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KS2 National Curriculum Tests (SATS)

DMS Information Evening – Feb 2026

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The Tests

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Key Stage 2 SATs take place nationally in the week commencing 11th May 2026.
Statutory tests will be administered in the following subjects:

English

- Punctuation, Vocabulary and Grammar (45 minutes)
- Spelling (approximately 15-20 minutes)
- Reading (60 minutes)

Mathematics

- - Paper 1: Arithmetic (30 minutes)
- - Paper 2: Reasoning (40 minutes)
- - Paper 3: Reasoning (40 minutes)

All tests are externally marked.

Writing will be ‘Teacher Assessed’ internally, as in recent years. We make our final judgements by the end of June.

SATs Timetable (11th May – 14th May)

Day	Tests	
Monday 11th May	English grammar, punctuation and spelling papers 1 and 2	
Tuesday 12th May	Reading	
Wednesday 13th May	Maths (Arithmetic)	Maths (Reasoning 1)
Thursday 14th May	Maths (Reasoning 2)	
Friday 15th May		

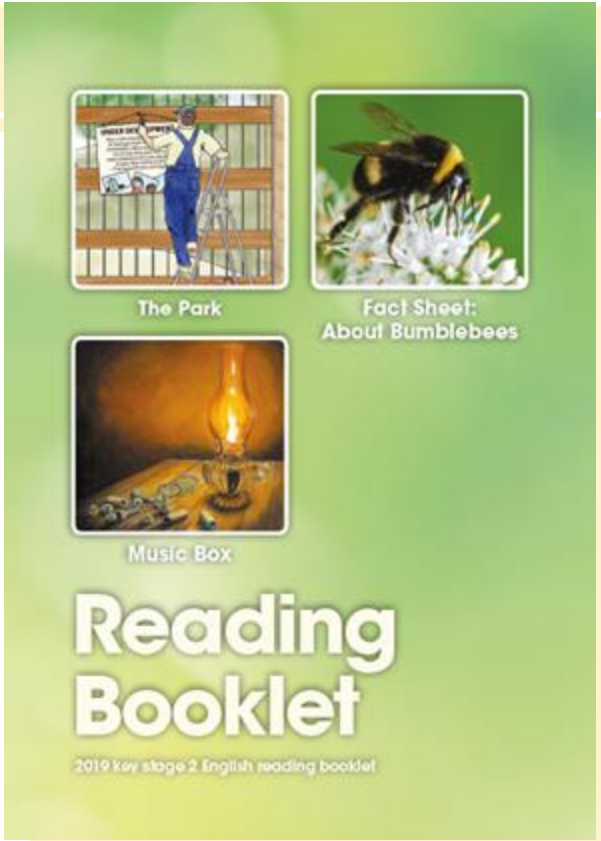
Assessment and Reporting

- All End of Key Stage Two tests are testing your child's/children's knowledge and understanding in English and Maths from the 2014 National Curriculum programmes of study from Years 3, 4, 5 and 6.
- All tests are marked externally (and marked on a screen).
- All test scores are reported as 'scaled scores'.
- A scaled score of 100 means your child is working 'At Standard'.
- At the end of the year you will be informed of whether your child is 'at standard' or 'not at standard' (AS/NS).
- Your child/children could also be reported as 'Greater Depth' (GDS). This is where a pupil is working at a standard well over a scaled score of 100 – usually around a scaled score of 110.

English

Reading

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.



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Reading-example questions

3 What does the letter in the brown envelope tell Joe's mother?

_____

1 mark

4 Look at page 4.

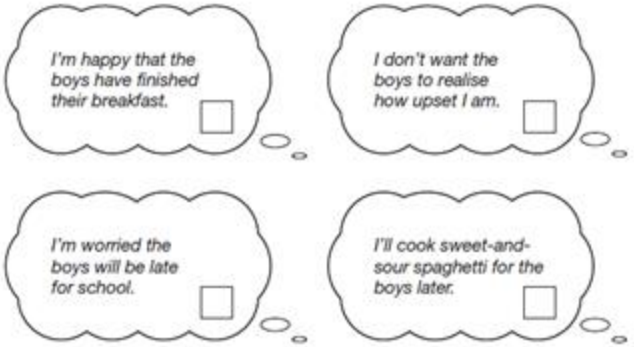
Find and **copy one** word which shows that Joe is angry.

_____

1 mark

7 What is Joe's mother thinking after she reads the letter?

Tick **one** thought.



