

# SATs 2025

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Key Stage 2

Presentation to parents

# Aims of this meeting:

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- SATs calendar
- How tests are administered
- The Tests
- Writing
- Scaled scores (Results)
- How best to support your child

# Why do we have SATs?

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- SATs stands for the Standardised Assessment Tests.
- They are set by the Department for Education to measure progress of pupils from the end of EYFS to the end of KS2.
- They allow comparisons across schools.
- They are passed to secondary schools who use them in different ways.

# When is SATs week?

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Monday 12<sup>th</sup> May – Thursday 15<sup>th</sup> May

There is no scheduled test on Friday 16<sup>th</sup> May

# SATs Calendar

<i>Date</i>	<i>Exam</i>
<i>Monday 12<sup>th</sup> May</i>	<i>Grammar, Punctuation &amp; Spelling – Paper 1 (45 mins, 50 marks)  Grammar, Punctuation &amp; Spelling – Paper 2 (approx. 20 mins, 20 marks)</i>
<i>Tuesday 13<sup>th</sup> May</i>	<i>English Reading  (1 hour including reading time)</i>
<i>Wed 14<sup>th</sup> May</i>	<i>Maths Paper 1 (Arithmetic – 30 mins, 40 marks)  Maths Paper 2 (Reasoning – 40 mins, 35 marks)</i>
<i>Thurs 15<sup>th</sup> May</i>	<i>Maths Paper 3 (Reasoning – 40 mins, 35 marks)</i>
<i>End of SATs</i>	

# How tests are administered

- All the tests will take place in the morning.
- Pupils will be in either their classrooms or the KS2 or Annex hall. Some children may do their test in a smaller group – your children will have had an opportunity to practise tests in these areas.
- Children will be sat in rows in formal test conditions.
- No talking is permitted during the test.
- The papers are opened very shortly before the test begins.
- We expect children to respect and follow the rules
- We encourage children to use the bathroom before the test.

# SPaG Test (Monday)

Consists of two tests:

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## The Spelling Paper

- Spelling test of 20 unknown words

## Punctuation and Grammar Paper

- Tests on knowledge and understanding of grammar, punctuation and vocabulary
- 45 minutes long

# Grammar Test

14

Tick the sentence that uses a **dash** correctly.

Tick **one**.

I find baking tricky – there are too many things to go wrong.

I find baking tricky there are too many things – to go wrong.

I find baking – tricky there are too many things to go wrong.

I find baking tricky there are – too many things to go wrong.

          
1 mark

Qu.	Requirement	Mark
14 G5.12	I find baking tricky – there are too many things to go wrong. <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m

# Grammar Test

36

Which **two** sentences use punctuation to show **parenthesis**?

Tick **two**.

There are some books – including story books – in the cupboard.

To make space, we moved the chairs, tables and the boxes of games.

Our classroom, at the end of the corridor, has a red door.

On Tuesday, we will be selling cakes for charity.

1 mark

36  
G5.9

**Award 1 mark for two** correct sentences ticked.

There are some books – including story books – in the cupboard.

Our classroom, at the end of the corridor, has a red door.

1m

# Reading Test (Tuesday)

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- Single Test paper, consisting of three different texts, reading is included in the time
- 60 minutes long
- Total of 50 marks
- Questions designed to test the comprehension and understanding of the text
- Inference and deduction

5

Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.

The first one has been done for you.

A cub eats bamboo for the first time.

A cub leaves its mother.

A cub develops black spots.

A cub weighs 31 to 36 kilograms.

A cub weighs about the same as an apple.

1 mark

Qu.	Requirement	Mark
5	<p>Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.</p> <p>The first one has been done for you.</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 the correct sequence:</p> <p>A cub eats bamboo for the first time. <input type="checkbox" value="3"/></p> <p>A cub leaves its mother. <input type="checkbox" value="5"/></p> <p>A cub develops black spots. <input type="checkbox" value="2"/></p> <p>A cub weighs 31 to 36 kilograms. <input type="checkbox" value="4"/></p> <p>A cub weighs about the same as an apple. <input type="checkbox" value="1"/></p>	1m

**10** According to the text, why are giant pandas under threat of extinction?

Give **two** reasons.

