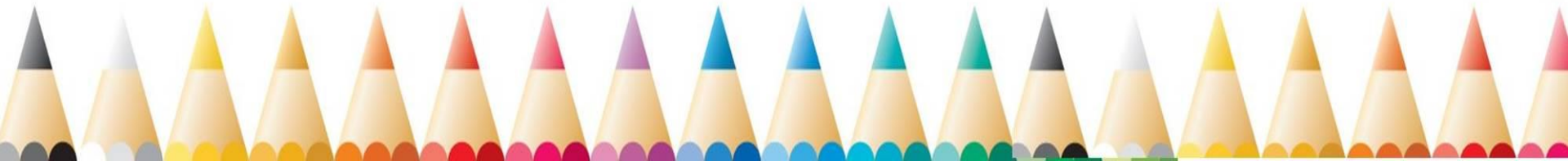




Welcome to the Key Stage 2 information meeting

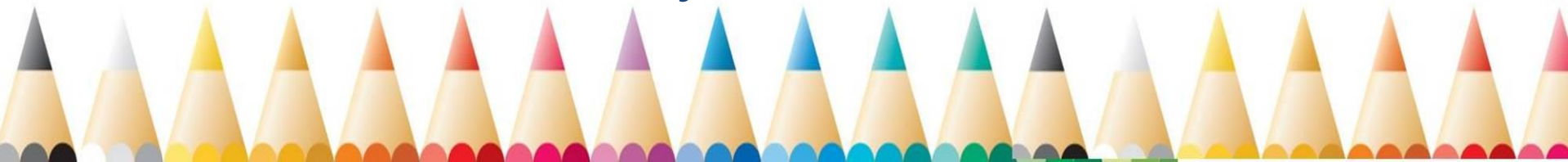
Please have a look at some of the example
SATs questions taken from previous years





What are SATs?

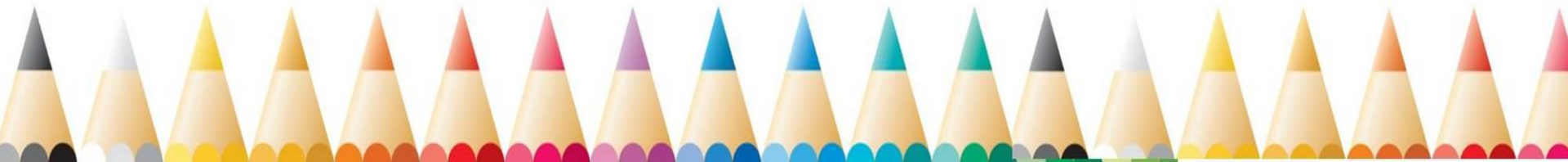
- These are Standardised Assessment Tests that are given to children at the end of KS2.
- They take place over 4 days in school hours
- They are sat under exam conditions
- After they are completed, the papers are sent away and marked externally





Results

- Results will be sent in the end of year reports
- The children will be given:
 - a raw score (total number of marks on the paper)
 - a scaled score
 - a judgement whether the National Standard has been met





Results - Scaled Scores

- After marking, the raw score is converted to a scaled score
- Scaled scores range from 80-120.
- A scaled score of 100+ shows the pupil is meeting the National Standard.

GPS = 35/70

Reading = 28/50

Maths = 58/110

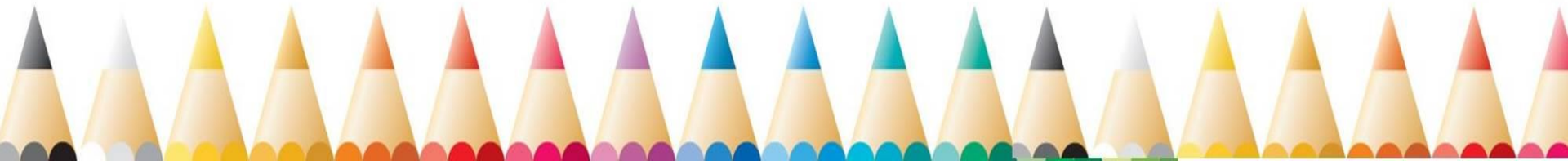
The minimum raw score is determined each year so it changes but is often within a particular range.





Monday 11th May - Grammar, Punctuation and Spelling

- Paper 1 focuses on all three with questions and lasts for 45 minutes.
- Paper 2 is a spelling test only and takes approximately 20 minutes.





