Year 6 Information Evening

(This will all go on our website)

Year 6 SATs 2026
Monday 10 May - Thursday 13 May, 2026

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, commencing Monday 10 May until Thursday 13 May 2027.
- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 10th May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 10th May
  - Reading – Tuesday 11th May
  - Maths (paper 1: Arithmetic) – Wednesday 12th May
  - Maths (paper 2: Reasoning) – Wednesday 12th May
  - Maths (paper 3: Reasoning) – Thursday 13th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

The revised National Curriculum for KS2 that is due in Spring 2027 will not affect the end-of-KS2 assessments (SATs).
The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked externally.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:
    - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
    - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
    - Reading – 60 minutes
    - Maths (paper 1: Arithmetic) – 30 minutes
    - Maths (paper 2: Reasoning) – 40 minutes
    - Maths (paper 3: Reasoning) – 40 minutes

Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them, or transcribe after the test is complete;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

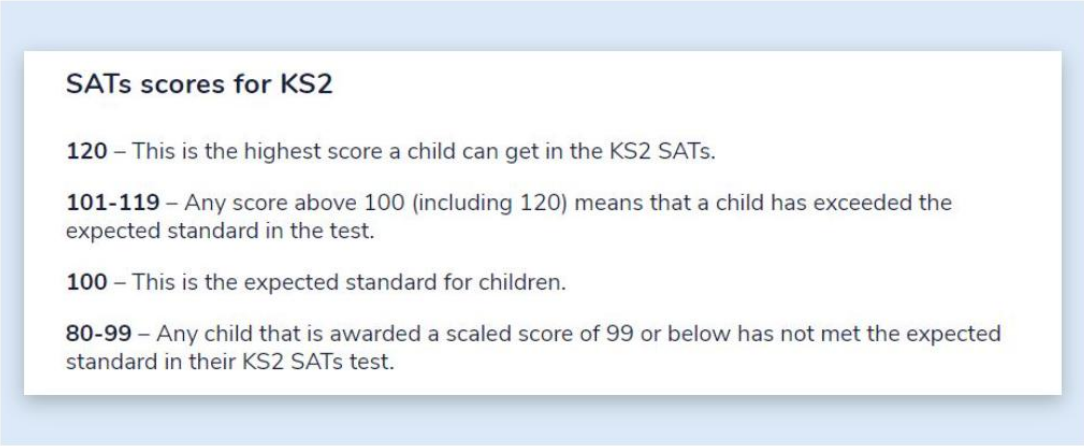
Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

Scaled scores range from 80 to 120.
A scaled score of 100 or more shows the pupil is meeting the National Standard.



Grammar, Punctuation and Spelling: Monday 10th May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for 45 minutes.

- Paper 2 consists of a spelling test only. It should take approximately 15 minutes, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

1 Which sentence must end with a **question mark**?

Tick **one**.

- Do you know how long it took for the trees to grow ✓
- We have planted rose bushes around the trees
- How beautiful the flowers will be
- I will ask my teacher if I can show you

1 mark

33 Add a **prefix** to the word charge in the sentence below to show that the waiter did not charge too much.

The waiter was careful not to over charge the customer.

1 mark

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

The noise of the traffic disturbed us.

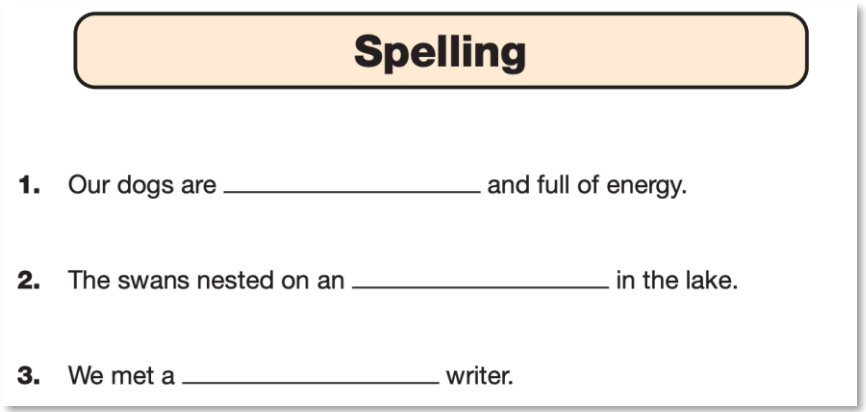
e.g. We were disturbed by the noise of the traffic.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:



Spelling

1. Our dogs are _____ and full of energy.
2. The swans nested on an _____ in the lake.
3. We met a _____ writer.

2024 Spelling script

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

Our dogs are **young** and full of energy.

