



Year 6 Statutory Test Information

Information and Guidance on the Changes and Expectations for 2025/26



Dear Parents / Carers / Guardians,

This booklet aims to explain some important information regarding the Statutory Assessment Tests (SATs) that your child will undertake in May. It is statutory for Year 6 pupils in state primary schools across the country to do the SATs.

Key Stage 2 Statutory Test Information

If you have a child in year 6, at the end of key stage 2, they will take National Curriculum Tests in English Grammar, Punctuation and Spelling (GPS), English Reading and Mathematics. There is no test for English Writing, therefore your child's class teacher will make a judgement about your child's writing ability by looking at a variety of pieces of independent work, which will have been produced during the course of the year. This will be reported as a teacher assessment judgement. You will also receive a teacher assessment judgement for Science.

The tests help measure the progress pupils have made and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data.

The structure of the Tests.

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

- Reading
- Maths
- Grammar Punctuation and Spelling (GPS)

These tests will be both set and marked externally, and the results will be used to measure your child's progress and the school's performance. Your child's marks will be used in conjunction with Teacher Assessment information to give a broader picture of their attainment.

Key Stage 2 Reading

The Reading Test consists of a single test paper with three unrelated reading texts. Your child will be given 60 minutes in total, which includes reading the texts and answering the questions. A total of 50 marks are available. Questions are designed to assess the comprehension and understanding of your child's reading. Some questions are multiple choice, whereas others require a selected response either as short answers or more detailed and extended responses, which include personal opinions and more detailed explanations. This is a challenging test and requires your child to be able to read, understand, retrieve evidence from the texts and explain why the author has used particular language features or organised their writing in a particular way.

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 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.'

Key Stage 2 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, and an aural spelling test of 20 words, lasting around 15 minutes.

The Grammar and Punctuation paper 1 will assess your child's understanding of word classes, grammar, punctuation and spelling and will consist of two main 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 Grammar and Punctuation paper 2 will assess your child's spelling ability. It is essential that your child is able to spell all of the Y5/6 Key Words and spelling patterns that we have sent home to learn. We would appreciate your support in ensuring that your child can spell these words correctly.

Key Stage 2 Writing

Writing will be 'Teacher Assessed' by your child's Class Teacher, who will look at a range of your child's writing. There is no set writing test.

Key Stage 2 Maths

Your child will sit three tests:

Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations (Addition, subtraction, multiplication and division), including use of fractions, percentages and decimals. There will be 36 questions in total on the paper; therefore it is extremely important that your child can work at **speed**, with **accuracy** and **stamina**. The questions will gradually increase in difficulty and not all children will be expected to access some of the more difficult questions later in the paper.

Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40minutes. Your child will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

When will the KS2 SATs take place in 2025-2026?

The Year 6 KS2 SATs will be administered in the week commencing 11th May 2025.

MON 11 th May	TUES 12 th May	WED 13 th May	THURS 14 th May
English GPS Paper 1 (45 mins) English GPS Paper 2 (20mins)	English Reading Test (1 hr)	Maths Paper 1: Arithmetic Paper (30 mins) Maths Paper 2: Reasoning Paper (40 mins)	Maths Paper 3: Reasoning Paper (40 mins)

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 read for them;
- The use of prompts or rest breaks;
- The use of an amanuensis (scribe) or a transcript may be completed;
- 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 modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

How will Key Stage 2 SATs be marked?

All of the tests will be carried out in school and will be administered by your child's teachers. Following this, they will be sent to be marked by a central agency and then returned to school shortly before the end of the summer term. Once the results are returned to school, they will be reported to you as part of your child's end of year report.

Your child's score will be converted to a scaled score to allow it to be compared to others'. Scaled scores will normally range between 80 and 130. The scale will be set so that reaching a score of 100 will indicate that your child is working at the expected standard for the end of Key Stage 2. A child awarded a scaled score of more than 110 is judged to have exceeded the national standard and demonstrates a higher than expected knowledge of the curriculum for their age – this is referred to as Working at Greater Depth / Higher Standard.

