



Gilbert Colvin
Primary School

**Key Stage 2 (Year 6) National
Assessment Test Information
for Parents 2026**

KS2 Test Timetable 2026

Date	Test	Timings
Monday 11th May	English grammar, punctuation and spelling Paper 1 (GPS)	45 minutes
	Paper 2 (spelling)	20 minutes
Tuesday 12th May	English Reading	60 minutes
Wednesday 13th May	Maths Arithmetic Paper 1	30 minutes
	Maths Reasoning Paper 2	40 minutes
Thursday 14th May	Maths Reasoning Paper 3	40 minutes

Reading Paper: 60 minutes

- ▶ **There are usually three unrelated reading texts. These usually increase in difficulty in terms of vocabulary and understanding.**
- ▶ **Some questions are multiple choice, require a shorter or longer response or require evidence from the text**
- ▶ **Children have one hour to read and answer a range of questions requiring a variety of answer styles; e.g. multiple choice, short line answers and several line answers in which they may be asked to justify an opinion or explain an author's choice of language.**

The Way of the Dodo



Reading test
example

The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.

Reading test example

29

*The mud flats would have formed a freshwater oasis in an otherwise **parched** environment.*

Give the meaning of the word *parched* in this sentence.

1 mark

Reading test example

23

Look at the paragraph beginning: *For thousands of years...*

What does the word *spat* suggest about how the island of Mauritius was formed?

1 mark

Spelling test

- ▶ **The spelling test contains 20 words, lasting about 15 minutes**
- ▶ **Many of the words tested contain ‘tricks’ e.g. silent letters, double letters, homophones, non-phonetical words (such as ‘through’).**
- ▶ **The aim of the test is to assess whether the children have a secure understanding of spelling rules and that they can apply them.**

Spelling test example

1 Will you be _____ to come out to play later?

1 mark

2 Stop that _____!

1 mark

3 I am sure you are _____ to do well.

1 mark

4 There are many forms of _____
in today's world.

1 mark

5 What is your favourite _____, apple pie
or ice-cream?

1 mark

6 Please do not _____ my drawing because
I have tried very hard.

1 mark

7 The drums are making a great _____ for
the song.

1 mark

8 I have put _____ effort into making

1 mark

Grammar, Punctuation and Vocabulary test

45 minutes

- ▶ **There are a variety of question types**
- ▶ **Children need to have a secure knowledge of grammar, punctuation and vocabulary**
- ▶ **There are 50 marks available in the grammar, punctuation and vocabulary test.**
- ▶ **Marks for the spelling and grammar, punctuation and vocabulary test are added together to assess whether the child has met the KS2 expectations.**

GPV example

27

Underline the **subordinate clause** in each sentence below.

Although it was getting late, Dan still hadn't finished his homework.

If you get hungry, help yourself to a snack.

I really enjoy swimming, despite finding it difficult.

1 mark

GPV example

28

Circle the **conjunction** in each sentence below.

The children had not read the book, yet they knew the story off by heart.

Keep your hat on until the rain has stopped.

1 mark

GPV example

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

The old house that is next to our school is for sale.

1 mark

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

Mathematics tests.

Paper 1: Arithmetic 30 minutes

- ▶ All questions are written number calculations.
- ▶ Children need to show their working out in the space provided.
- ▶ This paper is worth 40 marks.

Arithmetic test example

27

$$\frac{3}{10} - \frac{1}{20} =$$

1 mark

28

$$29 \overline{) 725}$$

Show
your
method

2 marks

Arithmetic test example

29	$15\% \times 440 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
			

30	$\begin{array}{r} 6574 \\ \times 31 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
	Show your method 		

