



Key Stage 2 SATs

A School Presentation to Parents

Information and Guidance on the Exams and Expectations

Key Stage 2 SATs



- All maintained schools are required to participate in the national curriculum assessments known as the Standard Assessment Tests (SATs).
- They are used as a tool to see how well a child has progressed from KS1 to KS2 (now from EYFS to UKS2) and they also give secondary schools a base to compare against when the time comes for your child to join KS3.
- Headteachers, local authorities and The Department for Education also use SATs data to identify which schools are excelling and which are struggling.
- SATs are compulsory for all Year 6 pupils but we try to make this a relatively pain-free procedure for our children.

Assessment and Reporting



- As you are already aware the current curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since its introduction.
- SATs are one of the ways in which school progress is measured and reported however it is not the only way. Teachers have to submit their assessments of your child's abilities to both parents in the form of the end-of-year report and also to the government. Sometimes these will be different to what a child might score in SATs. This is because teachers see the progress and attainment day in and day out and take many different elements into account, not just how they performed in a test on a particular day. We also share these assessments with your child's secondary school.

Scaled Scores



- Since 2016, test scores are reported as 'scaled scores'.
- What is meant by 'scaled scores'?
- It is planned that 100 will always represent the 'national standard'. This is the 'average' score.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point below 100 (last year it was 80) and an upper end point above 100 (maximum of 120).
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- In July 2024 for the publication of test results, each pupil received:
 - o A scaled score in each tested subject.
 - o Confirmation of whether or not they attained the national standard.
 - o **This will be the same in July 2025**

'Results day'



On publication of the test results in July 2025:

- A child awarded a scaled score of 100 (or above) is judged to have met (or exceeded) the 'national standard' in the area judged by the test.
- A child awarded a scaled score of 110 or more means that child is working at what is called "Greater Depth" and has demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard. The national terminology used is, "Did not achieve the National Standard". However, a scaled score will give you an indication of how close they were to meeting it.

The Tests



- Key Stage 2 SATs take place nationally in the week commencing 12th May 2025
- Statutory tests will be administered in the following subjects:

English:

- o Reading (60 minutes)
- o Punctuation, Vocabulary and Grammar (45 minutes)
- o Spelling (approximately 15 minutes)

Mathematics

- o Paper 1: Arithmetic (30 minutes)
 - o Paper 2: Reasoning (40 minutes)
 - o Paper 3: Reasoning (40 minutes)
- All tests are externally marked.
 - Writing will be 'Teacher Assessed' internally.

The Tests



Date	Tests
Mon 12 th May 2025	English – Spelling, Punctuation & Grammar Paper 1 (45 mins) Spelling, Punctuation & Grammar Paper 2 (20 mins)
Tues 13 th May 2025	English – Reading Test (60 mins)
Weds 14 th May 2025	Maths – Paper 1 (Arithmetic Test) (30 mins) Maths – Paper 2 (Reasoning Paper 1) (40 mins)
Thurs 15 th May 2025	Maths – Paper 3 (Reasoning Paper 2) (40 mins)

Spelling, Punctuation and Grammar



- A Spelling test is administered containing 20 words, lasting approximately 20 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Spelling Test Sample Test



1	creature	1
2	enough	1
3	reception	1
4	numb	1
5	division	1
6	sighed	1
7	navigation	1
8	thoughtful	1
9	offered	1
10	muscle	1
11	curiously	1
12	courage	1
13	disagreement	1
14	pyramid	1
15	excellent	1
16	generous	1
17	chorus	1
18	tongue	1
19	accidentally	1
20	deceive	1
Total		20

S44 – words with endings sounding like /ʒə/ or /tʃə/
S59 – words containing the letter string <i>ough</i>
S47 – endings that sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i>
S60 – words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
S45 – endings that sound like /ʒən/
S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
S47 – endings that sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i>
S59 – words containing the letter string <i>ough</i>
S38 – adding suffixes beginning with vowel letters to words of more than one syllable
S51 – words with the /s/ sound spelt <i>sc</i>
S46 – the suffix <i>-ous</i> S43 – the suffix <i>-ly</i>
S40 – the /ʌ/ sound spelt <i>ou</i>
S41 – prefixes
S39 – the /i/ sound spelt <i>y</i> other than at the end of words
S55 – words ending in <i>-ant, -ance, -ancy, -ent, -ence, -ency</i>
S46 – the suffix <i>-ous</i>
S48 – words with the /k/ sound spelt <i>ch</i>
S50 – words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i>
S43 – the suffix <i>-ly</i>
S58 – words with the /i:/ sound spelt <i>ei</i> after <i>c</i>

Sample Questions



Grammar, Punctuation and Spelling Paper 1

23

Write the correct label in each box.

verb V	noun N	connective C	adverb A
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The goalkeeper moved quickly and saved the penalty.

