

**Welcome to the Year 6 SATS information
evening Wednesday 25th March**

Why are SATs important?

- ✓ They give a measure of achievement against national standards.
- ✓ They give a measure of progress.
- ✓ They ensure consistency of educational provision throughout the country.
- ✓ They give parents a means by which they can compare and choose a school for their child.
- ✓ They provide information for secondary schools to ensure a smooth transition into Year 7 and ensure continuing progress.

KEY DATES:

2026 KS2 SATs Schedule & Timings

- **Monday 11 May 2026:**
 - GPS Paper 1: Grammar & Punctuation (45 minutes)
 - GPS Paper 2: Spelling (Approx. 15-20 minutes)
- **Tuesday 12 May 2026:**
 - English Reading Test (60 minutes)
- **Wednesday 13 May 2026:**
 - Mathematics Paper 1: Arithmetic (30 minutes)
 - Mathematics Paper 2: Reasoning (40 minutes)
- **Thursday 14 May 2026:**
 - Mathematics Paper 3: Reasoning (40 minutes)

The KS2 Reading SATs:

- This is one paper, with questions that are based on 3 different passages of text. Pupils will have 1 hour to complete the paper.

The KS2 SPaG SATs: **GPS**

- There is a 20 word aural spelling test which should last around 15 minutes.
- There is also a written element which consists of an English grammar and punctuation paper, which will last for 45 minutes.

The KS2 Maths SATs:

- There will be 3 mathematics papers.
- Paper 1 is an arithmetic paper which will last for 30 minutes.
- Papers 2 and 3 are reasoning papers which will last for 40 minutes each.

Writing:

Assessed by teachers in school based on children's writing skills throughout the year, across a range of genres, and including handwriting!

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

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Results

The test will produce a

raw score eg. 28/36 (you will not see this)

From this, a standardised scaled score for 'expected' is to be decided once tests have taken place nationally.

A scaled score of 100 is a pass.

Reporting to parents

In July you will receive:

- A teacher assessment for Reading, Writing, Maths and Science, in line with our school assessment system
- e.g. *Expected, Working Towards, Greater Depth or Pre-Key Stage*
- A teacher assessment of writing against national age related expectations
- SATS results for Reading, GPS and Maths as a scaled score
- Confirmation of whether or not your child has attained the national standard

Pupil Support

✓ Some children may require extra support during their SATs to enable them to achieve as highly as possible.

✓ Support available **may** include:

- a reader
- a scribe
- extra time
- a prompter

ON THE DAY, THERE WILL BE A HEALTHY SNACK AVAILABLE BEFORE THE TESTS START.

Importance of Homework

- Maths and English Set Friday due Friday

DATE SET	MATHS PAGES TO COMPLETE	ENGLISH PAGES TO COMPLETE	DATE DUE
13.2.26.	Pg.23	Pgs.42 and 43	27.2.26.
27.2.26.	Pgs.24 and 25	Pgs. 44 and 45	6.3.26.
6.3.26.	Pg.26	Pgs.46 and 47	13.3.26.
13.3.26.	Pgs.27 and 28	Pgs.48 and 49	20.3.26.
20.3.26.	Pg.29	Pgs.52 and 53	27.3.26.
EASTER HOLIDAY	We recommend: Progress Tests (on green pages)	We recommend: Mixed Practice Pgs 16 -17; 29-30; 68-69	

**Easter
holidays!**

**Fluent in 5
Reading
Look through
unfinished
pages.**

Corbett Maths

www.corbettmathsprimary.com/5-a-day/



Corbettmαths

Welcome

Videos and Worksheets

Primary

5-a-day ▾

More ▾

Revision Cards

5-a-day Primary

We have created a new Primary website 😊

The Primary 5-a-day can be found here:

www.corbettmathsprimary.com/5-a-day/

Primary 5-a-day

Support at home

- Having breakfast and eating healthily during the day
- Ensuring a healthy balance of activities so that children aren't too tired at school.
- Getting a good night's sleep
- Supporting with homework – e.g. finding a quiet place to complete it; no phones nearby!
- High expectations
- Focusing on the positives of the experience
- Keep it light – practise key skills like times tables and practise mental maths in real world scenarios, like adding up prices in the shops, working out discount deals, and asking questions like, “If there are 1,300 grams of flour in this pack, what is that in kilograms?”

Any questions?

*Please stay behind to talk about
individuals*