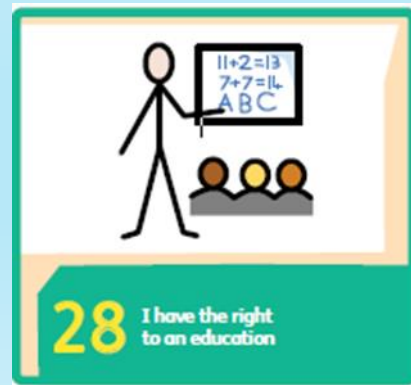


# KS2 SATs Tests 2026



## Year 6 Parent and child workshop





In the week beginning 11<sup>th</sup> May 2026, children in Year 6 will take the SATs papers. These tests in English and maths will reflect the national curriculum, and are *intended to be rigorous*.  
At the end of Year 6, children will sit tests in:

Reading

Maths

Spelling, punctuation and grammar

Date	Tests
Monday 11 May	English grammar, punctuation and spelling Paper 1: questions
Monday 11 May	English grammar, punctuation and spelling Paper 2: spelling
Tuesday 12 May	English reading
Wednesday 13 May	Mathematics Paper 1: arithmetic
Wednesday 13 May	Mathematics Paper 2: reasoning
Thursday 14 May	Mathematics Paper 3: reasoning

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

# KS2 SAT Tests 2026 – Reading comprehension



## Key Stage 2 Reading

The reading test will provisionally be a single paper with questions based on three texts.

**Your child will have one hour, including reading time, to complete the test.**

There will be a selection of question types, including:

**Ranking/ordering**, e.g. ‘Number the events below to show the order in which they happen in the story’

**Labelling**, e.g. ‘Label the text to show the title of the story’

**Find and copy**, e.g. ‘Find and copy one word that suggests what the weather is like in the story’

**Short response**, e.g. ‘What does the bear eat?’

**Open-ended response**, e.g. ‘Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.’

# KS2 SAT Tests 2026 - Reading comprehension

## Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

**How would you get to your space hotel?**  
In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

**Fact:** The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

**What would a space holiday be like?**  
Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

**Fact:** The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

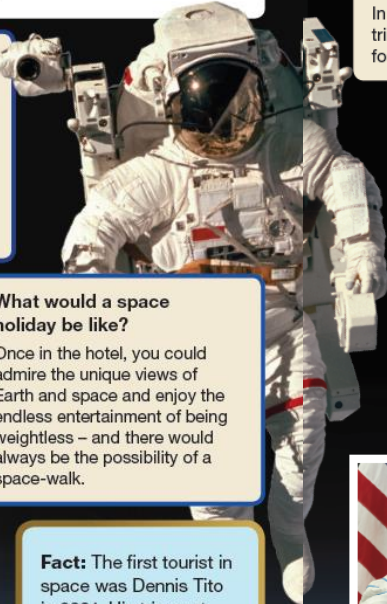
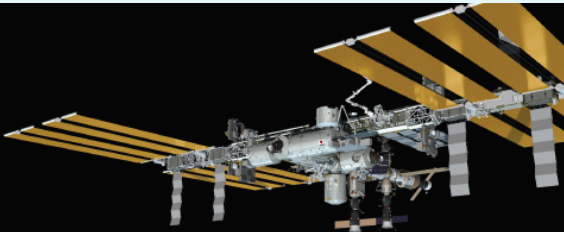
### Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

### Anousheh's Space Blog

**September 25th**  
Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

**September 27th**  
Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.



4

5 How can you tell that the International Space Station is very large?

---

---

1 mark

6 How did Anousheh's trip into space make history?

---

---

1 mark

7 Look at the text box *Who has already had a holiday in space?*

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

8 Look at Anousheh's blog entry for September 25th.

Find and copy a group of words that shows that Anousheh wrote her blog for others to read.

---

---

1 mark

# KS2 SAT Tests 2026

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

## *The Lost World*

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

**30** Look at the paragraph beginning: *I do not know how long...*

The word *unwieldy* in this paragraph is closest in meaning to...