Tuesday 12th May - Reading

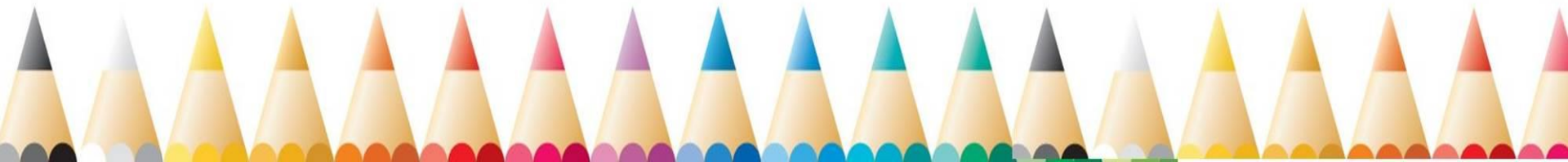
- 60 minutes
- Children can approach the test in a way which suits them
- It is designed to measure the children's comprehension of age-appropriate reading material
- There are 3 different texts which could be a combination of non-fiction, fiction and/or poetry (poetry has not appeared since 2018!)





Reading Test

- Children should refer back to the reading booklet throughout the test
- They are encouraged to move on to the next question if they are struggling to answer and re-visit questions at the end if necessary.
- There are a range of open and closed question types some of which require short answers. Children are advised to look at the number of marks a question is worth and think carefully about the level of detail needed in their answer.





Reading Test

In the 2025 Reading SATs paper,

- **12%** of marks were **word meaning** questions
- **30%** of marks were from **retrieval** questions
- **48%** of marks were from **inference** questions

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

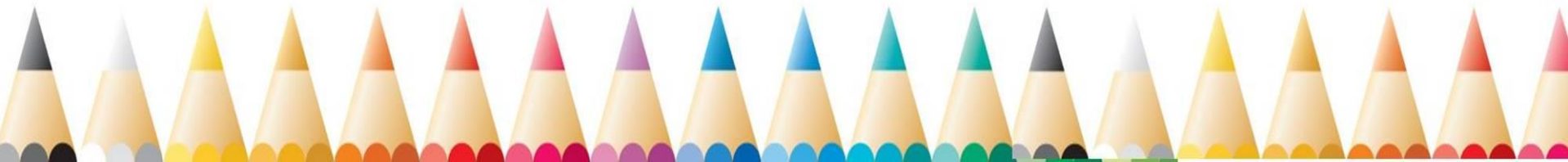




Reading Test

Some examples of questions you could ask at home:

- What does this word mean?
- Which word in this paragraph is the closest in meaning to...?
- What is [character] doing when [event] happened?
- True or false questions about a paragraph/ text.
- Why do you think [character] did [event]? Can you think of another reason?



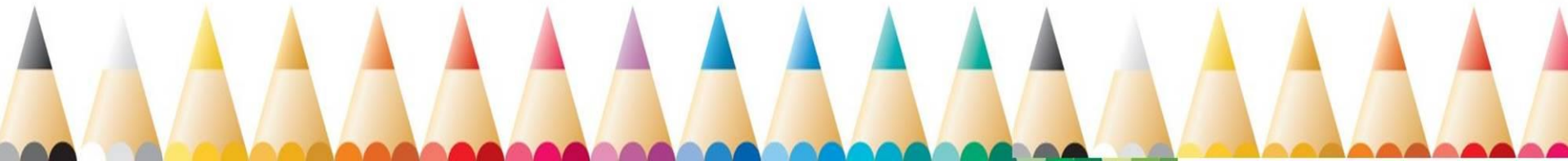


Wednesday 13th and Thursday 14th - Maths

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes)
- Paper 2: Reasoning (40 minutes)

- Paper 3: Reasoning (40 minutes)





Maths Tests

Paper 1: Arithmetic

- A total of 40 marks
- Covers the 4 main operations, percentages of amounts and calculating with decimals and fractions.