↑

↑

↑

↑

1 mark

Sample Questions



Grammar, Punctuation and Spelling Paper 1

21

Write a sentence using the word cover as a **noun**.
Remember to punctuate your answer correctly.

1 mark

Write a sentence using the word cover as a **verb**.
Remember to punctuate your answer correctly.

1 mark

Sample Questions



Grammar, Punctuation and Spelling Paper 1

35

Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

Sample Questions



Grammar, Punctuation and Spelling Paper 1

45

Add a **prefix** to the beginning of each word to form its **antonym**.

_____agree

_____legal

_____regular

1 mark

Assessment of



This is how we are expected to judge if a child has met expected level in Writing. To demonstrate that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of **all** the statements within the standard.

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly, including common exception words* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Assessment of



WRITING ASSESSMENT CRITERIA

Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- € using paragraphs to organise ideas
- € describing settings and characters
- € using some cohesive devices* within and across sentences and paragraphs
- € using different verb forms mostly accurately
- € using co-ordinating and subordinating conjunctions
- € using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- € spelling most words correctly, including common exception words* (years 3 and 4)
- € spelling some words correctly, including common exception words* (years 5 and 6)
- € producing legible joined handwriting.

Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- € creating atmosphere, and integrating dialogue to convey character and advance the action
- € selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- € using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs using passive and modal verbs mostly appropriately
- € using a wide range of clause structures, sometimes varying their position within the sentence
- € using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- € using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- € spelling most words correctly, including common exception words* (years 5 and 6)
- € maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

How to Help Your Child with Writing



- Practise and learn weekly spelling lists – make it fun!
- Revise the word classes together – nouns, adjectives, verbs are one thing, but what about determiners? relative clauses? prepositions? subjunctive form, past progressive? Learn together!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

Reading



- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and **understanding of a child's reading.**
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Reading Sample Test



Reading paper

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

Reading Sample Test



Reading paper

11

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

Reading Sample Test



Reading paper

29

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

3 marks

Assessment of Reading



This is how we are expected to judge if a child has met expected level in Reading . To demonstrate that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of **all** the statements within the standard.

- The pupil can:
- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

How to Help Your Child with Reading



- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

Mathematics



- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Assessment of Maths



This is how we are expected to judge if a child has met expected level in Maths.

To demonstrate that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of **all** the statements within the standard

- The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9?$; $28.13 = 28 + + 0.03$).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $112 \div 34$; 79 of 108; 0.8×70).
- The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

Sample Questions



Maths Paper 1: Arithmetic

24

$$15.4 - 8.88 =$$

A large grid of blue lines on a white background, intended for showing the calculation for question 24.

1 mark

25

1 3 3 0 1 6

Show
your
method

A large grid of blue lines on a white background, intended for showing the calculation for question 25.

2 marks

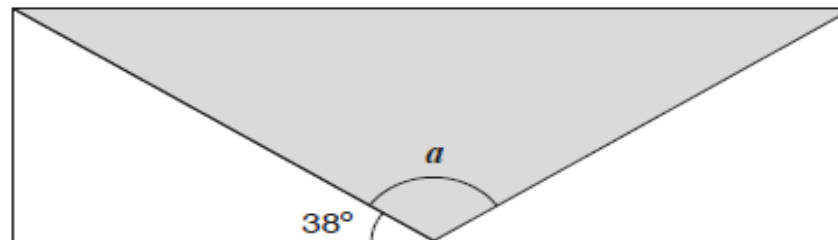
Sample Questions



Maths Paper 2 / Paper 3 : Reasoning

15

A shaded **Isosceles** triangle is drawn inside a rectangle.