Tick one.

fast. ☐

violent. ☐

clumsy. ☐

gentle. ☐

1 mark

**31** Find and copy one word on page 9 that suggests Malone feels part of the team of explorers.

\_\_\_\_\_

1 mark

**32** How can you tell that Professor Summerlee is an expert on dinosaurs?

\_\_\_\_\_

\_\_\_\_\_

1 mark

There are some reading papers to take a look at (5 mins).

They are given 1 hour for this test.

Please support at home by encouraging your children to read every day: books, newspapers, menus-a lot of different things!

# KS2 SAT Tests 2026 - Grammar, punctuation and spelling

## Key Stage 2 grammar, punctuation and spelling test

The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and a spelling test of 20 words, lasting around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

- Selected response, e.g. 'Identify the adjectives in the sentence below'
- Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'



# KS2 SAT Tests 2026

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

1 mark

14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick one.

as a preposition phrase

☐

as a relative clause

☐

as a main clause

☐

as a noun phrase

☐

1 mark

37

Rewrite the sentence below so that it is written in the **passive voice**.  
Remember to punctuate your answer correctly.

The pouring rain drenched us.

\_\_\_\_\_

1 mark

38

Tick one box in each row to show whether the word after is used as a **subordinating conjunction** or as a **preposition**.

Sentence	<u>after</u> used as a subordinating conjunction	<u>after</u> used as a preposition
He moved here <u>after</u> the end of the war.		
Entry is free <u>after</u> 5pm in the evening.		
I went to the cinema <u>after</u> I had eaten my dinner.		

1 mark



# KS2 SAT Tests 2026 - Spelling

## Spelling

1. Sara wanted to be an explorer and \_\_\_\_\_ new lands.
2. The spy was sent on a secret \_\_\_\_\_.
3. For PE lessons, your clothes should be \_\_\_\_\_ and comfortable.
4. The \_\_\_\_\_ showed which way to go.
5. China is a large \_\_\_\_\_.
6. Laura won a medal for \_\_\_\_\_.
7. Not all berries are \_\_\_\_\_.
8. Sit up straight to improve your \_\_\_\_\_.
9. Karen went on a \_\_\_\_\_ ride in Lapland.
10. Misha ate a \_\_\_\_\_ chocolate pudding.
11. Dogs can follow the \_\_\_\_\_ of other animals.
12. The magician performed an \_\_\_\_\_.
13. Jane had to \_\_\_\_\_ the cloakroom to get her gloves.
14. The skydiver released her \_\_\_\_\_.
15. There is an \_\_\_\_\_ of blackberries at the end of the summer.
16. Ali was \_\_\_\_\_ late for school.
17. First, \_\_\_\_\_ the sugar in 300ml of hot water.
18. The grey clouds looked \_\_\_\_\_ in the sky.
19. Omar put the cutlery back in the \_\_\_\_\_.
20. Ellen's gold bracelet was her most treasured \_\_\_\_\_.

END OF TEST

Qu.	Spelling	Mark
1	discover	1
2	mission	1
3	loose	1
4	sign	1
5	country	1
6	gymnastics	1
7	edible	1
8	posture	1
9	sleigh	1
10	delicious	1
11	scent	1
12	illusion	1
13	re-enter	1
14	parachute	1
15	abundance	1
16	unavoidably	1
17	dissolve	1
18	ominous	1
19	drawer	1
20	possession	1
Total marks		20

There are some GPS (SPaG) papers  
to take a look at (5 mins).  
Please support at home by  
encouraging your child to learn their  
weekly spellings

“Children who struggle with spelling usually have no strategies up their sleeve when they get stuck on a word. Ask any weak spellers the question, ‘what do you do when you cannot spell a word’. They will have, at best, one strategy. But it is most likely that they guess. To help them become better spellers they need to acquire a range of different approaches to help them.”

Pie Corbett

# Strategies to learn spellings...

Here are 6 spelling words, we are going to look at some key strategies to help us learn these words.

- Ingenious
- Minuscule
- Accommodate
- Conscientious
- Fuchsia
- Nauseous

# Strategies to learn spellings...

## Segmenting:

How many of you learn phone numbers by breaking them into sections?      01344-43-42-55

Breaking words into sections makes it easier to remember.

in-gen-ious

## Have a go...

minuscule, accommodate, conscientious, fuchsia, nauseous



# Strategies to learn spellings...

## Mnemonics:

Who remembers the phrase...

