



*How to  
support  
your child  
with SATs*

Friday 30th January



# *What are SATs, and why are they done?*

Standardised assessment tests (SATs) are used alongside teacher assessment of English writing and science to make sure individual pupils have the support that they need as they move into secondary school, as well as measuring school performance.

# *When are SATs in 2026?*

<b>Date</b>	<b>Activity</b>
Monday 11 May 2026	English grammar, punctuation and spelling papers 1 and 2
Tuesday 12 May 2026	English reading
Wednesday 13 May 2026	Mathematics papers 1 and 2
Thursday 14 May 2026	Mathematics paper 3

# *How are SATs 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.
- Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements

# *Grammar, punctuation and spelling*

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*

The children will have been working hard with their class teacher on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

## Example questions:

1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

39

Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. Although, while

\_\_\_\_\_ football is his favourite sport, James also enjoys  
watching tennis on TV.

1 mark

49

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

The Romans invaded Britain over two thousand years ago.

e.g. Over two thousand years ago, Britain  
was invaded by the Romans.

1 mark

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

Example questions:

## Spelling

1. There was a \_\_\_\_\_ in the field.
2. I kept in \_\_\_\_\_ with my old friends when we moved.
3. The questions were \_\_\_\_\_ from one to ten.

### 2023 Spelling script

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.



# Reading

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.

The test covers the following areas (known as Content Domains):

- Give/ explain the **meaning of words** in context;
- **Retrieve** and record information/ identify key details from fiction and non-fiction;
- **Summarise** main ideas from more than one paragraph;
- Make **inferences** from the text/ explain and justify inferences with evidence from the text;
- **Predict** what might happen from details stated and implied;
- Identify/ **explain** how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ **explain** how meaning is enhanced through choice of words and phrases;
- Make **comparisons** within the text.

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–12 are about *A Noise in the Night*  
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

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

2 marks

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

## A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing*, she told herself strictly. *It's a hedgehog, or a mole. It's something nice and harmless.*



Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write <b>two</b> ways.</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>Award 1 mark</b> for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"><li>1. Priya's heart beating fast, e.g.<ul style="list-style-type: none"><li>• <i>Priya's heart started to race</i></li><li>• <i>her heart was beating really quickly.</i></li></ul></li><li>2. Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none"><li>• <i>she took a deep breath</i></li><li>• <i>Priya was trying to calm herself</i></li><li>• <i>she must be nervous because she needs to calm down.</i></li></ul></li><li>3. Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none"><li>• <i>she tells herself it must be something harmless</i></li><li>• <i>she tries to reassure herself.</i></li></ul></li><li>4. Priya waking with a start, e.g.<ul style="list-style-type: none"><li>• <i>she woke with a start.</i></li></ul></li></ol>	Up to 2m

## Example questions: Based on text 2: Bats Under the Bridge

**22** Draw **four** lines to match an amount on the left to a fact on the right.

thousands	people visiting the Congress Avenue Bridge each year
a few	bats living in one cave
ten	months baby bats need to develop before travelling
fifteen million	tonnes of insects eaten by bats each night

1 mark

### Section 2: Bats Under the Bridge

Qu.	Requirement	Mark
<b>22</b>	<p>Draw <b>four</b> lines to match an amount on the left to a fact on the right.</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for all correctly matched:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; text-align: center;">thousands</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; text-align: center;">a few</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; text-align: center;">ten</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; text-align: center;">fifteen million</div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; text-align: center;">people visiting the Congress Avenue Bridge each year</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; text-align: center;">bats living in one cave</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; text-align: center;">months baby bats need to develop before travelling</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; text-align: center;">tonnes of insects eaten by bats each night</div> </div>	<b>1m</b>

