



**KS2 SATs 2026**

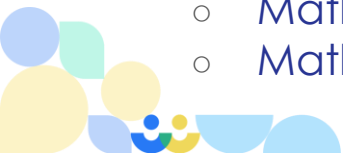
## What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children in England at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 11<sup>th</sup> May** ending on **Thursday 14<sup>th</sup> May**.
- If your child is unwell, they are still to come in if possible. They can be collected after the assessment.
- The SATs papers consist of:
  - Spelling, punctuation & grammar (Paper 1: Questions) – Monday
  - Spelling, punctuation and grammar (Paper 2: Spelling test) – Monday
  - Reading Comprehension – Tuesday
  - Maths (Paper 1: Arithmetic) – Wednesday
  - Maths (Paper 2: Reasoning) – Wednesday
  - Maths (Paper 3: Reasoning) – Thursday

Writing is assessed using evidence collected throughout Year 6. There is no SATs writing test. Science is also teacher assessed.

## 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 (P1: Questions) – 45 minutes
  - Spelling, punctuation and grammar (P2: Spelling) – 15 minutes
  - Reading Comprehension – 60 minutes
  - Maths (P1: Arithmetic) – 30 minutes
  - Maths (P2: Reasoning) – 40 minutes
  - Maths (P3: Reasoning) – 40 minutes



## 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.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

A scaled score of 110 or more shows the pupil is working at Greater Depth.



CHILD: **A**



| Subject                           | Raw score                       | Scaled Score       | NS, AS or GDS |
|-----------------------------------|---------------------------------|--------------------|---------------|
| Reading                           | <b>28</b><br>(Out of 50 marks)  | <b>100</b>         | <b>AS</b>     |
| Spelling, Grammar and Punctuation | <b>35</b><br>(Out of 70 marks)  | <b>100</b>         | <b>AS</b>     |
| Mathematics                       | <b>58</b><br>(Out of 110 marks) | <b>100</b>         | <b>AS</b>     |
| Writing                           | Teacher Assessment              | Teacher Assessment | <b>AS</b>     |
| Science                           | Teacher Assessment              | Teacher Assessment | <b>AS</b>     |

Please refer to your child's end of year school report for full details of their performance in all subjects. They are the teacher assessments.



# Spelling, Punctuation and Grammar: Monday 11<sup>th</sup> May

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (vocabulary/spelling, punctuation and grammar). 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).



# Spelling, Punctuation and Grammar: Paper 1

The children have been working hard 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.



# Spelling, Punctuation and Grammar: Paper 1

## Example questions:

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing ☐

I wonder what time the next train arrives ☐

Did she play tennis on your team last year ☒

He asked if he could use my pen ☐

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

e.g. **that, which**

Everyone loved the music \_\_\_\_\_ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and  
the second sentence is about three people.

1 mark

# Spelling, Punctuation and Grammar: Paper 2

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

Example questions:

## Spelling task

1. The dragon is an imaginary \_\_\_\_\_.
2. There was \_\_\_\_\_ food for everyone.
3. My little brother is in \_\_\_\_\_ class.



# Spelling, Punctuation and Grammar: Paper 2

past spellings...

| 2019                                 | 2022                | 2023        | 2024                   | 2025                   |
|--------------------------------------|---------------------|-------------|------------------------|------------------------|
| creature                             | ordering            | lamb        | young                  | knight                 |
| <b>enough (Y3)</b>                   | disrespect          | touch       | <b>island (Y4)</b>     | <b>through (Y3)</b>    |
| reception                            | <b>special (Y4)</b> | numbered    | <b>famous (Y4)</b>     | rewarded               |
| numb                                 | couple              | undrinkable | texture                | adventure              |
| division                             | measure             | lyrics      | social                 | developed              |
| sighed                               | cough               | ought       | replacing              | explosion              |
| navigation                           | machine             | misconduct  | <b>symbol (Y6)</b>     | passed                 |
| <b>thoughtful (Y3)</b>               | invisible           | glorious    | <b>increase (Y4)</b>   | scene                  |
| offered                              | banned              | obey        | examination            | affordable             |
| <b>muscle (Y5)</b>                   | television          | official    | <b>frequently (Y6)</b> | <b>suggestion (Y6)</b> |
| curiously<br><b>(curiosity) (Y5)</b> | character           | unique      | veins                  | angrily                |
| courage                              | caution             | puncture    | league                 | alteration             |
| disagreement                         | syrup               | steadily    | chaos                  | reindeer               |
| pyramid                              | reluctantly         | mechanic    | <b>queue (Y5)</b>      | residential            |
| <b>excellent (Y5)</b>                | reference           | preference  | solution               | anchor                 |
| generous                             | ridiculous          | protein     | reluctance             | plaque                 |
| chorus                               | scenic              | substantial | memorable              | jealousy               |
| tongue                               | survey              | scenario    | persuasion             | flourish               |
| <b>accidentally (Y3)</b>             | transferred         | optician    | referring              | disappointed           |
| deceive                              | receipt             | curreant    | nutritious             | receiving              |

## Reading: Tuesday 12<sup>th</sup> 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. Poetry last appeared on the 2019 paper.