Big Elephants Can't Always Use Small Exits

My Very Efficient Mother Just Served Up Nine Pies

Using silly sentences for tricky words can be useful.

## Have a go...

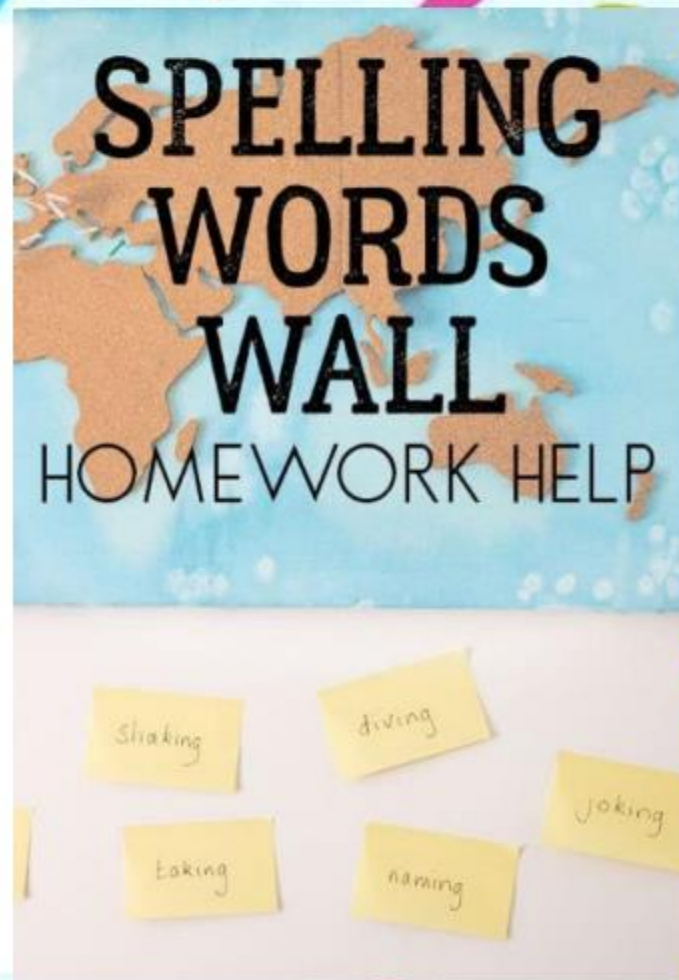
minuscule, accommodate, conscientious, fuchsia, nauseous

# Strategies to learn spellings...

Look, cover, spell, check:

Tried and tested

Have you tried...a post-it-note strategy in a key place so that whenever your child walks past they complete the look cover spell activity.





# Strategies to learn spellings...

## Spelling Challenge

### Rainbow Words

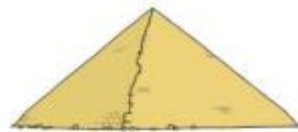
Write your words out in pencil.  
Next, draw around each letter  
**five more times** using a different  
coloured pencil.

**literacy**

## Spelling Challenge

### Pyramid Writing

Write each of your words  
like a pyramid:



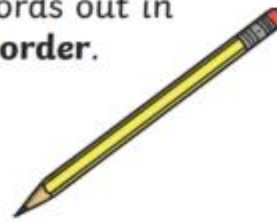
s  
so  
some  
some

## Spelling Challenge

### ABC Order

Write your words out in  
**alphabetical order**.

apple  
carrot  
tomato



## Spelling Challenge

### Air Writing

Write your words **in the air**  
with your finger.  
Ask someone to read your  
words as you write.  
Or, ask someone to air  
write the letters you tell  
them to spell your word.



## Spelling Challenge

### Fancy Letters

Write each of your words using **fancy writing**. Your letters could be curly or dotty... or whatever you decide!

happy

## Spelling Challenge

### Join the Dots

Write each of your words using **dots**.  
Then, **join the dots** with a coloured  
pencil to make your word.

