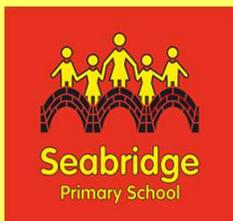


SATs  
Information  
Evening  
Spring 2026



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# Additional resources to support your child, as discussed during the meeting.

-Showbie: Used like teams to set classwork, majority of flipcharts used are on their to view daily learning, each one will have objectives to outline what is being learnt.

-CGP Booklets: Use to support in school learning / homework and revision closer to SATs.

-Maths.co.uk / SPaG.com (interactive SATs style tests used in school / for homework that you can view the results of.)

-TTRockstars (App on iPads for practising X Tables)

- Former SATs papers: (Please only use 2023 or earlier the DFE have removed earlier papers) <https://www.testbase.co.uk/past-papers/>

-Hit the Button: <https://www.topmarks.co.uk/maths-games/hit-the-button> X Tables, Division and number bonds

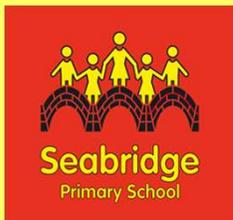
# Key Information

**Monday 11<sup>th</sup> May** - Grammar, Punctuation and Spelling: short answer (paper 1) and spelling test (paper 2)

**Tuesday 12<sup>th</sup> May** - Reading

**Wednesday 13<sup>th</sup> May** - Maths: Arithmetic paper (1) and a reasoning paper (2)

**Thursday 14<sup>th</sup> May** - Maths: Reasoning paper (3)



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# Keeping a smile alive!

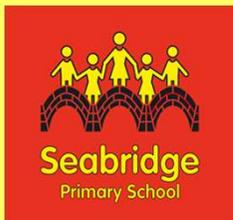
It is a really tough week for the children, and we do our very best to help them to stay positive and keep a sense of perspective.

- \* Calm start - early arrival, toast provided, check ins, motivation.

- \* Lots of reassurance

- \* Opportunities to 'let off steam'

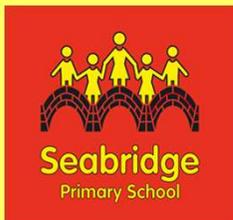
- \* Consistency



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# So how can you help?

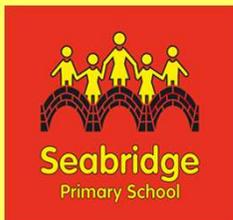
- \* Make sure they eat well and rest - a good night's sleep!
- \* Not too much pressure - they're working hard in school, so as long as they're completing their homework, that's enough
- \* Encouraging them to do their best - that's all any of us want



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# Key Points

- \*You will receive notification of your child's 'scaled score' during the summer term.
- \*All children will take the same tests.
- \* There is one arithmetic and two reasoning papers for maths.
- \*There is a Grammar and Punctuation paper which goes alongside a spelling test.
- \*There is one reading test, split over 3 texts.
- \*Writing is teacher assessed with potential external moderation.

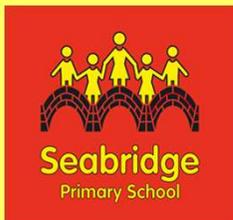


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# So what is the expected standard?

The expected standard will be a standardised score of 100. Children scoring below 100 will be working towards the expected standard; children scoring above approximately 110 will be working at the higher standard (Maths; Grammar, Punctuation and Spelling; and Reading) or greater depth within the expected standard (Writing).

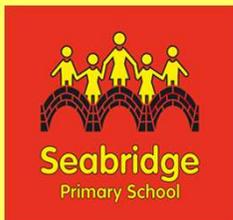
We will discuss current scores (Dec 2025) and trends during parents evening appointments



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# Reporting to Parents

Towards the end of the summer term you will receive your child's end of year report. This may also contain your child's SATs scaled score for each subject, providing we have received all test results and documentation. If not, we will ensure we get it to you as soon as we can.

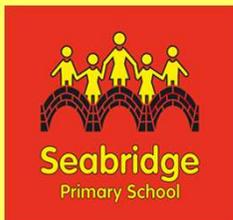


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# SPaG Test (Spelling, Grammar & Punctuation)

The key stage 2 SPaG test comprises of two papers:

- A grammar and punctuation test (paper 1)
- A spelling test (paper 2) - 20 spellings



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2

Circle the word that is a **synonym** of the word bumpy.

uneven

sore

smooth

low

1 mark

24

What is the grammatical term for the underlined words in the sentence below?