1 mark

Reading-example questions

13 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
The park has been looked after by a park warden.		
The park is going to be replaced with a shopping centre.		
Building work in the park will start at the end of July.		
The warden had two weeks' notice of the park's closure.		

2 marks

15 Look at the section headed: ***Save our bees***.

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

2 marks

Reading-example questions

39 What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

_____

_____

2. _____

_____

_____

3 marks

Spelling, Punctuation and Grammar (SPaG)

The SPaG test consists of two tests:

- Paper 1 is Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and consists of short answer questions, including some multiple choice.
- Paper 2 is a spelling test containing 20 words, lasting approximately 15-20 minutes.
- Marks for these two tests are added together to give a total out of 70 for Spelling, Punctuation and Grammar.

Paper 1-Sample Questions

22 What does the root struct mean in the word family below?

destruction **structure** **reconstruct**

Tick **one**.

break ☐

build ☐

carry ☐

touch ☐

1 mark

37 Rewrite the sentence below so that it is written in the **passive voice**. Remember to punctuate your answer correctly.

The pouring rain drenched us.

_____

1 mark

Paper 1-Sample Questions

40 Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating and roller-skating.		
Jamie likes roller-skating, but he has never tried ice-skating.		
Jamie will go ice-skating if I go with him.		

1 mark

44 Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

Paper 2-Sample Questions

1. Sara wanted to be an explorer and _____ new lands.
2. The spy was sent on a secret _____.
3. For PE lessons, your clothes should be _____ and comfortable.
4. The _____ showed which way to go.
5. China is a large _____.
6. Laura won a medal for _____.
7. Not all berries are _____.

discover

mission

loose

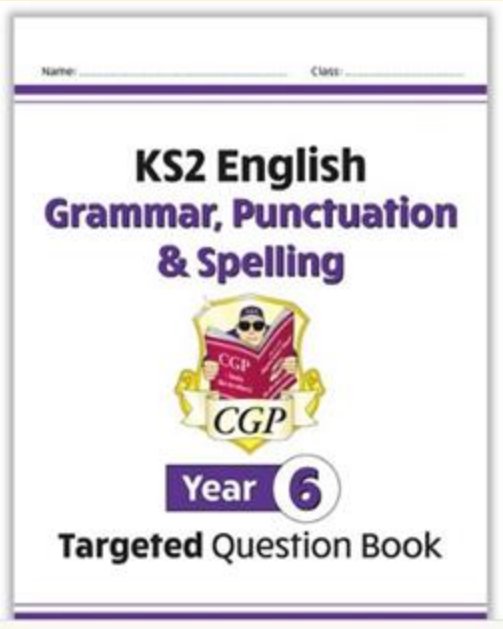
sign

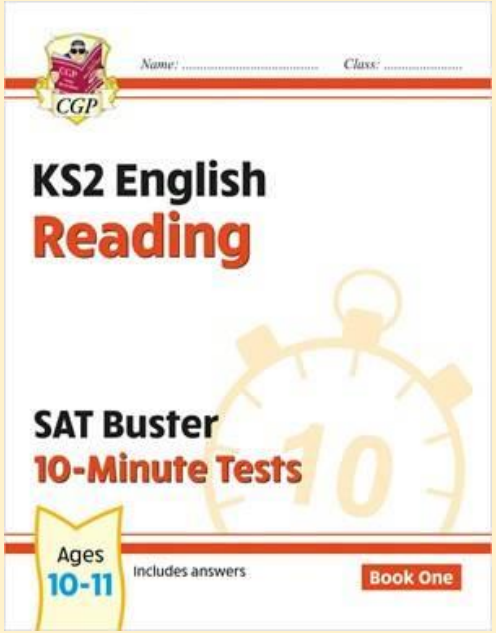
country

gymnastics

edible

How can I help my child with homework at home?





How can I help my child with English at home?

- Support the weekly learning sent home (CGP Grammar and Reading books)
- Reading - stamina, fluency and comprehension – the key is to read aloud at a rate of around 140-150 words per minute
- Read five times per week and log in planner
- Skimming and scanning ("Fastest finger first..." "Find the word after....."
- Talking about vocabulary (especially synonyms and the effect of words on the reader)
- Practice questions - not past papers please
- Grammar - word classes etc.