HELLO

## Spelling Challenge

### Backwards Words

Write your words out **forwards**  
then **backwards**.

backwards  
sdrawkcab

## Spelling Challenge

### Blue Vowels

Write out each of your words.  
Go over the vowels in each word  
using **blue** pencil.

literacy



## Antonym

opposite words

- dark and light
- strong and weak

## Word Families

group of words that can be built from the same root word

- friend, friendly, friendship

## Singular & Plural Nouns

Singular nouns indicate there is one

- boat, house, cat

Plural nouns ends in vowel + o -> add s

- cat -> cats

consonant + o/ ends in sh, ch, x, s, z -> add es

- church -> churches

ends in consonant + y -> change y to i, add es

- baby -> babies

ends vowel + y -> add s

- toy -> toys

ends in f, fe -> change f to v, add es

- leaf -> leaves

## Formal/Standard

type of English you should use in your written work

- Have you seen Tom?

## Non-standard

informal use of language

- We ain't seen him.

## Prefix

add to the beginning of the word to make a new word

- trans- means 'across', 'beyond' + form = transform

## Synonym

words that mean the same

- dirty and unclean
- sad and unhappy

## Homophones

words that sound the same, but don't mean the same thing

- to, too, two

## Vowels

a, e, i, o, u  
Consonants all other letters

## Suffix

add to the end of the word to make a new word

- agree + -able (means 'capable of') = agreeable

## Clauses

a group of words that contains a verb, part of a sentence

**Main clause**  
simple sentence that contains subject and verb and makes sense on its own

- I like dogs.

**Subordinate clause (or phrase)**  
simple sentence which does not make sense on its own

- I was born in New York, **which is where my parents live.**

**Relative clause**  
type of subordinate clause that describes noun

- who, which, that
- She lives in Paris, **which (relative pronoun) is the capital of France (relative clause).**

## Commas, Hyphens, Bullet Points

used to show pauses, make lists, and add extra bits of information in the middle of the sentences

## Speech

**Indirect**  
repeating what someone said; do not need to use speech marks

- Peter said he did not want to go to school.

**Direct**  
write down exactly what the person is saying; use inverted commas ("speech marks")

- "I don't want to go to school," said Peter.

## Capital

uppercase letters

## ! ?

sentence endings

## ( ) Brackets, ... Ellipses, - Dashes

ways of adding and removing extra information in a sentence

- I had a bowl of soup (I usually have rice) for dinner.

## 'Apostrophes

**Possessive**  
uses apostrophe (') to show possession (one thing belongs to another)

- The bone of the dog -> the dog's bone

**Omission**  
uses apostrophe (') to show you have omitted (left out) some letters in a word

- You have -> you've

## Command

when you are telling someone to do something; usually starts with a verb (doing word)

- Give the present to your friend.

## Types of Sentences

**Simple**  
has one clause

- Mrs Jones is a great teacher.

**Compound**  
has 2 clauses linked together with a conjunction

- Mrs Jones is a great teacher because she cares.

**Complex**  
has a main clause, conjunction and subordinate clause

- Mrs Jones, who is a great teacher, always has a smile on her face.

## Subjunctive Forms

subjunctive shows something that isn't true also used in commands, wishes and requests

- If I were stronger, I would lift that box.

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# KS2 SAT Tests 2026 - Maths

## Key Stage 2 maths

Children will sit three papers in maths:

Paper 1: arithmetic, 30 minutes (written)

Papers 2 and 3: mathematical fluency, solving problems and reasoning, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3 will involve a number of question types, including:

