



Year 6

SATs Information Evening 2026



Lowercroft Primary School

Lowercroft Curriculum Offer

At Lowercroft, we maintain high expectations of all pupils and want all children to achieve their full potential in their end of Key Stage 2 exams.

Wellbeing and a broad and balanced curriculum is also taken into account.

Year 6 children at Lowercroft Primary are well prepared for their exams, but not at the expense of their wellbeing and other curriculum areas.

What are the SATs tests?

- The end of Key Stage 2 Assessments are referred to as the SATs.
- They assess all of the Key Stage 2 curriculum. Approximately 50% of the content is from the Y3,4 and 5 curriculum.
- SATS week begins on Monday 11th May and finishes Thursday 14th May .

Which exams
will my child
take?

Pupils will complete SAT test papers in:

- Reading
- Grammar, Punctuation and Vocabulary
- Spelling
- Arithmetic
- Mathematical problem solving and reasoning (2 papers)

How do they take place?

- Tests take place in normal school time, under test conditions
- Pupils cannot talk to each other during tests
- Children can be split into smaller groups during exams to assist with concentration
- Completed papers are sent away to be marked externally
- If your child is ill, arrangements can be put into place for your child to sit their test, within 5 days, at a different time.
- Results are returned to school in July and will be shared with parents alongside end of year reports

What does SAT preparation in school look like?

Positive, encouraging, fun, and challenging learning environment where Year 6 pupils are gradually exposed to completing exams.

Arithmetic daily practice in lessons.

x1 reasoning revision session per week. Support from two additional adults including Mrs Wynn and Miss Mason

x1 SAT focussed reading session per week. Support from two additional adults including Mrs Wynn and Miss Mason

Daily SPAG recap at the beginning of every Writing lesson.

After school reading & maths booster sessions for selected pupils led by teachers and SLT.

Scaled scores

Scaled Scores	
80 - 99	Working Below the Expected Standard
100 - 109	Working at the Expected Standard
110 - 120	Working at Greater Depth Standard

What do results look like?

Leanne Savery		
	Scaled Score	Assessment
Mathematics	105	Working at Expected Standard
Spelling Punctuation and Grammar	99	Below Expected Standard
Reading	110	Greater Depth Standard
Writing	N/A	Working at Expected Standard
Science	N/A	Working at Expected Standard

How are scaled scores calculated?

Exam markers use conversion grids to calculate scaled scores.

Raw score	Scaled score
0	No scaled score
1	No scaled score
2	No scaled score
3	85
4	85
5	85
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	102
27	103
28	103
29	104
30	105
31	106
32	107
33	108
34	109
35	111
36	112
37	114
38	115
39	115
40	115

Reading

Pupils are expected to read three, age-appropriate texts and answer approximately 38 comprehension questions ranging in difficulty.

The test has 50 marks available and pupils will have 60 minutes to complete the test.

Teachers can scribe for pupils who have difficulty writing their answers, but nothing can be read for the pupil.

Expected standard is usually around 26/50 marks, but does change depending on the difficulty of the test.

Example reading text (1 section only)

This text is an interview with Vladik Miagkostoupov, 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 Miagkostoupov 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 clowns! 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 even 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?

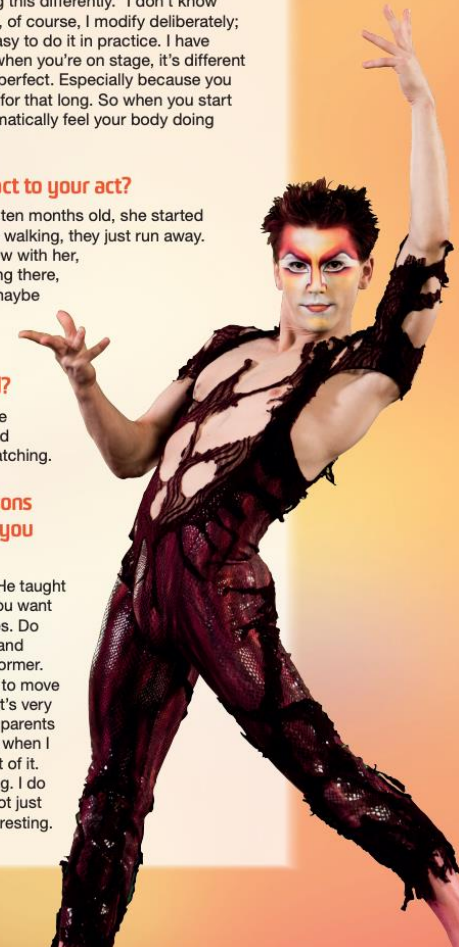
Actually, she likes it! After she was ten months old, she started walking. You know when they start walking, they just run away. Surprisingly when you watch a show with her, as soon as we sit down, she's sitting there, watching the show. I don't know; maybe she'll be a performer also.

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.



Example reading questions

4 The Parsnips were going to a tournament.

Where was it being held?

1 mark

7 Look at the paragraph beginning: "*I believe you...*" (page 6).

How can you tell that Veronika was feeling excited?

Give **two** ways.

1. _____

2. _____

2 marks

11 Number the following events 1 – 5 to show the order in which they happened.

The **last** one has been done for you.

Veronika waved to her family. 5

Yuri handed Veronika her kit bag.

Veronika met Sofi.

Veronika walked out to the bus.

Veronika helped Uncle up the steps.