32	$2\frac{1}{2} - \frac{2}{3} =$	<input type="text"/> 1 mark
[Grid for working out the answer]		

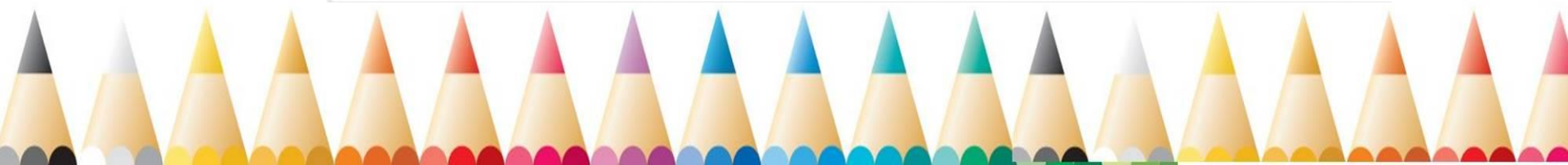
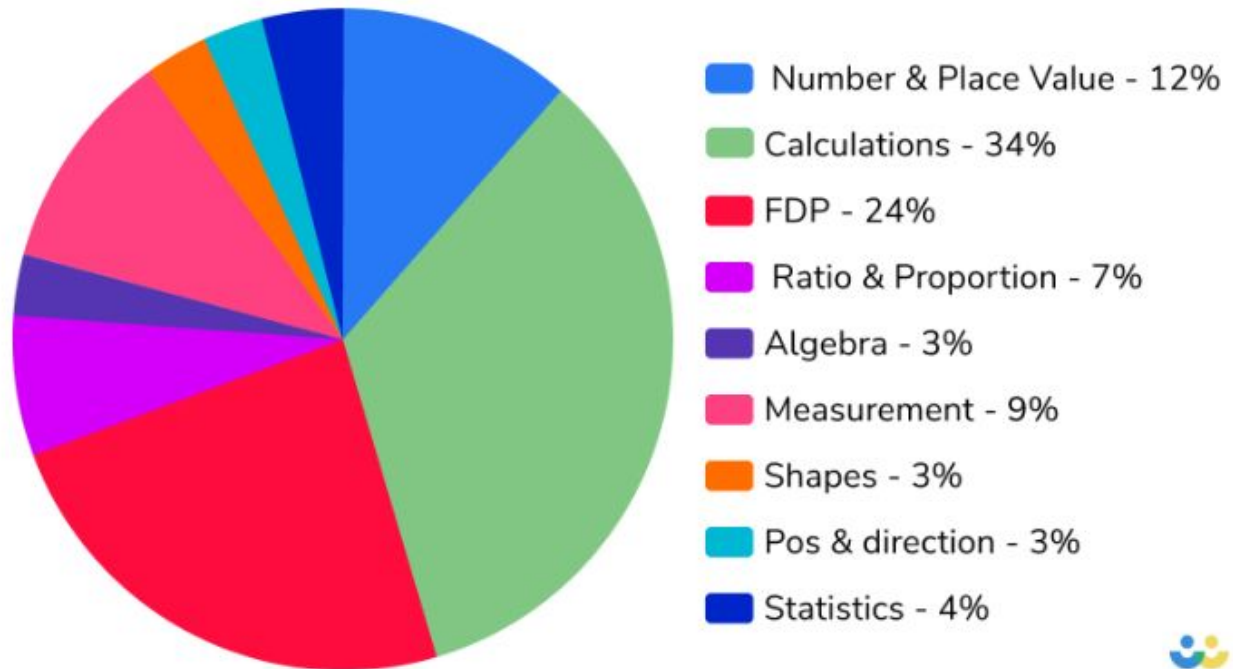
33	$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$	<input type="text"/> 2 marks
Show your method	[Grid for showing the method]	



Maths Tests

Paper 2 and 3 - Reasoning: total of 35 marks each.

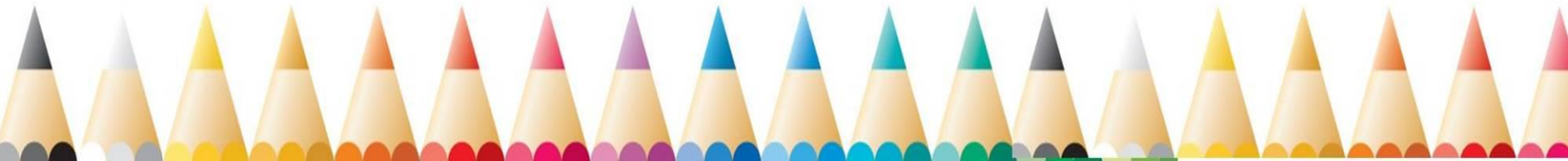
**KS2 Maths SATs papers analysis (2025)
Percentage of questions by content domain**





Writing

- There is no written test for writing.
- It is assessed using evidence collected throughout year 6
- This can be writing across the curriculum
- We moderate as a school and with other schools
- Children have to meet certain 'I can...' statements for the different judgements





