

SATs 2026

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# Preparation

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- Afternoon boosters;
- Homework using the CGP books and online – TTRS, Arithmagicians and EdShed;
- Practice tests – September, January, March;
- Monitor impact of boosters;
- Normal curriculum as much as possible!

# KS2 SATs Timetable

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- Monday 11th May 2026 - English grammar, punctuation and spelling papers 1 and 2
- Tuesday 12th May 2026 - English reading
- Wednesday 13th May 2026 - Mathematics papers 1(Arithmetic) and 2 (Reasoning)
- Thursday 14th May 2026 - Mathematics paper 3 (Reasoning)

# SPAG Paper

45 min  
paper

3

Draw a line to match each word to a **suffix** to make four different words.  
Use each suffix only once.

**Word**

social

relation

child

season

**Suffix**

ish

al

ise

ship

1 mark

4

Insert a **comma** in the correct place in the sentence below.

We will be planting seeds making a pond and  
looking for snails.

1 mark

22

Tick one box in each row to show whether the underlined word is a **verb**, a **noun** or an **adjective**.

Sentence	Verb	Noun	Adjective
There are many <u>magnetic</u> materials.			
<u>Magnets</u> attract some metals.			
We can <u>magnetise</u> the nail.			

1 mark

30

Underline the **relative clause** in the sentence below.

The house where I was born has been demolished.

1 mark

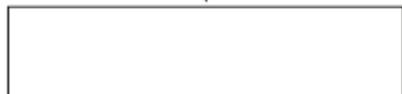
34

Write the **contracted form** of the underlined words in the boxes below them.

I will not be able to come to your party, but



Karina said that she would come.



1 mark

37

Explain how the position of the **comma** changes the meaning of the sentences below.

1. As Fred ate the sweet orange, balloons were given to the children.
2. As Fred ate the sweet, orange balloons were given to the children.

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1 mark

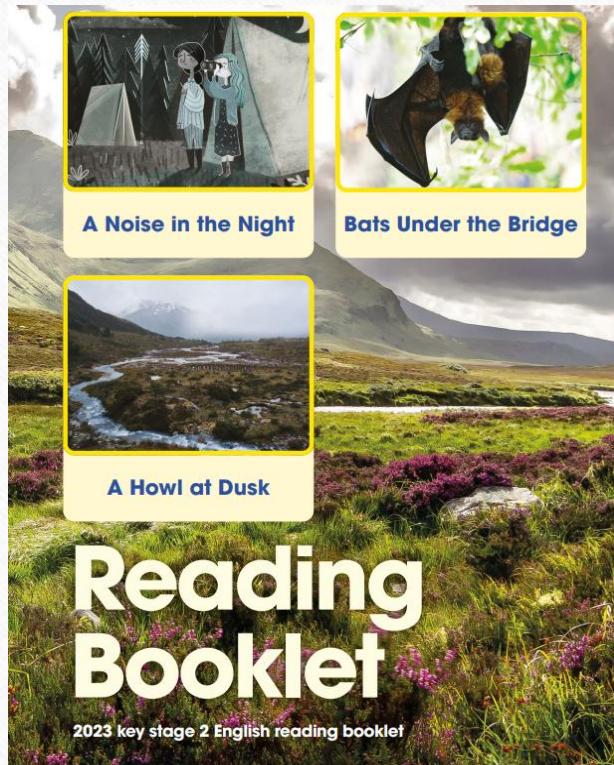
## Spelling

1. There was a \_\_\_\_\_ in the field.
2. I kept in \_\_\_\_\_ with my old friends when we moved.
3. The questions were \_\_\_\_\_ from one to ten.
4. The cup of tea was so hot it was \_\_\_\_\_.
5. We learnt the \_\_\_\_\_ to the song.
6. You \_\_\_\_\_ to wear your coat.
7. The footballer got a red card for \_\_\_\_\_.
8. We saw a \_\_\_\_\_ sunset.

# Reading Paper

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1 hour  
paper



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

**1** Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

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

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

2 marks

**5** Look at page 4.

What made Priya decide *to take a look* outside the tent?

Tick **one**.

She heard hedgehog noises.

She heard Toby coughing.

She heard the engine stop.

She heard the noise from the road.

1 mark

15

The bridge is described as a ***hotspot*** by the interviewer and Harriet.

What does the word *hotspot* mean when the interviewer uses it in her question?

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What does the word *hotspot* mean when Harriet uses it in her answer?

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2 marks

19

Look at Harriet's answer to the question: ***Have there always been so many bats here?***

According to Harriet, why did some people in Austin dislike bats?

Write **two** reasons.

