



# SATs and Transition Parent Meeting 2026

# Aim of today's meeting

To understand how you can support your child in the weeks before the SATs

To gain an understanding of what SATs week involves

To understand how we aim to support individuals and the whole year group during the week

To understand what we mean by Transition

To understand what we do at WJS to support your child through their transition to Secondary School

# SATs

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- SATs stands for Standard Assessment Tests.
- SATs may be a common acronym that is used on many websites and in most school communications regarding the tests.



**GOV.UK**

These papers will be **marked externally** whilst separate teacher assessments in Writing and Science will be designed and marked by their teachers.



Results will be within the final reports handed out in July.

## Key stage 2 tests

The statutory [key stage 2 tests](#) are timetabled from Monday 11 May to Thursday 14 May 2026:

Date	Activity
Monday 11 May 2026	English grammar, punctuation and spelling Papers 1 and 2
Tuesday 12 May 2026	English reading
Wednesday 13 May 2026	Mathematics Papers 1 and 2
Thursday 14 May 2026	Mathematics Paper 3

# Grammar Paper – SPAG

## Instructions

### Questions and answers

There are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

### Multiple-choice answers

For some questions, you do not need to do any writing. Read the instructions carefully so that you know how to answer each question.

### Short answers

Some questions are followed by a line or a box. This shows that you need to write a word, a few words or a sentence.

### Marks

The number under each line at the side of the page tells you the number of marks available for each question.

You should work through the booklet until you are asked to stop.

Work as quickly and as carefully as you can. If you finish before the end, go back and check your work.

**You have 45 minutes to answer the questions in this booklet.**

3

Draw a line to match each **prefix** to the correct word to make a new word.

Prefix	Word
en	cover
de	large
dis	frost

1 mark

4

Which sentence must end with a **question mark**?

Tick **one**.

Shall we go round the fitness trail in the park

We could go tomorrow if you like

What I really like is the rope bridge

Let me know what you would like to do

1 mark

# Spelling Paper

## Spelling

1. The children were \_\_\_\_\_ the objects from smallest to largest.
2. Do not show \_\_\_\_\_ to anyone.
3. I was given a \_\_\_\_\_ award.
4. We spent a \_\_\_\_\_ of hours at the shops.
5. You should \_\_\_\_\_ your fabric carefully.
6. The dust in the air made me \_\_\_\_\_.
7. Rosie used a sewing \_\_\_\_\_ to make her dress.
8. The spy used \_\_\_\_\_ ink to write his message.
9. Chewing gum is \_\_\_\_\_ in school.
10. We watched a film on \_\_\_\_\_ last night.
11. Lola was the lead \_\_\_\_\_ in her school play.
12. Cross the busy road with \_\_\_\_\_.
13. Maple \_\_\_\_\_ is sometimes poured on pancakes.
14. My sister \_\_\_\_\_ gave me her favourite book.
15. Amy borrowed a \_\_\_\_\_ book from the library.
16. The comedian was dressed in a \_\_\_\_\_ costume.
17. We paused to look at the \_\_\_\_\_ view.
18. She based her research on the results of the \_\_\_\_\_.
19. The football player was \_\_\_\_\_ to a different club.
20. The till printed the \_\_\_\_\_.

END OF TEST

# Reading

## Instructions

### Questions and answers

You have one hour to complete this test, answering the questions in the answer booklet. Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions.

In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

### Short answers

Some questions are followed by a short line or box. This shows that you only need to write a word or a few words in your answer.

### Several line answers

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

### Longer answers

Some questions are followed by more answer lines. This shows that a longer, more detailed answer is needed. You can write in full sentences if you want to.

### Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to or circle your answer. Read the instructions carefully so that you know how to answer the question.

### Marks

The number under each line at the side of the page tells you the number of marks available for each question.

As this is a reading test, you must use the information in the texts to help you to answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

**You have one hour to read the texts in the reading booklet and answer the questions in this booklet.**



**The Parsnips**



**A Traveller in Time**

# Read Book

2022 key stage 2 English reading booklet

## Questions 1–11 are about *The Parsnips* (pages 4–6)

**1** Veronika's football team has two names.

What are the **two** names?