1. \_\_\_\_\_
2. \_\_\_\_\_

Qu.	Requirement
10	<p>According to the text, why are giant pandas under threat of extinction?</p> <p>Give <b>two</b> reasons.</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 any of the following, up to a maximum of <b>2 marks</b></p> <ol style="list-style-type: none"><li>1. very few being born each year, e.g.<ul style="list-style-type: none"><li>• <i>very few giant pandas are born</i></li><li>• <i>only a few are born in the wild.</i></li></ul></li><li>2. not all the baby giant pandas born in the wild surviving, e.g.<ul style="list-style-type: none"><li>• <i>pandas often die young</i></li><li>• <i>some baby pandas don't survive.</i></li></ul></li><li>3. giant pandas' food supplies diminishing or being cut off, e.g.<ul style="list-style-type: none"><li>• <i>bamboo is harder to find</i></li><li>• <i>not enough food.</i></li></ul></li><li>4. humans moving into giant pandas' territory / destruction of the pandas' habitat, e.g.<ul style="list-style-type: none"><li>• <i>people come into their space</i></li><li>• <i>their habitat is being destroyed.</i></li></ul></li><li>5. humans killing / hunting giant pandas, e.g.<ul style="list-style-type: none"><li>• <i>humans are killing them</i></li><li>• <i>poaching.</i></li></ul></li><li>6. there being very few giant pandas in captivity, e.g.<ul style="list-style-type: none"><li>• <i>there are very few giant pandas in zoos to keep up the number.</i></li></ul></li><li>7. there being only around 1600 pandas in the wild, e.g.<ul style="list-style-type: none"><li>• <i>it is thought that only around 1600 giant pandas still survive in the wild.</i></li><li>• <i>because there were only 1600 left in the wild.</i></li></ul></li></ol> <p><b>Do not accept</b> answers that rephrase or define extinction without specifying why giant pandas are under threat, e.g.</p> <ul style="list-style-type: none"><li>• <i>because their numbers are going down and there will not be any more.</i></li><li>• <i>there is not a large number of them.</i></li></ul>

40

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 marks

Qu.	Requirement	Mark
40	<p>Edward found a game. How can you tell that there was something strange about the game?</p> <p>Explain <b>two</b> ways, 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> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"><li>1. it was hidden / in an unusual location</li><li>2. the unusual dice</li><li>3. Em Sharp's unusual / negative reaction to the discovery of the game</li><li>4. the unusual / mysterious name of the game</li><li>5. it was split up</li><li>6. Edward's reaction to the game / Em Sharp.</li></ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"><li>• <i>Because it was hidden behind the shelf and looked like it hasn't been opened. Em Sharp was very angry that he had that in his hands. [AP1 + evidence, AP3]</i></li><li>• <i>The dice had some very odd symbols on it that Edward had not seen before on a regular dice. The title of the game seems creepy. [AP2 + evidence, AP4].</i></li></ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"><li>• <i>It had weird symbols on the dice. Em Sharp was very determined to get it. [AP2 + AP3]</i></li><li>• <i>It had a weird name to it 'Albion's Dream'. [AP4 + evidence].</i></li></ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"><li>• <i>Some of its parts were randomly placed on the bookshelf. [AP5]</i></li><li>• <i>Because he did not let go of the game even though he was told to. [AP6].</i></li></ul>	Up to 3m

# Mathematics Tests

## Wednesday/Thursday

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- Consists of three tests
  - Arithmetic (30 minutes)
  - Reasoning 1 (40 minutes)
  - Reasoning 2 (40 minutes)
- ▶ Combined score of all three papers

# Arithmetic Test (Wednesday)

9

$$56.38 + 24.7 =$$

1 mark

9

81.08


1m

**36**

9 7 | 8 8 2 7

Show  
your  
method

2 marks

Qu.	Requirement	Mark	Additional guidance
36	<p>Award <b>TWO</b> marks for the correct answer of 91</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetic error, i.e.</p> <ul style="list-style-type: none"> <li>long division algorithm, e.g.</li> </ul> $\begin{array}{r} 81 \text{ (error)} \\ 97 \overline{) 8827} \\ \underline{- 8730} \\ 97 \\ \underline{- 97} \\ 0 \end{array}$ <p>OR</p> $\begin{array}{r} 91 \text{ r}2 \\ 97 \overline{) 8827} \\ \underline{- 7760} \\ 1069 \text{ (error)} \\ \underline{- 970} \\ 99 \\ \underline{- 97} \\ 2 \end{array} \quad \begin{array}{l} 80 \times 97 \\ 10 \times 97 \\ 1 \times 97 \end{array}$ <ul style="list-style-type: none"> <li>short division algorithm, e.g.</li> </ul> $\begin{array}{r} 71 \text{ (error)} \\ 97 \overline{) 882^9 7} \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Sometimes an error in calculation leads to a remainder which equals the truncated decimal equivalent. In such cases when the remainder is expressed as a decimal, evidence of working leading to the decimal must be seen in order to condone the possible notation error. (See General Marking Principle 13, page 8.)</p>  <p>Short division methods <b>must</b> be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure <b>must</b> be less than the divisor.</p>