- Multiple choice

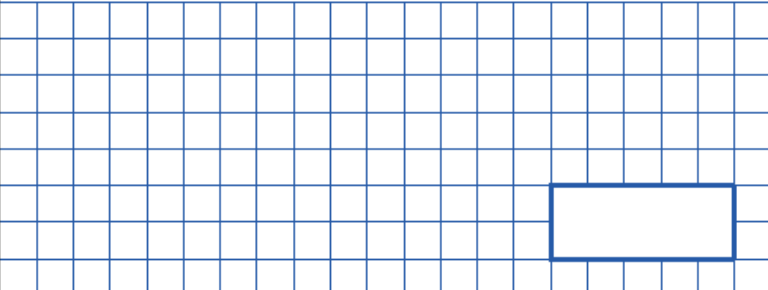
- True or false

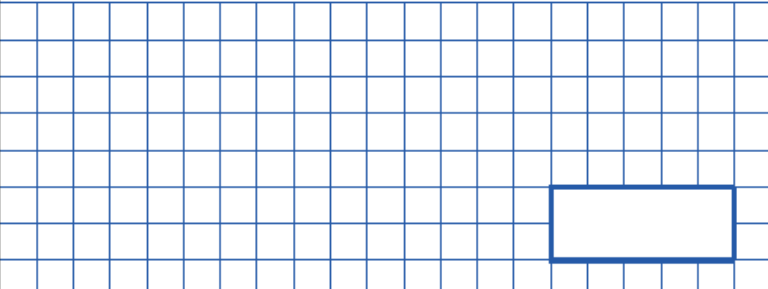
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart

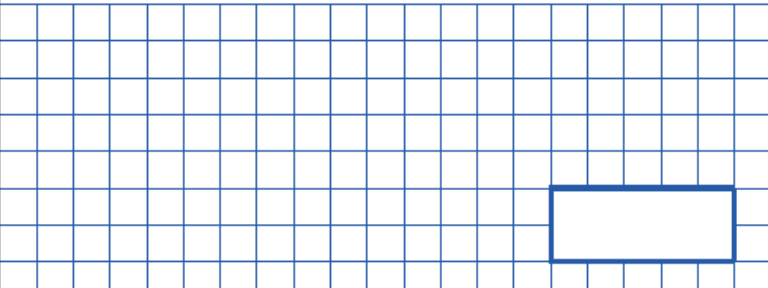
- Less constrained questions, where children will have to explain their approach for solving a problem.

# KS2 SAT Tests 2026 - Maths

## Paper 1 sample

<b>16</b>	$1,440 \div 12 =$	<input type="text"/> 1 mark
		

<b>17</b>	$20\% \text{ of } 1,500 =$	<input type="text"/> 1 mark
		

<b>18</b>	$1.52 \times 6 =$	<input type="text"/> 1 mark
		

## Paper 2 and 3 sample

On Saturday Lara read  $\frac{2}{5}$  of her book.



On Sunday she read the **other** 90 pages to finish the book.

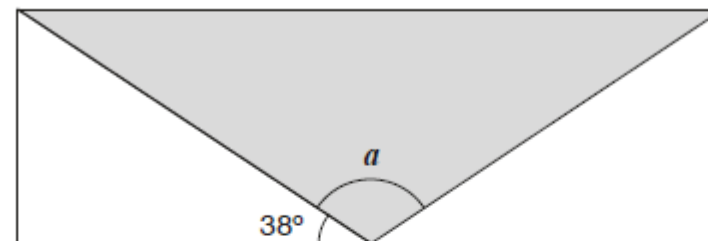
How many pages are there in Lara's book?

Show  
your  
method

pages

2 marks

A shaded isosceles triangle is drawn inside a rectangle.



Not  
to  
scale

Calculate the size of angle  $a$ .