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.



# Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1 – 13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

| Qu. | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1   | <p>What is Ajay doing when the post arrives?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none"><li>• <i>just about to tuck into his tea and toast</i></li><li>• <i>having his breakfast</i></li><li>• <i>drinking tea.</i></li></ul> | 1m   |

# Reading

Example questions:

Based on text 2: Fact Sheet: About Bumblebees

19

In what way is *buzz pollination* more useful than other forms of pollination?

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1 mark



## Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

| Qu. | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 19  | <p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"><li>it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><li><i>because it releases trapped pollen that they wouldn't have been able to get out</i></li><li><i>it makes a buzz that gets more pollen than other bees do</i></li><li><i>it helps release more pollen.</i></li></ul></li><li>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><li><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i></li><li><i>it means we can buy more common foods cheaper</i></li><li><i>it would be harder to grow beans.</i></li></ul></li></ol> | 1m   |

# Reading

## Example questions: Based on text 3: Music Box

**32** What impressions do you get of Piper's house?

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

| Impression | Evidence |
|------------|----------|
|            |          |
|            |          |
|            |          |
|            |          |
|            |          |
|            |          |
|            |          |

3 marks

| Qu.                             | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mark                            |                 |                        |                                                                                                        |                       |                                                                                                                                                   |                      |                                                                                                         |                             |                                                                                                                |                        |                                                                                                   |                   |                                                                                                                               |               |                                                                                       |          |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------|------------------------|--------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------|----------|
| 32                              | <p>What impressions do you get of Piper's house?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none"><li>there are widening cracks in the planks in the ceiling</li></ul></td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none"><li>she wishes she had a bigger work space</li><li>she has to eat at the same table that she works at</li></ul></td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none"><li>there is a fire / stove</li><li><i>comfortable nest</i></li></ul></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><li><i>Piston rings, bolts, and cylinders littered its surface</i></li></ul></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none"><li>no electricity / kerosene lamps / cast-iron stove</li></ul></td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none"><li>it is situated among fields</li><li><i>to go outside and watch the fields</i></li></ul></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none"><li>the storm coming outside is dangerous</li></ul></td></tr></table> <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> | Acceptable points (impressions) | Likely evidence | 1. it is rickety / old | <ul style="list-style-type: none"><li>there are widening cracks in the planks in the ceiling</li></ul> | 2. it is small / tiny | <ul style="list-style-type: none"><li>she wishes she had a bigger work space</li><li>she has to eat at the same table that she works at</li></ul> | 3. it is warm / cosy | <ul style="list-style-type: none"><li>there is a fire / stove</li><li><i>comfortable nest</i></li></ul> | 4. it is untidy / cluttered | <ul style="list-style-type: none"><li><i>Piston rings, bolts, and cylinders littered its surface</i></li></ul> | 5. it is old fashioned | <ul style="list-style-type: none"><li>no electricity / kerosene lamps / cast-iron stove</li></ul> | 6. it is isolated | <ul style="list-style-type: none"><li>it is situated among fields</li><li><i>to go outside and watch the fields</i></li></ul> | 7. it is safe | <ul style="list-style-type: none"><li>the storm coming outside is dangerous</li></ul> | Up to 3m |
| Acceptable points (impressions) | Likely evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |                 |                        |                                                                                                        |                       |                                                                                                                                                   |                      |                                                                                                         |                             |                                                                                                                |                        |                                                                                                   |                   |                                                                                                                               |               |                                                                                       |          |
| 1. it is rickety / old          | <ul style="list-style-type: none"><li>there are widening cracks in the planks in the ceiling</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                 |                        |                                                                                                        |                       |                                                                                                                                                   |                      |                                                                                                         |                             |                                                                                                                |                        |                                                                                                   |                   |                                                                                                                               |               |                                                                                       |          |
| 2. it is small / tiny           | <ul style="list-style-type: none"><li>she wishes she had a bigger work space</li><li>she has to eat at the same table that she works at</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                 |                        |                                                                                                        |                       |                                                                                                                                                   |                      |                                                                                                         |                             |                                                                                                                |                        |                                                                                                   |                   |                                                                                                                               |               |                                                                                       |          |
| 3. it is warm / cosy            | <ul style="list-style-type: none"><li>there is a fire / stove</li><li><i>comfortable nest</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                 |                        |                                                                                                        |                       |                                                                                                                                                   |                      |                                                                                                         |                             |                                                                                                                |                        |                                                                                                   |                   |                                                                                                                               |               |                                                                                       |          |
| 4. it is untidy / cluttered     | <ul style="list-style-type: none"><li><i>Piston rings, bolts, and cylinders littered its surface</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                 |                        |                                                                                                        |                       |                                                                                                                                                   |                      |                                                                                                         |                             |                                                                                                                |                        |                                                                                                   |                   |                                                                                                                               |               |                                                                                       |          |
| 5. it is old fashioned          | <ul style="list-style-type: none"><li>no electricity / kerosene lamps / cast-iron stove</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                 |                        |                                                                                                        |                       |                                                                                                                                                   |                      |                                                                                                         |                             |                                                                                                                |                        |                                                                                                   |                   |                                                                                                                               |               |                                                                                       |          |
| 6. it is isolated               | <ul style="list-style-type: none"><li>it is situated among fields</li><li><i>to go outside and watch the fields</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                 |                        |                                                                                                        |                       |                                                                                                                                                   |                      |                                                                                                         |                             |                                                                                                                |                        |                                                                                                   |                   |                                                                                                                               |               |                                                                                       |          |
| 7. it is safe                   | <ul style="list-style-type: none"><li>the storm coming outside is dangerous</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.

