



Year 6 SATs 2026 Presentation for Parents, Carers & Guardians

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 11th May** ending on **Thursday 14th May**.
- The SATs papers consist of:
 - Grammar, punctuation and spelling (paper 1: GPS) – Monday 11th May
 - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 11th May
 - Reading – Tuesday 12th May
 - Maths (paper 1: Arithmetic) – Wednesday 13th May
 - Maths (paper 2: Reasoning) – Wednesday 13th May
 - Maths (paper 3: Reasoning) – Thursday 14th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.



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 (paper 1: Grammar/ Punctuation) – 45 minutes
 - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
 - Reading – 60 minutes
 - Maths (paper 1: Arithmetic) – 30 minutes
 - Maths (paper 2: Reasoning) – 40 minutes
 - Maths (paper 3: Reasoning) – 40 minutes



Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified (coloured paper, enlarged);
- An adult to scribe (write) for them;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.



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.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is working at, or above, the National Standard, while a score below 100 means the pupil may need more support to help them reach the standard. The marks required for the 2025 SATs were:

- Maths: 58 out of 120
- Reading: 28 out of 50
- Grammar, punctuation and spelling: 35 out of 70



Grammar, Punctuation and Spelling: Monday 11th May

Grammar, punctuation and spelling consists of two papers.

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



Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children will have been working hard with their class teacher 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.



Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.



I know you can win this race.

1 mark



Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

49

Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The Romans invaded Britain over two thousand years ago.

e.g. Over two thousand years ago, Britain was invaded by the Romans.

1 mark



Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:

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.

2023 Spelling script

Spelling 1: The word is **lamb**.

There was a **lamb** in the field.

The word is **lamb**.

Spelling 2: The word is **touch**.

I kept in **touch** with my old friends when we moved.

The word is **touch**.

Spelling 3: The word is **numbered**.

The questions were **numbered** from one to ten.

The word is **numbered**.



Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:

Spelling 18: The word is **scenario**.

We acted out a **scenario** in drama.

The word is **scenario**.

Spelling 19: The word is **optician**.

The **optician** recommended a pair of glasses.

The word is **optician**.

Spelling 20: The word is **currant**.

A **currant** is a type of dried fruit.

The word is **currant**.



Reading: Tuesday 12th 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**.

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 has three texts of increasing difficulty.

This is a magazine interview about the bats that live under the Congress Avenue Bridge in the USA.

Bats Under the Bridge

By day, the Congress Avenue Bridge in the city of Austin could hardly look more normal: a grey, dreary city-centre road bridge. By night, it plays host to one of the most amazing shows nature has to offer. The underside of the bridge is home to more than a million bats, and every evening in summer they all come swarming out at once, rising up into the city sky like a tornado before spreading out in all directions like plumes of smoke. Standing on the bridge, you might even feel the wind from their wings as they pass by.

Austin is the capital city of the state of Texas in the USA, but it is also the bat capital of North America. The bats under the bridge attract thousands of visitors every year, and every August bat lovers celebrate Bat Fest on the bridge in their honour.

We interviewed Harriet Lopez, a bat expert, to find out more.



Priya and her friends are camping near a farm owned by Mr Jones. Early in the morning Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing, she told herself strictly. It's a hedgehog, or a mole. It's something nice and harmless.*



Innis Munro is a boy who lives on the island of Nin.

A Howl at Dusk

The howl pierced the darkening sky and made Innis Munro stop dead in his tracks. He pulled his hood down, listened intently. The only sound was his beating heart.

That was a wolf, he thought.

But it couldn't have been. There were no wolves on the island of Nin, no wolves in Scotland any more, not for almost three hundred years. It was just a trick of the wind.

He pressed on but kept his hood down. The afternoon light of early March was fading fast, snow was falling, and he was still a good half-mile from home.



Reading

The reading SATs paper requires a range of answer styles.

Example questions:

**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



Reading

Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">1. Priya’s heart beating fast, e.g.<ul style="list-style-type: none">• <i>Priya’s heart started to race</i>• <i>her heart was beating really quickly.</i>2. Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none">• <i>she took a deep breath</i>• <i>Priya was trying to calm herself</i>• <i>she must be nervous because she needs to calm down.</i>3. Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none">• <i>she tells herself it must be something harmless</i>• <i>she tries to reassure herself.</i>4. Priya waking with a start, e.g.<ul style="list-style-type: none">• <i>she woke with a start.</i>	Up to 2m



Reading

Example questions:

Based on text 2: Bats Under the Bridge

22

Draw **four** lines to match an amount on the left to a fact on the right.

thousands

people visiting the
Congress Avenue Bridge
each year

a few

bats living in one cave

ten

months baby bats
need to develop before
travelling

fifteen million

tonnes of insects eaten
by bats each night

1 mark



Reading

Section 2: Bats Under the Bridge

Qu.	Requirement	Mark
22	<p>Draw four lines to match an amount on the left to a fact on the right.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for all correctly matched:</p> <div style="display: flex; justify-content: space-around;"><div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">thousands</div><div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">a few</div><div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">ten</div><div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">fifteen million</div><div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">people visiting the Congress Avenue Bridge each year</div><div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">bats living in one cave</div><div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">months baby bats need to develop before travelling</div><div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">tonnes of insects eaten by bats each night</div></div>	