Not
to
scale

Calculate the size of angle a .

Show
your
method

a is

2 marks

Sample Questions



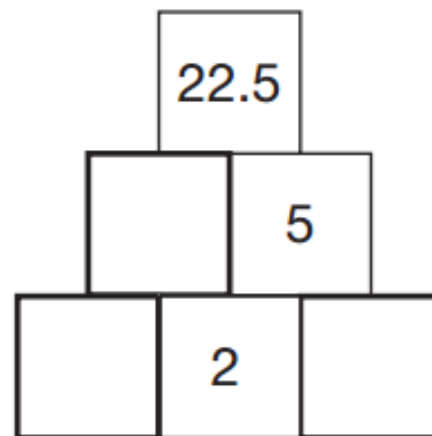
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

Maths Paper 2 / Paper 3 : Reasoning

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

£

2 marks

Sample Questions



Maths Paper 2 / Paper 3 : Reasoning

19

The area of a rugby pitch is 6,108 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?

Show
your
method

A large grid of 20 columns and 20 rows of squares, intended for showing the method of calculation. A small box at the bottom right of the grid contains the text "square metres".

square metres

3 marks

How to Help Your Child with Maths

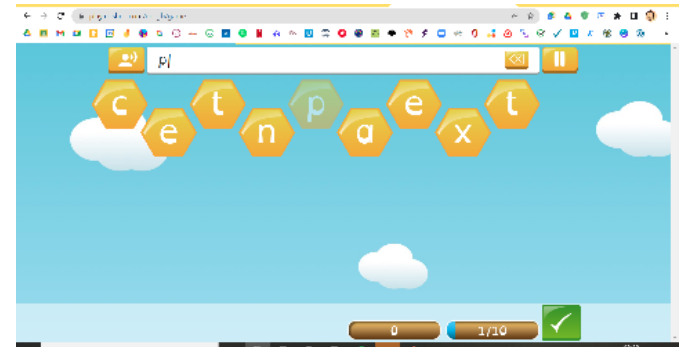


- Play times tables games – children must know all 12 x 12 tables!
- Play mental maths games including counting in different amounts, forwards and backwards
- Encourage opportunities for telling the time – analogue and digital
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping
- Look for examples of 2D and 3D shapes around the home
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.

Resources available to help with revision.



- Prodigy Maths
- MyMaths
- TT Rockstars
- Readtheory.org
- Spellingshed
- BBC Bitesize
- Spag.com



There are so many apps and games out there, many of them free to download or access. Please let us know if you find a really good one so we can share this information with others!

How to Help Your Child – General advice



- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with the ‘fundamentals’ homework set.
 - Reading, spelling and arithmetic (e.g. times tables) are essential things to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and a healthy breakfast every morning in the lead up to the tests.
- If they can attend, we will be running a breakfast club each day from 8am.



If your child is ill – General advice



- Contact the school immediately so that we can advise on next steps. They will still need to take the tests if they return within the timetable variation period.

Pupil absence on scheduled test days

If a pupil is absent on the day of the test, headteachers must take steps to ensure the pupil does not have contact with others, for example by speaking to the pupil's parents about how they can help prevent contact with other pupils who have already taken the test, or about arrangements for entering the premises on the day the pupil returns to school.

If a pupil is absent on the day of a test because of illness, the school should wait until they have returned to school before making an application. This is to ensure the pupil is in a fit, physical and mental state to take the test on the day and time stated in the application.

If a pupil returns to school during test week or the timetable variation period following an absence, the school must ensure the pupil is supervised so there is no opportunity for the pupil to discuss test content.

If an individual pupil is absent on the rescheduled test date, the school can reschedule the test for that pupil again, if it is still within the timetable variation period for the affected test. The school should administer the rescheduled test as soon as is practical after the pupil returns to school.

Finally – A Health Warning

Whilst we do encourage your children to take these tests seriously and use them to show off all that they are capable of, it is important to remember that all the children in Year 6 are special and unique irrespective of a test. The value and worth of each child cannot be quantified by a test level and nor should it.

Your child's report at the end of the year holds more weighting than the SATs results ever will.

Thank you for taking the time to find out more about what your child is expecting with the SATs.

