

Key Stage 2 SATs 2026

A School Presentation to Parents

Information and Guidance on the end of Year 6 assessments

Assessment and Reporting

- The test scores are reported as 'scaled scores'.

Scaled Scores

- What is meant by 'scaled scores'?
- In results, 100 will always represent the **'national standard'**.
- Each pupil's raw test score will be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 – usually 80 - and an upper end point above 100 – usually 120.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.



Scaled Score Examples

On publication of the test results:

- A child awarded a scaled score of **100** is judged to have met the '**national standard**' in the area judged by the test.
- A child awarded a scaled score of more than **110** is judged to have **exceeded** the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have **not yet met** the national standard and performed below expectation for their age.

The Tests

- Key Stage 2 SATs take place nationally in the week commencing 11th May 2026:
- Statutory tests will be administered in the following subjects:
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Spelling (approximately 15 minutes)
 - Reading (60 minutes)
 - Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally by school teachers, as in recent years.
- Schools are moderated by the Local Authority – usually on a 4 year cycle. We were moderated last in 2022 and achieved 100% accuracy. It is very likely that this will happen again this year.
- Science sampling no longer happens and is teacher assessed across Year 5 and Year 6.

The Test Timetable

- Key Stage 2 SATs take place nationally in the week commencing 11th May 2026.

Date	Assessment
Monday 11 th May	Grammar, punctuation and spelling Spelling assessment
Tuesday 12 th May	Reading
Wednesday 13 th May	Maths paper 1 Arithmetic Maths Paper 2 Reasoning
Thursday 14 th May	Maths Paper 3 Reasoning

- School will find out if writing will be moderated on Friday 15th May.

Spelling, Punctuation and Grammar

- These tests are the first the children will sit.
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice. (50 marks)
- A **Spelling Test** is administered containing 20 random words, lasting approximately 15 minutes. (20 marks)
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar, totalling 70 marks.

Sample Questions

Grammar, Punctuation and Spelling Paper 1

3

Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix

re

de

mis

im

il

Word

mature

understood

legible

frost

do

1 mark

Sample Questions

Grammar, Punctuation and Spelling Paper 1

17

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

1 mark

Reading

- The reading test is the second day.
- The Reading Test consists of a single test paper with three unrelated reading texts. Your child's reading speed and word fluency is very important in helping them complete this text.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Reading

Contents

The Parsnips

pages 4-6

My Circus Life

pages 8-9

A Traveller in Time

pages 10-11

THE TEAM



THE CLUB - THE FACTS

Name: Parsnips FC, also known as 'The Parsnips'
 Location: Parsnips, Low Road, Lorton

Capacity: 500
 Founded: 1950
 Manager: Mrs. G. Low

Sponsor: Sweet Parsnips Confectionery
 Ground: Parsnips Ground
 Coach: Mrs. G. Low
 Assistant Coach: Mrs. G. Low

THE PARSNIPS

Veronika plays for "The Parsnips", a girls' football team. In the extract below, Veronika is running late and has just got back to her house. Her sister (Sofi), brother (Yuri) and uncle are all waiting for the arrival of the team bus to pick her up. She is very excited because this is the day of the team's biggest challenge.

Waiting for me by the gate was Sofi, her wispy hair stuck to her chubby cheeks, her bottom lip jutting out. "You didn't come when I called you! You didn't come and I didn't know where you were!"

"I am here now, silly," I said, offering her my hand. She yawned and slid her hand in mine. It was warm and sticky. "You didn't come," she repeated.

"Veronika, your boots," Uncle reminded me as I helped him and Sofi up the steps.

"Yes, Uncle, thank you."

"Always look after your boots. Look after your boots and they will look after you..."

Before I could reply, a banging on the front door startled all three of us. They were here!

Megan, my captain, beamed at me, her face shiny and excited. "Last port of call for Sherburn Sands! All aboard! Who's coming?"



Behind her, I could see our minibus parked in the middle of the street. Several faces peered through the windows and my team-mates waved at me.

"Please wait," I said, panicking. "I just have to..." I turned, almost bumping into Yuri.