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Maths

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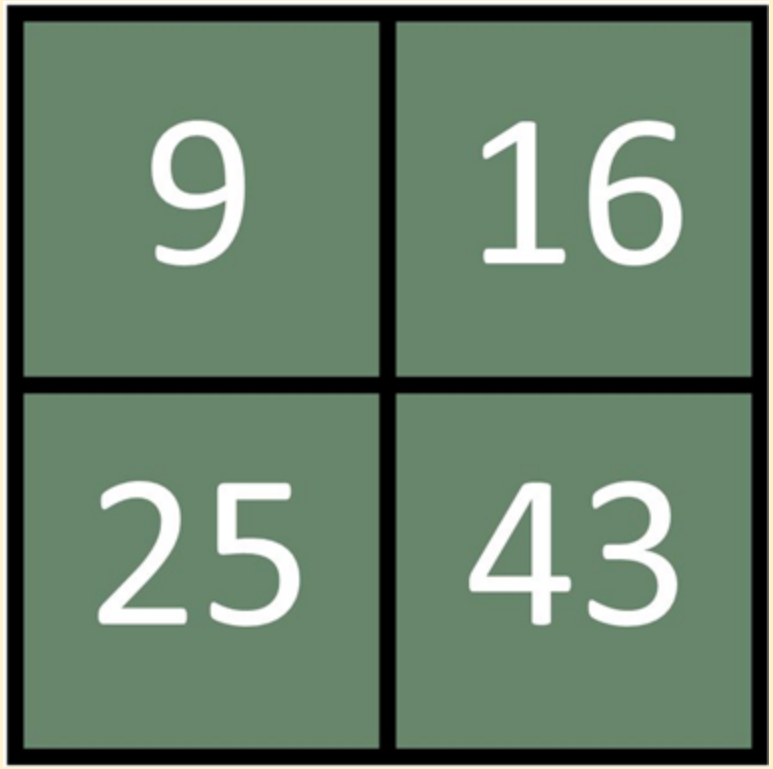


Which one is the odd one out? Explain your reasoning.

Maths SATs papers

- Your child will sit three maths tests:

- Paper 1 is a 30 minute arithmetic test, covering calculation methods for all operations, including the use of fractions, percentages and decimals.
- Questions gradually increase in difficulty.
- There are 40 marks for this paper.

- Papers 2 and 3 are 40 minute tests, covering problem solving and reasoning.
- Pupils will still use their calculation skills but will need to answer questions in context and decide what is required to find a solution.
- They may also need to explain their answers.
- Each paper is worth 35 marks.

Arithmetic questions from previous papers (studied in years 3 to 5)

826 = 800 + ☐ + 6

213 × 0 =

☐ = 6,000 + 90

☐ + 5 = 341

602 − ☐ = 594

180 ÷ 3 =

Arithmetic questions from previous papers (studied in year 6)

$7.8 + 6.953 =$

$29.5 - 16.125 =$

$0.4 \times 37 =$

$26 \overline{)4472}$

$$\begin{array}{r} 5227 \\ \times \quad 43 \\ \hline \end{array}$$

$70 + 48 \div 6 =$

Arithmetic questions from previous papers (studied in year 6)

$2\frac{5}{6} - \frac{3}{4} =$

$\frac{1}{3} + \frac{2}{6} + \frac{5}{18} =$

$\frac{1}{3} \div 6 =$

$\frac{2}{7} \times \frac{5}{9} =$

38% of 750 =

Reasoning questions from previous papers

$\frac{1}{5}$ of a number is 22

What is the number?

1 mark

Write the missing number to make this **division** correct.