The word is **young**.

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

The swans nested on an **island** in the lake.

The word is **island**.

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

We met a **famous** writer.

The word is **famous**.

Reading: Tuesday 11th May

There is one reading test that lasts for 60 minutes.
The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

2 Read the paragraph beginning: *They are not hedgehogs...*

Find and **copy one** word that means the same as 'met'.

_____

1 mark

Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

2	Read the paragraph beginning: *They are not hedgehogs...* **Find** and **copy one** word that means the same as 'met'. **Content domain:** 2a – give or explain the meaning of words in context **Award 1 mark** for: ■ *encountered*.	1m

Reading

Example questions:

9 Look at the section: ***What issues are streaked tenrecs facing?***

What serious problems are streaked tenrecs facing?

Give **two** problems.

1. _____

2. _____

2 marks

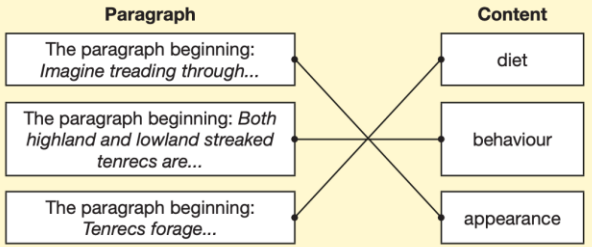
9	Look at the section: ***What issues are streaked tenrecs facing?***	Up to 2m
	What serious problems are streaked tenrecs facing? Give **two** problems. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** deforestation / the destruction of streaked tenrecs' habitat, e.g. • *deforestation destroys their habitat* • *tenrecs live in the rainforest and it's being destroyed* • *the landscape is being destroyed.*	

5 Draw **three** lines to match each paragraph to its main content.

Paragraph	Content
The paragraph beginning: *Imagine treading through...*	diet
The paragraph beginning: *Both highland and lowland streaked tenrecs are...*	behaviour
The paragraph beginning: *Tenrecs forage...*	appearance

1 mark

5	Draw **three** lines to match each paragraph to its main content. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for all correctly matched:	1m



Reading

Example questions:
3 mark question

26 Look at the whole text.

Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking.

1. _____

_____

2. _____

_____

3. _____

_____

3 marks

Qu.	Requirement	Mark
26	Look at the whole text. Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following up to a maximum of **3 marks**: 1. the quotation, *You ain't getting up on that?* 2. the quotation, *It isn't safe, Louie / You can't just get up on the rope and…*, e.g. • *he told her that it wasn't safe for her* • *he wasn't sure that it was safe for her to be on it.* 3. the quotation, *It's a proper skill / It takes years of practice*, e.g. • *he pointed out it takes years to master* • *he thought she needed more practice.* 4. the quotation, *Shouldn't I stay here? / Just in case you fall?*, e.g. • *he thought she would fall* • *he wanted to stay beneath the rope incase she falls* • *he offered to help if she fell* • *he was asking if he should stay there* • *he hesitated to move – thinking she would fall.* 5. the quotation, *Ned breathed in sharp.* **Do not accept** reference to the quotation, *You better come down.* **Do not accept** reference to the quotation, *He thought it was all one big prank.*	**Up to 3m**

Maths: Wednesday 12th May and Thursday 13th May

The maths assessments consist of three tests.

