



KS2 SATS 2025

SATs

- Statutory Assessment Tests
- KS2

Scaled Scores

- 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.
- Each pupil will receive:
 - 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.

- On publication of the test results:
- 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 expectation for their age.

Dates of the assessments

Date	Activity
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

- **SATs Week- Beginning Monday 12th May**

- Statutory tests will be administered in the following subjects:
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Spelling (approximately 15 minutes)
 - Reading (60 minutes)
 - Mathematics
 - - Paper 1: Arithmetic (30 minutes)
 - - Paper 2: Reasoning (40 minutes)
 - - Paper 3: Reasoning (40 minutes)
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally, as in recent years.

◦ **SPAG**

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- 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 Spelling, Punctuation and Grammar.

Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

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.		

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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

☐

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Sample Questions

Grammar, Punctuation and Spelling Paper 2

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.
5. We learned how to do _____ in mathematics.
6. Charlie _____ with relief.

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◦ **Reading- Comprehension**

- 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.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Sample Questions

Reading Paper

39

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

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

1. _____

2. _____

3 marks

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Sample Questions

Reading Paper

17

Look at the section headed: ***What's so different about the bumblebee?***

The text refers to the bumblebees' *cousins*.

Who are their *cousins*?

1 mark

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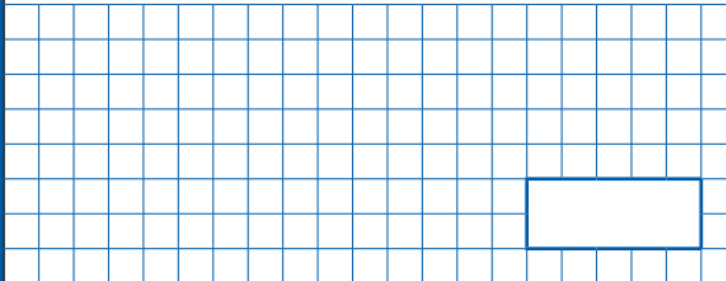
- **Maths**

- 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.

Arithmetic

24

$$15.4 - 8.88 =$$

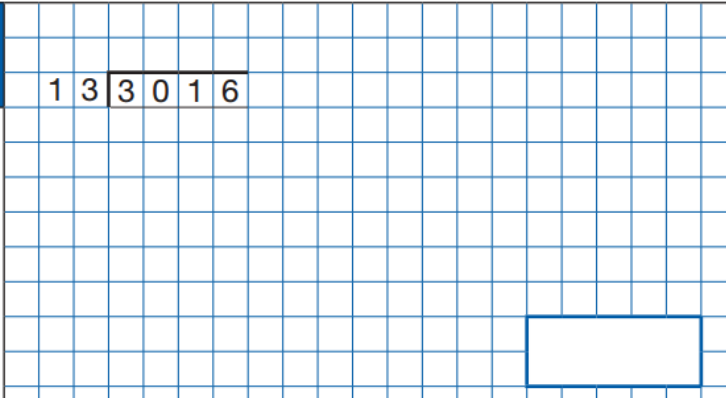
A grid of 20 columns and 10 rows. A rectangular box is located in the bottom right corner of the grid, spanning 5 columns and 2 rows.

1 mark

25

1 3 3 0 1 6

Show
your
method

A grid of 20 columns and 10 rows. A rectangular box is located in the bottom right corner of the grid, spanning 5 columns and 2 rows.

2 marks

Sample Questions

Maths Paper 1: Arithmetic

14

$$25.34 \times 10 =$$

☐

1 mark

15

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

☐

1 mark

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Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

18

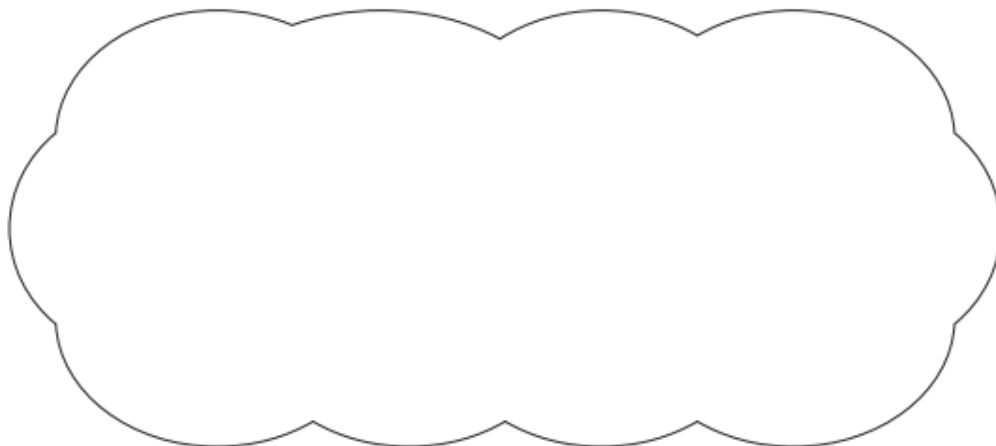
Circle the **prime** number.

95

89

87

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



1 mark

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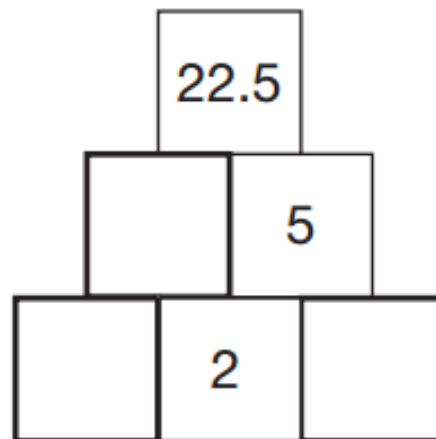
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14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

A large grid for showing the method, with a small box for the final answer.