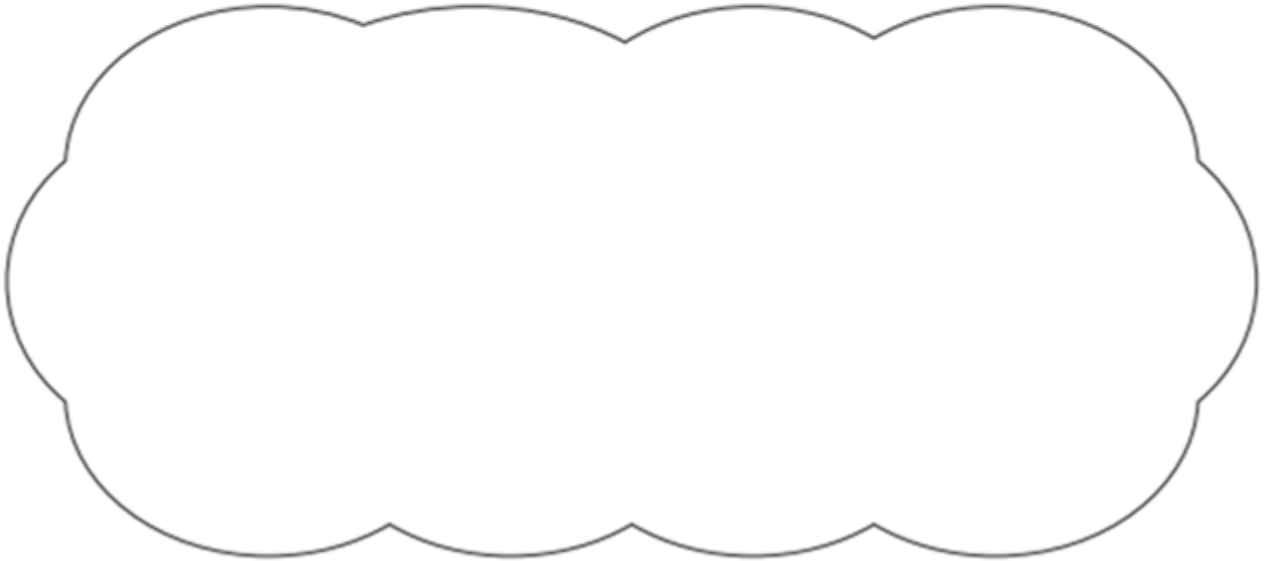
15,000 ÷ ☐ = 75

1 mark

18 Circle the **prime** number.

95 89 87

Explain how you know the other numbers are **not** prime.



1 mark

Write the correct symbol in each box to make the statements correct.

11×12 ☐ 15×10

$90 \div 30$ ☐ $60 \div 20$

$120 \div 4$ ☐ $160 \div 8$

30×8 ☐ 100×10

2 marks

There are 25 classes in a school.

Each class has 34 pupils.

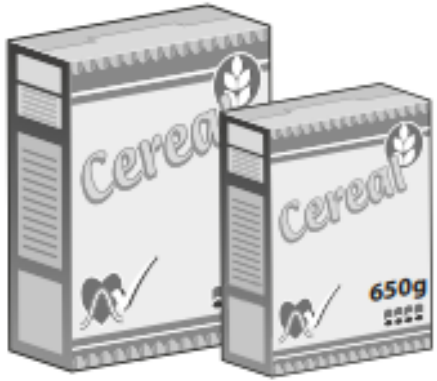
62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

A small box contains **650** grams of cereal.

A large box contains **20% more** cereal.

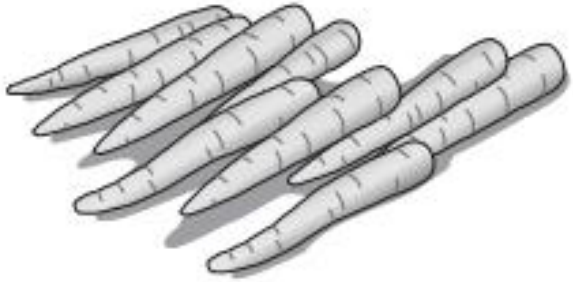
One portion of cereal is **40** grams.



How many **full** portions are in a **large** box?

These are the prices of some vegetables in a shop.

Mushrooms
£3.20 for 1 kg



Carrots
60p for 1 kg

Layla buys **500 grams** of mushrooms and **1 $\frac{1}{4}$ kg** of carrots.

She pays with a **£5** note.

How much change does Layla get?

What are we doing in school?

- A focus on **arithmetic** (concepts as well as procedures) to improve fluency, accuracy and efficiency. This includes mental methods as well as written. Pupils have areas to focus on following their arithmetic tests.
- In lessons we use equipment, diagrams and real-life examples to help pupils understand and to solve problems in different contexts.
- A focus on the process of **problem solving** through our 'Discover' tasks and through our work on question structure, keywords and vocabulary.

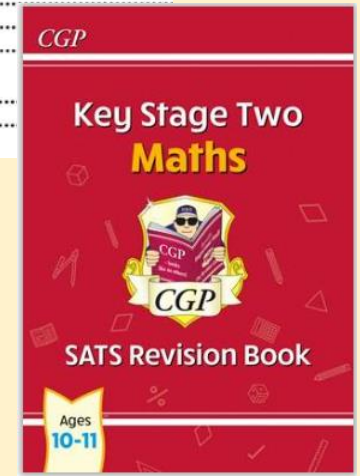
- We link concepts so there is less to remember, e.g. multiplying by 1000 and measures, e.g. number lines and time problems or temperatures.
- Revising previous learning through retrieval activities so we don't forget.
- Test practice - so pupils know what to expect in May.
- Build confidence and resilience as mathematicians and learning about our mistakes

- We have some small group teaching of arithmetic targets.
- The school have purchased revision and practice books for every pupil.