A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age – referred to as Working Towards or Has Not Met.

Higher Attaining Pupils

There are no longer separate tests for the most able children. Instead, each test includes a range of questions for all children to complete, allowing higher attaining pupils to show their strengths.

What if my child is absent for some part of the week?

No absences will be authorised during the test period. It is important that you contact school early if your child is ill as special arrangements have to be made and The Department for Education needs to be contacted.

Results

We receive the test results back in school at the beginning of July. We check the papers for any incorrect marking. If any papers have been incorrectly marked, we will appeal and ask for them to be re-marked. Once the results have been entered onto our school computer system, reports are printed and you will receive your child's results. This is usually before the end of the summer term.

How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are essential to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).

How to help with Writing

- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- When writing encourage the children to plan all writing first, in detail and in note form.
- Encourage the children to think of **PALS – What is the purpose of the writing? Who is the audience? What language is appropriate? How is the writing to be structured?**
- Remind them to use varied punctuation types in their writing.
- Encourage the children to use a variety of appropriate language techniques– similes, alliteration examples, short sentences, metaphors etc. They should also try to use varied sentence starters such as: ly words, ing words and ed starters.
- Practise working within the time limits given in SATs.
- Discuss spelling strategies that do not rely on phonics / Practise the spelling rules which are sent home on a weekly basis as part of your child's spelling homework – Y6 words and patterns.
- Practise and learn weekly spelling lists – make it fun!
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

How to help with Reading

- Listening to your child read can take many forms. First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- When reading, ask your child questions about the text, which encourages them to reflect on what they've read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- Discuss the layout of a piece of writing – Why are there sub-headings? Why are some words in bold? Can your child identify examples of similes, alliteration, metaphors, personification and be able to explain why the author may have used those language features?
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

How to help your child with Maths

- Play times tables games – your child must be able to recall any times table in a random order in under 5 seconds. Improve your accuracy and speed using Times Table Rockstars.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Learn key mental facts: Times tables up to 12x12, Square numbers up to 20x20, Cubed numbers up to 10x10x10. Recognise equivalent fraction, decimal and percentage values and be able to identify Prime Numbers up to 100
- Look for examples of 2D and 3D shapes around the home. Discuss their properties - number of sides, angles, diagonals, parallel lines etc.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes. Can they convert these measurements from one unit to another, eg grams to kilograms?
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.
- Encourage the children to practise quick calculations in their head.
- Share strategies for calculations, so the children build up a range of methods, (eg, add 100 then subtract 1 when adding 99 for instance).
- Encourage the children to show all their working out for written homework tasks.
- Advise the children to predict or estimate the approximate answer they would expect to get before calculating. This can help them avoid careless errors.
- Then, after calculating, encourage the children to check if their answer is reasonable.
- Use the inverse operation to check their answer. (Addition to check subtraction etc).
- When working in measure, time, shape etc remind the children to include the unit of measure in their answer, eg, cm, minutes, Kg etc

Test preparation in school

During the Spring term your child will be involved in a variety of activities to help prepare them for their Tests in May. As in previous years we will be adapting our curriculum in order to allow your child to achieve well in their tests. Your child will be:

- Using Revision Guides and Workbooks in Maths.
- Consolidating Key English skills.
- Continuing the use of Spelling and Handwriting schemes.
- Consolidating Maths skills.
- Demonstrating and teaching your child how to answer questions, focusing on key words.
- Completing practice tests, evaluating their answers against marking criteria.
- Becoming the teacher, and marking answers against specific criteria.
- Completing Intervention / Support sessions as part of the school day with either Mrs Haworth, Mrs Kelly or Mrs Murphy.
- Completing practice tests at home under test conditions.

PLEASE HELP YOUR CHILD TO GET THE MOST OUT OF THEIR TEST PREPARATION BY ENSURING THAT THEY ATTEND SCHOOL ON A REGULAR BASIS.

Finally, thank you for your support. Please feel free to contact school if you have any questions or concerns regarding SATs.

Mrs N. Haworth

Mrs L. Kelly

Mrs C. Murphy