

# SATs information Evening



Monday 29<sup>th</sup>  
September 2025



# Structure of the evening



**6:00-6:15pm**  
Information about  
SATs and SATs week



**6:15-6:30pm** Maths  
session



**6:30-6:45pm** English  
session



**6:45pm**  
Questions?

# 2026 Test timetable

Monday 11 <sup>th</sup> May	Tuesday 12 <sup>th</sup> May	Wednesday 13 <sup>th</sup> May	Thursday 14 <sup>th</sup> May
English grammar, punctuation and spelling test.  Paper 1: Short answer questions Paper 2: Spelling	English reading test	Mathematics.  Paper 1: arithmetic  Paper 2: reasoning	Mathematics.  Paper 3: reasoning

# Participation in the tests



Pupils working well below the standard of the tests. Pupils can be disapplied if they are working below Key Stage 2 standards. Parents will be informed and a report shared with them as to the reasons for your child not sitting the SATs and what we are doing in school to support your child.

Access arrangements- must be based on normal classroom practice.

Small groups- some pupils will be put into small groups to aid their concentration or so we can support them with further access arrangements.

Absence as a result of illness during test week- please let reception know in the morning before school starts. Mrs Cull will phone to speak to you about timetable variations.



# Score conversions

	2022	2023	2024	2025
Maths /110	58	56	54	58
Reading /50	29	24	27	28
Grammar, punctuation and spelling /70	35	36	35	35

# Scaled scores



- A scaled score of 100 will always represent the ‘expected standard’.
- The pupil’s raw score will be translated into a scaled score.

Scaled scores help test results to be reported consistently from one year to the next. National curriculum tests are designed to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score in different years will have demonstrated the same attainment.

The lowest scaled score that can be awarded is 80 and the highest is 120. 110 is unofficially classed as greater depth/Mastery.

# The results



Raw score.



A scaled score.



Confirmation of whether or not they attained the expected standard (AS/NS)



Teacher Assessment-Writing, science and pre-key stage.



TA for KS2 English writing is subject to statutory external moderation.

# Test results and teacher assessments

## DfE Statutory Assessments

### KS2

KS2: Grammar, Punctuation and spelling Outcome	NS
KS2: Grammar, Punctuation and Spelling Scaled Score	97
KS2: Grammar, Punctuation, Vocabulary and Spelling Raw Score	31
KS2: Mathematics Outcome	AS
KS2: Mathematics Scaled Score	102
KS2: Mathematics Total Raw Score	65
KS2: Reading Outcome	AS
KS2: Reading Raw Score	25
KS2: Reading Scaled Score	101
KS2: Science	EXS
KS2: Writing	WTS

# Teacher assessments



Subject	Teacher assessment code
Writing	EXS
Science	EXS

## KS2 science teacher assessment codes

For KS2 science there are two standards teachers are allowed to report:

- working at the expected standard (EXS)
- has not met the expected standard (HNM)

# Teacher assessments



Subject	Teacher assessment code
Writing	GDS
Science	EXS

## KS2 English writing teacher assessment codes

For KS2 English writing, teacher assessment is the primary outcome used for accountability as pupils do not sit a writing test. There are four standards teachers must use to report:

- working towards the expected standard (WTS)
- working at the expected standard (EXS)
- working at greater depth within the expected standard (GDS)

# Our results

Expected standard	Maths %	Reading %	SPaG %	Writing %	Combined %
2023	52	65	54	71	44
2024	64	66	60	60	46
2025	74	72	61	73	57

Greater depth	Maths %	Reading %	SPaG %	Writing %	Combined %
2023	11	18	16	21	7
2024	11	21	15	12	5
2025	23	24	14	14	10



# Maths session



- Our curriculum
- The tests and sample questions
- Calculation methods
- What we do in school
- Useful websites and books



# Maths Curriculum Calendar

Where can you find the curriculum calendar?