## Example questions: 3 mark question

38

Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

3 marks

## Section 3: A Howl at Dusk

Qu.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give <b>two</b> things, 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>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>	Up to 3m														
	<table border="1"> <thead> <tr> <th>Acceptable points (personality)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. he is unfriendly / rude / surly</td> <td> <ul style="list-style-type: none"> <li>unfriendly eyes</li> <li>'What's it to you?'</li> <li>strode off without another word</li> <li>didn't bother to look at Innis whilst replying</li> <li>he didn't look at him when he replied.</li> </ul> </td> </tr> <tr> <td>2. he is independent / brave / calm</td> <td> <ul style="list-style-type: none"> <li>he was on his own</li> <li>not concerned he might be walking towards the wolf</li> <li>he didn't seem to be shocked that there was a wolf about.</li> </ul> </td> </tr> <tr> <td>3. he is curious</td> <td> <ul style="list-style-type: none"> <li>the only questions asked were about wolves</li> <li>'How far?'</li> <li>'Where exactly?'</li> <li>he stops when Innis mentions the wolf.</li> </ul> </td> </tr> <tr> <td>4. he is mysterious / strange</td> <td> <ul style="list-style-type: none"> <li>he doesn't talk much</li> <li>he wiped the snow off, turned and strode off</li> <li>he appeared out of nowhere</li> <li>he didn't tell Innis much about himself.</li> </ul> </td> </tr> <tr> <td>5. he is secretive / defensive</td> <td> <ul style="list-style-type: none"> <li>he didn't tell Innis anything about himself</li> <li>strode off without another word</li> <li>'What's it to you?'</li> </ul> </td> </tr> <tr> <td>6. he is determined / single-minded / self-centred</td> <td> <ul style="list-style-type: none"> <li>was only interested in the wolf</li> <li>strode off without another word</li> <li>he only paid attention to what he was interested in</li> <li>he only interacted when he realised that Innis had useful information.</li> </ul> </td> </tr> </tbody> </table>	Acceptable points (personality)	Likely evidence	1. he is unfriendly / rude / surly	<ul style="list-style-type: none"> <li>unfriendly eyes</li> <li>'What's it to you?'</li> <li>strode off without another word</li> <li>didn't bother to look at Innis whilst replying</li> <li>he didn't look at him when he replied.</li> </ul>	2. he is independent / brave / calm	<ul style="list-style-type: none"> <li>he was on his own</li> <li>not concerned he might be walking towards the wolf</li> <li>he didn't seem to be shocked that there was a wolf about.</li> </ul>	3. he is curious	<ul style="list-style-type: none"> <li>the only questions asked were about wolves</li> <li>'How far?'</li> <li>'Where exactly?'</li> <li>he stops when Innis mentions the wolf.</li> </ul>	4. he is mysterious / strange	<ul style="list-style-type: none"> <li>he doesn't talk much</li> <li>he wiped the snow off, turned and strode off</li> <li>he appeared out of nowhere</li> <li>he didn't tell Innis much about himself.</li> </ul>	5. he is secretive / defensive	<ul style="list-style-type: none"> <li>he didn't tell Innis anything about himself</li> <li>strode off without another word</li> <li>'What's it to you?'</li> </ul>	6. he is determined / single-minded / self-centred	<ul style="list-style-type: none"> <li>was only interested in the wolf</li> <li>strode off without another word</li> <li>he only paid attention to what he was interested in</li> <li>he only interacted when he realised that Innis had useful information.</li> </ul>	
Acceptable points (personality)	Likely evidence															
1. he is unfriendly / rude / surly	<ul style="list-style-type: none"> <li>unfriendly eyes</li> <li>'What's it to you?'</li> <li>strode off without another word</li> <li>didn't bother to look at Innis whilst replying</li> <li>he didn't look at him when he replied.</li> </ul>															
2. he is independent / brave / calm	<ul style="list-style-type: none"> <li>he was on his own</li> <li>not concerned he might be walking towards the wolf</li> <li>he didn't seem to be shocked that there was a wolf about.</li> </ul>															
3. he is curious	<ul style="list-style-type: none"> <li>the only questions asked were about wolves</li> <li>'How far?'</li> <li>'Where exactly?'</li> <li>he stops when Innis mentions the wolf.</li> </ul>															
4. he is mysterious / strange	<ul style="list-style-type: none"> <li>he doesn't talk much</li> <li>he wiped the snow off, turned and strode off</li> <li>he appeared out of nowhere</li> <li>he didn't tell Innis much about himself.</li> </ul>															
5. he is secretive / defensive	<ul style="list-style-type: none"> <li>he didn't tell Innis anything about himself</li> <li>strode off without another word</li> <li>'What's it to you?'</li> </ul>															
6. he is determined / single-minded / self-centred	<ul style="list-style-type: none"> <li>was only interested in the wolf</li> <li>strode off without another word</li> <li>he only paid attention to what he was interested in</li> <li>he only interacted when he realised that Innis had useful information.</li> </ul>															

# Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2023 Reading SATs paper,

- 18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 46% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home, try focusing on these types of questions.