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

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

1 mark

38

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

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

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

Personality	Evidence
_____	_____
_____	_____

3 marks

# Maths Papers

30 min  
paper

2023 national curriculum tests

**Key stage 2**

**Mathematics**

**Paper 1:** arithmetic

40 min  
paper

2023 national curriculum tests

**Key stage 2**

**Mathematics**

**Paper 2:** reasoning

40 min  
paper

2023 national curriculum tests

**Key stage 2**

**Mathematics**

**Paper 3:** reasoning

# Calculation Strategies

- <https://greatcrosbycatholicprimary.com/our-curriculum>

## Addition and Subtraction

Add integers up to 10 million

Encourage children to estimate and use inverse operations to check answers to calculations.

$$\begin{array}{r} 3 \ 4 \ 6 \ 2 \ 2 \ 1 \\ + 1 \ 8 \ 4 \ 3 \ 2 \ 1 \\ \hline 5 \ 3 \ 0 \ 5 \ 4 \ 2 \\ \hline 1 \ 1 \end{array}$$

?

2,354    750    1,500

$$\begin{array}{r} 8 \ 1 \ \square \ 8 \ 5 \\ + \square \ 0 \ 6 \ \square \\ \hline 9 \ 9 \ 5 \ 8 \end{array}$$

Subtract integers up to 10 million

Encourage children to estimate and use inverse operations to check answers to calculations.

$$\begin{array}{r} 2 \ 3 \ 1 \ 4 \ 5 \ 6 \ 1 \ 2 \ 2 \ 1 \\ - 1 \ 8 \ 4 \ 3 \ 2 \ 1 \\ \hline 1 \ 6 \ 1 \ 9 \ 0 \ 0 \end{array}$$

4,604

2,354    750    ?

$$\begin{array}{r} 8 \ \square \ 4 \ 8 \ 5 \ \square \\ - 3 \ 6 \ \square \ 4 \\ \hline 5 \ 5 \ 5 \ 5 \ 5 \end{array}$$

## Multiplication and Division

Multiply numbers up to 4 digits by a 2-digit number

To multiply by a 2-digit number, first multiply by the ones, then multiply by the tens and then find the total.

$$\begin{array}{r} 1 \ 2 \ 0 \ 7 \\ \times \ 3 \ 6 \\ \hline 7 \ 2 \ 4 \ 2 \\ + 3 \ 6 \ 2 \ 1 \ 0 \\ \hline 4 \ 3 \ 4 \ 5 \ 2 \end{array}$$

(1,207 × 6)  
(1,207 × 30)

4

$$\boxed{\phantom{000}} = 8,005 + 408$$

1 mark

9

$$450 \div 9 =$$

1 mark

**29**

$$\begin{array}{r} 5227 \\ \times 43 \\ \hline \end{array}$$

Show  
your  
method

2 marks

2 marks

**34**

$$2\frac{5}{6} - \frac{3}{4} =$$

1 mark

2

Write these temperatures in order, starting with the **lowest**.

6°C

-4°C

1°C

-10°C

3°C

 °C °C °C °C °C

**lowest**

        
1 mark

17

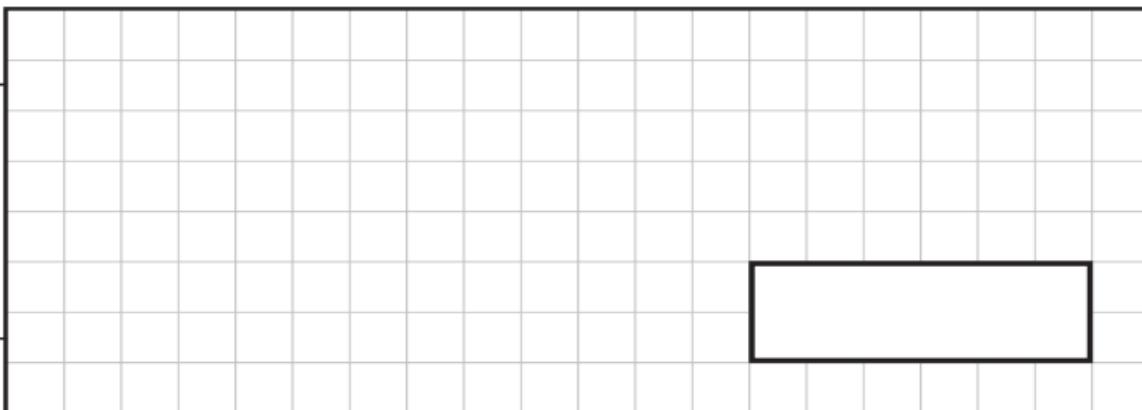
The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

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

Show  
your  
method



A 10x10 grid of squares, intended for working out the number of bunches. A smaller rectangular box is positioned in the bottom right corner of the grid.