2 marks

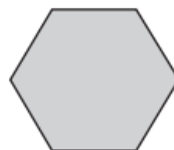
Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

17

These two shapes have the **same** perimeter.

regular hexagon



square

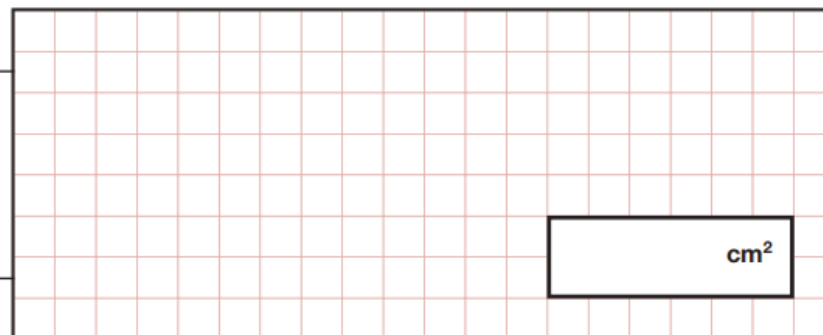


Not actual size

The length of each side of the **hexagon** is 8 centimetres.

Calculate the **area** of the **square**.

Show
your
method



2 marks

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What help can children have?

- In the reading test, children must read the text and questions by themselves, but MAY have help recording their answers, if this is done in a normal classroom situation.
- In maths, teachers can read questions to any child who asks, some children will have the whole paper read to them, on a one to one basis.
- Teachers can encourage, but not guide or say that an answer is correct or incorrect.
- Words on a test paper can be transcribed where a marker may not be able to read a child's answer.

Access Arrangements

- Access arrangements may be appropriate for pupils:
 - with an education, health and care (EHC) plan
 - for whom provision is being made in school using the SEN Support system
 - whose learning difficulty or disability significantly affects their ability to access the tests
 - who have behavioural, emotional or social difficulties
- Access arrangements might also be used to support pupils who have:
 - difficulty reading
 - difficulty writing
 - difficulty concentrating
 - difficulty processing information
 - a hearing impairment
 - a visual impairment
 - English as an additional language

Writing- Teacher Assessment

- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.
- We moderate within school, across local schools and sometimes are moderated by the local authority to ratify our judgements.

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

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]

It has long been known that Charterhouse, outdoors experiences are beneficial for the development of teamwork and friendship as the children will use it in later life. Children who just get a muddy once-in-a-lifetime experience. Even though it was cold and wet, it is a marvellous place to go to. Therefore, this must carry on in later years to come because it is a memorable place for all. Charterhouse is outstanding; we think that it is important to a child's life.

Friendship is important for Charterhouse. You get to know more people that are in ^{your} ~~their~~ rooms that you might not know yet. The most important thing about friends is trust, ~~as~~ you have to trust your peers on activities such as climbing up and coming back down the hill. Making friends Speedily will help make more friends in the future. Friends will help you through the happy and sad bits in your life. Caving can be hard so you will need your friends to help you in the caves, if you are scared.

Teamwork, is also ~~very~~ ~~important~~ important because to make a plan you will need teamwork and working ~~together~~ together. Teamwork is also good for helping each other and guiding your friends to the end to win. If Charterhouse does not carry on in the years to come, some children will not have this free experience in their lives and will not have memories (that will be a shame).

Having looked at all the good things about this residential, I strongly believe they should not be cancelled. It is a rite of passage for Y6 children. Should they not always have this opportunity?

6 Seconds ago: Zelensky directs speech at UN

President Zelensky has addressed UN officials asking for further support in the form of military aid. The plea comes after heavy bombing on what was thought to be a Ukrainian strong-hold over night, and an attack on a primary school, demonstrating the true volatility of the situation. "We must continue to fight against evil for Ukraine but also for the future of democracy," he stated in his emotional address from the presidential office in Ukraine's capital city, Kiev.

5 minutes ago: Death toll rises

The number of deaths as a consequence of attacks on several Ukrainian buildings, including a primary school, has now risen to 96, with a further 300 civilians injured. Boris Johnson has taken to Twitter to condemn the attacks, referring to them as heartless and cruel.

12 minutes ago: What is Putin's next move?

Sources on the ground in Moscow have shared information which claims Putin has given the green light for nuclear weapons to be put on standby. Analyst Jacob Jones explains, "This is a significant development and one not to be underestimated. The UK and other western countries are becoming increasingly nervous of full-scale nuclear attack. The peace agreement signed by countries, including Russia, prohibited any use of nuclear weapons. Doing so could see the UK and its allies forced into direct military action. To be clear: if Russia presses the nuclear button, so to speak, the west will have to respond."

Absence

- No absences will be authorised during this period.
- Please ensure you have no holidays or appointments booked for these dates.
- If your child is ill, there will be a short period where they will still be able to sit the test, ensuring they have had no contact with any children who have taken the test.

◦ **What can you do at home....**

- 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.
- 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 sleeps well and has a healthy breakfast every morning!

SATs drop in sessions

- Starting on Monday 24th February from 3:20pm- 4pm
- Children will need to bring their CGP books with them

CGP book order

- Letter was sent out last week
- Please feel free to look at the selection we have in school
- If your child is in receipt of Pupil Premium they will be purchased for them



ANY QUESTIONS?