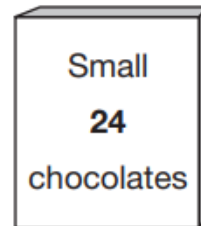
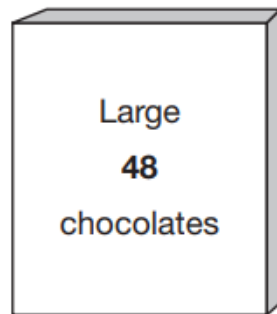
# Reasoning Tests

(two papers Weds/Thurs)

8

Ken buys 3 large boxes and 2 small boxes of chocolates.

Each large box has 48 chocolates. Each small box has 24 chocolates.



How many **chocolates** did Ken buy altogether?

Show  
your  
method

A large grid for showing the method to solve the problem. The grid is 20 units wide and 10 units high. A small box labeled "chocolates" is positioned at the bottom right of the grid.

8

Award **TWO** marks for the correct answer of 192

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.

- $48 \times 3 = 144$   
 $24 \times 2 = 48$   
 $144 + 48 =$

**OR**

- $48 + 48 + 48 = 144$   
 $24 + 24 = 48$   
 $144 + 48 =$

**OR**

- $4 \times 48$

**OR**

- $8 \times 24$

2 marks



# Writing

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Teacher Assessed against criteria set out by  
Department for Education

- Children need to show that they can competently and confidently use a range of punctuation and grammar
- Need to produce a range of formats
- Assessments are potentially monitored (moderated)
- Continually assessed throughout the year – no final test

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 paragraphs

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs

Use verb tenses consistently and correctly throughout their writing

Use the range of punctuation taught at KS2 mostly correctly:

- Use of inverted commas and other punctuation to indicate direct speech
- Apostrophes to mark plural possession
- Commas after fronted adverbials
- Brackets, dashes or commas to indicate parenthesis
- Commas to clarify meaning or avoid ambiguity
- Semi colon, colon and dash to mark the boundary between independent clauses
- Colon to introduce a list and semi colons within a list
- Consistent punctuation of bullet points
- Hyphens to avoid ambiguity

# Results

- Your child will receive their scores in July along with their End-of-Year Report
- The raw score that each child attains, will be converted into a score on the scale which will be above, below, or at 100
- A scaled score of 100 will represent 'national standard'

Mark	Description
Below 100	Child working BELOW the national standard
100 or above	Child working AT national standard

# Results

For each pupil, a Raw Score and Scaled Score are generated:

- Whether or not they have attained the National Standard
- Greater depth is no longer awarded for any tests but may be awarded as a Teacher Assessment in Writing in the end of year report

WTS	Working Towards
EXS	Working at the expected standard

# How to help your child leading up to SATs week

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- Ensure that your child has the best possible attendance in school
- Support your child with any homework tasks
- Discuss what they are reading and read with them
- Ensure that they have 'down-time' and enjoy their hobbies and pastimes
- Sensible bedtimes, as sleep will help them feel their best

# How to help your child during SATs week

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- Reassure your child that there is nothing to worry about and that all we ask is that they do their best
- Make sure that they get plenty of rest around that week
- Ensure that they eat a healthy breakfast each morning and bring a healthy snack or toast is available at playtime
- We have done many practise SATs papers throughout the year. The children are very familiar with the format and style of questions

# How we will help your child in school during SATs week

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- Gates open early at 8:30 to allow for a smooth start to the day
- Breakfast is served in the canteen from 8:30 – 8:45
- Extra breaks after the tests are completed
- Calming afternoon activities like painting
- We have a celebration day on the Friday. This is dependent on weather

# Work at home

We will send some work home before the Easter holidays. This may contain paper copies or links to websites for:

Maths Arithmetic questions

SPaG activity

Reading – text with questions

A maths activity based on what your child would like to revise

- This will be based on your child's individual need.
- We are aware that some families were away during this time, and we do not wish to add any pressure to children to get this work done, only to support their learning and revision
- These activities can be continued leading right up the test week.
- We do not want them handed in, it is purely for practice and familiarity.