Reading

Example questions:
3 mark question

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
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

3 marks



Reading

Section 3: A Howl at Dusk

Qu.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give two things, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Up to 3m														
	<table border="1"> <thead> <tr> <th>Acceptable points (personality)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. he is unfriendly / rude / surly</td> <td> <ul style="list-style-type: none"> unfriendly eyes 'What's it to you?' strode off without another word didn't bother to look at Innis whilst replying he didn't look at him when he replied. </td> </tr> <tr> <td>2. he is independent / brave / calm</td> <td> <ul style="list-style-type: none"> he was on his own not concerned he might be walking towards the wolf he didn't seem to be shocked that there was a wolf about. </td> </tr> <tr> <td>3. he is curious</td> <td> <ul style="list-style-type: none"> the only questions asked were about wolves 'How far?' 'Where exactly?' he stops when Innis mentions the wolf. </td> </tr> <tr> <td>4. he is mysterious / strange</td> <td> <ul style="list-style-type: none"> he doesn't talk much he wiped the snow off, turned and strode off he appeared out of nowhere he didn't tell Innis much about himself. </td> </tr> <tr> <td>5. he is secretive / defensive</td> <td> <ul style="list-style-type: none"> he didn't tell Innis anything about himself strode off without another word 'What's it to you?' </td> </tr> <tr> <td>6. he is determined / single-minded / self-centred</td> <td> <ul style="list-style-type: none"> was only interested in the wolf strode off without another word he only paid attention to what he was interested in he only interacted when he realised that Innis had useful information. </td> </tr> </tbody> </table>		Acceptable points (personality)	Likely evidence	1. he is unfriendly / rude / surly	<ul style="list-style-type: none"> unfriendly eyes 'What's it to you?' strode off without another word didn't bother to look at Innis whilst replying he didn't look at him when he replied. 	2. he is independent / brave / calm	<ul style="list-style-type: none"> he was on his own not concerned he might be walking towards the wolf he didn't seem to be shocked that there was a wolf about. 	3. he is curious	<ul style="list-style-type: none"> the only questions asked were about wolves 'How far?' 'Where exactly?' he stops when Innis mentions the wolf. 	4. he is mysterious / strange	<ul style="list-style-type: none"> he doesn't talk much he wiped the snow off, turned and strode off he appeared out of nowhere he didn't tell Innis much about himself. 	5. he is secretive / defensive	<ul style="list-style-type: none"> he didn't tell Innis anything about himself strode off without another word 'What's it to you?' 	6. he is determined / single-minded / self-centred	<ul style="list-style-type: none"> was only interested in the wolf strode off without another word he only paid attention to what he was interested in he only interacted when he realised that Innis had useful information.
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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.

In the 2025 Reading SATs paper,

- **12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;**
- **30% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;**
- **48% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.**



Reading

Last year's paper:

56% was the mark to achieve the expected standard.

- The combined texts in the 2025 reading booklet came to 1860 words.
- The answer booklet contained 1050 words
- **DFE expects children to read at a rate of 90 words per minute. Based on this figure, that left the children just over 26 minutes to write the answers to all 38 questions.**



Maths: Wednesday 13th May and Thursday 14th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 13th May
- Paper 2: Reasoning (40 minutes) – Wednesday 13th May
- Paper 3: Reasoning (40 minutes) – Thursday 14th May



Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks** and lasts for **30 minutes**.

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 questions:

19	29.5 – 16.125 =	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> 1 mark

20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	
Show your method	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> 2 marks

19	13.375	1m
20	<p>Award TWO marks for the correct answer of 37,592</p> <p>If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}$ OR $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35060 \text{ (error)} \\ \hline 37092 \end{array}$ 	Up to 2m
	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.</p> $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \text{ (place value error)} \\ \hline 5588 \end{array}$	



Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13th May and paper 3 will take place on Thursday 14th May. These tests have a total of 35 marks each and lasts for 40 minutes 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,

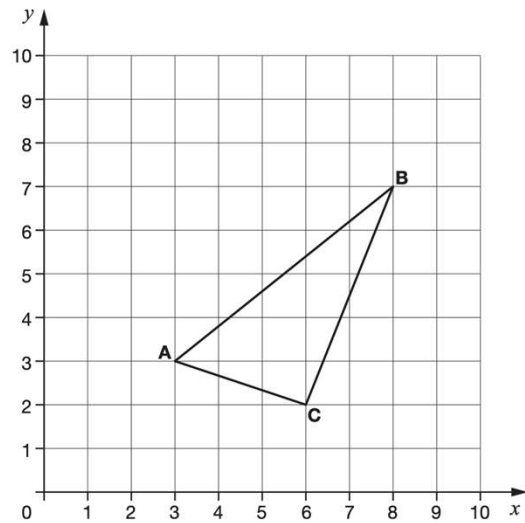
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.