# *Maths*

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 13<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 13<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 14<sup>th</sup> 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:

<b>19</b>	$29.5 - 16.125 =$	<input type="text"/> 1 mark
-----------	-------------------	--------------------------------

<b>20</b>	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	<input type="text"/> 2 marks
Show your method		

<b>19</b>	13.375	<b>1m</b>
<b>20</b>	Award <b>TWO</b> marks for the correct answer of 37,592  If the answer is incorrect, award <b>ONE</b> mark for the formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.  • $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}$ <b>OR</b>  • $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35060 \text{ (error)} \\ \hline 37092 \end{array}$	<b>Up to 2m</b>  Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.  <b>Do not</b> award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.  $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \text{ (place value error)} \\ \hline 5588 \end{array}$



Example 1 mark questions:

**7**  $7.8 + 6.953 =$

$$\begin{array}{r} 7.800 \\ + 6.958 \\ \hline 14.758 \\ 1 \end{array}$$

1 mark

**12**  $801 - \boxed{6} = 795$

Mental method:  
Count on from 795 to 801

1 mark

**16**  $\frac{3}{16} + \frac{5}{8} =$

$$\frac{5}{8} = \frac{10}{16}$$
$$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$$

1 mark

**23**  $70 + 48 \div 6 =$

$$48 \div 6 = 8$$
$$70 + 8 = 78$$

1 mark

Example 2 mark question:

<b>25</b>	4 7   6 1 1
Show your method	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div>

Qu.	Requirement	Mark	Additional guidance
25	Award <b>TWO</b> marks for the correct answer of 13  If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetic error, i.e. <ul style="list-style-type: none"> <li>long division algorithm, e.g.</li> </ul>	Up to 2m	Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.

$$\begin{array}{r} 15 \text{ r}25 \\ 17 \overline{) 611} \end{array}$$

## Jottings

$30 + 7 = 37$

$60 + 14 = 74$

<b>37</b>	<b>3</b>	<b>9</b>	<b>5</b>	<b>9</b>		

111

148

185

222

259

296

333

be appropriate use of a complete must be less



# *Maths papers 2 & 3 reasoning*

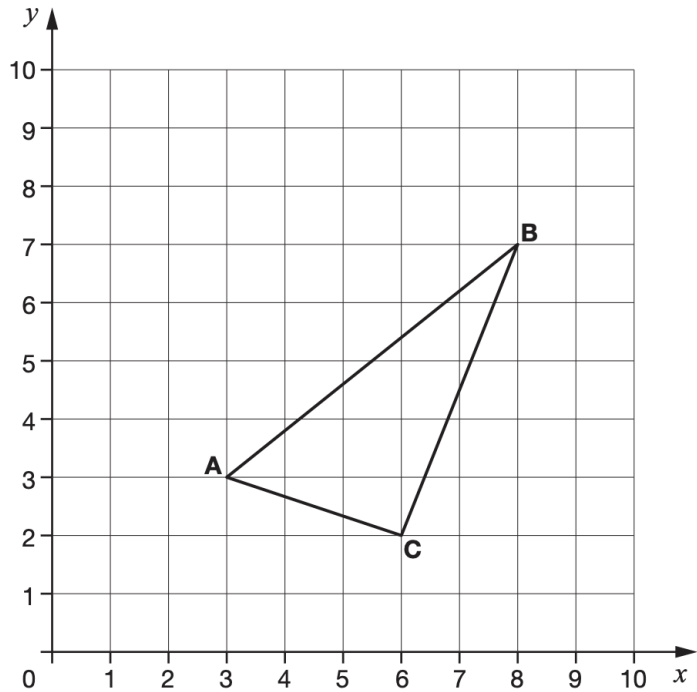
The two papers have a total of 35 marks each and lasts for 40 minutes each.

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 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

## Example questions:

3



ABC is a triangle.

What are the coordinates of point C?

