

# Key stage 2 SATS 2025

Parent Meeting 14.01.2025

# What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The aim of the tests is to establish whether pupils are working at an expected level in English and Maths for the end of primary school and the start of secondary school.
- The SATs take place over four days, starting on **Monday 12<sup>th</sup> May** ending on **Thursday 15<sup>th</sup> May**.
- English writing judgements are made by the pupils' teachers through teacher assessment, based on evidence of independent writing gathered over the course of year 6.

# Why are SATs important for your child?


They will determine the groups your child will be set into in secondary school.


They give child a sense of achievement after their 7 years in Primary School.


## Key stage 2


The key stage 2 tests are timetabled from Monday 12<sup>th</sup> May- Thursday 15<sup>th</sup> May


<b>Date</b>	<b>Activity</b>
Monday 12 May 2025	English grammar, punctuation and spelling papers 1 and 2
Tuesday 13 May 2025	English reading
Wednesday 14 May 2025	Mathematics papers 1 and 2
Thursday 15 May 2025	Mathematics paper 3


2022 national curriculum tests	
<b>Key stage 2</b>	
<b>English reading</b>	
Reading answer booklet	
First name	
Middle name	
Last name	
Date of birth	Day    Month    Year
School name	
DC number	
	

2022 national curriculum tests	
<b>Key stage 2</b>	
<b>English grammar, punctuation and spelling</b>	
Paper 1: questions	
First name	
Middle name	
Last name	
Date of birth	Day    Month    Year
School name	
DC number	
	

2022 national curriculum tests	
<b>Key stage 2</b>	
<b>English grammar, punctuation and spelling</b>	
Paper 2: spelling	
First name	
Middle name	
Last name	
Date of birth	Day    Month    Year
School name	
DC number	
	

2022 national curriculum tests	
<b>Key stage 2</b>	
<b>Mathematics</b>	
Paper 1: arithmetic	
First name	
Middle name	
Last name	
Date of birth	Day    Month    Year
School name	
DC number	
	

2022 national curriculum tests	
<b>Key stage 2</b>	
<b>Mathematics</b>	
Paper 2: reasoning	
First name	
Middle name	
Last name	
Date of birth	Day    Month    Year
School name	
DC number	
	

2022 national curriculum tests	
<b>Key stage 2</b>	
<b>Mathematics</b>	
Paper 3: reasoning	
First name	
Middle name	
Last name	
Date of birth	Day    Month    Year
School name	
DC number	
	

# What are the children tested on?

## English Grammar, Punctuation and Spelling

### **Paper 1: questions (45 minutes) 50 marks**

A combined question and answer booklet which assesses pupils' understanding of the grammar, punctuation and spelling elements of the national curriculum English programmes of study for key stage two.

### **Paper 2: spelling (15 minutes but not strictly timed) 20 marks**

The paper that pupils receive has 20 sentences, each with a missing word. The teacher reads the sentences one at a time and pupils write in the missing word on their paper.

## English Reading

### **(1 hour) 50 marks**

Pupils will have a reading booklet with three different texts to read and a corresponding question and answer booklet. The texts are presented in increasing levels of difficulty and pupils' comprehension skills will be assessed against the comprehension elements of the English programme of study for key stage two.

# Mathematics

**Paper 1: arithmetic (30 minutes) 40 marks**

Pupils will have a booklet of arithmetic questions based on the national curriculum maths key stage two programmes of study.

**Papers 2 and 3: reasoning (40 minutes each) 35 marks each**

Both papers will ask children to reason and solve problems, again based on the national curriculum maths programmes of study.

# Spelling, Punctuation and Grammar: Paper 1

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.



# Spelling, Punctuation and Grammar: Paper 1

Example questions:

**1** Tick the sentence that must end with a **question mark**.

Tick one.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

**8** Insert a **relative pronoun** to complete the sentence below.

e.g. that, which

Everyone loved the music \_\_\_\_\_ was played last night. 1 mark

**34** Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and \_\_\_\_\_

the second sentence is about three people. \_\_\_\_\_

1 mark

# Spelling, Punctuation and Grammar: Paper 2

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

Example questions:

**Spelling task**

1. The dragon is an imaginary \_\_\_\_\_.
  
2. There was \_\_\_\_\_ food for everyone.
  
3. My little brother is in \_\_\_\_\_ class.

## You can support at home by:

- Using spelling frame
- Recapping spelling rules
- Revisiting Y3, 4 ,5 and 6 common exception words
- Encouraging writing in real life to include correct grammatical features- **capital letters, full stops and apostrophes are most common errors-** and spellings

e.g. To Mrs brodrick,  
I hope your having a good time teaching us.  
Have a great christmas! From jane

These are Y2 objectives!!  
Written answers in the test  
will be marked wrong with  
these mistakes.