Maths Papers 2 (Reasoning)

Example questions:

3



ABC is a triangle.

What are the coordinates of point C?

(6 , 2)

1 mark

8

In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark



Maths Papers 2 (Reasoning)

Example questions:

- 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

2 marks

<p>17</p>	<p>Award TWO marks for the correct answer of 33</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> • $4 \times 50 = 200$ $200 \div 6 = 30$ (<i>error</i>) <p>OR</p> <ul style="list-style-type: none"> • $50 \div 6 = 8 \text{ r}2$ $(8 \text{ r}2) \times 4 = 32 \text{ r}8$ <p>OR</p> <p>Award ONE mark for sight of:</p> <ul style="list-style-type: none"> • $33\frac{1}{3}$ OR $33.\dot{3}$ OR 33.33r OR 33.3 OR $33\text{r}2$ <p>(as evidence of completing $200 \div 6$ correctly without interpreting the remainder in context)</p>	<p>Up to 2m</p>	<p>Answer need not be obtained for the award of ONE mark.</p> <p>If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of ONE mark, e.g.</p> <ul style="list-style-type: none"> • $200 \div 6 = 31 \text{ r}8$ <p>Acceptable rounded answers would be 31 OR 32</p> <p>For the 'sight of' mark, accept equivalent fractions.</p> <p>Award ONE mark for an answer of 34.</p>
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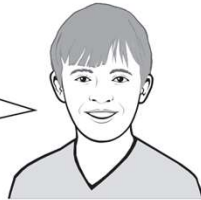
Maths Papers 3 (Reasoning)

Example questions:

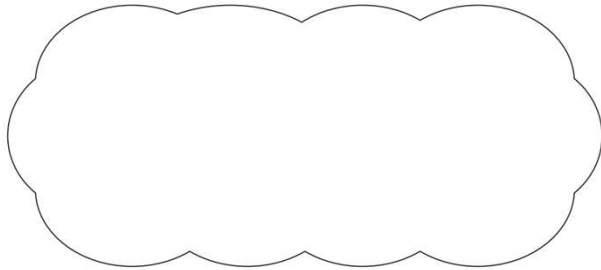
9

Jack says,

I multiplied a whole number by 3
My answer was 32



Explain why Jack is **not** correct.



1 mark

<p>9 Award ONE mark for an explanation that recognises that 32 is not a multiple of 3, e.g.</p> <ul style="list-style-type: none">• 32 is not in the $3\times$ table• $32 \div 3 = 10 \text{ r}2$ or 10.66 (which are not whole numbers)• if you count in multiples of 3 from 0, you won't get 32• $3 + 2 = 5$, 5 is not a multiple of 3 so he is wrong. <p>OR</p> <p>For a description that includes one or both of the multiples of 3 either side of 32, e.g.</p> <ul style="list-style-type: none">• if you do $10 \times 3 = 30$ and $11 \times 3 = 33$ there is no 32• $10 \times 3 = 30$ and 32 is 2 away.	<p>1m</p> <p>Do not accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.</p> <p>Do not accept vague or incomplete explanations, e.g.</p> <ul style="list-style-type: none">• If you multiply by 3 you will get 30, not 32• 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33• 32 is not a factor of 3 <p>Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.</p>
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Maths Papers 3 (Reasoning)

Example question:

- 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

pupils

3 marks

Qu.	Requirement	Mark	Additional guidance
21	<p>Award THREE marks for the correct answer of 323</p> <p>Award TWO marks for:</p> <ul style="list-style-type: none"> An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. $\begin{array}{r} 25 \\ \times 34 \\ \hline 100 \\ 750 \\ \hline 950 \text{ (error)} \end{array}$ <p>62% of 950 = 589 950 – 589 = 361</p> <p>OR</p> <ul style="list-style-type: none"> $34 \times 25 = 950$ (error) $95 \times 3 = 285$ $9.5 \times 8 = 76$ $285 + 76 = 361$ <p>OR</p> <ul style="list-style-type: none"> sight of 527 (as evidence of calculating 62% of 850) <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one error. <p>OR</p> <ul style="list-style-type: none"> sight of 850 (as evidence of the multiplication step completed correctly) 	Up to 3m	<p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.</p> <p>Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded TWO marks.</p> <p>Answer need not be obtained for the award of ONE mark.</p>



Maths

Last year's papers:

53% was the mark to achieve the expected standard.

- Calculations involving the four operations contributed to 35% of the test.
- Fractions, decimals and percentages contributed to 24% of the test.
- The arithmetic paper has 36 questions to be answered in 30 minutes. 32 of those question are worth 1 mark. 4 questions are long division or long multiplication and there are 2 marks available here. Children will get 2 marks for a correct answer and 1 mark if they have shown the correct method but made 1 error in their calculation.



Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Don't use past papers as they are used in school to prepare the children.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study and give support when needed.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.



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.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