National Curriculum areas that require knowledge of times tables facts.

Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the 4 operations • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form • divide proper fractions by whole numbers • associate a fraction with division and calculate decimal fraction equivalents for a simple fraction • identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places • multiply one-digit numbers with up to 2 decimal places by whole numbers • use written division methods in cases where the answer has up to 2 decimal places • solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with 2 unknowns • enumerate possibilities of combinations of 2 variables • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] • know that the diameter is twice the radius

Contents



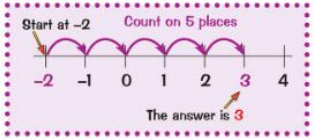
Negative Numbers

Negative numbers are just numbers that are less than zero — you'd read the number '–2' as 'minus two'.

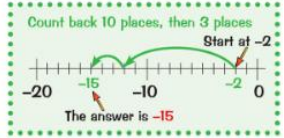
Adding and Subtracting Negative Numbers

Number lines are really useful for problems using negative numbers.

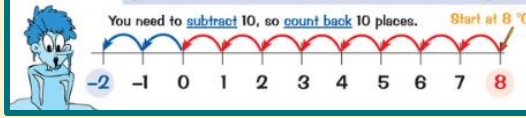
EXAMPLES: What is –2 + 5?



Work out –2 – 13.

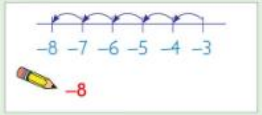


EXAMPLE: The temperature in Chetna's cellar is 8 °C. The temperature in her garden is 10 °C colder. What is the temperature in her garden?



Worked Examples

1 Work out –3 – 5.



1) Draw a number line first.
2) Start at –3.
3) Count back 5 places.

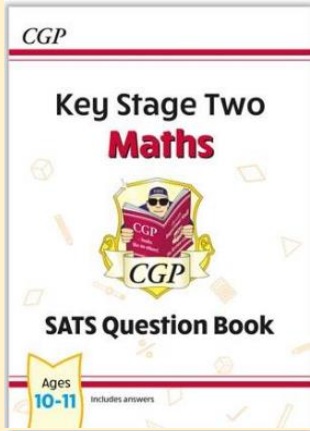
Practice Questions

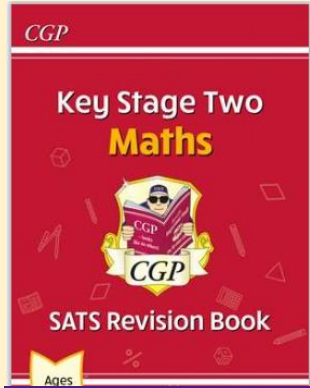
1) Charlie is flying around the world. She has already flown 3 872 651 m.
   a) What is the digit in the hundreds place of this number?
   b) Write 3 872 651 out in words.

2) Cho wins six hundred thousand, two hundred and eighty-one pounds on a quiz show.

How can I help with maths homework?

- Set aside some time so that there are no distractions and the atmosphere is calm. It may help to set a time limit or plan to take a break.
- Stay positive and praise effort and focus, rather than just correct answers.
- Don't tell them that you were bad at maths as school or that you disliked it - they might start to feel that way themselves.
- Use the red revision books first to support with understanding.
- Encourage them to draw and annotate diagrams
- Remind them that making mistakes is part of the learning process.
- Speed is not as important as understanding - although being able to recall number facts will help now and in the future.
- Ask them to explain their thinking and methods to you - it will help them to develop and clarify their own understanding and identify any calculation errors or misconceptions.
- Don't do their homework for them. It is better to focus on a fewer questions and for them to complete them with understanding and build foundations for further study.
- Allow time for multiplication and **division** fact practice - cards / TTRS





How can I help my child develop mathematical skills?

- Play games at home with them, especially those which involve money and developing a strategy.
- Find opportunities to practise telling the time and working out how long it will be until something happens.
- Ensure they know the months of the year, and how many days are in them.
- Find opportunities to count money, work out costs and to calculate change.
- When there are discounts, such as 10% off or 1/3 off, help them to work out the new cost.
- Look for examples of 2D and 3D shapes around the home.
- Measure quantities when cooking so that they know what a kilogram looks like. Scale the recipes up or down for a different number of people.

