

2026 Key Stage 2 SATs Parent Information Meeting

Introduction

Why are Key Stage 2 assessments important?

- ❑ Used to hold primary schools to account for the progress and attainment of their children;
- ❑ Test the knowledge that children remember from the whole of Key Stage 2 (from year 3 to year 6);
- ❑ Ensure that children are ready for the demands of secondary school (in reading, writing and mathematics combined).



Introduction

What happens if my child does not achieve the expected standard?

- ❑ SATs are useful for secondary schools to know where strengths and areas for development are for each child in reading, writing and mathematics;
- ❑ As part of secondary school transition, year 6 teachers will have a conversation about each child with year 7 year group leaders, including attitudes to learning, current attainment levels and SEND provision.



Timetable

Date	Test
Monday 11 th May 2026	English Grammar and Punctuation (Paper 1 – 45 minutes) English Spelling (Paper 2 – approximately 20 minutes)
Tuesday 12 th May 2026	English Reading (1 hour)
Wednesday 13 th May 2026	Mathematics Arithmetic (Paper 1 – 30 minutes) Mathematics Reasoning 1 (Paper 2 – 40 minutes)
Thursday 14 th May 2026	Mathematics Reasoning 2 (Paper 3 – 40 minutes)

- All tests are planned for the morning.
- There will be breaks between tests.

Grammar, Punctuation and Spelling

Paper I:

- Children are tested on their **grammar and punctuation** knowledge.
- 50 questions 50 marks.
- Lasts for 45 minutes.
- Mostly short answer or multiple choice questions.

3

Draw a line to match each **prefix** to the correct word to make a new word.

Prefix

en

de

dis

Word

cover

large

frost

20

Insert a **pair of dashes** in the correct place in the sentence below.

The Caspian Sea which is a saltwater lake is the largest inland body of water in the world.

Grammar, Punctuation and Spelling

Paper 2:

- Children are tested on their **spelling** knowledge.
- 20 questions 20 marks.
- Lasts for approximately 20 minutes.
- Teachers dictate a sentence and children write the missing word in the gap.

1. The children were _____ the objects from smallest to largest.

2. Do not show _____ to anyone.

3. I was given a _____ award.

Reading

- Children are tested on their **reading fluency and comprehension**.
- One test paper that contains three unrelated reading texts.
- 50 marks.
- Lasts for 60 minutes.



Reading

- Mixture of short answer, multiple choice and long answer questions.

4

The Parsnips were going to a tournament.

Where was it being held?

1 mark

33

Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

Give **two** impressions, using evidence from the text to support your answer.

1.

2.

8

3 marks

Importance of Reading Fluently

2022		2023		2024		2025	
Text	Booklet	Text	Booklet	Text	Booklet	Text	Booklet
2012	1061	2046	1174	2012	1061	1861	1052
3073		3220		3073		2913	
54% (27 marks)		48% EXS (24 marks)		54% (27 marks)		56% (28 marks)	

Reading speed – a faster reader has more time to complete the questions

Reading at **90wpm** (2025 paper)

- **32 minutes** and **22 seconds** to read all of the text
- **27 minutes** and **38 seconds** to answer 40 questions

Reading at **150wpm** (2025 paper)

- **19 minutes** and **25 seconds** to read all of the text
- **40 minutes** and **35 seconds** to answer 40 questions

* Based on the 2025 Reading Paper

For a child reading with 75% comprehension it would be harder for them to make sense of the text and to fully understand what they have read.

By comparison, a child with 95% comprehension will have a better understanding as they are able to comprehend most of the words they read.

75% comprehension

Oh! But he was a _____ hand at the _____, Scrooge! a _____,
as _____, from which no _____ had ever _____ out _____ fire; secret, and
_____, and _____ as a _____. The cold within him froze his old _____,
his pointed nose, _____ his cheek, _____ his _____; made his eyes
red, his thin lips blue; and spoke out _____ in his _____ voice. A frosty
was on his head, and on his eyebrows, and his _____ chin. He carried his own low
_____ always about with him; he _____ his office in the _____; and
didn't _____ it one _____ at Christmas.