1 mark

33 Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

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

1. _____

2. _____

3 marks

Spelling, Punctuation and Grammar

Grammar, Punctuation and Spelling Paper 1 Questions	Spelling Paper 2
50 Marks in total 45 Minutes	20 Marks in total No time limit

Both scores are added together
to give a score out of 70.

Example Spelling, punctuation and grammar questions

9

Insert a **pair of commas** in the correct place in the sentence below.

The African elephant the largest land mammal in the world
can weigh up to 6.6 tonnes.

12

Draw a line to match each word below to its **antonym**.

Word

near

cold

distant

warm

Antonym

close

far

hot

cool

25

Use the information in the box to complete the sentence below with a **relative clause**.
Remember to punctuate your answer correctly.

My grandma, _____, went on

My grandma loves travelling.

holiday to Spain.

1 mark

1 mark

Mathematics

Arithmetic	Reasoning and Problem Solving Paper 1	Reasoning and Problem Solving Paper 2
40 Marks in total 30 minutes	35 Marks in total 40 minutes	35 Marks in total 40 minutes

All three scores added together
gives a total out of 110.

Example Paper 1 Arithmetic questions

19	$\begin{array}{r} 607 \\ \times 83 \\ \hline \end{array}$	
Show your method		
		<input type="text"/>
		<input type="checkbox"/>
		2 marks

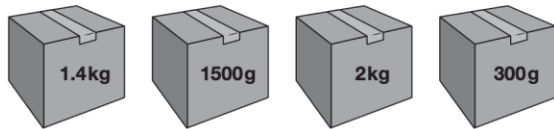
24	$\frac{1}{8} \div 2 =$	
		<input type="text"/>
		<input type="checkbox"/>
		1 mark

20	$13.05 \times 1,000 =$	
		<input type="text"/>
		<input type="checkbox"/>
		1 mark

27	$15\% \text{ of } 3,200 =$	
		<input type="text"/>
		<input type="checkbox"/>
		1 mark

Example Reasoning and problem-solving paper 2 & 3 questions

12 William has four parcels.



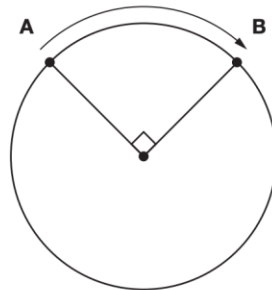
Write the masses in order, starting with the **heaviest**.

--	--	--	--

heaviest

1 m

19 The **circumference** of this circle is 60 centimetres.



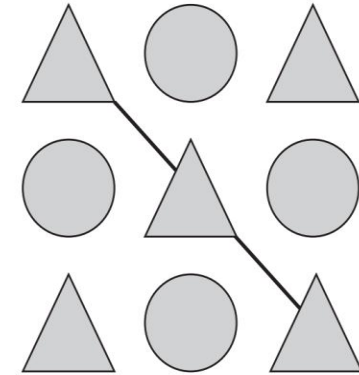
Not
actual
size

What is the distance around the edge of the circle from **A** to **B**?

	cm
--	----

1 mark

21



Each shape stands for a number.

The total of the shapes on the diagonal line is 48

The total of all the shapes is 200

Calculate the value of each shape.

A

Writing

- Writing is assessed by the class teacher and moderated by Senior Leadership in school
- Occasionally, our school can be moderated by the local authority to confirm we are making accurate judgements of pupils' abilities
- Teachers collect evidence of pupils' writing over an extended period of time to prove that children are meeting the expected standard for their year group.

Example of expected standard of writing

Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trucking through the misty, murky moors ^{while} celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags ~~appear~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King," the third ~~was~~ whispered creepily.

"But how can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis."

But the disgusting hags were no ~~there~~ ^{where} to be seen.

Suddenly Macbeth's messenger arrived ~~excited~~ ^{troubled}, and bowed.

"Macbeth," he took a breath, "Thane of Cawdor."

Oh how ^{Macbeth} he started to scheme!

The pupil can...

- Use a range of punctuation taught in KS2, e.g. commas, speech marks, brackets, exclamation marks and question marks **mostly correctly**.
- Spell most words from the Year 5/6 spelling list correctly.
- Maintain legibility when writing at speed.
- Write for a range of purposes (stories, information texts, letters)
- In stories, describe settings, characters and atmosphere.
- Include speech when writing stories.
- Use cohesive devices such as conjunctions (and, because, when), adverbials (firstly, after that, suddenly, in conclusion) and pronouns (he, she, they, we) to avoid repetition.
- Use tense correctly across a piece of writing.

Science

- Science is assessed by the class teacher and moderated by Senior Leadership in school.
- Evidence is gathered through engagement in lessons, evidence in books, videos and Seesaw.

Access arrangements

When sitting exam papers, a range of access arrangements can be made for children with SEN to show their abilities. These include:

- 25% extra time
- A scribe (teacher writes for a pupil)
- Rest breaks during exams where timers can be paused.
- 1-1 moral support for pupils who are apprehensive
 - Enlarged print
 - Different coloured paper
- Readers for SPAG and Mathematics Reasoning and Problem Solving Papers
- Transcribes for children whose handwriting can be difficult to read.

Children who have an EHCP automatically qualify for the above arrangements.

Other pupils require evidence from the class teacher to prove they require these access arrangements.

I will discuss individual circumstances at parents' evening in terms of access arrangements.