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

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

1 mark

**2** What effect did the knock on the door have on Veronika and her family?

\_\_\_\_\_

1 mark

# Arithmetic

## Instructions

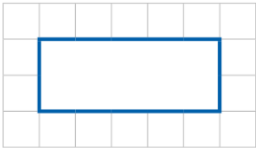
You **must not** use a calculator to answer any questions in this test.

### Questions and answers

You have **30 minutes** to complete this test.

Work as quickly and as carefully as you can.

Put your answer in the box for each question.



All answers should be given as a single value.

For questions expressed as common fractions or mixed numbers, you should give your answer as a common fraction, a mixed number or a whole number as appropriate.

If you cannot do a question, **go on to the next one**.

You can come back to it later, if you have time.

If you finish before the end, **go back and check your work**.

### Marks

The number under each box at the side of the page tells you the number of marks available for each question.

In this test, long division and long multiplication questions are worth **2 marks each**. You will be awarded **2 marks** for a correct answer.

You may get **1 mark** for showing a formal method.

All other questions are worth **1 mark each**.

1  $6,155 + 501 + 649 =$



1 mark

2  $0 \times 989 =$



1 mark

3  $10 + \boxed{\phantom{000}} = 302$

# Reasoning 1 and 2

## Instructions

You **must not** use a calculator to answer any questions in this test.

### Questions and answers

You have **40 minutes** to complete this test.

Follow the instructions for each question.

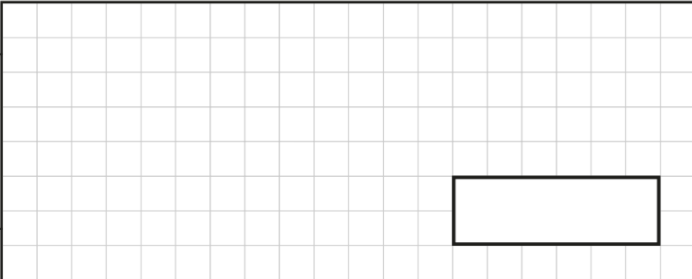
Work as quickly and as carefully as you can.

If you need to do working out, you can use the space around the question.

Do not write over any barcodes.

Some questions have a method box like this:

Show your method



For these questions, you may get a mark for showing your method.

If you cannot do a question, **go on to the next one**.

You can come back to it later, if you have time.

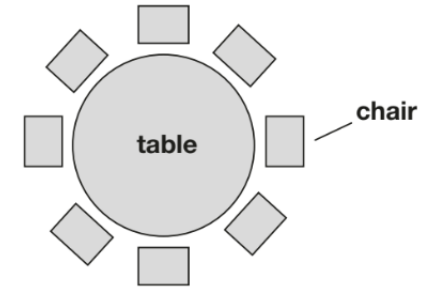
If you finish before the end, **go back and check your work**.

### Marks

The number under each line at the side of the page tells you the number of marks available for each question.

2

One table can seat 8 people.



How many tables are needed to seat 40 people?

tables

1 mark

3

Write the missing number to make this **addition** correct.

$$400,000 + \boxed{\phantom{00000}} + 70 = 430,070$$

1 mark

# Special Arrangement

- Pupils with specific needs may require additional access arrangements so they can complete the KS2 tests.
- These are called Access Arrangements or Special Adjustments that can be put in place to support those pupils so that they still have the same opportunity to complete the tests as everyone else.

These adjustments may be:

- 25% additional time, translators and/or enlarged texts size and have to be applied for by the school to the Assessment Agency.
- You will be informed by email if your children is being provided these adjustments prior to the tests.

Access  
arrangements  
might be used  
to support  
pupils who  
have:

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difficulty reading

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difficulty writing

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difficulty concentrating

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processing difficulties

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a hearing impairment

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a visual impairment

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English as an additional language

Other ways  
we can  
support your  
child:

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An adult prompter to keep your child on task

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Brain Breaks

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Reader (not for the Reading paper)

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Scribe

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Transcribe

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In a smaller room

You will be informed via email if your child is receiving any of this additional supports

## School Day:

- The children can arrive as normal but from 8.30am every morning the children will have access to breathing and relaxation sessions with the WBT to help calm any nerves, plus a light breakfast to set the day off to a good start.
- Throughout the week the children will be given rest breaks and time to relax through PE, Art and ICT once the tests are completed.
- Please could you make sure that your child has a water bottle, a mid-morning snack and their reading glasses (should they require them). They can also bring in a small cuddly toy or fiddle toy (that does not make any noise) which may help reassure them.