We are developing our Teams pages to include revision materials

A6 Addition: Add fractions with the same denominator

$\frac{1}{7} + \frac{4}{7} =$ ☐

$\frac{2}{9} + \frac{5}{9} =$ ☐

Video link

$\frac{1}{5} + \frac{2}{5} =$ ☐

$\frac{4}{7} + \frac{5}{7} =$ ☐

When the **denominators** are already the **same**, you need to just **add the numerators.**

$\frac{4}{6} + \frac{3}{6} =$ ☐

You can write the answer as an **improper fraction** when adding proper fractions and the total is greater than 1.

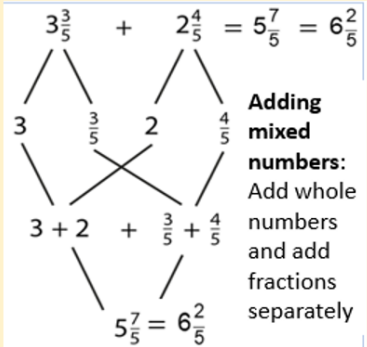
$\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1\frac{2}{5}$

$1\frac{3}{4} + \frac{3}{4} =$ ☐

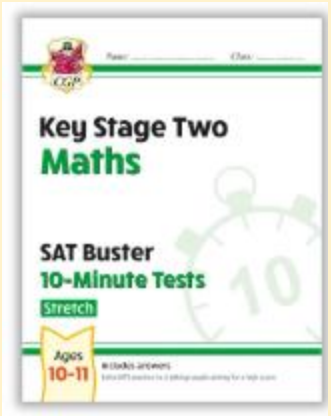
$2\frac{3}{5} + 1\frac{4}{5} =$ ☐

$2\frac{2}{9} + 3\frac{5}{9} =$ ☐

When adding **mixed numbers** you should give your answer as a **mixed number**.



CGP Books



Helpful websites:

SATS - Key Stage 2 Arithmetic - Compact Version

KS2 Maths - BBC Bitesize

Key Stage 2 Maths | KS2 Age 7-11| Education Quizzes

Key Stage 2 Maths - Topmarks Search

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SEND and SATS access arrangements

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3 levels of SEND support

- EHCP – the child has an individual Education, Health and Social Care plan.
- SEND Support – the child is on our SEND register and teachers make adaptations to support access to learning above and beyond Quality First Teaching practice
- Children with a SEND need that can be met within Quality First Teaching and standard adaptations

Access arrangements available for SATS

- Taking the test in a room in a smaller group of students
- Taking the test in a room as an individual
- Extra time 25%
- Brain Breaks
- Readers
- Buff Paper
- Enlarged text
- Scribe

How do our students get to access support?

- Students with an EHCP will get all access requirements automatically
- If we need to open papers ahead of time to photocopy and/or enlarge the school applies to be able to do this for specific named children who DO NOT have EHCPs
- If children on SEND support on the SEND register require access requirements we MUST apply ahead of time and I will let you know if this is successful
- If children require access arrangements and are not on SEND register, eg buff paper for dyslexia, we can also apply for this.

Mock SATs and volunteers

- All access requirements will be in place to support students in their mocks.

- Volunteers please - email will be sent via the parent Arbor app

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Mental Health and Wellbeing

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Things to keep in mind...

We are all cheering the children on and want them to do their best – SATs are about showing off!

• Make sure the children get plenty of sleep and stay well fed/hydrated – sleep, food and water help keep the brain working.

We will be providing the children with breakfast during SATs week

• Please remember that the Year 6 SATs are just one week of the children's entire life.

If the children are unsure of anything they just need to remember we are here to help!

Mental Health Support Team

The MHST will be coming into school to talk to the Year Six children leading up to SATS week…

MANAGING EXAM STRESS

This session offers young people theory around stress and how this can impact emotions and behaviour. It also looks at possible strategies to reduce stress during these difficult times. We also touch upon procrastination and how thinking compassionately about ourselves can support us when we struggle to start tasks such as revision.


Year 6 SATS Week 11th - 14th May
2026 Volunteers required

SATS TRAINING FOR VOLUNTEERS

Tuesday 14th April 2026 2.45pm - 3.30pm
Thursday 16th April 2026 4.00pm - 5.00pm

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Questions

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