Year 6
A Parents' Guide

GRANGE
JUNIOR SCHOOL

SATs tests are a compulsory assessment to be completed by pupils who have completed the Key Stage 2 curriculum.

Your child will be tested in Grammar & Spellings, Reading and Maths. They will be given a **raw score** (the actual number of marks they get) and this will be converted to a **scaled score** to decide whether they have reached the national average (100 scaled score).

If your child achieves **100 or more** as a scaled score, then they are deemed to be at **Age Related Expectations (ARE); 110 is assessed as greater depth.**

KS2 SATs are statutory for children accessing Key Stage 2 curriculum. The following subjects are tested:

Mathematics:

- An arithmetic test and 2 reasoning tests

English:

- A Reading Test
- National Grammar and Punctuation Test
- Spelling Test

Assessment of pupils' English written work is teacher assessed across a range of writing styles throughout the academic year.

Numeracy

Arithmetic Paper 1

30 minutes

Reasoning Paper 2

40 Minutes with access to ruler, protractor, mirror

NO CALCULATOR

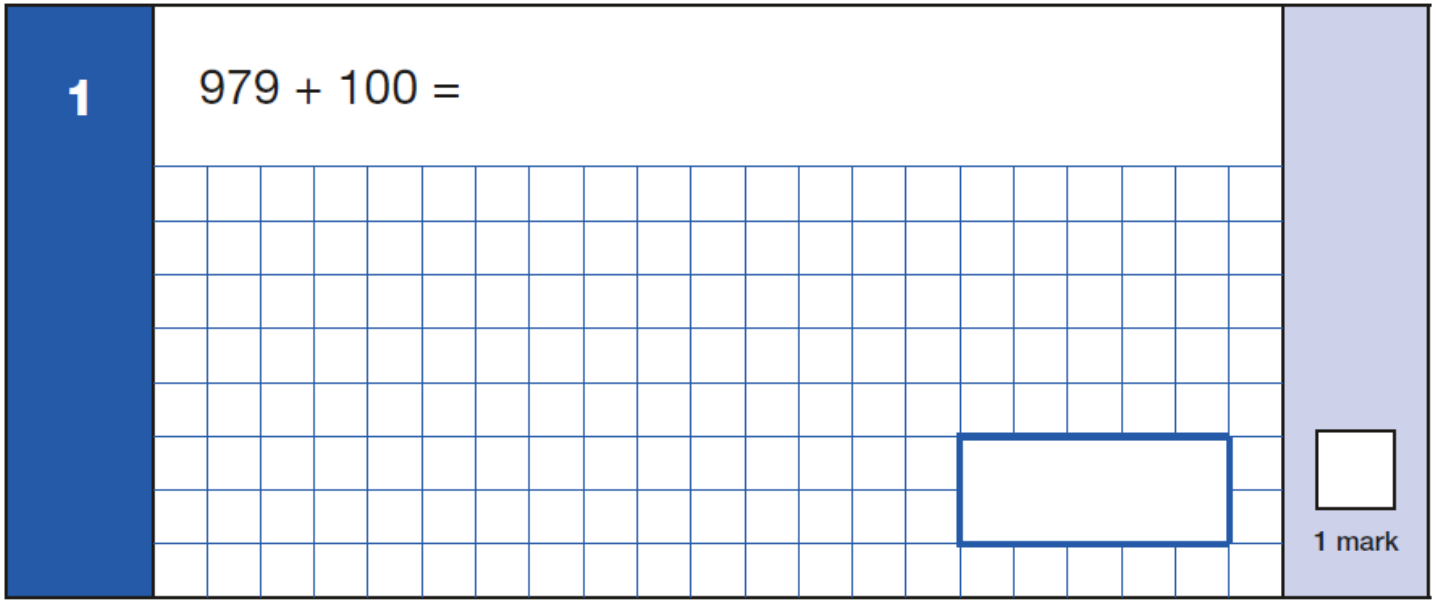
Reasoning Paper 3

40 Minutes with access to ruler, protractor, mirror

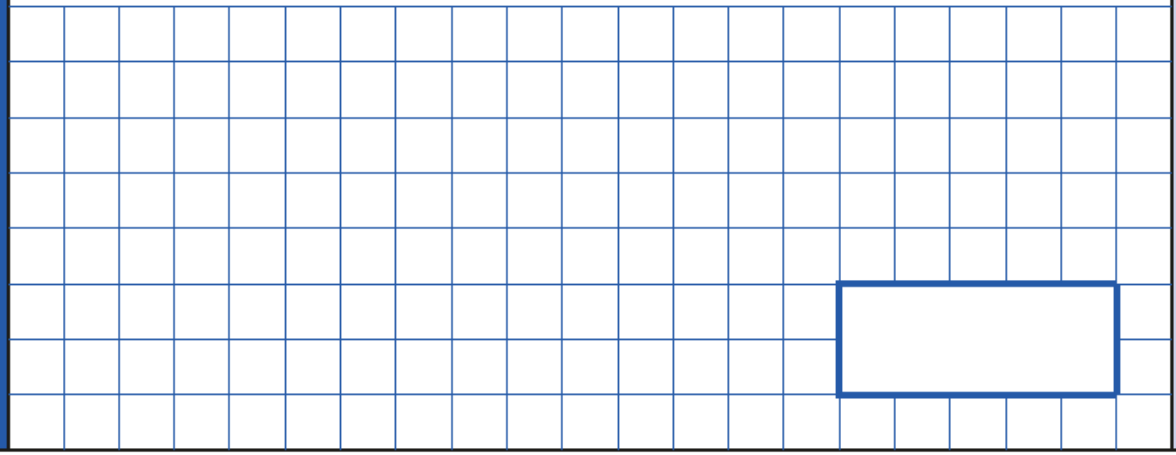
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Numeracy

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

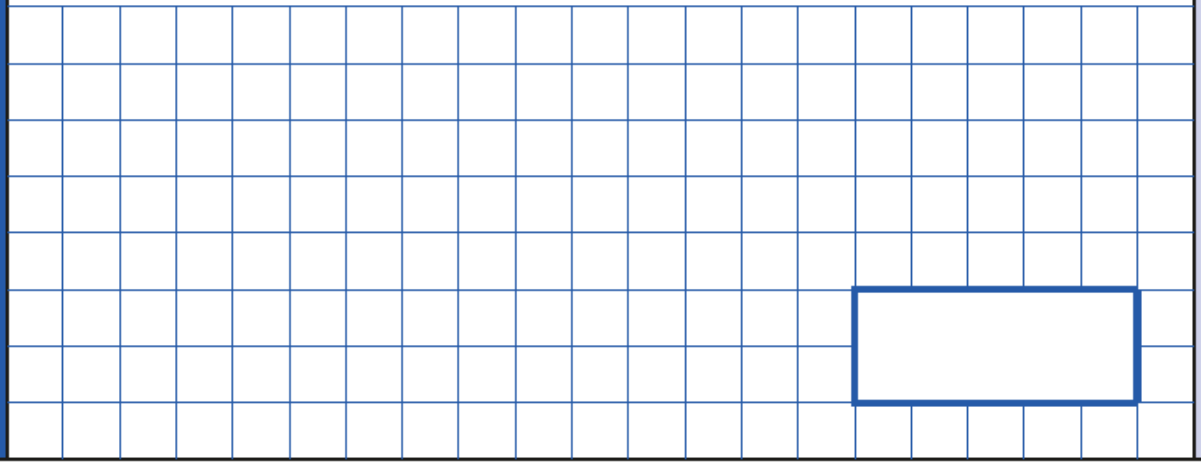


9 $5 \times 4 \times 7 =$



1 mark

17 20% of 1,500 =



1 mark

28 234,897 – 45,996 =

1 mark

29

$$\begin{array}{r} 678 \\ \times\ \ 54 \\ \hline \end{array}$$

Show your method

2 marks

33 $1\frac{1}{5} - \frac{1}{4} =$

1 mark

34 37 | 2331

Show your method

2 marks

Numeracy cont…

Papers 2 and 3 (the reasoning papers) will involve a number of question types:

- ✓ Multiple choice
- ✓ True or false
- ✓ Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- ✓ Less constrained questions, where children will have to explain their approach for solving a problem