## SATs help at home:

### Free resources:

Past papers – <https://www.satspapers.org.uk/Page.aspx?TId=5>

10-minute tests – <https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests?srsltid=AfmBOoqHXG9id0k6DY9V65Zmj44ilvaMWWa39EhUF6FY6eFtz0Rth5Q>

Bitesize revision tools – <https://www.bbc.co.uk/bitesize/articles/zrybvk7>

TTRS - <https://trockstars.com/>

### Other resources:

<https://www.amazon.co.uk/Maths-Targeted-SATs-Revision-Book/dp/1782944192>

[https://www.amazon.co.uk/English-Targeted-SATS-Revision-Book/dp/1782946772/ref=sr\\_1\\_6?crid=1030LG7TGFWHE&dib=eyJ2IjoiMSJ9.Puk3AncgGQytQyh-u2AkanCjEYB7vQZ7PRV6U6z7O2S3n90rN7tGegPSt6vuw4WKeK8cr9q\\_UPnmpqrgo\\_aKp7n7sAHxgYoVdPyCUWISk\\_xDr4uFxovjKidWuaNzzxFHAL2ovn\\_TTxrZY58KM8PKHvbKm\\_\\_PtVsx0oi1\\_idBpQ1f9PNZRHkCq0uQAel3xTM2PXH\\_Cl11ux\\_-Xk\\_VzwHTU47BHePdBXIRVpp6MQW2LS6E.7lz2Z2T7UyIadqYrsBsfNdFz-jryU537LFQLhmO0M4o&dib\\_tag=se&keywords=ks2+spag+revision+sats&qid=1743072350&s=books&prefix=ks2+spag+revision+sats%2Cstripbooks%2C74&sr=1-6](https://www.amazon.co.uk/English-Targeted-SATS-Revision-Book/dp/1782946772/ref=sr_1_6?crid=1030LG7TGFWHE&dib=eyJ2IjoiMSJ9.Puk3AncgGQytQyh-u2AkanCjEYB7vQZ7PRV6U6z7O2S3n90rN7tGegPSt6vuw4WKeK8cr9q_UPnmpqrgo_aKp7n7sAHxgYoVdPyCUWISk_xDr4uFxovjKidWuaNzzxFHAL2ovn_TTxrZY58KM8PKHvbKm__PtVsx0oi1_idBpQ1f9PNZRHkCq0uQAel3xTM2PXH_Cl11ux_-Xk_VzwHTU47BHePdBXIRVpp6MQW2LS6E.7lz2Z2T7UyIadqYrsBsfNdFz-jryU537LFQLhmO0M4o&dib_tag=se&keywords=ks2+spag+revision+sats&qid=1743072350&s=books&prefix=ks2+spag+revision+sats%2Cstripbooks%2C74&sr=1-6)

[https://www.amazon.co.uk/Year-SATS-Home-Learning-Essentials/dp/B08KWX92GQ/ref=sr\\_1\\_5?crid=2HFPOXQQKULIY&dib=eyJ2IjoiMSJ9.Puk3AncgGQytQyh-u2AkagvluAq6jsVgn7qUNmtJ9iE-V-vBV95dR9peS1AYPjakhSUKgQOyNiCzvJjNjv5gjVilot9xhBtD-5qkAR1UTjXGc4vstb05Pvi1jC8hvHAPW04yTUevyqRORQL5C-4T3xqocvUsJ8fauSXiXZZV9B6ZQJ\\_Byr3barVUJqg6NRfT5kfE1diqr1dfP78hp2aRAIyMqIkj8qdDZBIX1\\_m\\_X8.mZqQhtUjffNDdi24RggNPDu0oiuYZgzXgLaXevm1kORg&dib\\_tag=se&keywords=revision+sats&qid=1743072390&s=books&prefix=revision+sats%2Cstripbooks%2C69&sr=1-5](https://www.amazon.co.uk/Year-SATS-Home-Learning-Essentials/dp/B08KWX92GQ/ref=sr_1_5?crid=2HFPOXQQKULIY&dib=eyJ2IjoiMSJ9.Puk3AncgGQytQyh-u2AkagvluAq6jsVgn7qUNmtJ9iE-V-vBV95dR9peS1AYPjakhSUKgQOyNiCzvJjNjv5gjVilot9xhBtD-5qkAR1UTjXGc4vstb05Pvi1jC8hvHAPW04yTUevyqRORQL5C-4T3xqocvUsJ8fauSXiXZZV9B6ZQJ_Byr3barVUJqg6NRfT5kfE1diqr1dfP78hp2aRAIyMqIkj8qdDZBIX1_m_X8.mZqQhtUjffNDdi24RggNPDu0oiuYZgzXgLaXevm1kORg&dib_tag=se&keywords=revision+sats&qid=1743072390&s=books&prefix=revision+sats%2Cstripbooks%2C69&sr=1-5)



Questions?

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