- School website
- Curriculum
- Mathematics
- Scroll down to 'Maths KS2'

# Our curriculum- autumn term

TOPIC	STRAND	SUB-STRANDS
Number	<b>Number 1 and place value, approximation and estimation/rounding</b>	Read, write, order and compare numbers up to 10 000 000 Identify, represent and estimate; rounding. X and / by 10, 100 and 1000 Rounding Negative numbers Number problems.
Number	<b>Addition, subtraction, multiplication and division (Calculations 1)</b>	Add and subtract mentally Use all four operations and BIDMAS Add/subtract using written methods. Estimate, use inverse and check. Solve problems involving all four operations.
Geometry	<b>Geometry 1- Properties of shapes 1</b>	Circle parts and circumference. Draw 2D shapes. Describe properties, compare and classify shapes.
Number	<b>Addition, subtraction, multiplication and division (Calculations 2)</b>	Multiply/divide mentally. Multiply/divide using written methods. Associate a fraction with division. Solve problems. Order of operations.
Measurement	<b>Measurement 1</b>	Convert between metric units Convert metric/imperial Solve problems
Number	<b>Number 2- Fractions, decimals and percentages 1</b>	Value of digits in decimals. Solve problems involving rounding. Simplify and find equivalent fractions. Fraction/decimal/% equivalence. X decimals. Division problems.
Statistics	<b>Statistics</b>	Interpret and construct pie charts and line graphs. Solve problems involving data. Mean average.

# Our curriculum- spring term

TOPIC	STRAND	SUB-STRANDS
Number	<b>Calculations 3</b>	Identify common factors and prime numbers. Order of operations. Use estimation to check answers.
Geometry	<b>Geometry 2- Position and direction</b>	Co-ordinates Translation and reflection.
Number	<b>Ratio and proportion</b>	Scale factor Sharing
Measurement	<b>Measurement 2</b>	Perimeter Area Volume Converting units of measure
Number	<b>Number 3</b>	Compare and order fractions Improper and mixed number fractions + and – fractions X fractions ÷ fractions
Geometry	<b>Geometry 3- Properties of shape</b>	3D shapes Nets Drawing shapes Missing angles

# Our curriculum- summer term

TOPIC	STRAND	SUB-STRANDS
Algebra	Algebra 1	Simple formulae Missing number problems Sequences find pairs of numbers that satisfy number sentences involving two unknowns Enumerate (list) all possibilities of combinations of two variables

## SATs week

For the remainder of the year classes will cover:

- Areas that need further work from the topics covered
- Calculator work
- Year 7 preparation
- Investigations and problem solving

# Mathematics Test Papers



- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is 'Arithmetic' and includes 36 questions for pupils to solve in 30 minutes. The paper focuses on calculation methods including for example the four operations and fractions, decimals and percentages.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Since the start of Year 5, pupils have been doing weekly arithmetic tests to prepare them for Paper 1 so that they are familiar with the timed element and what the test will look like.
- Please if you are happy to, encourage your child to bring their arithmetic test home each week and go through the questions they got wrong with them, focussing particularly on silly mistakes.
- Papers 2 and 3 cover 'Problem Solving and Reasoning' skills. Each test is made up of lots of worded problems and lasts 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.

# Sample Questions – Paper 1



Q1.  $326 \div 1 =$

Q2.  $468 - 9 =$

Q3.  =  $435 - 30$

Q4.  $100 \times 412 =$

Q5.  $15.98 + 26.314 =$

Q6.  $3^2 + 10 =$

Q7.  $1\frac{4}{5} + \frac{3}{10} =$

Q8. 20% of 1,800 =

Q30.  $6574 \times 31$

Q32.  $1118 \div 43$

Q34.  $\frac{2}{5} \times 140$

# Sample questions – Paper 1



**24**  $15.4 - 8.88 =$

1 mark

**25** 1 3 | 3 0 1 6

Show your method

2 marks

# Sample Question – Paper 2 & 3

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

£

2 marks

# Calculation Methods



- Weekly arithmetic lessons
- Weekly arithmetic tests
- Pupils are expected to use the traditional methods
- KS2 Maths Workshop

# Calculation Methods



## Addition

Pupils are taught to add numbers using the column method

$$\begin{array}{r} 57\,648 \\ + 31\,486 \\ \hline 89\,134 \\ \hline 111 \end{array}$$

$$\begin{array}{r} 658.4 \\ + 48.52 \\ \hline 706.92 \\ \hline 11 \end{array}$$

# Calculation Methods



## Subtraction

As with addition, pupils are expected to use the column method for subtraction also.