95% comprehension

Oh! But he was a tight-fisted hand at the _____, Scrooge! a squeezing,
wrenching, grasping, scraping, clutching, covetous, old _____! Hard and sharp
as _____, from which no steel had ever struck out generous fire; secret, and self-
contained, and solitary as a oyster. The cold within him froze his old features,
nipped his pointed nose, shrivelled his cheek, stiffened his _____; made his eyes
red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty
was on his head, and on his eyebrows, and his wiry chin. He carried his own low
temperature always about with him; he iced his office in the _____; and
didn't thaw it one degree at Christmas.

Oh! But he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog-days; and didn't thaw it one degree at Christmas.

These are mostly subject-specific words.

Mathematics

Paper 1:

- Children are tested on their **arithmetic knowledge** - all four operations, as well as fractions, decimals and percentages.
- 36 questions 40 marks.
- Lasts for 30 minutes.

2	$0 \times 989 =$	<div></div> <div>1 mark</div>
	<div></div>	

33	$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$	<div></div> <div>2 marks</div>
	<div>Show your method</div>	

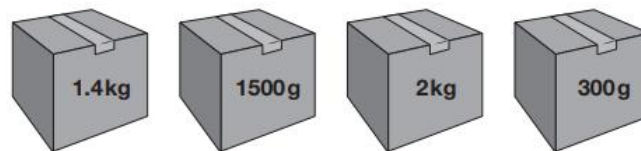
Mathematics

Papers 2 and 3:

- Children are tested on their **ability to mathematically reason and problem solve.**
- Between 20-25 questions.
- 35 marks per paper.
- Lasts for 40 minutes.

12

William has four parcels.



Write the masses in order, starting with the **heaviest**.

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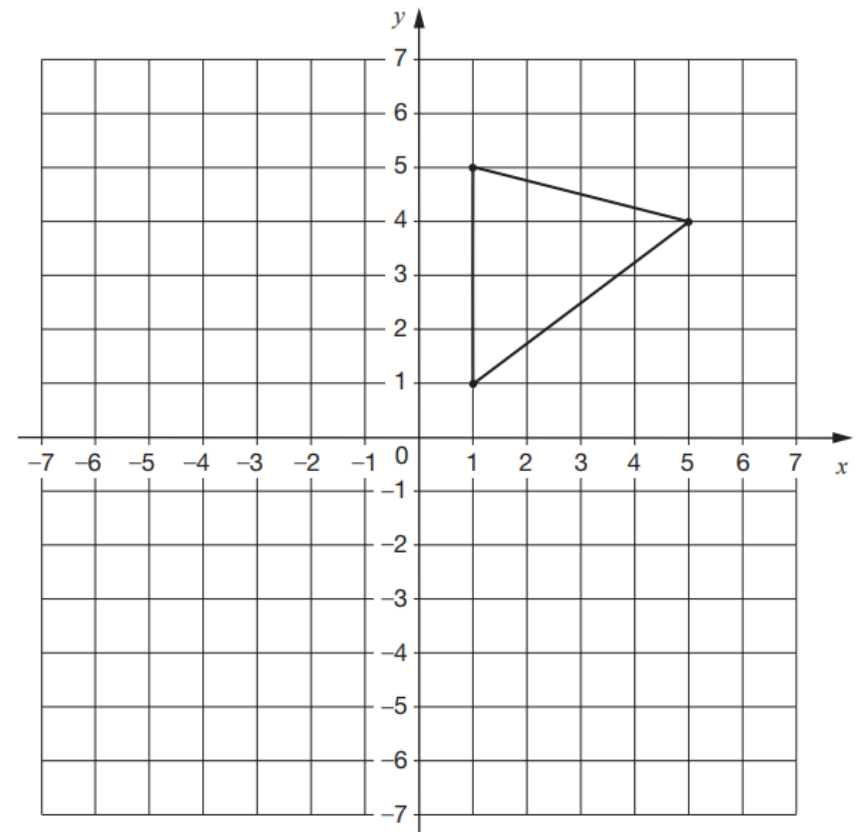
heaviest

25

The triangle is to be transformed on the grid as follows:

- First translate the shape 7 units down.
- Then reflect the **resulting** triangle in the y-axis.