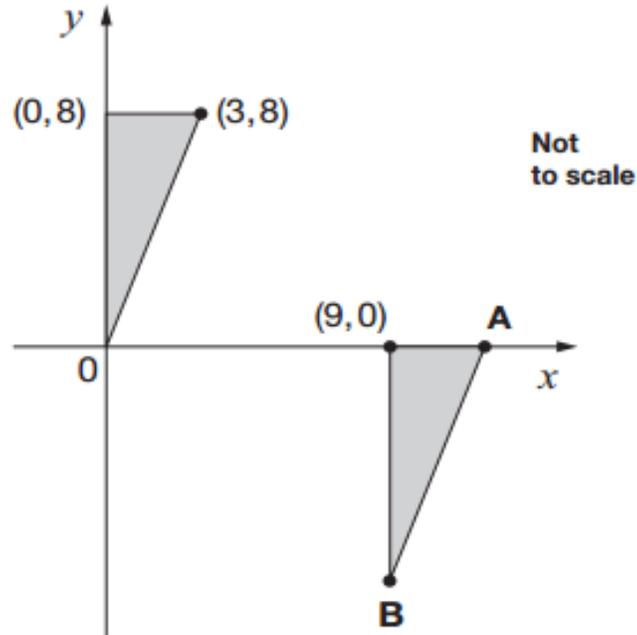
Reasoning papers

- ▶ **Papers 2 and 3 cover reasoning and each lasts for 40 minutes.**
- ▶ **Pupils will be tested on all areas of the mathematics curriculum e.g. shape, data handling, statistics. Calculation skills will be tested as well, but questions will be asked in context and have multi-steps.**
- ▶ **Questions increase in difficulty.**
- ▶ **Children will be given protractors, rulers (cm and mm) and mirrors.**

Reasoning test examples

20

Here are two **identical** shaded triangles on coordinate axes.



Write the coordinates of points A and B.

A = (,)

B = (,)

2 marks

The strategy in the reasoning test is to always use what you know first.

Mark on the diagram what you know.

There is always a method – guessing won't work.

Reasoning test examples

12

$$n = 22$$

What is $2n + 9$?

1 mark

$$2q + 4 = 100$$

Work out the value of q .

$q =$

1 mark

Reasoning test examples

20

Lara had some money.

She spent £1.25 on a drink.

She spent £1.60 on a sandwich.

She has **three-quarters** of her money left.

How much money did Lara have to **start with**?

Show
your
method

£

2 marks

How the tests are marked

All tests will be marked by external markers.

Children need to follow certain rules to ensure that the marker is able to award them a mark.

We prepare the children by following this criteria when we mark children's mock papers to maximise their opportunity to succeed.

- ▶ **Pupils must use a dark pencil or a pen with blue or black ink.**
- ▶ **Clear digit and letter formation is essential.**
- ▶ **If you are preparing your children at home for the tests, please encourage them to write their answers in the space provided. Responses in the margins or the grey zone will not be marked.**

- ▶ **Writing is teacher assessed.**
- ▶ **Science – a judgement is formed by the teacher based on work over the year. A teacher assessment judgement is made. Pupils will be 'working at the expected standard' or 'has not met the expected standard'.**

Writing

- ▶ **Writing is based on assessments throughout the year and a final assessment will be awarded by the teachers based on several pieces of work.**

Writing assessment judgements

Judgement	What it means
PKF	Working at a level expected of a child in KS1 or below.
WTS	Working at the expected level for a child in Y3, 4 or 5
EXS	Working at the expected standard for a child in Y6 (this means that they have demonstrated all of the requirements at the expected level (including the handwriting requirements))
GDS	Working at a greater depth standard within the expected level.

Children need to be able to demonstrate the skills independently.

Teacher assessment framework at the end of KS2 - writing

- ▶ Children must demonstrate that they have achieved **everything** on this list in order to be awarded the expected standard.

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 correctly¹ (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.²

Greater Depth within the expected standard

- ▶ Children must achieve **everything** on this list and the previous list in order to be awarded the Greater Depth standard

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 writing³ 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.[^]

[There are no additional statements for spelling or handwriting]

How can you support your child at home?

- ▶ **Ensure your child reads every night.**
- ▶ **Listen to your child read and ensure that they use punctuation effectively.**
- ▶ **Accelerated Reader tests to be taken at home now. The children should be bringing home a book to read each day.**
- ▶ **Ensure that your child learns their weekly spellings.**
- ▶ **Use SPAG.com and maths.co.uk and complete the activities set.**
- ▶ **Use BBC revision games online.**
- ▶ **Use EdShed to play spelling and grammar games.**
- ▶ **Use Times Tables Rockstars**
- ▶ **Help your child with practical maths like telling the time, money and measures.**

Most importantly...

- ▶ Make sure your children are:
 - ▶ Well rested
 - ▶ Well fed (breakfast)
 - ▶ Calm
 - ▶ Happy
 - ▶ Attend school everyday

Any questions?