| Content Domain      | 2019 | 2022 | 2023 | 2024 | 2025 |
|---------------------|------|------|------|------|------|
| 2a Words in context | 12   | 10   | 18   | 10   | 12   |
| 2b Retrieval        | 42   | 38   | 32   | 38   | 30   |
| 2c Summarising      | 2    | 4    | 2    | 2    | 6    |
| 2d Inference        | 36   | 44   | 46   | 44   | 48   |
| 2e Prediction       | 0    | 2    | 0    | 0    | 0    |
| 2f Text structure   | 0    | 2    | 2    | 0    | 0    |
| 2g Language effect  | 6    | 0    | 0    | 0    | 2    |
| 2h Compare          | 2    | 0    | 0    | 6    | 2    |

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

- Retrieval
- Inference
- Word meaning in context

## Year-by-Year Spotlight

- **2019:** Retrieval-heavy (42%), strong presence of inference (36%), language effect (6%).
- **2022:** Inference rose to 44%, retrieval at 38%, low prediction/text structure (2%).
- **2023:** Vocabulary peaked (18%), inference highest at 46%.
- **2024:** Balanced inference (44%) and retrieval (38%), comparison (6%).
- **2025:** Inference highest share to date (48%), retrieval fell to 30%, summarising rose (6%).



Maths: Wednesday 13<sup>th</sup> May and Thursday 14<sup>th</sup> May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 13<sup>th</sup> May

BREAK BETWEEN PAPERS

- 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.

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 question:

|    |                                                           |                                                                                                                                                                                                                      |
|----|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23 | $\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$ | <div style="border: 1px solid blue; width: 80px; height: 30px; margin: 10px auto;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; float: right; margin-top: 10px;"></div> <div>2 marks</div> |
|    | Show your method                                          |                                                                                                                                                                                                                      |

| Qu. | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark     | Additional guidance                                                                                                                                                                                                                                                                                                                                 |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23  | <p>Award <b>TWO</b> marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award <b>ONE</b> mark for a formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.</p> <p>• <math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}</math></p> <p>OR</p> <p>• <math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}</math></p> | Up to 2m | <p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p><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:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$ |

# Maths Paper 1 (Arithmetic)

Example questions:

**6**  $5.87 + 3.123 =$

|         |  |
|---------|--|
| 5.87    |  |
| + 3.123 |  |
| <hr/>   |  |
| 8.993   |  |

8.993

☐ 1 mark

**11**  $\boxed{22} = 87 - 65$

|       |  |
|-------|--|
| 87    |  |
| - 65  |  |
| <hr/> |  |
| 22    |  |

☐ 1 mark

**15**  $60 \div (30 - 24) =$

|                     |  |
|---------------------|--|
| $60 \div (30 - 24)$ |  |
| $60 \div 6 = 10$    |  |