11 Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

14 Round **124,531**

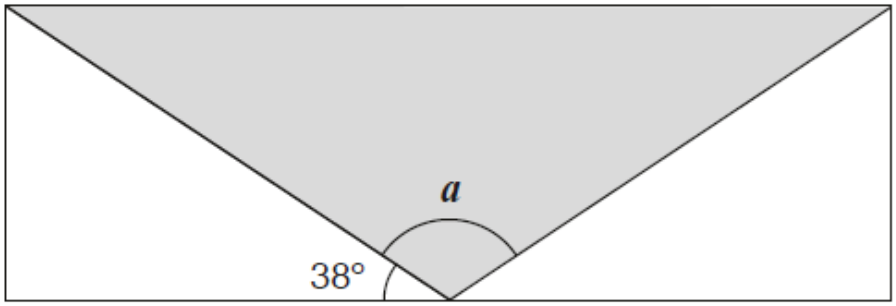
to the nearest 10,000

to the nearest 1,000

to the nearest 100

2 marks

15 A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle a.

Show your method

a is ____ °

2 marks

18 Here are the ingredients for chocolate ice cream.

cream	400 ml
milk	500 ml
egg yolks	4
chocolate	120 g
sugar	100 g



Stefan has only 300ml of cream to make chocolate ice cream.

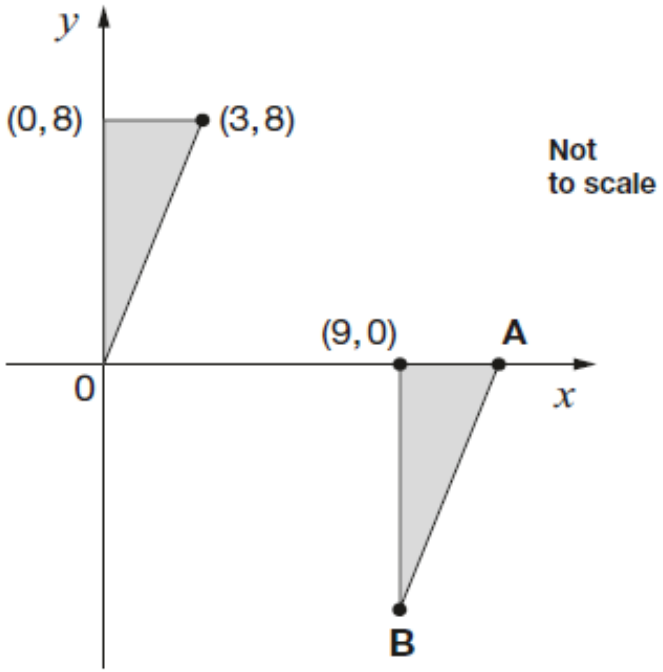
How much **chocolate** should he use?

Show your method

g

2 marks

20 Here are two **identical** shaded triangles on coordinate axes.



Write the coordinates of points A and B.

A = (,)

B = (,)

2 marks

Things to do at home to help your child with numeracy:

- Practise x tables up to x 12 including division facts
- Counting forwards and backwards over 100s and 1000s: 999 + 10 or
  1092 + 10
  2064 – 100
  80,000 – 300 =
- Pairs of numbers: 2 + 8 = 10
  20 + 80 = 100
- Working out change when shopping
- Telling the time – what time will EastEnders finish at if it starts at 19:45?
- Websites: Bitesize/revisewise
- Timestable Rockstars
- Matheletics

English

Reading Paper

60 minutes to read 3 different texts and answer questions related to each text

Grammar Test

45 minutes to answer 46 questions (approximately) – adverbs, adjectives, nouns, types of sentences, grammar, vocabulary, punctuation, passive, modal verbs, conjunctions…

Spelling Test

20 spellings - completing a missing word in each sentence

English written work is teacher assessed.

The Reading Test

The reading test will be a standalone paper with questions based on three passages of text.

Your child will have one hour, including reading time, to complete the test. They will keep the reading text paper to refer to during the test.

There will be a selection of question types:
Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
Labelling, e.g. 'Label the text to show the title of the story'
Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
Short constructed response, e.g. 'What does the bear eat?'
Open-ended response, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.

11 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

12 *…in a flash...* (page 6)

What does this tell you about the burning of rocks in space?

14 How does the information on page 6 make it sound easy to be a star spotter?

Give **two** ways.

