
YEAR 6 ASSESSMENT INFORMATION

2026 Expectations



SATS AND TEACHER ASSESSMENT

Standard Assessment Tests

- Taken by Year 6 pupils
- Reading, Grammar, Punctuation & Spelling & Maths
- Provide a snapshot of pupil's attainment at the end of the key stage

Teacher Assessment

- Writing and science
- Based on evidence gathered over the year

Why do we have SATs?

- So that information about achievement and progress of pupils can be used by parents, secondary schools and the Department for Education.
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KEY STAGE 2 SATS

- Expectations of what a child can/should achieve by the end of primary school are high.
 - Overall results for all schools are published on the government website – compare schools.
 - Our results vary significantly year on year as cohorts vary, and we are a small school.
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THE TESTS

Statutory tests will be administered in the following subjects:

- **Punctuation, Vocabulary and Grammar** (45 minutes)
- **Spelling** (approximately 15 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 is 'Teacher Assessed' internally. These assessments are moderated to ensure consistency between schools.

TIMETABLE - DATES

Key Stage 2 SATs take place nationally in the week beginning Monday 11th May 2026.

Date	Tests
Monday 11 th May	Punctuation, Vocabulary & Grammar (45 minutes) Spelling (approx 15 minutes)
Tuesday 12 th May	Reading (60 minutes)
Wednesday 13 th May	Mathematics Paper 1 : Arithmetic (30 minutes) Mathematics Paper 2 : Reasoning (40 minutes)
Thursday 14 th May	Mathematics Paper 3 : Reasoning (40 minutes)

SPELLING, PUNCTUATION AND GRAMMAR

- A spelling test is administered containing 20 words, lasting approximately 15 minutes. Words are given in the context of a sentence.
 - Punctuation, Vocabulary and Grammar is a separate test.
 - This test lasts 45 minutes and requires short answers and multiple-choice answers.
 - A total of 70 marks are available across the two tests (20 for spelling and 50 for PVG).
 - Last year, 35 marks were required to reach the expected standard (standardised score = 100) and 54 marks to achieve the 'higher standard' (standardised score = 110+). These thresholds vary slightly year to year.
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SOME QUESTIONS - SPELLING

Spelling 1: The word is **creature**.

The dragon is an imaginary **creature**.

The word is **creature**.

Spelling 2: The word is **enough**.

There was **enough** food for everyone.

The word is **enough**.

Spelling 3: The word is **reception**.

My little brother is in **reception** class.

The word is **reception**.

Spelling 4: The word is **numb**.

Playing in the snow made my fingers **numb**.

The word is **numb**.

Spelling 5: The word is **division**.

We learned how to do **division** in mathematics.

The word is **division**.

Spelling 16: The word is **generous**.

Generous people give to charity.

The word is **generous**.

Spelling 17: The word is **chorus**.

Everyone sang the **chorus** loudly.

The word is **chorus**.

Spelling 18: The word is **tongue**.

I burnt my **tongue** on the hot soup.

The word is **tongue**.

Spelling 19: The word is **accidentally**.

Sarah **accidentally** spilled water all over the table.

The word is **accidentally**.

Spelling 20: The word is **deceive**.

The criminal tried to **deceive** the police.

The word is **deceive**.

SOME QUESTIONS – PUNCTUATION, VOCABULARY AND GRAMMAR

7

Circle the correct word in each box to complete the sentences in Standard English.

Pass me

them
those

 cartons, please.

You sang that song very

good.
well.

We always

did
done

 our homework on time.

21

What is the **word class** of the underlined word?

Our school is bigger than theirs.

Tick one.

a co-ordinating conjunction

a subordinating conjunction

a possessive pronoun

a relative pronoun

14

Which word is an **antonym** of difficult?

The problem was difficult to solve.

Tick one.

hard

easy

impossible

challenging

39

Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The wind damaged the fence.

READING

- The reading test consists of a single test paper with three unrelated reading texts.
 - The least demanding text is first followed by two further texts of increasing difficulty.
 - Children are given 60 minutes in total, which includes reading the text and answering the questions.
 - A total of 50 marks are available.
 - In 2025, 28 marks were required to reach the expected standard (standardised score = 100) and 40 marks to achieve the 'higher standard' (standardised score = 110+). These thresholds vary slightly year to year.
 - Questions are designed to assess the comprehension and understanding.
 - Some questions are multiple choice or selected response, other require short answers and some require an extended response or explanation.
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SOME QUESTIONS - READING

8

If she was trying to reassure Joe, it wasn't working.

What does *reassure* mean in this sentence?

1 mark

Things you can do to help

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a **lifeline** for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

21

Look at the section headed: *Things you can do to help*.