Show  
your  
method

*a* is

2 marks

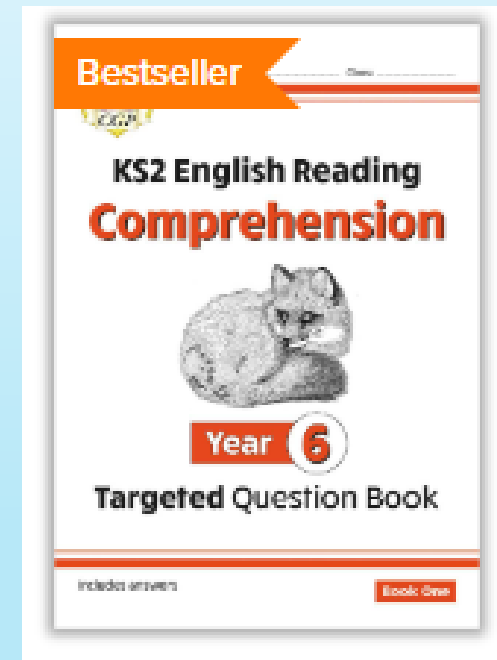
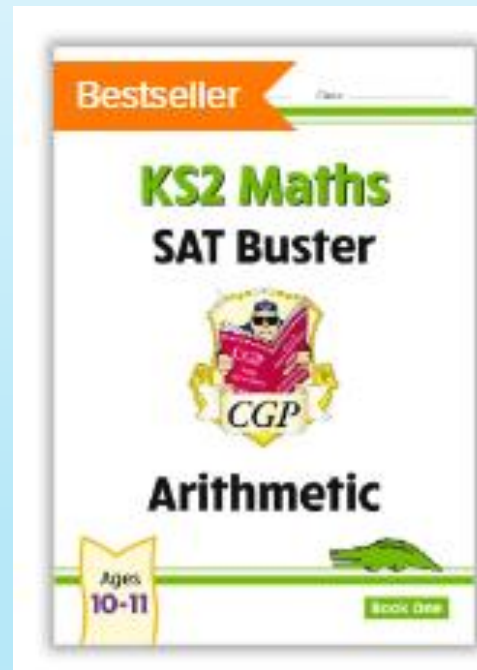
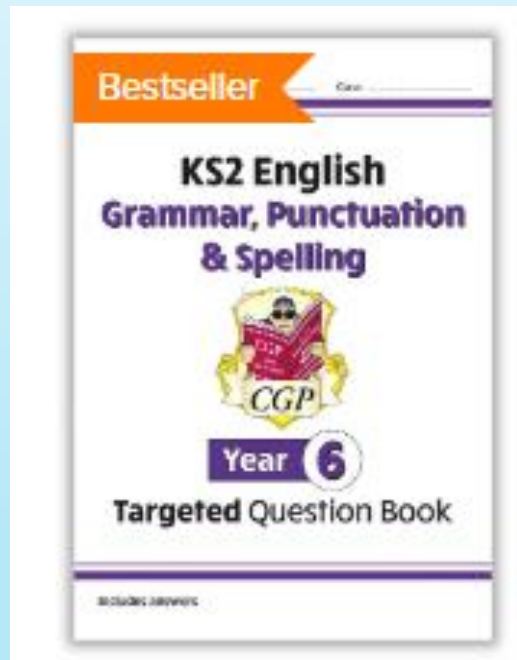
There are some Maths papers to take a look at (5 mins).

Please support at home by supporting your child to +, -,  $\times$  and divide.

Concentrate on arithmetic.

# How can parents help..?

- ▶ Ask tutors to concentrate on arithmetic
- ▶ Home work after Christmas will include Maths, Reading and GPS.
- ▶ Do not use past test papers from 2025, 2024 and 2023-we use those as practise tests in school





## Useful websites:

<https://www.explorellearning.co.uk/free-resources/sats-revision-guide-for-ks1-and-ks2/> - information, guidance and resources for SATs

[https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests?srsId=AfmBOoq7\\_0VKL\\_3vE4wccww6nb-NlbHKFaouXzgWi8sRRvz5mKF-3e06](https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests?srsId=AfmBOoq7_0VKL_3vE4wccww6nb-NlbHKFaouXzgWi8sRRvz5mKF-3e06) – online tests

<https://www.youtube.com/@vocabularyninja> – SPAG and Reading videos for revision

<https://www.youtube.com/@TDTutoring> – General sats revision videos

<https://www.novaprimaryacademy.co.uk/page/?title=Year+6+SATs+revision&pid=180> – access powerpoints, revision and SATs style questions

[https://www.satstestsonline.co.uk/pupils/practice/maths/maths\\_practice.aspx](https://www.satstestsonline.co.uk/pupils/practice/maths/maths_practice.aspx) - Randomly generated SATs questions and revision links

<https://www.mathsisfun.com/> - general maths revision site

<http://www.crickweb.co.uk/ks2literacy.html> - online revision games

[http://www.icteachers.co.uk/children/children\\_sats.htm](http://www.icteachers.co.uk/children/children_sats.htm) - online maths and English revision