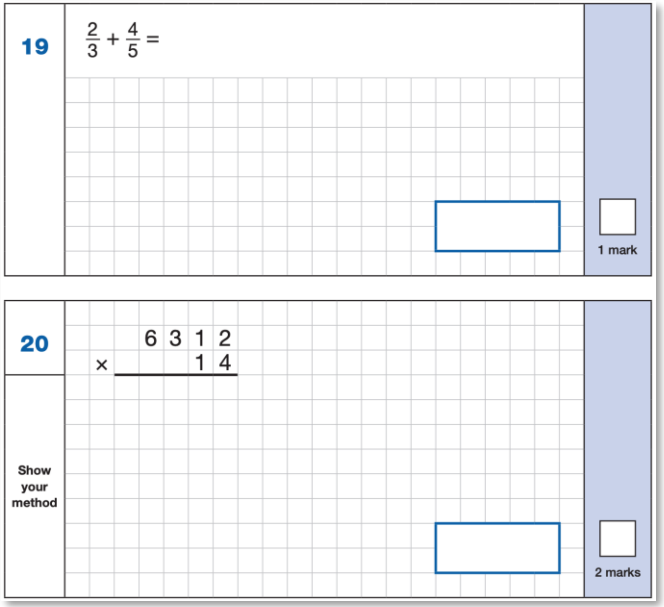
- Paper 1: Arithmetic (30 minutes) – Wednesday 12th May
- Paper 2: Reasoning (40 minutes) – Wednesday 12th May
- Paper 3: Reasoning (40 minutes) – Thursday 13th May

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks and lasts for 30 minutes.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:



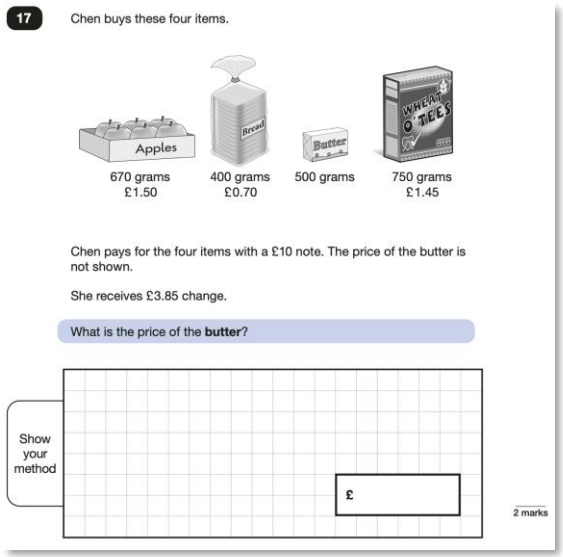
Qu.	Requirement	Mark	Additional guidance
19	$1\frac{7}{15}$ **OR** $\frac{22}{15}$	1m	Accept equivalent mixed numbers, fractions or the **exact** decimal equivalent, i.e. $1.4\dot{6}$ (accept any unambiguous indication of the recurring digits). **Do not** accept rounded or truncated decimals.
20	Award **TWO** marks for the correct answer of 88,368 If the answer is incorrect, award **ONE** mark for the formal method of long multiplication with no more than **ONE** arithmetic error, e.g. • 6312 × 14 = 25248, 63120, 88358 (*error*) **OR** • 6312 × 14 = 24248 (*error*), 63120, 87368	Up to 2m	Working must be carried through to reach a final answer for the award of **ONE** mark. **Do not** award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens. 6312 × 14 = 25248, 6312 (*place value error*), 31560

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 12th May and paper 3 will take place on Thursday 13th May. These tests have a total of 35 marks each and lasts for 40 minutes each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2.

Example questions:



17 Chen buys these four items.

670 grams £1.50 | 400 grams £0.70 | 500 grams | 750 grams £1.45

Chen pays for the four items with a £10 note. The price of the butter is not shown.

She receives £3.85 change.

What is the price of the **butter**?

Show your method

£

2 marks

17	Award **TWO** marks for the correct answer of (£)2.50 If the answer is incorrect, award **ONE** mark for evidence of an appropriate complete method which contains no more than **ONE** arithmetic error, e.g. • £1.50 + £0.70 + £1.45 = £3.65 £10.00 – £3.65 = £6.15 (*error*) £6.15 – £3.85 = £2.30 **OR** • £1.50 + £0.70 + £1.45 + £3.85 = £7.50 £10.00 – £7.50 = £3.50 (*error*) If no final answer is given, all calculations within an appropriate method must be evaluated correctly for the award of **ONE** mark, e.g. • £1.50 + £0.70 + £1.45 = £3.65 £10.00 – £3.65 = £6.35 £6.35 – £3.85	**Up to 2m**	Accept for **ONE** mark an answer of £250, £250p, £2,50 or £2.5 as evidence of an appropriate method. Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money. Misreads of £3.85 as £3.65 **OR** miscopies of £3.65 as £3.85 are not allowed.