He dumped my bag at my feet. "Your belongings, ma'am."

I frowned at him. What was this? My brother being helpful!

"Is everything in there? My toothbrush? My kit?" I asked anxiously. He bowed. "Your toothbrush. Your kit. Your Highness."

"You're sure?" I said. If he was playing one of his tricks... "I'm sure." He gave me a sheepish grin.

"I believe you," I said, giving him a swift kiss on the cheek. I dashed into the front room and kissed Uncle and Sofi, too, then darted back into the hallway. "Be good!" I instructed Yuri, hoisting my bag onto my fast. It was actually happening. World Cup tournament, here I come! I turned and waved at the three figures at the window - and for a moment I didn't want to go. But only for a moment.



This text is an interview with Vladik Miagkostourov, a juggler and acrobat with a famous travelling circus.

My Circus Life

Interview by Kari Kamin



Some people might be good at their jobs, but performer Vladik Miagkostourov was actually born to do his. Raised by two Moscow Circus performers, young Vladik was tutored early on by his juggler father. By age nine, he'd perfected enough of his natural acrobatic and juggling skills to work full time with the circus.

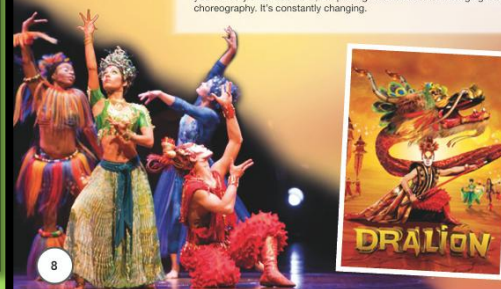
Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies in Paris and Monte Carlo. Several years ago, Vladik - who is now 28, married and a dad - began as a character in Dralion, an epic performance piece.

What will most appeal to kids about this show?

For children, the clown! The show itself, I'm sure the kids will love because there are a lot of acrobatics. There's a lot of movement, it's very colourful. It's an uplifting show. You leave feeling happy. There's always something going on onstage.

You've performed this character for many years, since 2006. How often does your routine in Dralion change?

I'm always changing it. This routine I've actually been doing for 14 years. Every time I look at it, I'm putting in a new trick or changing the choreography. It's constantly changing.



Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it ever happens. Some things, of course, I modify deliberately. I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

How does your daughter react to your act?

Actually, she likes it! After she was ten months old, she started watching. You know when they start watching, they just run away. Surprisingly when you watch a show with her, as soon as we sit down, she's sitting there, watching the show. I don't know, maybe she'll be a performer also.

Did you react similarly when your father performed?

Yeah, yeah! All the shows they were doing, the kids were running around backstage. For me, I really liked watching.

Are there any particular lessons your father taught you that you still use today?

Everything he taught me! [Laughs] He taught me everything. One main thing: if you want to juggle, try and take dance classes. Do some other stuff, especially dance and acting. It helps you be a better performer. As a performer, you should be able to move well onstage and present yourself. It's very important. I was lucky because my parents started taking me to dance classes when I was four years old. That's a big part of it. My act is more performance juggling. I do movement and acrobatics, so it's not just static juggling. It makes it more interesting.



This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dress, waiting for the lamplighter to come whistling down the street to bring a gleam to the staircase. There was a street lamp near, and this shone over the door and saved us from using our own gas lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful green face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.

She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full trailing skirts which took all the stairway. I never felt them touch me, and this gave me a curious sensation. Soundlessly she swayed down the stairway, and I stood watching her, smelling the sweet, faint odour of her dress, seeing the pallor of the hands which held her ruffled skirts, yet hearing nothing at all.



I leaned over the rail to watch her, and suddenly she was gone. The clock ticked loudly, the sounds of the street came to my ears, the lamplighter's whistle, clear and round, filtered through the air, and the bright gleam of the gas dropped upon the patterned wall. I ran downstairs and pushed open the door into the sitting room, expecting to see her there. The room was empty, and I went thoughtfully down to the basement where my mother was cooking, and I asked about the lady.



"There is no one, child," she exclaimed. "You've imagined her. It is easy to think you see someone in the dusk with flickering street lights falling on the walls. It was the shadow of somebody in the street perhaps."