Writing Assessment

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹





Writing Assessment

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



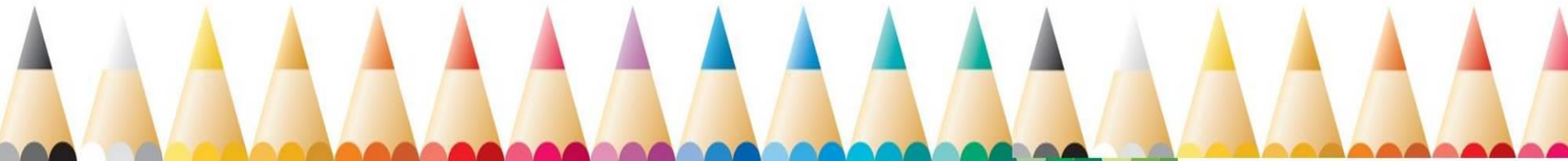
Writing Assessment

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.[^]

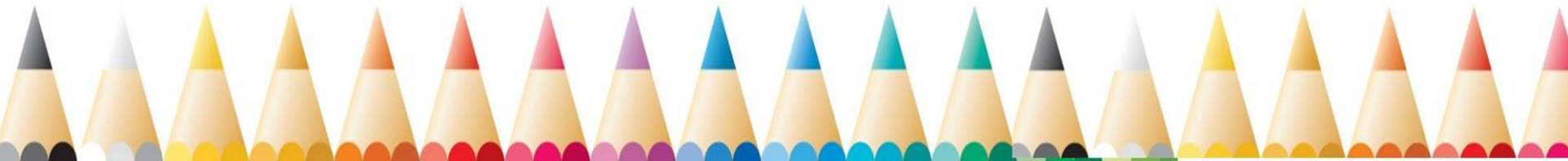
[There are no additional statements for spelling or handwriting]





In school

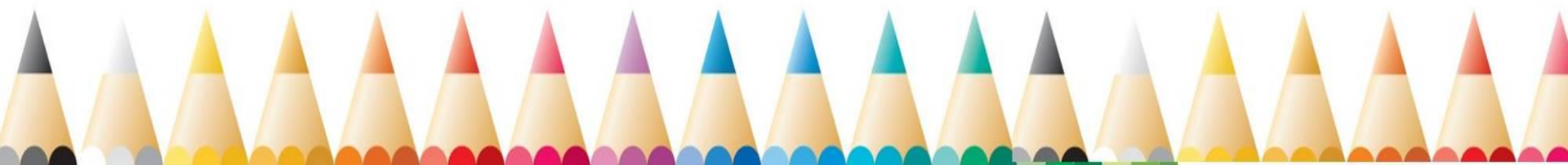
- We have been teaching the curriculum but identifying and addressing gaps.
- Children have had (and will continue to have) opportunities to apply their skills in a range of different contexts.
- Children have seen example test questions and papers.
- Exam techniques have been taught to help the pupils cope well in the test conditions and achieve their full potential in the tests.





Breakfast will be offered the week of SATs (Monday - Thursday)

- 8:15 come in via the school office
- Free toast, cereal, drinks
- Let us know of any dietary requirements
- No need to 'sign up'

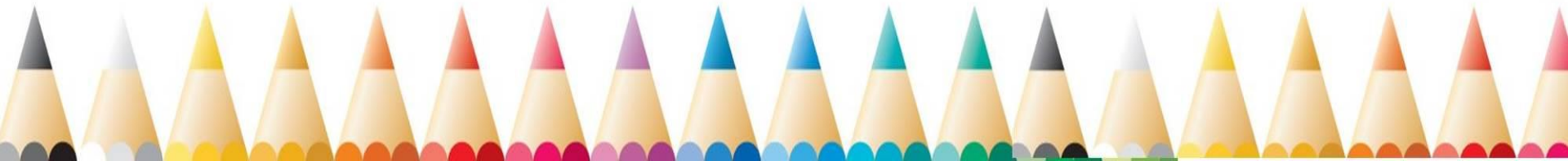




Supporting your children

At home

- A positive attitude goes a long way
- Talk to your child's class teacher if you have any concerns
- Encourage your child to speak to a trusted adult at school if they need help or have anxieties
- Ensure children are attending school and punctual
- Allow your child to have a quiet place to learn at home
- Ensure your child is eating, drinking and sleeping well
- Give your child time to go outside and reduce screen time
- Plan something fun for the weekend before and after SATs.





Supporting your children

SATs are only four days out of a whole Primary School career.