Find and copy one word that shows how essential flowers are to bees.

SOME QUESTIONS

- READING

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

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. _____

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.

MATHEMATICS

- Children sit three tests.
 - Paper 1 (Arithmetic) lasts 30 minutes and covers calculation methods for all four operations, including fractions, decimals and percentages.
 - 40 marks are available, so children need to aim for at least a mark a minute.
 - Papers 2 & 3 (Reasoning) last for 40 minutes each. These include problems in real-life contexts, problem solving, geometry, algebra and statistics.
 - 35 marks are available for each paper.
 - In 2025, 58 marks (out of 110 in total) were required to reach the expected standard (standardised score = 100) and 95 marks to achieve the 'higher standard' (standardised score = 110+). These thresholds vary year to year.
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SOME QUESTIONS - ARITHMETIC

4

$$\boxed{} + 5 = 341$$

22

$$1\frac{3}{7} - \frac{4}{7} =$$

5

$$9 \times 41 =$$

23

$$\begin{array}{r} 836 \\ 27 \\ \hline \end{array}$$

Show
your
method

35

$$\frac{5}{6} \times 540 =$$

1 mark

6

$$5.87 + 3.123 =$$

1 mark

36

$$83 \overline{) 8051}$$

Show
your
method

2 marks

SOME QUESTIONS - REASONING

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

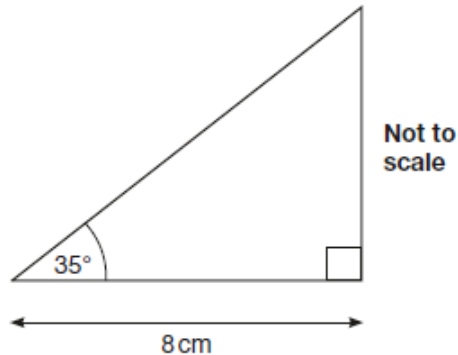
Write the missing numbers.



13

Here is a sketch of a triangle.

It is not drawn to scale.



Draw the full-size triangle accurately below.

Use an angle measurer (protractor) and a ruler.

One line has been drawn for you.

11

Amina is shopping.

She says,

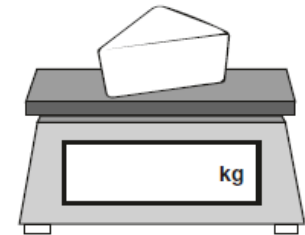


I would like to buy **one-quarter** of a kilogram of cheese.

1 mark

Write one-quarter on the scales as a decimal.

1 mark



1 mark

The cheese costs £1.35

Amina pays with a £2 coin.

How much change should Amina get?

1 mark

19

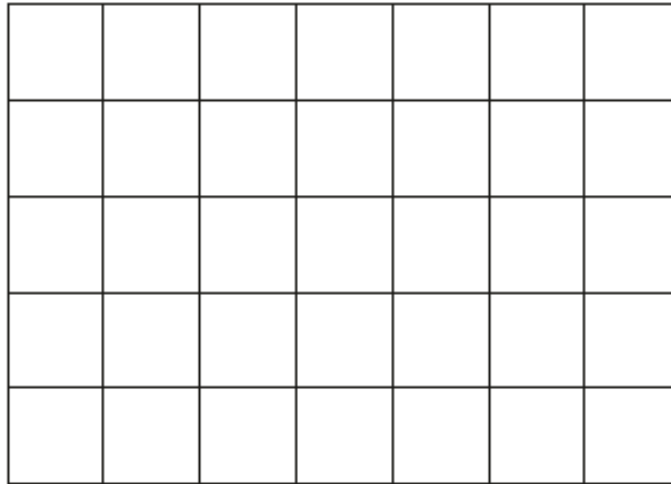
A machine pours 250 millilitres of juice every 4 seconds.

How many **litres** of juice does the machine pour every **minute**?

SOME QUESTIONS - REASONING

21

Adam has this rectangular piece of card. It is marked with grid lines.



1 mark

Adam makes two straight cuts along the grid lines.

The two cuts divide the rectangle into 3 shapes:

- 2 squares of **different** size, and
- 1 rectangle.

Using the grid lines, draw **two** lines that show where Adam could have made his cuts.

Use a ruler.