What do SATs measure?

The facts: KS2 assessments (SATs) assess your child's understanding of the Key Stage 2 national curriculum, providing data to measure school performance.

In truth: your children will want to do well, and everyone around them wants them to do well. They have to do this test and we want them to feel as prepared as possible.

These results do not primarily affect groupings for secondary school

Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give your children as much encouragement and support as you can (but we don't need to tell you that).

Tips:

- Do not overload your children with 'extra' learning or exam prep at home – in our experience, exam prep beyond school can be counter-productive and lead to cognitive overload.
- Do not use past papers as they are used in school to prepare the children.
- Talk to your child's class teacher if you have any concerns rather than worry your child. A small amount of anxiety is normal and not harmful.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE…, and they certainly won't highlight all their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

What to do if you are worried about your child

Talk to us

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to the Year 6 team

SATs are obviously linked to school. Don't be surprised if your child would prefer to seek reassurance from teachers over family members.

Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

Advice for Year 6 children

- Listen to your teacher.
- The adults you work with all want you to do your best.
- Get plenty of sleep, exercise and eat well - this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don’t panic. There may be questions you think you can’t answer. Take a deep breath. Read it again. You can always move on and go back to it later. It’s often better to write something rather than nothing.
- Remember that the Year 6 SATs last for 4 days out of your whole life!

“Learn in school. Listen to the teachers – they actually know what they’re doing.” – Advice from 2025’s Year 6 cohort (bit rude).

Any Questions?