In 1961, the first manned spaceflight took place although a dog called Laika had travelled into space four years earlier.

Tick **one**.

a noun phrase

a relative clause

a preposition phrase

a subordinate clause

46

Circle the verb that is in the **subjunctive** in the sentence below.

If I were to help, I would start by clearing the tables.



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50

Complete the sentence below with the **past perfect** form of the verb in the box.

The teacher told the class that he \_\_\_\_\_ not to give them any homework.

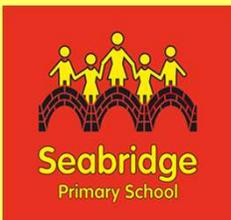
to decide

# Reading

The key stage 2 English reading test comprises:

- A reading booklet containing three texts which increase in demand throughout the booklet
- A reading answer booklet containing questions totalling 50 marks.

Some questions will require short answers, others will require longer answers in order to gain all of the marks available.



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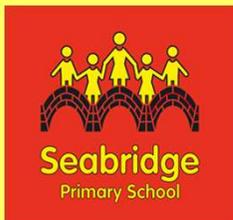
# Reading - working at the expected standard

## Interim teacher assessment framework at the end of key stage 2 - reading

### Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.



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# Reading

Chess is a game for two players, who try to move their pieces across a board. The game is popular across the globe.



## A Life-changing Game

Lots of children dream of becoming famous. Some want to be celebrated for their singing, dancing or acting, others for being athletes. This is the story of Phiona Mutesi, a girl who shot to international fame for doing something quite different: playing chess.

### A challenging upbringing

Phiona's life used to be very different from how it is now. She grew up in a family which lived in Katwe, a very poor neighbourhood in a country called Uganda. At the age of nine, Phiona had to drop out of school, even though she was still unable to read or write, as her family could no longer afford to send her. She started selling maize and vegetables in a street market to support her family.

### An intriguing game

One day in 2005, Phiona followed her brother Brian to see where he was going. Watching silently, out of view, Phiona saw that Brian had gone to a club where children had gathered to play a game with some small black and white pieces on a board. She was fascinated by what they were doing.

The game they were playing was chess. It was so unusual in Uganda at that time, there was no word for it in Phiona's language. Despite this, she was determined to play. She walked six kilometres every day to find out how. Within a year, it was clear that she had a special gift.



4

### Coaching a champion

As with learning any new skill, you often need someone to teach you how to do it. In Phiona's case, her coach was a man called Robert Katende, who worked hard to get children interested in the game.

Robert hadn't always been dedicated to coaching chess. In fact, for a long time his passion lay with another game: football. A talented player himself, Robert coached the children of Katwe in football. But when he realised that some of the children had no desire to play football, he turned his attention to chess.

Robert spotted Phiona's potential in the game and put lots of time and effort into helping her improve. She played recklessly at first, too eager to win games as quickly as possible. But when Robert reminded her to play calmly and patiently, she changed her approach to playing the game, bringing her great success.

### A roaring success

In 2007, at 11 years old, Phiona became Uganda's junior girls' champion. But Phiona's talent also took her far from home. She travelled to other countries to compete against some of the most experienced chess players in the world. In 2009, she took her first ever trip out of Uganda to attend a competition. She won and, just four years after first learning to play, became an international chess champion.

### Watching her next move

Phiona gained fame very quickly. At one competition, she caught the attention of a journalist, who was so in awe of her talent that he wrote a book about her. He called the book *The Queen of Katwe*. A film of the same name was also made in 2016 to show the story of her life so far. Phiona accepted an opportunity to study at a university in the United States of America. She has already achieved great things and people are waiting in anticipation of what she will do next.



5

# Reading

2

## *An intriguing game*

Which word is closest in meaning to *intriguing*?

Tick **one**.

exciting

popular

challenging

interesting

1 mark

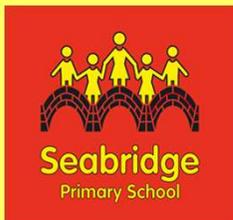
# How can you help?