WRITING

- Writing will be ‘Teacher Assessed’.
 - Assessment is based on a range of work produced by the child over the year.
 - Technical accuracy is essential.
 - A sample of schools are moderated each year to ensure consistency across schools – we expect to be moderated this year.
 - The Teacher Assessment Framework (TAF) is used alongside exemplification materials to judge whether a pupil is working at the expected standard, towards the expected standard or at greater depth. Expectations are high!
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TEACHER ASSESSMENT FRAMEWORK – 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

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]

AN EXAMPLE OF 'EXPECTED STANDARD'

"Lauren, I have ^{just} received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed Mum as she put some winter clothing in a suitcase and the ~~two~~ tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's Bill was parked and they set off for Gatwick Airport.

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she ~~started~~ picked up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with ~~a~~ very painful frost bite. What ~~might~~ she could she do now ~~with~~ to get rid of the frost bite? She thought to herself, but gradually it melted from the warm heat of her foot.

AN EXAMPLE OF 'GREATER DEPTH'

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~creeped~~ ^{crept} across the landing. As his heart raced he stared into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit. Suddenly a THUD!... He raced down the creaking stairs—even the seventh one that makes an earsplitting ^{creak} ~~noise~~. He could see the ~~re~~ white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. ~~Then~~ ^{She} He could feel pair of eyes watching her in the darkness. Who was it? Had he been seen...? ~~His~~ His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice.

PREPARING YOUR CHILD IN SCHOOL

- High quality teaching and feedback, enables children to identify their strengths and areas for development.
 - Teaching is supported by Mrs Avis who works with groups and individuals to meet needs.
 - Practise answering SATs style questions in lessons and practise tests.
 - Marked test papers and additional papers to practise at home.
 - Working under timed conditions.
 - Home learning via Seesaw will include key skills, practice questions and papers.
 - Before school booster sessions for targeted groups – many more sessions this year than previously.
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HOW TO HELP YOUR CHILD

- Please DO NOT use past papers that are available online as we will be using all of these in school. It is important that your child has not already seen them because we use them to identify next steps for learning.
 - Most importantly – reassure your child that there is nothing to worry about and that they should simply try their best. Praise and encourage! Growth mindset is needed.
 - Ensure the best possible attendance in school and prompt arrival each morning – every single lesson is important, and skills are practised from 8:35am on arrival each day.
 - Support your child with home learning, including use of the spelling journal and reading, by providing a quiet environment and guidance where needed. Make sure tasks are completed on time. This will help to prepare them for the expectations of secondary school.
 - Talk to your child about what they have learnt in school – ask them to teach you what they have learnt!
 - Make sure your child gets plenty of sleep and a good breakfast every day.
-

HOW TO HELP YOUR CHILD WITH ENGLISH

- **Regular reading is essential** – varied text types and authors (they won't be able to choose in the test!).
 - Talk with your child about their reading.
 - Remember - **good readers become good writers!**
 - **Make sure spellings are practised regularly – check the Spelling Journal.**
 - Encourage the use of a dictionary to check spellings and a thesaurus to find synonyms and expand vocabulary.
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HOW TO HELP YOUR CHILD WITH MATHS

- Regular arithmetic practise - **mathsbot website**, TTRS, daily practise of aspects they find challenging (e.g. long multiplication, long division)
 - Make sure your child can tell the time.
 - Encourage opportunities to calculate with money e.g. Finding change and calculating discounts in a sale.
 - Use opportunities to weigh and measure e.g. using recipes.
 - Play games involving numbers or logic – card games, dominoes, darts, chess, Countdown number challenge etc.
 - When your child finds something difficult in maths, help them to see it as a learning opportunity – the more they practise the more confident they become!
 - **Avoid saying ‘I could never do maths either!’**
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WHAT HAPPENS ON THE DAY OF A TEST?

- Children need to be up in good time in order to eat a healthy breakfast.
- Arrive at school – on time.
- After registration, warm-up activities will take place. These will remind children of key learning relevant to the test.
- Classroom will be organised so that the children cannot see each other's work. Some children may sit their tests in another room.
- All equipment will be provided, though children can use their own if they wish.
- Papers are distributed, instructions given, and test begins.
- Children work independently, though they can raise their hand to ask for a question to be read to them (not in the reading paper).
- Regular time checks will be given.
- At the end papers are collected, sealed and locked away ready for collection.

AFTERWARDS

- Papers are collected.
- Papers are packaged up straight away and sent away for marking.
- They are marked electronically.
- Results are returned to school in July and shared with children and parents.
- Papers are not returned but can be accessed by school on-line.
- Re-marks can be requested if we find any marking errors.

After SATs, Year 6 will be busier than ever! As well as lots more curriculum to cover, we will launch and cast the school production, there are lots of sporting events, bikeability and so much more!

ANY QUESTIONS?

**PLEASE DON'T HESITATE TO
CONTACT US SHOULD YOU HAVE
ANY QUESTIONS.**
