

SATs INFORMATION

Meeting

Tuesday 20th January
2026

What format will the tests take?

Schools are required to administer the following tests:

English grammar, punctuation and spelling

English reading

Mathematics

When are the SATs?

Monday 11th May - English Grammar, Punctuation and Spelling paper 1 GP & paper 2 spellings

Tuesday 12th May - Reading

Wednesday 13th May - Maths Paper 1 (Arithmetic) & paper 2 (Reasoning)

Thursday 14th May - Maths Paper 3 reasoning

GPS

Grammar, Punctuation and Spelling papers.

Paper 1:

questions consists of a single test paper of 50 questions. Children will have **45** minutes to complete Paper 1.

Paper 2:

spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. Children will have approximately **15** minutes to complete Paper 2, by writing the 20 missing words in the answer booklet. The test is not strictly timed.

Reading Comprehension

The reading comprehension paper will last for a total of 1 hour

This test consists of a reading answer booklet and a separate reading booklet.

Pupils will have a total of **1 hour** to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, for example, working through one text and answering the questions before moving on to the next.

Mathematics

The maths test has 3 components

Paper 1: arithmetic consists of a single test paper the children will have 30 minutes to complete Paper 1 by answering the questions in the test paper.

Paper 2: reasoning consists of a single test paper. Children will have 40 minutes to complete Paper 2 by answering the questions in the test paper.

Paper 3: reasoning consists of a single test paper. Children will have 40 minutes to complete Paper 3 by answering the questions in the test paper.

What can I do to help my child?

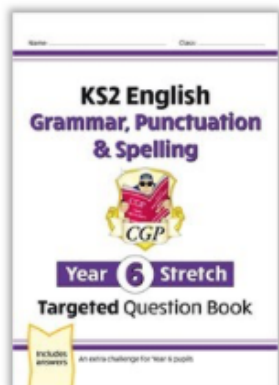
Encourage your child to read different genres and text types - discuss what they have read and ask them questions about the text and its structure

Practise times tables and go through maths vocabulary with them

Visit different websites to help them e.g.

- ▶ www.mathsisfun.com
- ▶ <http://www.bbc.co.uk/bitesize/>
- ▶ <http://resources.woodlands-junior.kent.sch.uk/maths/>

CGP Books



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New KS2 English Year 6 Stretch Grammar, Punctuation & Spelling Targeted Question Book (w/Answers)

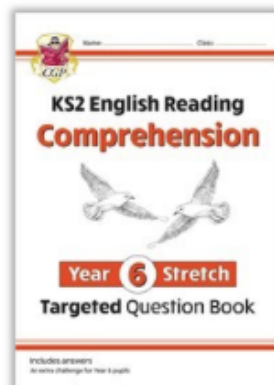
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School Price: **£3.75**



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KS2 English Targeted Question Book: Challenging Reading Comprehension - Year 6 Stretch (+ Ans)

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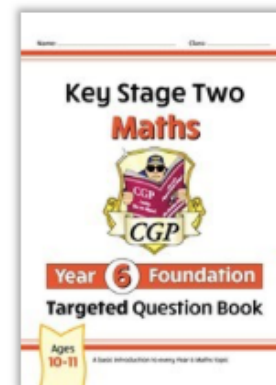
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New KS2 Maths Targeted Question Book: Year 6 Foundation

M6FQ22

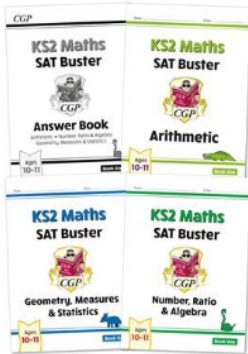
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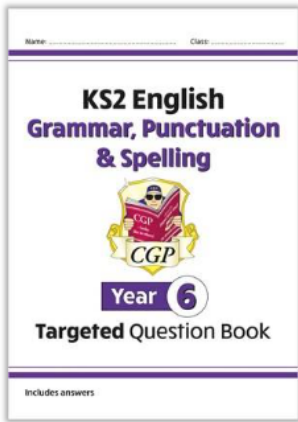
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Q Take a Look

KS2 English Year 6 Grammar, Punctuation & Spelling Targeted Question Book (with Answers)

Bestseller

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ISBN: 9781782941347

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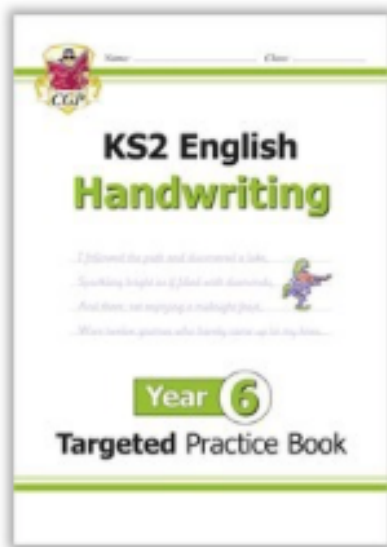
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CGP books

- ▶ <https://www.cgpbooks.co.uk/primary-books/ks2/english/sp-g/em6cub25-ks2-year-6-money-saving-workbook>
- ▶ Order by 9am Friday 23rd January 2026

Writing!

Whilst there is not a writing element to the tests, children will still have to practise writing using a range of writing skills.

This is because teachers are still required to submit a teacher assessment of a child's level of writing to the Standards Agency

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

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

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 correctly¹ (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]

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Word list – years 3 and 4

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

Word list – years 5 and 6

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

Any questions?

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