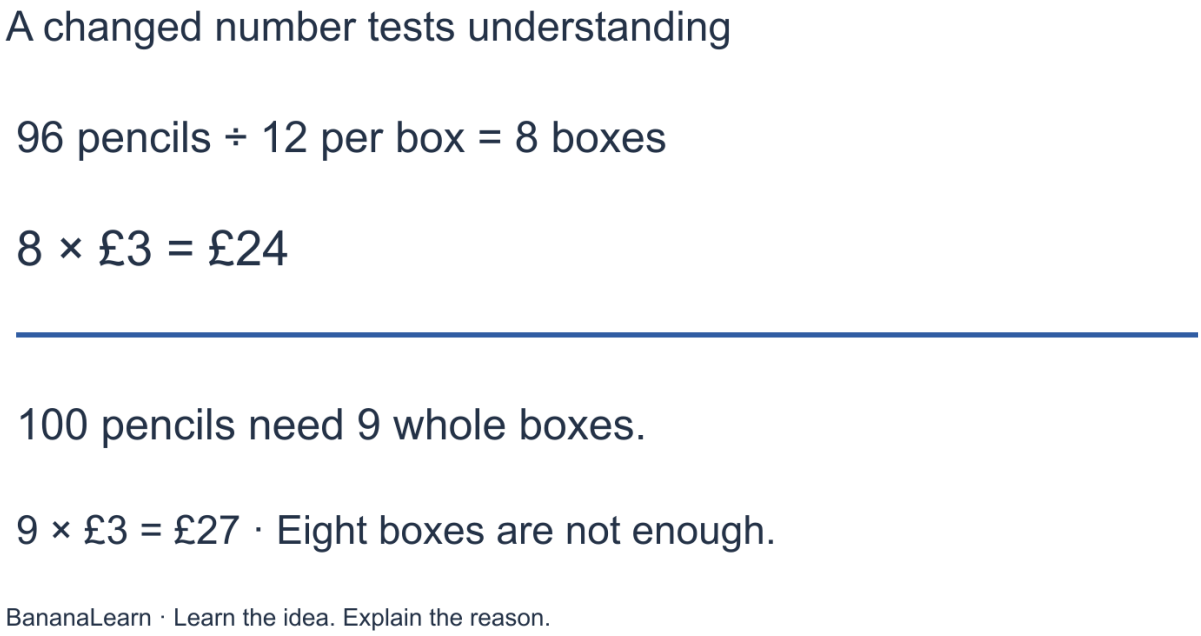
Year 6 SATs 2027: dates, subjects and practical parent support

Year 6 · Activity and planning pack

Before buying another practice pack, ask which skill your child actually needs to strengthen. A clear explanation of one difficult idea can be more useful than another full paper.

England’s statutory Key Stage 2 tests are scheduled for 10–13 May 2027. Work with the school on reading, grammar and Maths support; this guide concerns England’s primary assessments, not the US SAT.

Independent BananaLearn resource. Not an official exam paper or endorsed assessment.



Ninety-six pencils require eight boxes of twelve. One hundred pencils require nine whole boxes, so the cost changes from twenty-four to twenty-seven pounds.

Matching complete guide

bananalearn.com/learn/year-6-sats-2027-parent-guide.html

Dates and scope

The official timetable lists grammar, punctuation and spelling on Monday 10 May; reading on Tuesday 11 May; Mathematics Papers 1 and 2 on Wednesday 12 May; and Mathematics Paper 3 on Thursday 13 May. Check the government page and school communications for any updates. Do not apply this schedule to Scotland, Wales, Northern Ireland or the US SAT.

Keep the England-specific scope clear

This guide concerns England's end-of-Key-Stage-2 national curriculum tests. Other UK nations have different arrangements. Check the official dates and your school's instructions, particularly for attendance, access arrangements and any timetable details.

The tests cover specific assessed areas; they do not represent the whole curriculum or all the qualities a child brings to school. Use classroom work and teacher feedback alongside test information when deciding what support is useful.

Paper area	Useful home support	Avoid
Reading	Discuss evidence for an inference	Guessing from a title without reading
Grammar, punctuation and spelling	Explain and correct one sentence	Memorising labels without using them
Arithmetic	Practise a method and check it	Speed before accuracy
Mathematical reasoning	Draw a model and explain a choice	Looking for a keyword that always means one operation

A realistic weekly pattern

Choose two or three short sessions that fit the family. One can be shared reading, one a small Maths problem set and one a writing or spelling review. Keep time for normal activities and adapt the length to the child. More pages completed is not automatically more learning.

Start with a worked example if the method is unfamiliar, then a similar independent task and finally a changed context. Record the specific difficulty: reading the question, choosing a method, calculating or explaining. Each requires a different response.

A reading example parents can use

Text: "Amir checked the window again. His boots and coat were ready by the door, but he sat down with a sigh as rain struck the glass." Question: how might Amir feel, and which words support your answer? A reasonable inference is disappointment, supported by the sigh and readiness to go out.

Do not insist on one exact adjective if the answer is supported. An unsupported claim such as "Amir dislikes all outdoor activities" goes beyond the text. This illustrates evidence-based inference; it is original practice, not an official SATs question.

A reasoning example with more than one step

A class needs 96 pencils. Boxes hold 12 pencils and cost £3 each. How much will enough pencils cost? First find the number of boxes: 96÷12=8. Then cost: 8×£3=£24. A child who answers 8 has found an intermediate result, not the requested cost.

Change the need to 100 pencils. Nine whole boxes are needed, costing £27, because eight supply only 96. This variation checks whether the child understands the situation rather than copying an operation sequence.

Use official past materials thoughtfully

Official released materials can show format and expectations. Check that you are using the correct key stage and follow the published marking guidance. Try a small selection, discuss reasoning, then revisit the underlying skill. Do not describe an independent worksheet as a past paper.

Ask the school how it uses practice papers so home work does not duplicate every task. For individual access arrangements and concerns, contact the school early. This guide cannot determine eligibility or promise a particular result.

Before and after test week

Before: confirm school start times, prepare ordinary equipment as instructed and keep a predictable routine. During: listen without interrogating the child about every answer. After: allow the focus to return to the wider curriculum and transition to secondary school.

When results are shared, ask what they mean alongside teacher assessment and classroom work. Identify a small, teachable next step if needed. Avoid treating a score as a label that the child must carry into the next school.

Make this work for your family or class

Date and setting

Activity or learning goal

Materials and practical arrangements

What the child explained or demonstrated

What to adapt next time

Before you begin

• Have you checked England-specific official information?

• Does practice target an observed difficulty?

• Can the child explain a method in a changed problem?