Listen to your child read regularly at home and ask them questions about the text. Try and vary the question styles i.e.

What do you think the word \_\_\_\_\_ means?

Find a word that gives us a clue about the way that the character is feeling.

What do you think is going to happen next? Why do you think this?



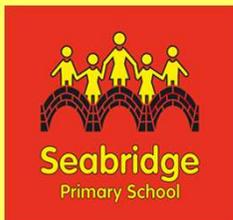
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# How can you help?

Encourage your child to refer back to the text as often as they need to.

The test is fast paced so it is important that answers are accurate and clear - no waffling! Need to read at speed and with accuracy.

Due to the change in format of the reading test over recent years we have limited practice papers. Please don't use the sample papers to test at home, we will use these in school.



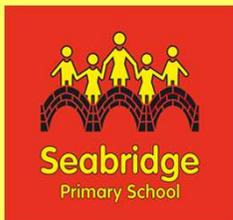
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# Maths - working at the expected standard

## Working at the expected standard

The pupil can:

- demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits;  $8.09 = 8 + \frac{9}{10}$ ;  $28.13 = 28 + \square + 0.03$ )
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g.  $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ ;  $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ ;  $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$ )
- use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
- recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as  $\frac{1}{5}$  or 0.2 or 20% of the whole cake)
- calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as  $\frac{7}{21}$  and that this is equal to  $\frac{1}{3}$ ; 15% of 60;  $1\frac{1}{2} + \frac{3}{4}$ ;  $\frac{7}{9}$  of 108;  $0.8 \times 70$ )
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).



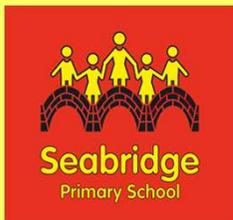
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# Mathematics

## Paper 1: Arithmetic

This will consist of fixed response questions, where children have to give the correct answer to calculations.

No longer a mental maths paper - children will be required to complete long multiplication and division.



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**1**  $7,549 = 7,000 + \boxed{\phantom{000}} + 40 + 9$

1 mark

**2**  $456 - 385 =$

1 mark

**3**  $\boxed{\phantom{000}} \times 233 = 0$

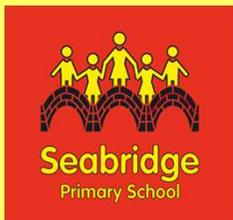
1 mark



# Mathematics

## Paper 2 and 3 - Reasoning

- \* Multiple choice
- \* True or false
- \* Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- \* Less constrained questions, where children will have to explain their approach for solving a problem

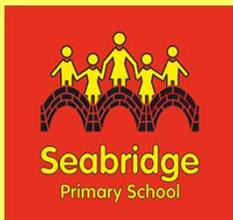


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# So how can you help?

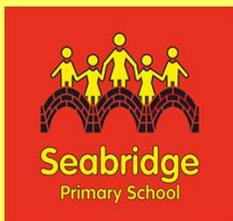
- \* Ensure that children know and practise their times table up to  $12 \times 12$ ;
  - \*Key facts need to be regularly practised - conversions, angle facts, properties of shapes, properties of numbers;
- \*Ensure that children have the opportunity to estimate;
- \*Encourage children to apply their knowledge to everyday tasks;
  - \*Ensure that homework is completed.



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# Writing

- \*Teacher assessment;
- \*Writing form across the curriculum will be used;
- \*Both short writes and extended pieces will be used to make an overall judgement.



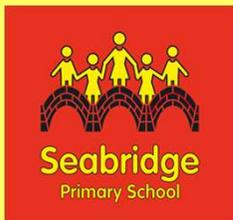
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# Writing - working towards the expected standard

## 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.<sup>1</sup>



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# Writing - working at the expected standard

## 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<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

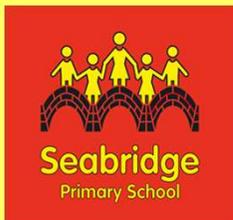
# Writing - working at greater depth

## Working at greater depth

The pupil can:

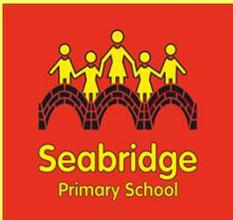
- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]



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# Questions



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