10

☐ 1 mark

**18**  $20\% \text{ of } 3,000 =$

|                                |  |
|--------------------------------|--|
| $10\% \text{ of } 3,000 = 300$ |  |
| $20\% \text{ of } 3,000 = 600$ |  |

600

☐ 1 mark

# Maths Paper 1 (Arithmetic)

Example questions:

22  $1\frac{3}{7} - \frac{4}{7} =$

$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$

$\frac{6}{7}$

1 mark

|                        |                                                                          |   |   |   |   |
|------------------------|--------------------------------------------------------------------------|---|---|---|---|
| 25                     | 3                                                                        | 7 | 8 | 8 | 8 |
|                        | <div style="border: 1px solid black; height: 40px; width: 100%;"></div>  |   |   |   |   |
| Show<br>your<br>method | <div style="border: 1px solid black; height: 100px; width: 100%;"></div> |   |   |   |   |

2 marks

| Qu. | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mark     | Additional guidance                                                                                                                                                                                                                                                                                                                  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25  | <p>Award <b>TWO</b> marks for the correct answer of 24</p> <p>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.</p> <ul style="list-style-type: none"> <li>long division algorithm, e.g.</li> </ul> $  \begin{array}{r}  23 \text{ r}29 \\  37 \overline{) 888} \\  \underline{- 740} \phantom{00} \\  140 \text{ (error)} \\  \underline{- 111} \\  29  \end{array}  $ <p>OR</p> $  \begin{array}{r}  42 \text{ (error)} \\  37 \overline{) 888} \\  \underline{- 740} \phantom{00} \quad 20 \times 37 \\  148 \\  \underline{- 148} \phantom{00} \quad 4 \times 37 \\  0  \end{array}  $ <ul style="list-style-type: none"> <li>short division algorithm, e.g.</li> </ul> $  \begin{array}{r}  23 \text{ r}27 \text{ (error)} \\  37 \overline{) 888}  \end{array}  $ | Up to 2m | <p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Short division methods <b>must</b> be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure <b>must</b> be less than the divisor.</p> |

## Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 14<sup>th</sup> May and paper 3 will take place on Thursday 15<sup>th</sup> May. These tests have a total of 35 marks 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.

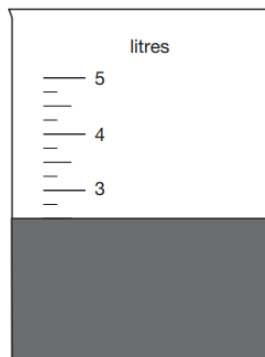


# Maths Papers 2 (Reasoning)

## Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2  $\frac{1}{2}$

litres

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark

# Maths Papers 2 (Reasoning)

## Example question:

18

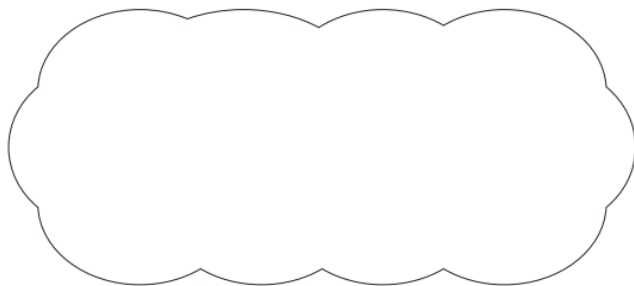
Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.



1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$  and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

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

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

**Do not** accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

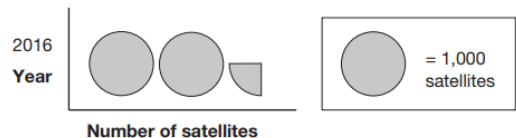


# Maths Papers 3 (Reasoning)

## Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

2,250

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark



## 19

3 marks

24

# Supporting your child in preparing for the SATs

## Tips:

- ✓ Talk to me if you have any concerns rather than worry your child.
- ✓ Draw up a timetable from now until SATs. Little and often. Spellings. Mathematics. TTRS Reading. CGP Revision Books
- ✓ 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.
- ✓ 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 always good 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).

Breakfast will be offered from approximately 8:15am during SATs Week.



## 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 of 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.



If you have any further questions or would like anything clarifying, please just ask.



It doesn't matter  
what others are doing,  
it matters what you  
are doing.

GOOD LUCK!  
BELIEVE IN YOURSELF  
YOU CAN DO IT!  
TRY YOUR BEST  
STAY CALM  
SMASH IT!