

# SATs Information

February 2026

# What are SATs?

- ‘Statutory Assessment Tests’.
- Standardised tests to obtain a nationally recognised level of attainment in English & maths.
- This level of attainment tells schools whether a child is working at the ‘expected level’, at ‘greater depth’ or is ‘working towards the expected level’ nationally.

At the end of Year 6, children will sit tests in:

- Reading
- Maths
- Spelling, punctuation and grammar (SPaG)

Each test is set in formal exam conditions, with each test being strictly timed.

These tests will be both set and marked externally.

There is not a writing test. Your child's writing portfolio will be teacher assessed and will be moderated internally and could be moderated externally.

SATs week: Monday, 11<sup>th</sup> – Thursday,  
14<sup>th</sup> May 2026

Monday: SPaG papers

Tuesday: Reading paper

Wednesday: Maths paper 1 (arithmetic)  
and paper 2 (reasoning)

Thursday: Maths paper 3 (reasoning)

# Reading

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

**Your child will have one hour, including reading time, to complete the test.**

Some children may be entitled to access arrangements, including 25% extra time or a scribe.

There will be a selection of question types, including:

**Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'

**Labelling**, e.g. 'Label the diagram'

**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.'

# Example reading text

This is an example of 1 of 3 texts the children will be expected to digest in the test!

*This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.*

## A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.

She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full floating skirts which took all the



I leaned over the rail to watch her, and suddenly she was gone. The clock ticked loudly, the sounds of the street came to my ears, the lamplighter's whistle, clear and round, fluted through the air, and the bright gleam of the gas danced upon the patterned wall. I ran downstairs and pushed open the door into the sitting room, expecting to see her there. The room was empty, and I went thoughtfully down to the basement where my mother was cooking, and I asked about the lady.



"There is no one, child," she exclaimed. "You've imagined her. It is easy to think you see someone in the dusk with flickering street lights falling on the walls. It was the shadow of somebody in the street perhaps."

# Example Questions

Find and copy

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Look at the first paragraph, beginning: *Ours was a steep...*

**Find and copy one** word that shows that the evening was getting dark.

\_\_\_\_\_

1 mark

29

Look at the top of page 11.

Give **three** ways you can tell things have gone back to normal.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2 marks

Short constructed  
response

# Example Questions (3 marks)

Open ended  
response

35

Think about the whole text.

How is a mysterious atmosphere created?

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

1.

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2.

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3 marks

Qu.	Requirement	Mark
35	<p>Think about the whole text.</p> <p>How is a mysterious atmosphere created?</p> <p>Give <b>two</b> ways, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>1. time or movement stops / absence of sound</li> <li>2. the lady's unexpected appearance / her disappearance</li> <li>3. her mother's unusual / evasive reaction to Penelope's questions</li> <li>4. sudden return to normality</li> <li>5. the lady being a stranger to Penelope</li> <li>6. Penelope being on her own when she sees the lady</li> <li>7. the lady's unusual clothes / her effect on Penelope</li> <li>8. the lady's strange or unearthly features</li> </ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• 1. <i>Every single sound goes away even her footsteps.</i> [AP1 + evidence]</li> <li>2. <i>It's like her mum tries to cover up the situation.</i> [AP3]</li> <li>• 1. <i>It's also mysterious because suddenly everything is back to normal.</i> [AP4]</li> <li>2. <i>The lady disappeared. 'I leaned over the rail to watch her but suddenly she was gone.'</i> [AP2 + evidence]</li> </ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• 1. <i>First, the lady because she appears out of nowhere without Penelope knowing.</i> [AP2]</li> <li>2. <i>At the start there was no noise when there is usually something to hear.</i> [AP1]</li> <li>• 1. <i>She was the only one in the area. 'I might have been the only person in the world.'</i> [AP6 + evidence]</li> </ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"> <li>• 1. <i>The girl didn't know who the lady was or what she was doing there.</i> [AP5]</li> </ul> <p><b>Do not accept</b> reference to it being night-time / dark.</p>	Up to 3m

# SPaG

## Spelling, Punctuation and Grammar

The grammar, punctuation and spelling test will consist of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and a **spelling test of 20 words**, lasting around 15 minutes.

Some children may be entitled to access arrangements, including 25% extra time, a reader or a scribe.

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.'

The children's correct use of punctuation throughout the entire paper is very important.

Even if the punctuation asked for in the question is answered correctly, without a capital letter or full stop, it will be marked incorrectly.

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Insert the correct punctuation into the sentence below.

What time does the concert start whispered Dad as we  
took our seats.

1 mark

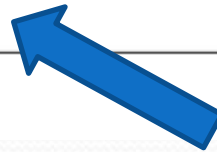
32

The teacher wants to write a sign to remind children to turn the  
lights off.

Write the **command** that the teacher might use on the sign.  
Remember to punctuate your answer correctly.

\_\_\_\_\_

1 mark



Example of not forgetting capital letters  
and full stops


# Maths

Children will sit three papers in maths:

Paper 1: **arithmetic**, 30 minutes

Papers 2 and 3: **reasoning**, 40 minutes per paper.

Some children may be entitled to access arrangements, including 25% extra time, a reader or a scribe



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



Papers 2 and 3 will involve a number of question types, including:

- 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



Award one mark for working out



**10** Award **TWO** marks for the correct answer of (£)2.85

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

- $190 \div 2 = 85$  (*error*)  
 $190 + 85$

**OR**

- $1.90 \times 1.5$

**Up to 2m**

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

Accept for **ONE** mark an answer of (£)285 **OR** £285p as evidence of an appropriate method.

Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.

**18** Award **TWO** marks for the correct answer of 821

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

- $800 \times 2 = 1600$   
 $511 + 268 = 779$   
 $1600 - 779$

**OR**

- $800 - 511 = 289$   
 $800 - 268 = 542$  (*error*)  
 $542 + 289$

**OR**

- $800 - 511 - 268 = 23$  (*error*)  
 $800 + 23$

**Up to 2m**

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

# Room Arrangements

- Most children will take the tests in their classroom.
- Some children will take the tests in a different room with less children in.

# Assessment and Results

The previous national curriculum levels do not apply anymore, instead children will be given scaled scores.

**You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the national average.**

The scaled score needed to reach the national average is 100 and last year to reach greater depth was 110.

# Writing

- Build up a portfolio of writing from September
- Writing is generally linked to work in the class
- We assess each piece of writing against a list of criteria
- The writing is moderated internally and could be moderated externally
- Work marked at: working towards expected standard, working at expected standard or working at greater depth


# Revision Guides



- 10 minute tests bundle
- English SATs buster
- Maths SATs buster

Available through ParentPay

*More than a 50% saving if purchased through school!*



# Any questions?

Please email to –

[y6@nethergreen-jun.sheffield.sch.uk](mailto:y6@nethergreen-jun.sheffield.sch.uk)