of these signs are present, it may indicate that SATs anxiety is becoming excessive and additional support could be helpful. This isn't about taking away the reality of SATs but about helping your 10 or 11-year-old develop the skills to manage the stress in a healthy way.



What to do if you are worried about your child

TELL US

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

TALK TO YOUR CHILD

Talk to your child about what aspect of SATs concerns them 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 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.



Advice for Year 6 children

- Listen to your teacher.
- The adults you work with want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully, this can help avoid silly mistakes.
- Check no pages are stuck together!
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- Remember that the Year 6 SATs last for 4 days out of your whole life!

"STAY FOCUSED IN CLASS SO YOU DON'T HAVE LOADS OF EXTRA STUDYING TO DO AT HOME!"

YEAR 7 PUPIL'S ADVICE.



SATs 2026

Date	Exam
Monday 11 May 2026	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 12 May 2026	English Reading
Wednesday 13 May 2026	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 14 May 2026	Maths Paper 3 (Reasoning)