<https://www.bbc.co.uk/bitesize/search?q=sats+revision+ks2&d=BITESIZE&edgeauth=eyJhbGciOiAiA1SFMiYNTYiLCJpdHwIjogIkpXVCJ9.eyJrZXkiOiAiZmFzdGx5LXVyaS10b2t0bi0xliwiZXhwIjogMTc2NDc2NzA4NSwibmJmljogMTc2NDc2NjcyNSwicmVxdWVzdHVyaSI6IiIIMkZiaXRlc2I6ZSUyRnNIYXJjaCUzRnEIM0RzYXRzJTJCcmV2aXNpb24IMkRrczIlMjZkTNEQklURVNJWkUifQ.qyJNiYuq4R0IOvoRv0yg-XxjUOI5IvT05y6BszCoXf8> – BBC Bitesize – videos and resources for revision

# How can parents help..?

- ▶ Read every day-10 minutes
- ▶ Finding new, better words: use a dictionary and/or a thesaurus
- ▶ Make sure they know their times tables (up to 12x)
- ▶ Practice adding, subtracting, multiplying, dividing, telling the time, using money, maths in the real world (applying)
- ▶ Visit the library regularly
- ▶ Make sure they go to bed to sleep by 9pm
- ▶ Tell them not to worry
- ▶ Attend school
- ▶ Practise spellings: from Y3,Y4,Y5 & Y6

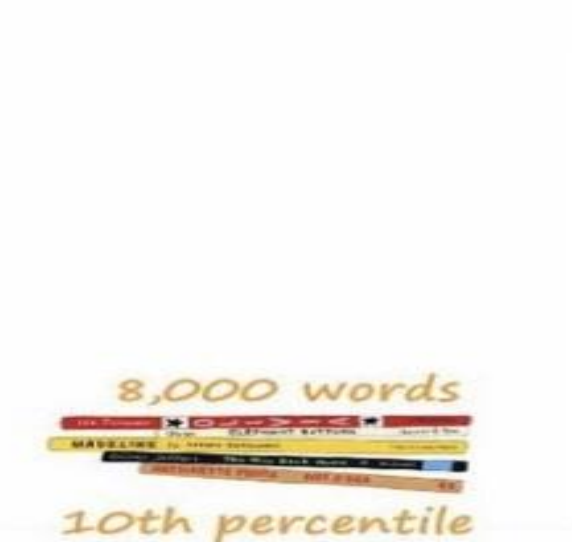
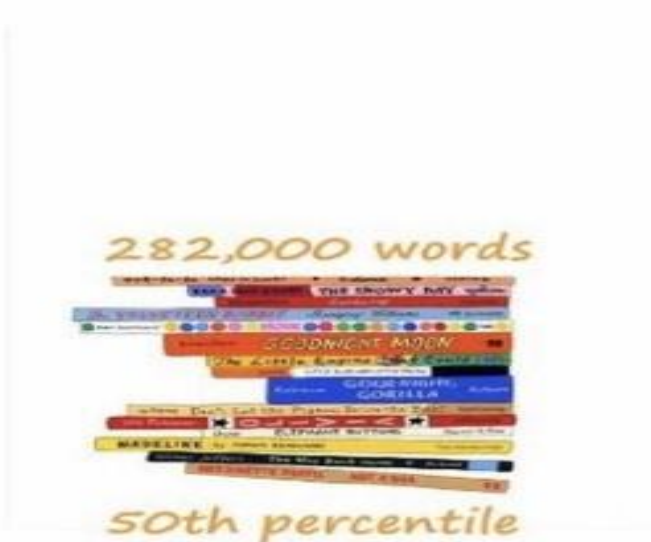
# Read With a Child

## It's the Most Important 20 Minutes of Your Day

Child "A"  
reads **20 minutes**  
each day  
3,600 minutes  
in a school year.

Child "B"  
reads **5 minutes**  
each day  
900 minutes  
in a school year.

Child "C"  
reads **1 minute**  
each day  
180 minutes  
in a school year.



By the end of 6th grade, Child "A" will have read the equivalent of 60 whole school days. Child "B" will have read only 12 school days.

Which child would you expect to have a better vocabulary?

Which child would you expect to be a proficient reader?

Any questions?

Thank you for coming!