PGL

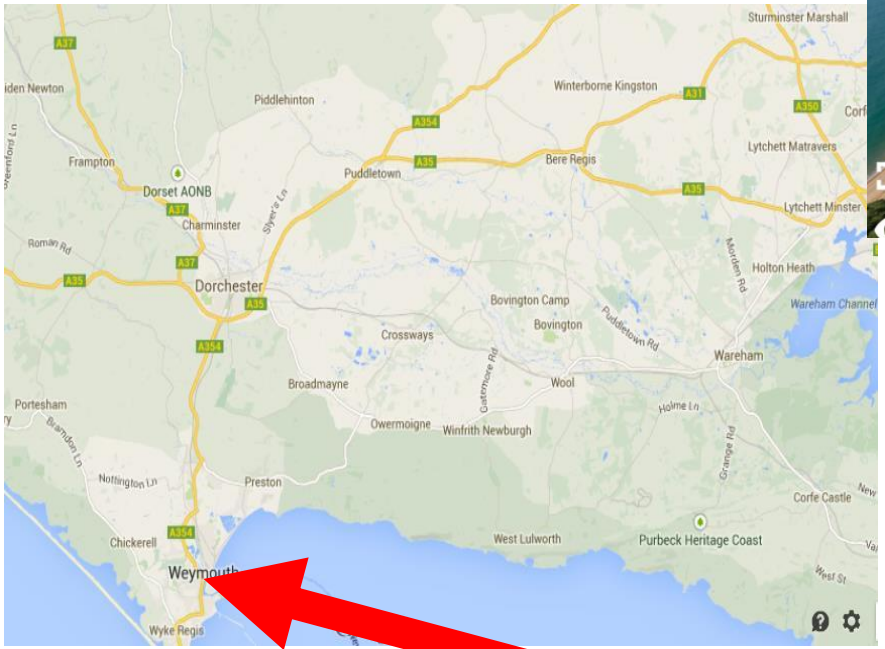
Monday 12th – Wednesday 14th October

Objectives for our visit

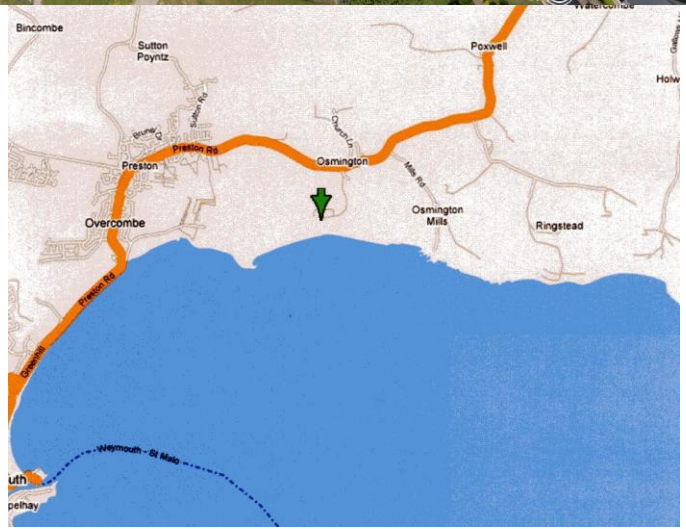
- To complete a range of outdoor and adventurous activities.
- To develop resilience towards being independent away from home.
- To learn to communicate and collaborate with a range of people in an unfamiliar setting.

Where is Osmington Bay?

[PGL Interactive Map](#)







Activities

- A range of activities that will suit all.
- We will not know the final itinerary until around a week before departure.
- No water-based activities.

High ropes include:

- Abseiling
- Giant Swing
- Trapeze
- Zip Wire

Low ropes include:

- Archery
- Orienteering
- Street Surfing
- Fencing

What about Food?



What's on the menu at Osmington Bay?

Tasty meals and plenty of choice to please even the fussiest of eaters

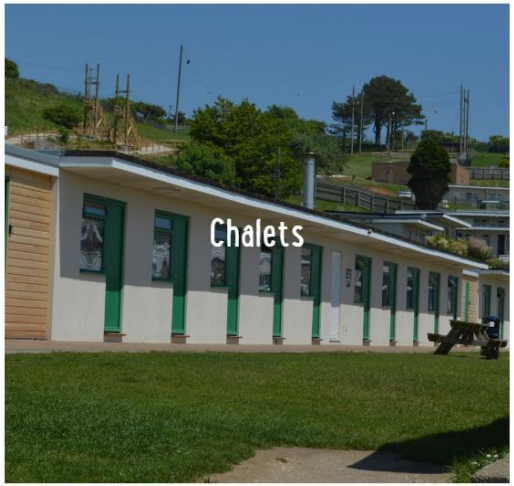
Adventure is hungry work! Kids at Osmington Bay enjoy three nutritious meals a day in our dining rooms, picking and choosing from a varied menu of delicious family favourites.

- Hot and cold meal choices with vegetarian options
- Self-service fresh salad bar
- Fresh fruit available with every meal
- Allergies, intolerances and special diets catered for
- 'Fussy Eater Guarantee' ensures no child ever goes hungry

https://schoolsandgroups.pgl.co.uk/uk-pgl-menu/

Accommodation

- The children spend around an hour a day in their rooms. The rest is spent in activity groups or as a year group.
- In September, children will be given the opportunity to select 3 children they would like to share a room with.
- We strive to give them at least one of their choices.
- This is a good opportunity to make new friendships.







Overview

Monday:
Arrive at school normal time and come to the KS2 Hall
Depart around 10.25am
Arrive at PGL around 12pm
Packed Lunch carried in Day Bag (rucksack)
Complete two activities and an evening activity

Tuesday:
Four activities and evening entertainment

Wednesday:
Two activities
Lunch
Depart at 2.10pm
Return to school around 4pm

Adult Supervision

- 10 members of staff to accompany the children (unconfirmed)
- 8 groups – each supervised by a member of HSMP staff
- Each activity is led by a qualified member of PGL staff
- Bedtimes: we ‘patrol’ and support the children to regulate and calm at bedtime.

One-page of good information

- Arrive in school normal time (leave approx 10.25 am). With packed lunch in day bag.
- Inhalers/epi-pen to be carried by children in their Day Bag. Any other medication to be given to class TA who will ask you to sign permission/give information.
- Arriving back approximately 4pm on Wednesday (KS2 playground)
- Pocket money (£10 max. but not essential)
- No valuable items/electrical appliances
- Deodorants (roll-on only)
- Bedding- PGL will provide the bottom sheet, children to bring along a pillow and sleeping bag or duvet
- Contacting your child (emergencies only)

Any Questions?