I was positive I had seen the lady and I described her.

Mother was very quiet, as if she were thinking what to say next. Then she changed the conversation, asking me if I would like to make treacle toffee that night.

Writing

Writing in Year 6 that meets expectation looks like this:

We will be sending this example home to you along with a piece of your child's writing so that it helps you support them in their homework, especially when they are writing sentences for spelling.

In order to meet expected writing, your child needs to have fluent, joined handwriting with letter shapes made accurately.

6 UNANNOTATED
Spring Term **E - Description**

"Come on Sally! Be strong! there's no father to comfort you now!" She sorrowfully whispered in agony, as she endured the nippy night air's deadly dream. She gripped her drenched quilt like there was no tomorrow and with all her might consumed the pain.

Sinisterly hissing, a maliciously toned scream treacherously echoed through the transparent planes of glass shattering them into minute diamond-like fragments. Sally's ears felt as if they would burst from the sheer pain of the deafening racket. As her eyes were transfixed on the only dull light in the room - which was reflected from the smithereens of the glass that lay upon the floor. Like mother looking for her vulnerable lost son in a market, the dim glow endless searched for Sally.

"Look! Look at him!" The last thing she'd do and the first thing she'd regret was look. Her affliction was intolerable. A light found her. Darkness settled. Fear rose with the temperature maximized. All was silent. She lifted an eyelid one slight millimeter and wasp endlessly sting in her stomach. She frantically shut her eyelid, as the darkness was unbearable.

She attempted to stand, but poor Sally collapsed like a cheap tent in the pouring rain. As scary as the dream was, Sally was being idiotic. She was stressfully striving her way out of the sticky floor of quicksand. If she didn't stop, she would soon die of exhaustion.

Composition

- Opening sets the scene with dialogue, 'Come on Sally!'
- The writer creates atmosphere through alliteration, repetition and interesting vocabulary; e.g. sorrowfully, nippy night, deadly dream, stressfully striving.
- Adverbs are used to convey action; e.g. sinisterly, maliciously, stressfully.

Grammar and Punctuation

- A range of adverbials and pronouns are used as cohesive devices.
- Subordinate clause used to convey why she was in agony.
- Hyphen used; e.g. diamond-like.
- The piece contains a range of single-clause; e.g. All was silent; and multi-clause sentences; e.g. As scary as the dream was, Sally was being idiotic.

Transcription

- Spellings are mostly correct, just a few errors; e.g. maximized, millimeter.

UNANNOTATED
Spring Term **6**

E - Description

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Mathematics

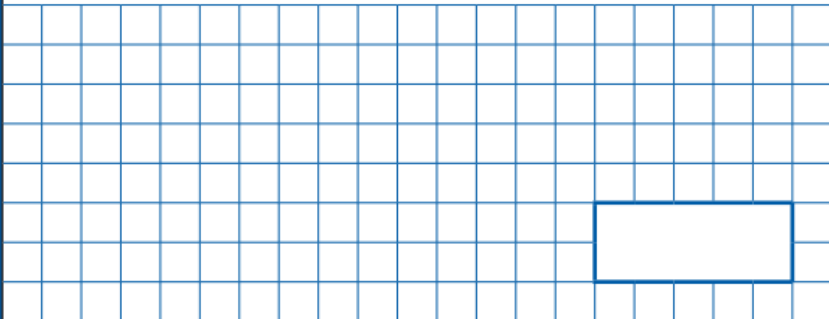
The Mathematics tests

- Children have three tests: Paper 1, Paper 2 and Paper 3 on day 3 and day 4.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Sample Questions