# Reading

There is one reading test that lasts for 60 minutes.

The test is designed to measure whether 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 requires a range of answer styles.

Example questions:

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Questions 1 – 13 are about *The Park* (pages 4 – 5)

1 What is Ajay doing when the post arrives?

1 mark

No need for full sentences in some questions.

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none"><li>• <i>just about to tuck into his tea and toast</i></li><li>• <i>having his breakfast</i></li><li>• <i>drinking tea.</i></li></ul>	1m

# Reading

Example questions:

Based on text 2: Fact Sheet: About Bumblebees



## Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19

In what way is *buzz pollination* more useful than other forms of pollination?

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1 mark

ment

way is *buzz pollination* more useful than other forms of pollination?

Mark

1m

**Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction

**Award 1 mark** for reference to either of the following:

1. it releases pollen that would otherwise stay inside the flower, e.g.
  - *because it releases trapped pollen that they wouldn't have been able to get out*
  - *it makes a buzz that gets more pollen than other bees do*
  - *it helps release more pollen.*
2. key produce is more expensive / harder to get without it, e.g.
  - *it makes some vegetables we eat easier to produce and sell a lot cheaper*
  - *it means we can buy more common foods cheaper*
  - *it would be harder to grow beans.*

# Reading

Example questions:

Based on text 3: Music Box

**32** What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"> <thead> <tr> <th>Acceptable points (impressions)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. it is rickety / old</td> <td> <ul style="list-style-type: none"> <li>there are widening cracks in the planks in the ceiling</li> </ul> </td> </tr> <tr> <td>2. it is small / tiny</td> <td> <ul style="list-style-type: none"> <li>she wishes she had a bigger work space</li> <li>she has to eat at the same table that she works at</li> </ul> </td> </tr> <tr> <td>3. it is warm / cosy</td> <td> <ul style="list-style-type: none"> <li>there is a fire / stove</li> <li><i>comfortable nest</i></li> </ul> </td> </tr> <tr> <td>4. it is untidy / cluttered</td> <td> <ul style="list-style-type: none"> <li><i>Piston rings, bolts, and cylinders littered its surface</i></li> </ul> </td> </tr> <tr> <td>5. it is old fashioned</td> <td> <ul style="list-style-type: none"> <li>no electricity / kerosene lamps / cast-iron stove</li> </ul> </td> </tr> <tr> <td>6. it is isolated</td> <td> <ul style="list-style-type: none"> <li>it is situated among fields</li> <li><i>to go outside and watch the fields</i></li> </ul> </td> </tr> <tr> <td>7. it is safe</td> <td> <ul style="list-style-type: none"> <li>the storm coming outside is dangerous</li> </ul> </td> </tr> </tbody> </table> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none"> <li>there are widening cracks in the planks in the ceiling</li> </ul>	2. it is small / tiny	<ul style="list-style-type: none"> <li>she wishes she had a bigger work space</li> <li>she has to eat at the same table that she works at</li> </ul>	3. it is warm / cosy	<ul style="list-style-type: none"> <li>there is a fire / stove</li> <li><i>comfortable nest</i></li> </ul>	4. it is untidy / cluttered	<ul style="list-style-type: none"> <li><i>Piston rings, bolts, and cylinders littered its surface</i></li> </ul>	5. it is old fashioned	<ul style="list-style-type: none"> <li>no electricity / kerosene lamps / cast-iron stove</li> </ul>	6. it is isolated	<ul style="list-style-type: none"> <li>it is situated among fields</li> <li><i>to go outside and watch the fields</i></li> </ul>	7. it is safe	<ul style="list-style-type: none"> <li>the storm coming outside is dangerous</li> </ul>	Up to 3m
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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.

On average:

- 12% of marks could be gained from answering questions involving giving and explaining the **meaning of words** in context;
- 42% of marks could be gained from answering questions involving **retrieving** and recording information or identifying key details from a text;
- 36% of marks could be gained from answering questions involving making **inferences** from a text and justifying inferences with text **evidence**.

When reading with your child at home try focusing on these types of questions.

