

**2025** national curriculum assessments

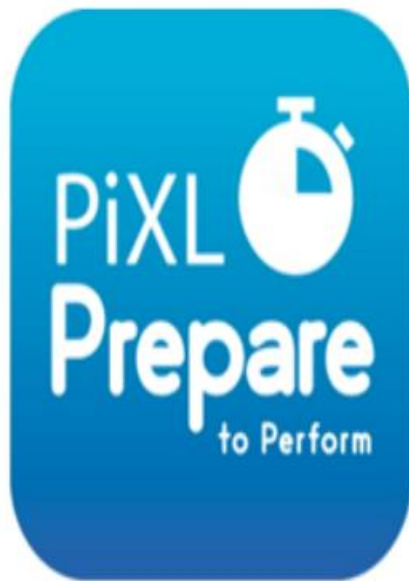
# Key stage 2

SATS information evening  
2025

12th May - 15th May

## **Agenda:**

- How to prepare (well-being, revision)
- What the SATS papers look like
- The results
- The aftermath...



**Top 10 tips to support your child  
through their Key Stage 2 tests**

# PIXL POWER TO PERFORM

PUPIL WORKBOOK



### 1. Goals:

Do you know what you want to achieve? Do you think about how it will feel when you achieve it? Do you have a clear plan for how you are going to achieve your goal?



### 2. Positive mindset:

Do you believe that by working hard, you can get better at something? Do you have a positive, 'can do' attitude? When something is challenging, do you keep on trying rather than giving up?



### 3. Physical activity:

Do you know that physical activity helps your brain as well as your body?



### 4. Nutrition:

Do you know that what you eat and drink makes a big difference to how you perform? Do you understand what you should eat and drink to help you to feel energised and ready to perform?



### 5. Rest and recover:

How do you make sure that you have enough time to rest and recover when life gets busy? Do you know the best ways to rest and recover?



### 6. Sleep:

Do you understand the importance of having a good night's sleep? Do you follow a routine that helps you to wind down and prepare to sleep?



### 7. Mental energy:

Do you know what it means to have mental energy? Do you know how to energise your mind to help you to perform better?



### 8. Keeping calm:

When you are feeling under pressure, do you know what to do to keep yourself calm? Can you explain to someone what they should do to keep calm?



# SATs breakfast!

Monday, Tuesday, Wednesday and Thursday

**8.15:** All children are invited to join us for breakfast

- Set positive mood
- Shared experience
- In school early and ready
- Enjoyable!

Monday 12th May	English Grammar, Punctuation and Vocabulary Paper English GPS - Spelling Paper
Tuesday 13th May	Reading
Wednesday 14th May	Maths Paper 1 Arithmetic Maths Paper 2 Reasoning
Thursday 15th May	Maths Paper 3 Reasoning
Friday 16th May	Writing moderation continues after we celebrate our successes.

# English

## 3 papers:

- Reading paper
- Grammar, Spelling and Punctuation paper
- Spelling paper.

Reading paper:				
2a. Language meaning	2b. Retrieval	2c. Summarising	2d. Inference	2h. Comparison
(10 marks)	(13 marks)	(3 marks)	(22 marks)	(2 marks)



# English

## Reading

Children will be expected to read and interpret 3 different texts. Shift in focus towards fictional texts and a greater emphasis on the *comprehension* and *vocabulary* elements of the curriculum.

**Range of question types:** multiple choice, sequencing, matching, find and copy, short answers, long answers.

Reading speed/fluency

**1 hour. Total marks = 50**

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### Mark distribution by text type

Text 1: Non-fiction (The Giant Panda Bear) 17 marks	Text 2: Poem (Grannie) 17 marks	Text 3: Fiction (Albion's dream) 16 marks
<b><u>Retrieval: 53%</u></b>	<b><u>Inference: 53%</u></b>	<b><u>Inference: 69%</u></b>

# English Papers

## Sample Questions - Reading

2

Draw a line to match each place to the date it became an English National Park.

Place

New Forest

Lake District

South Downs

Norfolk Broads

Yorkshire Dales

Date

2010

1989

1951

2005

1954



1 mark

# English Papers

## Sample Questions - Reading

3

Look at the paragraph beginning: *Many National Parks around the world...*

Give one thing that is different about the National Parks in England compared with those in the rest of the world.

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1 mark

4

Use the following sentence to answer questions 4 (a) and (b).

*They provide **spectacular** scenes of mountains, meadows, moorlands, woods and wetlands.*

(a) What does the word *spectacular* mean in this sentence?

Tick one.

aerial

enormous

impressive

exciting

1 mark

Vocabulary  
emphasis

# English Papers

## Sample Questions - Reading

9

When explaining the **impact** that tourists have on the parks, the writer has deliberately chosen language that will have an effect on the reader.