Draw the new triangle on the grid after **each** transformation.



Use a ruler.

2 marks

Reporting

SATs tests are externally marked (with the exception of writing).

Test scores are reported as **‘scaled scores’**.

Each pupil’s raw test score will be converted into a ‘scaled score’ between 80 and 120, with the grade boundaries as follows:

Scaled Score	Grade
80-99	Working Towards the Expected Standard
100-109	Working At the Expected Standard
110-120	Working at Greater Depth Within the Expected Standard

In July, each pupil receives:

- a raw score;
- a scaled score (except where a pupil has too few marks to be awarded the lowest scaled score) of either:
 - ‘NS’ (expected standard not achieved) OR ‘AS’ (expected standard achieved).

Writing Assessment

There is no writing test.

Writing assessments are formed from teacher judgements based on evidence from each pupil's writing collected over the year.

The writing judgements are then moderated.

Final judgements will be reported to parents at the same time as the other assessment results.

For English writing, pupils will be awarded, either:

- working towards the expected standard; or
- working at the expected standard; or
- working at greater depth within the expected standard.

End-of-key stage 2 statutory assessment – working at the expected standard

Name: Morgan	A	B	C	D	E	F	Collection
The pupil can:	Short story	Recount	Letter	Short story	Balanced argument	Science investigation	
• 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	✓	n/a	n/a	✓	n/a	n/a	✓
• integrate dialogue in narratives to convey character and advance the action	✓	n/a	n/a	✓	n/a	n/a	✓
• 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 and 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 accurately (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 handwriting when writing at speed	✓	✓	✓	✓	✓	✓	✓

This extended piece retells the story of Shakespeare's *Macbeth* as a third-person narrative.

The opening paragraph shows an awareness of the reader and the information they need, introducing 2 principal characters (*Macbeth and Banquo*), and providing information of events prior to the story opening (*celebrating their late victory of defeating the Norwegians in battle*).

Morgan immediately seeks to establish a sinister atmosphere to the retelling (*One spooky midnight; trudging through the misty, murky moors*).

Parts of the dialogue attempt to mirror the lines and repetition from the play, supported by Morgan's use of reporting clauses (*the first witch...cackled; the second haggard witch spat; the third whispered creepily*). Dialogue is further integrated at specific points to support the writer's interpretation of the characters and their relationship with one another (*"Come ef on," Lady Macbeth said styty-grimaced. "You know you want to."*).
[C]

Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trudging through the misty, murcky moors ~~te~~ while celebrating their late victory of defeating the Norweigians in battle. All of a sudden, three raggedy hags ~~appear~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King." the third ~~whi~~ whispered creepily.

~~But~~ How can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis." But the disgusting hags were no ~~were~~ where to be seen. Suddenly Macbeth's messenger arrived ~~exasted~~ exhausted, and bowed.

"Macbeth," he took a breath, "Thane of Cawdor."

Oh how ~~he~~ Macbeth started to scheme!

Adverbs (*loudly, creepily*) and expanded noun phrases (*three raggedy hags; the second haggard witch*) are used to specify and add detail concisely. While these are not always used correctly, as they might be by a child working at greater depth, (*greedily holding up a jar of sleeping pills*), Morgan shows an awareness of the reader through the use of these language features.

[C] [GP]

Use of the passive form, reflecting the language of ghost stories or some traditional tales the writer has read, underlines the mysterious way the witches have disappeared.