What should you do if your child is unwell or late during the week?

Should your child become unwell during the week, please don't feel that they should come in, just call the office and we can make alternative arrangements for the tests to be taken at another time, once they are feeling better.

However, we would appreciate it if you could avoid them having contact with their classmates who have already taken the missed test(s) due to testing regulations.

Should you be running late, just call the office and we can still ensure your child takes the test that day, once they have arrived and please bring your child to the office.

# How you can support your child pre-test week:

- Practise papers
- Any times table practise
- Spelling Shed
- Reading books together
- Playing games like Scrabble
- Reduce screen time and discussion over tests once home



How you can  
support your  
child during the  
test week –  
Monday 11th  
May – Thursday  
14th May

- Don't add to the pressure.
- Put the tests into perspective.
- Help them to revise – should they want to.
- Talk about their stress AND listen.
- Remind them of the things SATs can't test, namely other subjects and their personality!
- Plan something fun for the weekend before the tests
- Remind them that it's only one-week of tests and they are done!
- Use the right language – no pass or fail mentions
- Explain how anxiety and stress can feel in case they don't know what they are feeling
- Make sure that they have plenty of sleep and are in school at a good time
- Exercise
- Provide them with plenty to drink and eat



How do we support your child in their  
Transition from WJS to their new  
Secondary school?



# Transition

- As you are aware, there is quite a difference between the experiences that your child will have at their new secondary school compared to those at WJS.
- All the staff work hard to prepare the children so that they are academically ready to cope with the work at their new school; but it is also important that they are emotionally ready and have the strategies to help deal with any new situation.
- We want them to thrive and be ready for the change ahead.



# Year 6 Transition Day

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- For one day in term 6, the classrooms in Year 6 will be organised to reflect the types of environment that they may find at secondary school and complete a mock-style day of what life may feel like.
- The children will be guided and advised on how to follow a **timetable**; thinking about how to **organise their books**, **find the correct room** within a certain time, and get used to experiencing lessons with **different teachers** and **having different seats**.

# Transition week: supporting activities.

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The staff and WBT will also spend time helping the children to know what to do if they are lost, have forgotten specific equipment or are struggling with an issue. They are also on hand to answer any of the children's questions.

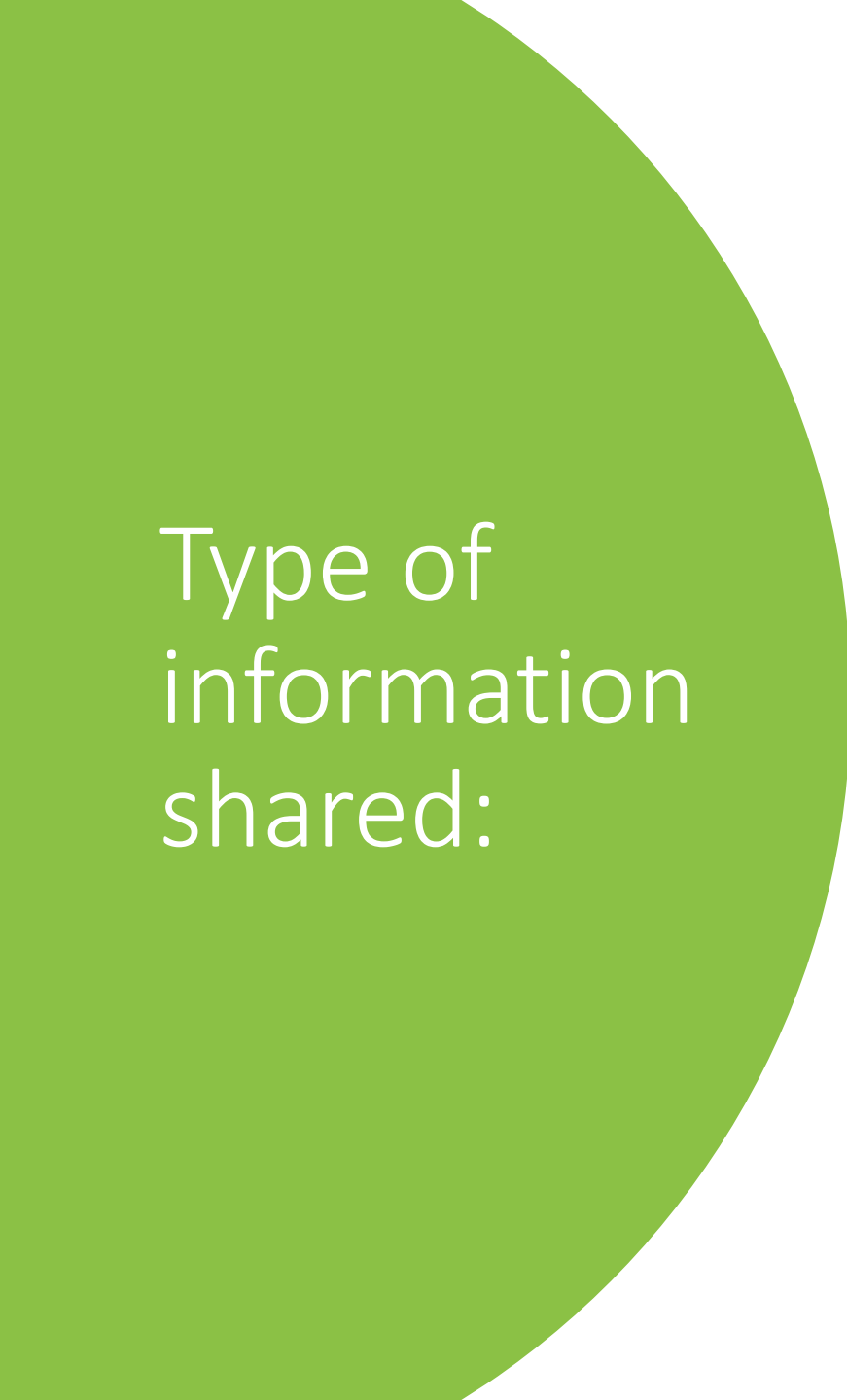
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The staff will spend time looking through the secondary schools' websites, discussing the layouts, uniform, teachers and curriculum. (This is also a useful activity to complete at home.)