Some of the words in the table below are in bold. **Explain the effect** of these in each sentence.

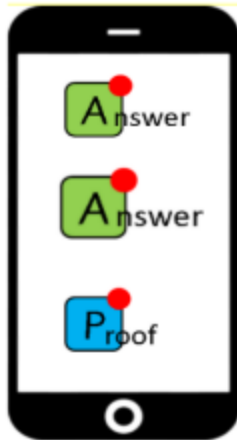
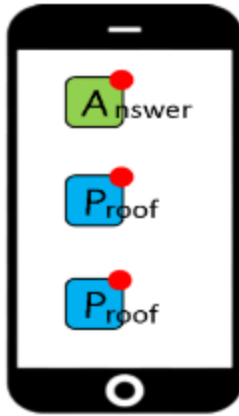
language used	explanation of the effect of the language
<i>...<b>trample</b> down grass...</i>	_____
<i>...roads <b>choked</b> with traffic.</i>	_____
<i>...some businesses <b>flourish</b>...</i>	_____

Vocabulary  
emphasis

Writer's choice

# English Papers

## Sample Questions - Reading



Look at the paragraph beginning: *Carefully, Michael leaned...*

What does this paragraph tell you about Michael's character?

Explain **two** features of his character, using evidence from the text to support your answer.

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3 marks

# English Papers

## Sample Questions - Reading

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

**A**<sub>nswer</sub>

1.

**P**<sub>roof</sub>

2.

**A**<sub>nswer</sub>

**P**<sub>roof</sub>

3 marks

# English

## Grammar, Spelling and Punctuation Paper 1

Greater focus on knowing and applying grammatical terminology with the full range of punctuation.

**Questions:** SPaG Questions:

**45 minutes** - 50 marks.

Grammatical terms and word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tense and consistency	Punctuation	Vocabulary	Standard English and formality
(15 marks)	(4 marks)	(5 marks)	(7 marks)	(16 marks)	(5 marks)	(3 marks)



**In addition  
Spelling:  
(20 marks)**

# English

## Grammar, Spelling and Punctuation Paper 1

2

In the sentence below, Dad booked the cinema tickets before he collected them.

Complete the sentence with the correct **verb form**.

Although Dad \_\_\_\_\_ booked the tickets, he still had to queue to collect them.

1 mark

4

Rewrite the sentence below so that it begins with the **adverbial**. Use only the same words, and remember to punctuate your answer correctly.

We turned off the lights before we left.

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1 mark

Spelling and  
punctuation  
accuracy.

# English

## Grammar, Spelling and Punctuation Paper 1

6

Circle the **relative clause** in the sentence below.

The blue car that was parked outside the shop was for sale.

1 mark

11

Circle the word or words in the sentence below that make it a question.

“You should be in bed by now, shouldn't you?”

1 mark

# English

## Spelling Paper

Spelling test - approximately **15 minutes** - 20 marks.

**29% of total mark of SPaG.**

**Also has impact on writing outcome - really important.**

The words will test children on common spelling rules and patterns and some words from the Year 5/6 spelling list.

Learn spelling lists!

# Maths

**3 papers: 1 arithmetic, 2 reasoning papers**

Content domain	Test framework distribution of marks	2018 number of marks available	Proportion of marks (rounded)
Number and place value	75 - 85%	10	7%
Addition, subtraction, multiplication and division (calculations)		52	38%
Fractions, decimals and percentages		29	21%
Ratio and proportion		8	6%
Algebra		9	7%
Measurement	15 - 25%	13	11%
Geometry – properties of shape		7	5%
Geometry – position and direction		2	1%
Statistics		6	4%

# Maths

## Arithmetic

**30 minutes** - 36 questions, worth total of 40 marks.

### Covers:

#### **1 mark questions:**

Addition, subtraction, basic number knowledge, percentages, times tables, BIDMAS and calculations with fractions

#### **2 mark questions:**

Long divisions and long multiplications.

Marks are awarded for showing the appropriate methods.

# Maths Papers

## Sample Questions - Arithmetic

1

$$555 + 656 =$$

A grid for working out the answer to the addition problem. The grid is 20 columns wide and 10 rows high. A blue rectangular box is drawn on the grid, spanning 10 columns and 2 rows, positioned in the lower right area of the grid.

1 mark

## Sample Questions - Arithmetic

2

$$1\frac{1}{7} - \frac{3}{7} =$$

1 mark

3

$$120 - 15 \times 5 =$$

1 mark

# Sample Questions - Arithmetic

4

$$\begin{array}{r} 2376 \\ \times 15 \\ \hline \end{array}$$

Show your method

2 marks

2 marks

5

$$28 \overline{) 1652}$$

Show your method

2 marks

# Maths

## Papers 2/3 - Reasoning Papers

40 minutes - 35 marks each.