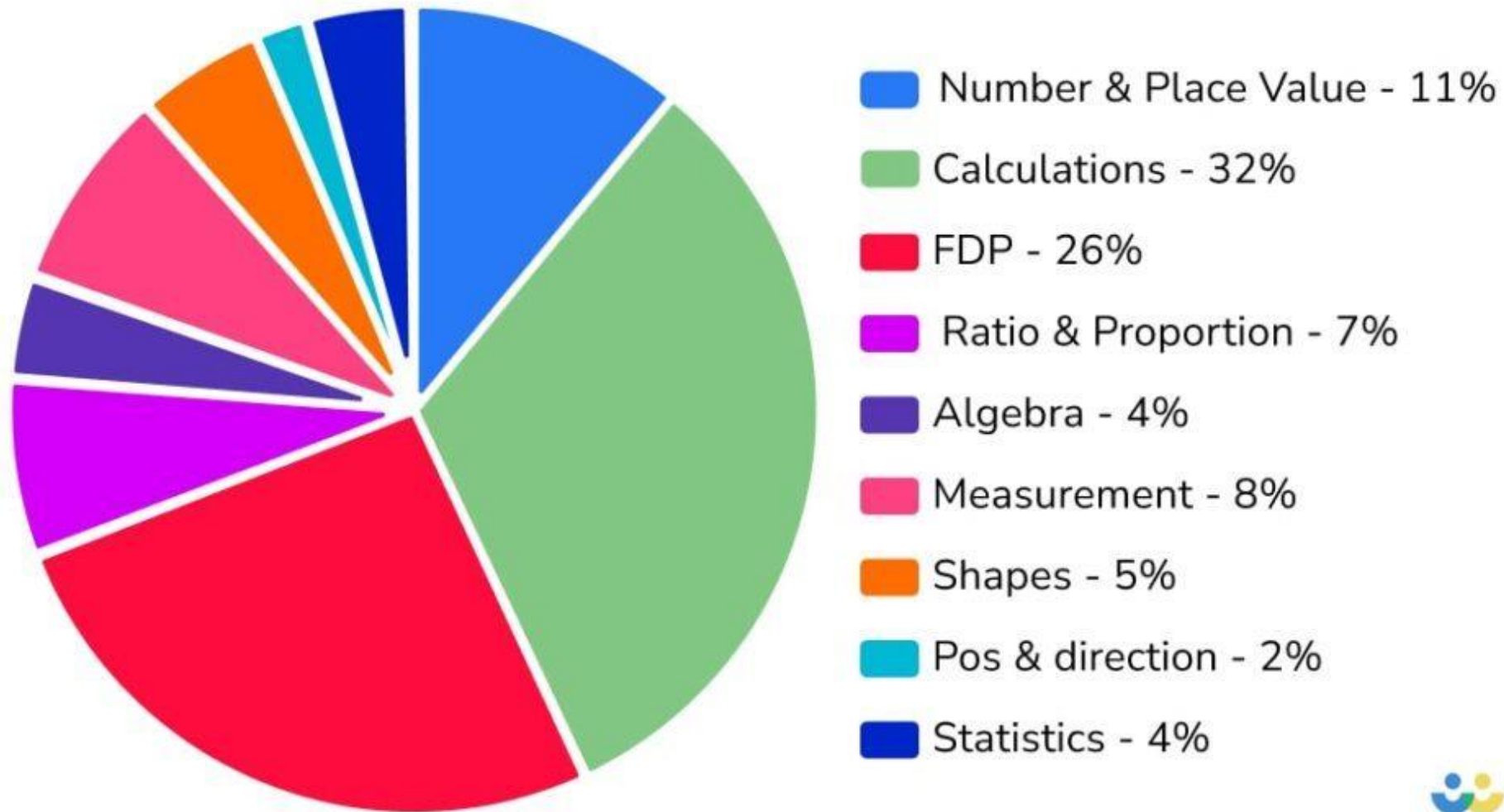


## You can support at home by:

- Accelerated reader
- Explore meaning of words. Tell me another word that means the same as...
- School reading book - read with your child-ask them if they know the meaning of words.
- Ask questions about books of interest
- Comprehension with films/programmes-  
inference- evidence

## KS2 Maths SATs papers analysis (2023)

### Percentage of questions by content domain



# Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks**.

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 question:

**23**

$$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
23	Award <b>TWO</b> marks for the correct answer of 22,572  If the answer is incorrect, award <b>ONE</b> mark for a formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.  • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$  <b>OR</b>  • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.  <b>Do not</b> award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:  $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

# Maths Paper 1 (Arithmetic)

Example questions:

**6**  $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

1 mark

**11**   $= 87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

**15**  $60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

1 mark

**18**  $20\% \text{ of } 3,000 =$

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

1 mark

# Maths Papers 2 and 3 (Reasoning)


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:

7 Jack pours some dark paint into a container.



litres

5  
4  
3

In litres, how much paint is in the container?