[GP] [C]

Many of the vocabulary choices and grammatical structures Morgan uses show an understanding of the tone appropriate to a retelling of a Shakespeare play. This includes attempts at using archaic language (*two weary knights, who came by the names of Macbeth and Banquo; "Rejoice!" Donalbain... shouted happily*); although this is not always executed and maintained correctly and consistently (*all of that had happened to him that day*) and the writing occasionally slips into informal, contemporary vocabulary (*'do the dirty work'; Chop! Woosh! Squish! Drip!; "Yay!"*).
[C] [GP]

When Macbeth got back to his home, he told his wife all of that had happened ~~and~~ to him that day. ~~and~~ Oh how they started to plot!

"Come ~~ef~~ on," Lady Macbeth ~~said shyly~~ grimaced.

"You know you want to."

"But he's the king," Macbeth said, unsure of ~~they're his there~~ their plan to kill the king. "Won't we get caught?"

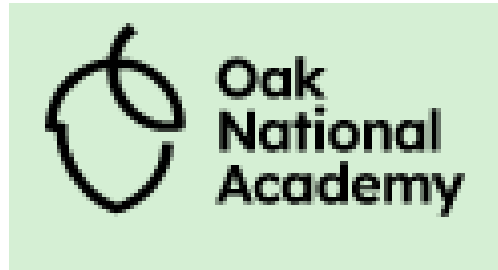
"No." Lady Macbeth said giggling. "We won't, you might. But that's why I've got this," she said greedily holding up a jar of sleeping pills. "We'll ~~invite~~ invite the king over for a celebration. While he's sleeping, ~~We~~ I drug the guards, you sneak into his room and do the dirty work and we plant it on the guards. Just think of the power."

How We Prepare Pupils

- Full mock weeks to mirror the real thing and reduce anxiety (July 2025, November 2025, January 2026, March 2026).
- Question-level analysis from mock weeks informs future planning.
- Example questions given and discussed in English, reading and mathematics lessons.
- Twice weekly focussed arithmetic practice.
- Intervention groups (run by year 6 teachers, senior leaders and support staff).
- Revision sessions.
- SATs breakfast
- Access arrangements carefully considered based on needs of every child (reader; prompter; transcriber; additional time; smaller rooms).
- Maintaining a broad and balanced curriculum throughout the year.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 8:45	Soft Start				
8.45-8.55	Registration				
8:55 – 9.50	Maths	Maths	Maths	Maths	Maths
9.50 – 10:10	Assembly	Assembly	Assembly	Assembly	Assembly
10:10 -10.50	Reading	Reading	Reading	Reading	Reading
10.50 – 11:05	Break				
11:05 – 12:15	Writing	Writing	Writing	Writing	Writing
12:15 – 1:05	Lunch				
1:05 – 1:15	Registration Reading for pleasure				
1:15 – 1:45	Additional Core: Handwriting	PPA/Additional Core: Handwriting	Additional Core: Arithmetic	Additional Core: Arithmetic	Additional Core: Editing
1:45 - 2:00	PE	Daily Mile	Daily Mile	Daily Mile	Daily Mile
2:00 – 3:00	PE / PSHE	Geography PPA	Science	Computing	Art
3:00 – 3:10	Class Read				
3:10 - 3:15	End of Day				

How You Can Help Your Child



<https://classroom.thenational.academy/>



<https://whiterosemaths.com/homelearning>

How You Can Help Your Child

- Ensure that your child's attendance is as high as possible throughout the year.
- Remind them they are not to feel worried or pressured about SATs.
- Give lots of praise and encouragement.
- Help with the completion of homework and completing at least 20 minutes on TTRS.
- Support their reading stamina by encouraging your child to read for extended periods of over half an hour.
- Encourage them to have early nights before the tests.

Please speak to us if you have questions or concerns.