2 marks

16

A box of 24 chocolate eggs has a mass of **870 grams**.

The empty box has a mass of **30 grams**.



What is the mass of **one** chocolate egg?

Show  
your  
method

2 marks

21

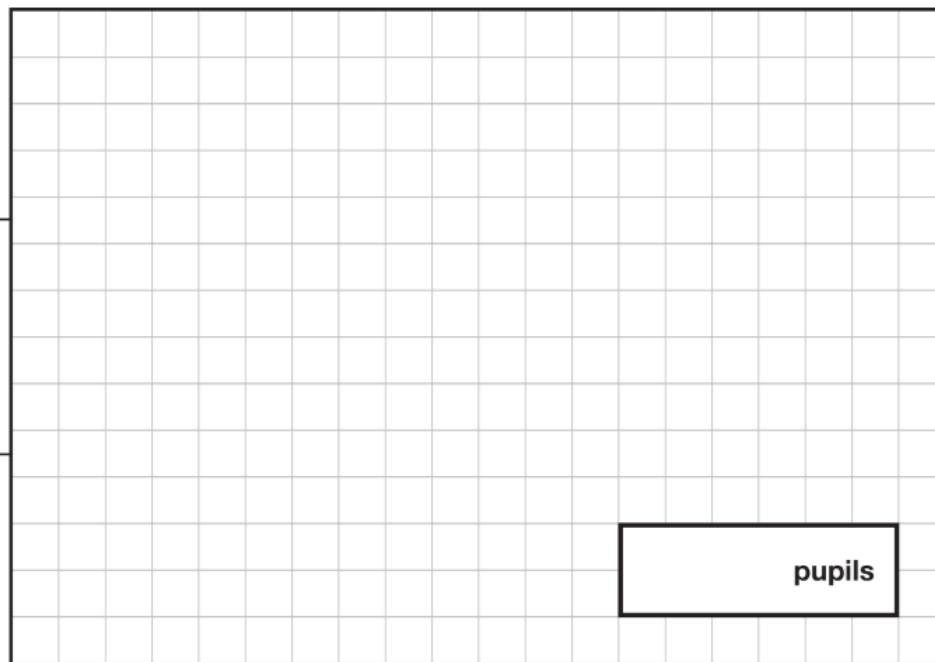
There are 25 classes in a school.

Each class has 34 pupils.

62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

Show  
your  
method



A large rectangular grid divided into 10 columns and 15 rows, providing 150 small squares for working out. In the bottom right corner of the grid, there is a smaller rectangular box with the word "pupils" written inside it.

3 marks

# Writing

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- Teacher assessed using Standard and Testing Agency framework;
- Must be a child's own independent writing;
- Can use writing across a range of subjects not just work produced in English lessons.

## **Working towards the expected standard**

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

## Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>4</sup>

[There are no additional statements for spelling or handwriting]

# Writing Example

## Is TV good for children?

Recently, there have been a huge amount of debates regarding whether all children's TVs should be banned: people think that the TV is bad for young people. However, most children believe that there is no valid reason for the TV to <sup>be</sup> banned.

It is the opinion of most teachers that the TV isn't any good for children because they become so obsessed by it that all they talk about is the latest programme they're watching or the new cartoon that's coming out.

Furthermore, they then become withdrawn from the fun activities that children should be taking part in: playing outside, walking the dog or meeting up with friends.

Most children are now unhealthy from a lack of exercise by sitting in front of the TV all day. Parents also think that children don't get enough fresh air and they end up not enjoying activities outside because of the TV. Also, even before 10 o'clock there is a lot of violence on the TV and children might see this. Do we want our children to grow up in an environment like this?

Did you know that children have not been focused on learning because of <sup>the</sup> TV?

So do you think that TV is good for children?

# Writing Examples

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- [https://assets.publishing.service.gov.uk/media/5a81e17540f0b62302699a9e/2018 exemplification materials KS2-GDS Frankie .pdf](https://assets.publishing.service.gov.uk/media/5a81e17540f0b62302699a9e/2018_exemplification_materials_KS2-GDS_Frankie.pdf)

# Results – mid-July

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English Reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	90
15	90
16	91

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101
31	102
32	103
33	104

English Reading	
Raw score	Scaled score
34	105
35	106
36	107
37	107
38	108
39	109
40	110
41	112
42	113
43	114
44	115
45	117
46	118
47	120
48	120
49	120
50	120