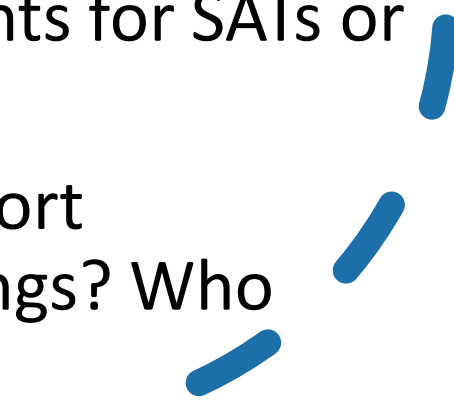
# Sharing relevant information with your child's new school

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- Our SENCos, Ms Collin and Mrs Migden, will share important information with each Secondary school regarding children on the SEN register.
- During Term 6, each secondary school will visit your child whilst at WJS to provide them with the chance to ask any questions and so the staff get an idea of their interests etc.. (A list of dates and times will be provided on the Schools Newsletter for your reference)
- During the school visit, the secondary school will also meet with your child's class teacher and discuss key information, which will be recorded on the transition sheet.



## Type of information shared:

- Attendance data
  - Academic Information
  - SEND information (SEMH, Cognition & Learning, Communication & Interaction and/or Sensory/Physical)
  - Dyslexia screening?
  - Wider information: SEN register?  
EAL, behaviour, medical, counselling, support provided in lessons, additional interventions, WBT support, access arrangements for SATs or Kent Test
  - As well as: will they require support transitioning? Do they have siblings? Who would they work well with?
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# Transition Day: Thursday 2<sup>nd</sup> July 2026

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Every child in Year 6 will be invited to attend their Secondary school's Transition day on **Thursday**; however, some schools – namely TWS and The Archbishops School have in the past offered **multi-day transition events – this will be confirmed by these schools directly to you.**

- Your child should wear WJS school uniform during these visits.
- On the day(s), the children should go straight to their secondary school at the agreed time by the new school. (All relevant information will have been emailed to you and will be available on their website.)

# If you are appealing for a different school

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It is important to let the office know of the school you are appealing to so that we can keep our records up to date and be able to support your child through this (if they know)



Please continue with the Transition process with the school that you have accepted a place with; therefore this school would be the school that visit your child and that we share information with.

Any questions?