2.5 or 2  $\frac{1}{2}$

1 mark

8 In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

1 mark

1 mark

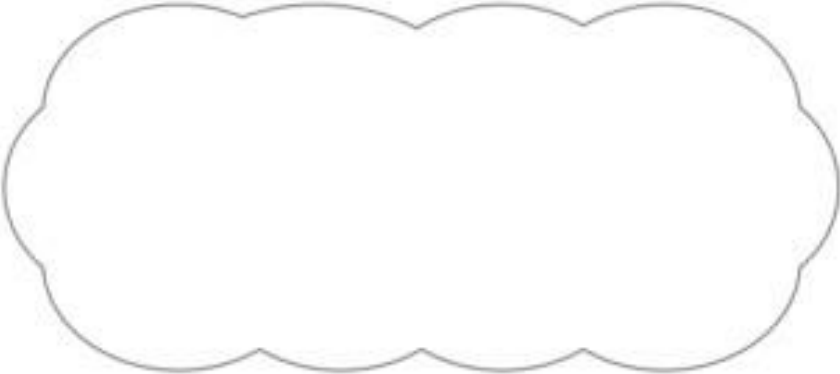
# Maths Papers 2 (Reasoning)

## Example question:

**18** Circle the **prime** number.

95                      89                      87

Explain how you know the other numbers are **not** prime.




1 mark

<b>18</b>	Award <b>ONE</b> mark for a correct explanation of why the 95 <b>AND</b> 87 are <b>NOT</b> prime, e.g. <ul style="list-style-type: none"><li>• 87 is divisible by 3 and/or 29 <b>AND</b> 95 is divisible by 5 and/or 19</li><li>• 87 is in the 3 times table <b>AND</b> 95 is in the 5 times table</li><li>• 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87</li><li>• <math>8 + 7 = 15</math> and 15 is divisible by 3 <b>AND</b> 95 is divisible by 5</li></ul>	<b>1m</b>	No mark is awarded for circling '89' alone.  Both non-primes must be explained correctly for the award of the mark.  <b>Do not</b> accept vague or incomplete explanations, e.g. <ul style="list-style-type: none"><li>• The other 2 numbers have more than 2 factors (vague)</li><li>• 87 is divisible by 3 (incomplete).</li></ul> <b>Do not</b> accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g. <ul style="list-style-type: none"><li>• <math>3 \times 27 = 87</math></li><li>• 89 has three factors</li><li>• no numbers go into 89</li></ul>
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# Maths Papers 3 (Reasoning)

## Example questions:

9 This pictogram shows the number of satellites above the Earth in 2016.



2016  
Year

Number of satellites


1,000  
satellites

How many satellites were above the Earth in 2016?

2,250

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in kilometres?

Use 8 kilometres equals 5 miles.

400 km

1 mark



## You can support at home by:

- TTRS
- Learn by hearts
- Revision guides
- Real life situations that involve maths-  
baking, measuring, time, shape, discounts

# Approximate Timetable

Paper	Approximate Start Time	Timing	Approximate End Time
English grammar, punctuation and spelling paper 1	9.20am	45 minutes Extra: 57 minutes 30 seconds	10.05am 10.30am
English grammar, punctuation and spelling paper 2	11am	Approx 15 minutes	11.15am
English reading	9.20am	60 minutes Extra: 75 minutes	10.20am 10.35am
Mathematics Paper 1: arithmetic	9.20am	30 minutes Extra: 37 minutes 30 seconds	9.50am 10.00am
Mathematics Paper 2: reasoning	11.00am	40 minutes Extra: 50 minutes	11.40am 11.50am
Mathematics Paper 3: reasoning	9.20am	40 minutes Extra: 50 minutes	10.00am 10.15am

# When and how the SATs are completed?

- The tests take place during normal school hours, under exam conditions.
- The tests will be taken in the classrooms, supported by adults who know them.
- 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**.

# After each test

- ▶ Some light revision, with unrelated activities in the afternoons.

# 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.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

# Results

- ▶ These will be available at the end of the academic year.
- ▶ Results will be shared with families on your child's end of year school report.
- ▶ Some papers may be sent back for remarking if it is felt they have errors.
- ▶ This will not be known until 25-26 Academic Year

# Revision groups

- ▶ Lunchtime sessions
- ▶ Extra weekly Maths, Reading and Spelling groups in afternoons
- ▶ Maths groups tailored to needs
- ▶ Flexible groupings and interventions based on practice SATS tests

During the week of SATs, all children are invited to come in for breakfast and morning revision ‘top tips’. We will confirm the times for this before SATs begin.



Don't leave revision to the last minute!



# Useful websites

## English

GPS revision: <https://www.bbc.co.uk/bitesize/topics/zhrrd2p>

Spelling games: <https://www.topmarks.co.uk/search.aspx?q=spelling>

Revision and practice questions: <https://uk.ixl.com/english/year-6>

Spelling rules: <http://www.keystage2literacy.co.uk/spellings-menu.html>

Word list (NC spelling appendix):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

## Maths

Whole scheme of learning (videos, questions, assessments):

<https://whiterosemaths.com/resources?year=year-6>

Arithmetic practice and test examples: <https://myminimaths.co.uk/>

Quizzes: <https://www.educationquizzes.com/ks2/maths/>

Revision and practice questions: <https://uk.ixl.com/maths/year-6>



