



Key Stage 2 SATs

A School Presentation to Parents

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:

Day	Test	Time
Monday	Punctuation, Vocabulary and Grammar	45 minutes
	Spelling	approximately 15 minutes
Tuesday	Reading	60 minutes
Wednesday	Mathematics - Paper 1: Arithmetic	30 minutes
	Paper 2: Reasoning	40 minutes
Thursday	Paper 3: Reasoning	40 minutes

- As in recent years, Writing and Science will be teacher assessed internally.

SATs Breakfast

Children will be invited in for breakfast each morning from 8am. This gives them the opportunity to relax and discuss any concerns before the test.

Letters will be sent out closer to the time.

Scaled Scores

What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- 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 somewhere below 100 and an upper end point above 100.
- 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.
- Each pupil receives:
 - a raw score (number of raw marks awarded);
 - a scaled score in each tested subject;
 - confirmation of whether or not they attained the national standard.

chapter
menu

next
page

Scaled Score Examples

On publication of the test results in July:

- a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test;
- a child awarded a scaled score of more than 100 is judged to have exceeded the national standard and 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 and performed below the expectation for their age.
- a child awarded a scaled score of more than 110 is judged to be working at a higher standard

chapter
menu

next
page

Grammar, Punctuation & Spelling

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- 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 grammar, punctuation and spelling.

chapter
menu

next
page

Sample Questions

Grammar, Punctuation and Spelling Paper 1

40

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.		

chapter
menu

next
page

Sample Questions

Grammar, Punctuation and Spelling Paper 1

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

was

were

be

chapter
menu

next
page

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.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

chapter
menu

next
page

Sample Questions

Reading Paper

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

2 marks

chapter
menu

next
page

Sample Questions

Reading Paper

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark

chapter
menu

next
page

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.

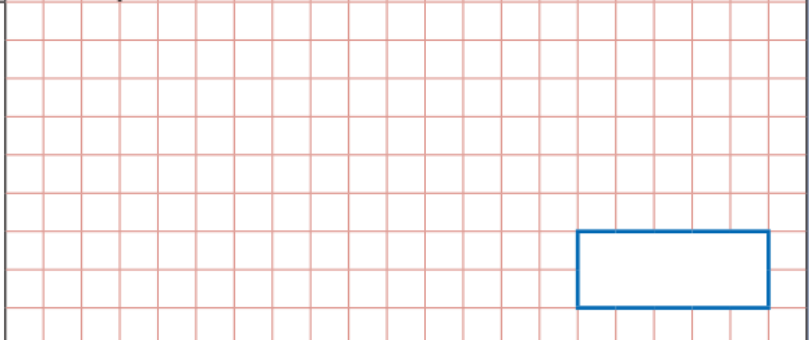
chapter
menu

next
page

Sample Questions

Maths Paper 1: Arithmetic

14	$3.005 + 6.12 =$	<input type="checkbox"/>
		

32	$43 \overline{) 1118}$	<input type="checkbox"/>
		

chapter
menu

next
page

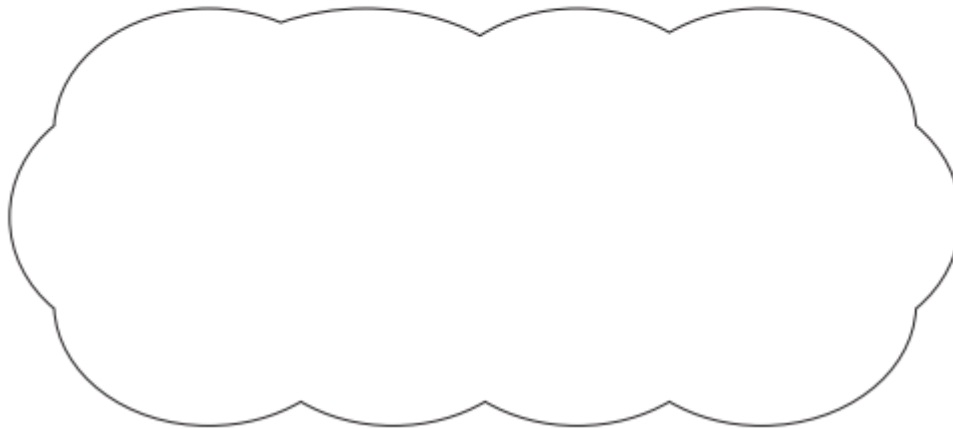
Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark

chapter
menu

next
page

Access Arrangements

Specific pupils, who meet the listed requirements, may be given additional time, a reader or may have their work transcribed.

This decision will be discussed with parents in the coming weeks.

Writing – Teacher Assessed

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

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

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 correctly[^] (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

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]

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Results

Results will be released in **July**.

Staff will share the results with children individually during the day and reports will be sent home to parents.

Staff will be available after school to discuss results further with children and parents should you wish to.

How to Help Your Child

- 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 any homework tasks, including reminding them to refer to revision guides and then approach staff for support if they are still unsure.
- Reading, spelling and arithmetic (e.g. times tables) are always good 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 healthy breakfast every morning!



chapter
menu

next
page

FAQs

- Where will the SATs take place?

Most children will complete the tests in their classroom with their class teacher. Display boards will be covered and tables will be separated

Some children may complete their tests in a group room as part of a small nurture group or with an adult 1:1, depending on their needs

- What else will the children do during SATs week?

We will have a very relaxed week with lots of Art, PE and Computing!

FAQs

- Will secondary schools look at SATs results?

We pass on all assessment information, including our teacher assessment.

SATs are used to predict GCSE grades. Once staff at secondary school get to know the children, they will be able to judge if the prediction is realistic and will feed back to you accordingly.

- Will the SATs results affect their sets in secondary school?

Most secondary schools complete their own assessments (CATs) and will either refer to these or the SATs results if setting.