Maths Paper 1: Arithmetic

24 $15.4 - 8.88 =$

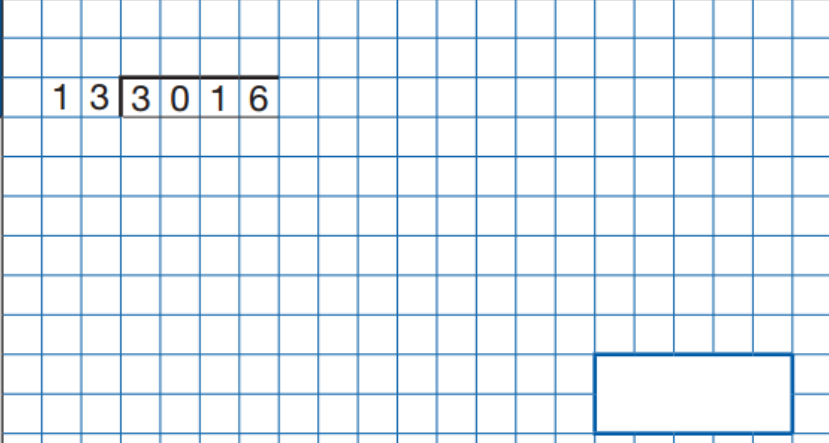


1 mark

25

1 3 3 0 1 6

Show your method



2 marks

Sample Questions

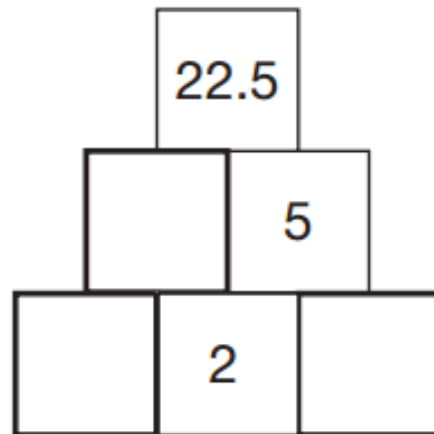
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

£

2 marks

How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school. They need 100% attendance to ensure that they are not missing new learning and revision tasks.
- Support your child with every homework task.
- 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).
- Make sure your child has a good sleep and healthy breakfast every morning!



How to Help Your Child with Reading

- The most effective support comes from your child coming to school for 8.30am with their reading packet so that they can read daily, visit the school library and choose a range of reading materials.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child in KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides, recipes, cereal boxes...

How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes.

How to Help Your Child with Maths

- Play times tables games – these facts are the difference between succeeding and running out of time...
- Play mental maths games including counting in different amounts, forwards and backwards
- Encourage opportunities for telling the time – use analogue clocks.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping
- Look for examples of 2D and 3D shapes around the home
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess

Booster Classes & Revision Guides

- To boost attainment in focused areas, your child might be invited to attend additional classes.
- These classes might be within the school day, before school (8-8.45am) or after school (3-4pm). Some children maybe invited to attend booster sessions during the Easter break (First week M-TH).
- If we think your child would benefit from attending the school sessions we will be sending a letter home soon. Please make sure they attend. There is no cost.
- Revision/booster classes focus on maths, reading skills and grammar – including spelling and punctuation.
- Your child will receive revision guides – at no cost - for Grammar, spelling and punctuation, maths and possibly reading comprehension.
- We will use reading materials in school so no revision guide will come home, but daily reading at home for a minimum of 30 minutes is very important. This is to aid reading fluency and speed.

Where to find this...

* On the new school website...

* Click on Children's Zone
Then on Y56 Block.

* When Y56 Block opens,
click on the menu down the
right hand side...

* Y56 Parent Information.
The screens will be
there for you to refer to.

The image displays two screenshots of the St Mary and St Benedict Catholic Primary School website. The top screenshot shows the main navigation menu with 'Children's Zone' highlighted. The bottom screenshot shows the 'Year 5&6 Parent Information' page with a list of related pages on the right side.

Top Screenshot: Main Website Navigation

- Home
- About Us
- Key Information
- Children's Zone**
- News
- Tick Tock

Children's Zone Sub-menu:

- Home Learning
- Year Pages
- Kids' Zone
- Online resources and learning sites
- Movies

Bottom Screenshot: Year 5&6 Parent Information Page

HOME → CHILDREN'S ZONE → YEAR PAGES → YEARS 5 & 6 → YEAR 5&6 PARENT

Year 5&6 Parent Information

Upcoming parent meeting to share details regarding Key Stage Two SATs in May 2026.