### Covers:

Reasoning questions which applies the skills learnt.

Calculators are NOT allowed.


Reading speed - comprehension

Logical reasoning  
Shape problems  
Fraction reasoning  
Spatial reasoning  
Explain how you know  
Missing number questions  
Interpreting data  
Number problems

# Sample Questions - Papers 2 and 3 - Reasoning

6

Write the missing digits to make the addition correct.


$$\begin{array}{r} \boxed{1} \boxed{\phantom{0}} \boxed{1} \\ + \boxed{\phantom{0}} \boxed{1} \boxed{\phantom{0}} \\ \hline \boxed{9} \boxed{0} \boxed{0} \end{array}$$

1 mark

7

Complete this sentence.

Every number with a factor of 10 must also have factors of



and  and

1 mark

# Sample Questions - Papers 2 and 3 - Reasoning

8

One toffee apple needs:  
1 stick,  
100g of sugar,  
1 apple.



-Multi step problems  
-Making links  
-Jottings



50 sticks  
cost £6.25



1 kg of sugar  
costs £0.99



100 apples  
cost £22.50

Children buy just enough sticks, sugar and apples to make 100 toffee apples.

They sell all 100 toffee apples for £1 each.

The profit goes to charity.

Work out how much money goes to charity.

# Sample Questions - Papers 2 and 3 - Reasoning

9

Write the missing fraction.



$$\frac{1}{3} + \frac{1}{4} + \boxed{\phantom{00}} = 1$$

1 mark

10

Draw a rectangle on the grid that has **half** the area of the shaded triangle.

Use a ruler.

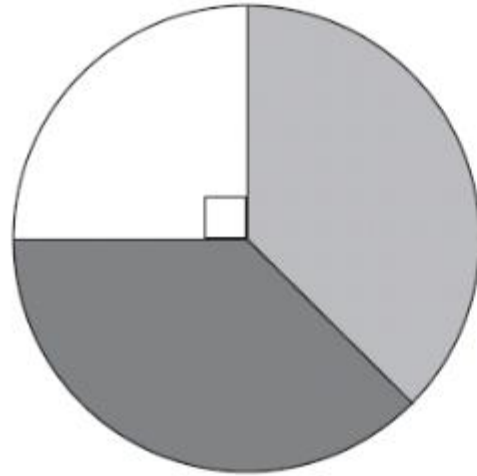


# Sample Questions - Papers 2 and 3 - Reasoning

11

A shop sells drinks.

The pie chart compares the money a shop took last year for water, juice and soft drinks.



Key:



Water



Juice



Soft drinks

The shop took £8264 for soft drinks.

Sales of water and juice were **equal**.

How much money did the shop take for **juice** last year?

# English Papers

## Writing - Teacher Assessment

**Assessed at end of June**

"Time to shine."

Collection of children's best writing across a number of genres.

Teacher assessed, but with moderation from the Local Authority - ensure consistency across schools.

Writing will be assessed against a number of objectives...

# English Papers

Must meet ALL objectives

## Writing - Teacher 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.<sup>1</sup>

# English Papers

Must meet ALL objectives

## Writing - Teacher 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 correctly<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

# English Papers

Must meet ALL objectives

## Writing - Teacher 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 writing<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# Reporting to you

## Scaled Scores

- KS2 tests a scaled score of 100 represent the 'expected standard'.
- Scaled score of 110 for 'greater depth'.
- Scaled score based on raw score.
- Raw score converted into a scaled score using a conversion table (decided by govt)

Receive results:

- given with the end of year report.
- a raw score (the number of raw marks awarded)
- a scaled score
- confirmation of whether or not they attained the expected standard

# Reporting to you

## Scaled Scores - example

### English reading

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	80
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	89
15	90
16	91

17	92
18	92
19	93
20	94
21	95
22	95
23	96
24	97
25	97
26	98
27	99
28	100
29	100
30	101
31	102
32	102
33	103
34	104
35	105
36	106
37	106
38	107

39	108
40	109
41	110
42	111
43	113
44	114
45	115
46	117
47	118
48	120
49	120
50	120

# The aftermath.

## **Things to look forward to:**

- Y6 Charity project
- Transition to secondary school activities
- Leavers' festival party
- Leavers' hoodies
- Leavers' books - "yearbook"
- Leavers' assembly - **1:30pm Wednesday 23rd July**  
Children will be ready to leave about 2.30pm

"We have such a long way to go," sighed the boy.



"Yes, but look how far we've come," said the horse.