1. _____

_____

2. _____

_____

2 marks

17 *Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



27 How does the first paragraph suggest that the characters are in a 'lost world'?

_____

_____

1 mark

28 In the paragraph beginning, *There were, as I say…* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

_____

_____

The Grammar, Punctuation and Spelling Test

The grammar, punctuation and spelling test will consist of two parts:

A **grammar and punctuation paper** requiring short answers, lasting 45 minutes

An **aural spelling test of 20 words**, lasting around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

Selected response, e.g. 'Identify the adjectives in the sentence below'

Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

In **Paper 1**, your child will be asked approximately 50 questions which will test their understanding of the grammatical terms they have been taught. This may include the following:

- Subordinate & co-ordinate conjunctions
- Relative, Subordinate & Main Clauses
- Pronouns
- Modal Verbs
- Passive & Active Voice
- Apostrophes for Contraction & Possession
- Punctuation for Parenthesis
- Inverted Commas for Direct Speech
- Prefixes & Suffixes
- Fronted Adverbials
- Expanded Noun Phrases
- Word classes

Children may be asked to tick, circle, underline, draw lines to or simply write their answers. Questions can be read to a child if needed.

3 Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix	Word
re	mature
de	understood
mis	legible
im	frost
il	do

1 mark

4 Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up. ☐

Immediately after dinner we did, the washing up. ☐

Immediately after dinner, we did the washing up. ☐

Immediately, after dinner we did the washing up. ☐

1 mark

11 Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf for Dad.

1 mark

13 Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.



1 mark

15 Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates **certainty**	Modal verb indicates **possibility**
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

1 mark

21 Write a sentence using the word cover as a **noun**.
Remember to punctuate your answer correctly.

_____

1 mark

Write a sentence using the word cover as a **verb**.
Remember to punctuate your answer correctly.

_____

1 mark

23 Draw a line to match each word to its correct **antonym**.

Word	Antonym
meandering	confront
sympathetic	unfeeling
evade	unbelievable
plausible	straight

1 mark

27 Which sentence is written in the **active voice**?

Tick **one**.

The book was returned to the library yesterday. ☐

The assembly was held in the hall. ☐

The bad weather led to the cancellation. ☐

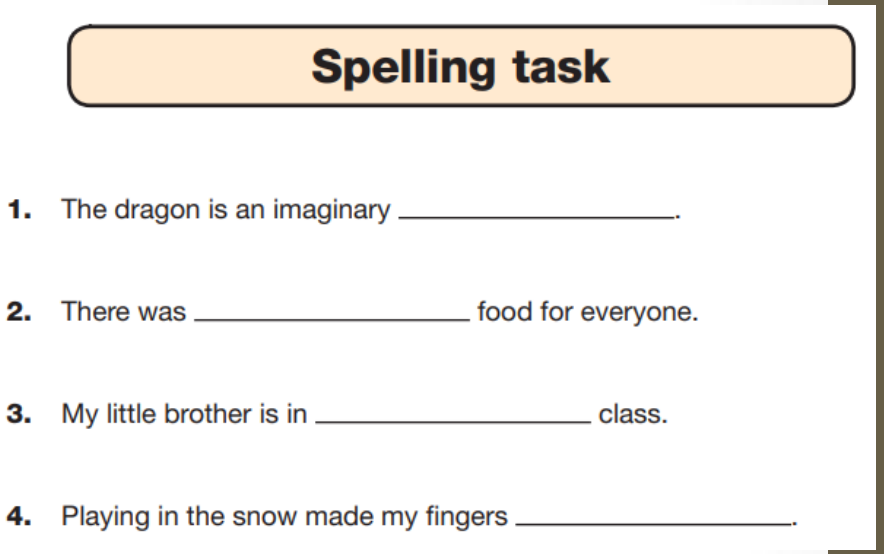
The floods were caused by the heavy rain. ☐

1 mark

Paper 2 is an aural test which requires children to write 20 words in context.

The children have 20 sentences prewritten for them with a space to write the correct spelling for the words which are read to them.

Spellings will include Statutory Year 3, 4, 5 & 6 spellings and other words following rules the children have been taught during their Key Stage 2 learning.



Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.

National Curriculum Statutory Spellings

Word list – years 3 and 4

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

National Curriculum Statutory Spellings

Word list – years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

How is writing assessed?

Working towards the expected standard

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.[1]

How is writing assessed now?

Working at the expected standard

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]

How is writing assessed now?

Working at greater depth within the expected standard

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 writing[3] 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]

Test Week: 11th May 2026

Date:	Test:
Monday 11th May 2026	• English GRAMMAR, PUNCTUATION & GRAMMAR TEST • English SPELLING
Tuesday 12th May 2026	• English READING
Wednesday 13th May 2026	• Mathematics Paper 1 ARITHMETIC • Mathematics Paper 2 REASONING 1
Thursday 14th May 2026	• Mathematics Paper 3 REASONING 2


2026 key stage 2
national curriculum tests:
information for parents
Standards
& Testing
Agency