Date - 12th January 2026

Time - 2.30pm

Venue - School Hall

Related pages

- Year 5 & 6 Learning Leaflets
- Year 5&6 Parent Information
- Y5&6 Curriculum Overview
- Y5&6 School Visits Information
- Additional Resources and Links
- Homework Challenge!
- Y56 Photo Gallery

Plas Dol y Moch Residential Visit



Friday 16th January – Departure Day

Please bring your child to school for 1pm with their bag/case. It is important that they can carry their own bag.

Please give your child a bland light lunch as the trip is long and windy, and can cause travel sickness if yoghurt and fruit juice has been consumed.

If your child has pocket money, please make sure it is in a purse or envelope clearly marked with their name. Maximum of £10.00 in coins please.

Boys to hand this in to Mr Brookes and girls to Miss James.

Medication, with completed form to be handed to Mrs Doherty. If your child is travel sick, we will need medication for the return journey.

Whilst we are there...

We will try to post pictures everyday whilst we are there, mostly in the evenings as we are on activities from 9am – 8pm everyday.

We will either be using X to tweet or we will post them in the Y56 picture gallery on the school website.

Remember, whilst we are there, no news is good news.

Tuesday 20th January – Return Day

We will be leaving Plas Dol y Moch at 9am. We hope to be back at school for 1.30pm, but it would be a good idea to be at school to meet your child at 1.15pm.

They will be pleased to see you and share their adventures as well as being hungry after the journey.

The Final Letter



St Mary & St Benedict Catholic Primary School
Lough Island
County
CV2 5NG
Telephone: 0147 7622048
Fax: 0147 7622247
E-Mail: admin@stmarysbene.cerevity.sch.uk
Web site: www.stmarysbene.cerevity.sch.uk
Headteacher: Mrs P Mac Donald

IMPORTANT FINAL INFORMATION

Wednesday 17th December 2025

Dear Parents and Carers,

We will be leaving for Plas Dol-y-Moch on **Friday 16th January 2026** and returning on Tuesday 20th January 2026. Children do not need to arrive at school on **Friday 16th January 2026** until **1.10pm**. Please make sure that they have their breakfast as usual and then a **light snack for their lunch** to prevent illness on the journey before you bring them to school. We will provide a snack on the way and we will have dinner as soon as we arrive. Once you have dropped your child at school, with the luggage, spending money and any medication with forms, we ask that you leave so that the roads are clear for the coach.

The coach will be picking us up on **Friday 16th January 2026** from St Mary and St Benedict CPS from 1.30pm. **Please do not block roads by school as the coach will not be able to turn or park safely**

When we arrive at Plas Dol-y-Moch, a member of staff will contact Mrs MacDonald to let her know that all is well. The school office will then be able to send everyone a text.

As the original paperwork said, no news is good news so if your child does not call whilst away, do not worry. Every day at Plas Dol-y-Moch is very busy!

Make sure that **your child has taken travel sickness tablets if needed** and that if they need to have them for the **return journey** the tablets are in a sealed envelope along with an **'Administering Medication'** letter.

If your child uses asthma inhalers please remember that they will need to bring **2 sets**. This is a requirement from Plas Dol-y-Moch. If they do not bring **2 sets of inhalers**, we will be unable to take your child.

On arrival at school, please use the front entrance and go to the school hall. Then do the following:

- Hand in **'Administering Medication'** forms along with any medication on the day we depart for Plas Dol-y-Moch. These forms need to be handed to **Mrs Doherty**.
- If your child is bringing souvenir money and/or tuck-shop money, they can bring a **maximum of £10**. This must be in coins as Plas Dol-y-Moch can not deal with notes. Please make sure this is in a wallet or zipped purse, clearly labelled with your child's name. Boys hand it in to **Mr Brookes**, and girls hand it in to **Miss James**. They will keep a register.

We will be returning on **Tuesday 20th January** at approximately **1.30pm**. We will keep the school updated and details can be found on the school website. Please collect your child as soon as possible as they will be tired, hungry and keen to tell you about their adventure!

Many thanks,
Miss Lovelock and the DYM Team

Eco-Schools[®]