( 6 , 2 )

1 mark

8

In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark

## Example questions:

17

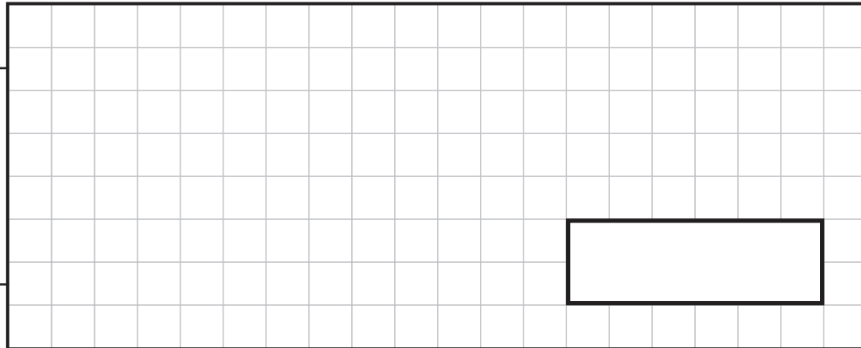
The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show  
your  
method



2 marks

17

Award **TWO** marks for the correct answer of 33

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

- $4 \times 50 = 200$   
 $200 \div 6 = 30$  (*error*)

**OR**

- $50 \div 6 = 8 \text{ r}2$   
 $(8 \text{ r}2) \times 4 = 32 \text{ r}8$

**OR**

Award **ONE** mark for sight of:

- $33\frac{1}{3}$  **OR**  $33.\dot{3}$  **OR**  $33.33\text{r}$  **OR**  $33.3$   
**OR**  $33\text{r}2$

(as evidence of completing  $200 \div 6$  correctly without interpreting the remainder in context)

Up to  
2m

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

If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g.

- $200 \div 6 = 31 \text{ r}8$

Acceptable rounded answers would be **31 OR 32**

For the 'sight of' mark, accept equivalent fractions.

Award **ONE** mark for an answer of 34.

## Example questions:

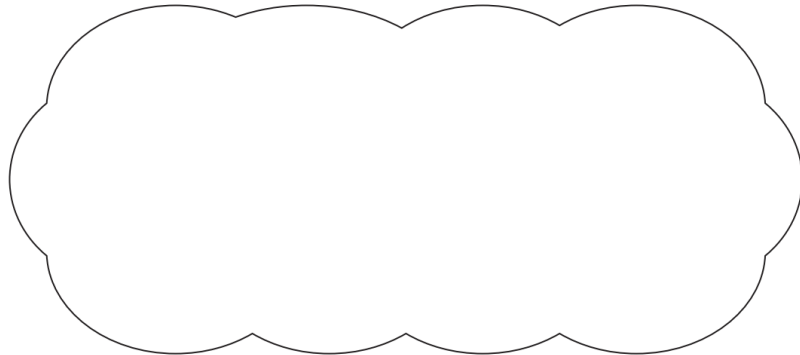
9

Jack says,

I multiplied a whole number by 3  
My answer was 32



Explain why Jack is **not** correct.



1 mark

9

Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g.

- 32 is not in the  $3\times$  table
- $32 \div 3 = 10 \text{ r}2$  or 10.66 (which are not whole numbers)
- if you count in multiples of 3 from 0, you won't get 32
- $3 + 2 = 5$ , 5 is not a multiple of 3 so he is wrong.

**OR**

For a description that includes one or both of the multiples of 3 either side of 32, e.g.

- if you do  $10 \times 3 = 30$  and  $11 \times 3 = 33$  there is no 32
- $10 \times 3 = 30$  and 32 is 2 away.

1m

**Do not** accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.

**Do not** accept vague or incomplete explanations, e.g.

- If you multiply by 3 you will get 30, not 32
- 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33
- 32 is not a factor of 3

**Do not** accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.



# *Supporting your child*

Positivity, encouragement and support is crucial (but we don't need to tell you that)!

Tips:

- Don't use past papers as they are used in school to prepare the children.
- The daily home learning is linked to SATs content; give your child a quiet, distraction free space to complete this
- Daily reading of age-appropriate texts, including reading at speed
- LBQ is a great resource for further practice at home
- Ensure children attend boosters
- Going over key skills (times tables through TTRS, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about any worries. Don't forget that a small amount of anxiety is normal and not harmful.
- Use check ins with class teachers to see if there is anything else you can do to support

*Any  
questions?*

**Feedback:**