### 1) Without exchanging

$$\begin{array}{r} 8967 \\ - 2654 \\ \hline 6313 \end{array}$$

### 2) With exchanging

$$\begin{array}{r} \overset{1}{\cancel{6}}\overset{13}{4}\overset{1}{6}7 \\ - 2684 \\ \hline 3783 \end{array}$$

# Calculation Methods



## Multiplication

Pupils are encouraged to multiply numbers in columns.

$$\begin{array}{r} 38 \\ \times 7 \\ \hline 266 \\ 5 \end{array}$$

This then moves on to multiplying larger numbers and decimals (this is where pupils *can* struggle)

$\begin{array}{r l} 24 & \\ \hline \times 16 & \\ \hline 144 & \\ 240 & \\ \hline 384 & \end{array}$	$\begin{array}{r l} 124 & \\ \hline \times 26 & \\ \hline 744 & \\ 2480 & \\ \hline 3224 & \\ 11 & \end{array}$	$\begin{array}{r} 45.6 \\ \times 8 \\ \hline 364.8 \\ 44 \end{array}$
--	---	---

Two arrows point from the bottom of the first two columns to the '44' in the third column, highlighting the error of not adding a zero when multiplying by the tens place.

The most common error here is remembering to put in a zero when multiplying by the tens

# Calculation Methods



## Division

Pupils are encouraged to use short division.

$98 \div 7$  becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \end{array}$$

Answer: 14

This then gets extended to dividing numbers to get a decimal answer.

$23.5 \div 5$  becomes

$$\begin{array}{r} 04.7 \\ 5 \overline{) 23.5} \end{array}$$

Answer: 4.7

When dividing by a two digit number pupils are encouraged to use short division and to have the first 9 multiples of the divisor (number to be divided by) written out to help them.

$$\begin{array}{r} 036 \\ 21 \overline{) 756} \end{array}$$

$1 \times 21 = 21$   
 $2 \times 21 = 42$   
 $3 \times 21 = 63$   
 $4 \times 21 = 84$   
 $5 \times 21 = 105$   
 $6 \times 21 = 126$   
 $7 \times 21 = 147$   
 $8 \times 21 = 168$   
 $9 \times 21 = 189$



# Ways we prepare the pupils:

- Weekly arithmetic lessons
- Weekly arithmetic tests
- Ten for Ten question booklets during Easter holidays
- Weekly homework tasks (My Maths & TTR)
- Fun and varied revision lessons tailored to pupils' needs
- Four rounds of formal practice SATs (September, November, January and March) – please do not find online and share with pupils



# Ways to help at home :

- Continue to practise times tables - make it as fun as possible and use Times Table Rockstars to help with this.
- Encourage the completion of two pieces of Maths homework each week
- Encourage going through wrong answers in weekly arithmetic tests
- Focus on developing enjoyment and curiosity surrounding Maths.



# Useful books and websites....

- **CGP:**
  1. **Targeted question book**
  2. **SATs question book**
  3. **Practice papers**
  
- Letts, Collins, Rising Stars – all do study guides
  
- BBC Education have produced a whole host of materials for KS2. Follow the KS2 link and then select Maths. Some aspects require a subscription - <http://www.bbc.co.uk/education>
  
- A site with Maths based quizzes which are marked as you go along - <http://www.educationquizzes.com/ks2/maths/>
  
- A site with a range of information and questions – great for revision purposes! [http://www.icteachers.co.uk/children/children\\_sats.htm](http://www.icteachers.co.uk/children/children_sats.htm)

# The English KS2 Standard Attainment Tests



Let's eat grandma!



Let's eat, grandma!

**PUNCTUATION  
SAVES LIVES!**



# The English tests:

-English Grammar, Punctuation and Spelling (SPAG)

**SPAG Paper 1:** 45 minutes, 50 marks

-English Grammar, Punctuation and Spelling (SPAG)

**SPAG Paper 2:** approximately 15 minutes, 20 marks

-English **Reading paper:** 60 minutes, 50 marks

- Writing will be Teacher Assessed, as in recent years, so there is no formal test for this .



2025 national curriculum tests

# Key stage 2

## English grammar, punctuation and spelling

### Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



**A Life-changing  
Game**



**In the Cave**



**Longbow Girl**

# Reading Booklet

2025 key stage 2 English reading booklet

# The reading paper

- A single test paper with three unrelated reading texts
- 60 minutes in total, including reading the texts and answering the questions
- 50 marks
- Questions assess comprehension of reading
- Some questions are multiple-choice or selected response, others require short answers and some require an extended response or explanation



**A Life-changing Game**



**In the Cave**



**Longbow Girl**

# Reading Booklet

2025 key stage 2 English reading booklet

# The reading paper



2a	2b	2c	2d	2e	2f	2g	2h
<i>Give or explain the meaning of words in context.</i>	<i>Retrieve and record information or identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text or explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.</i>	<i>Identify and / or explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

# English Reading Paper – example questions:



Read the paragraph beginning: *They are not hedgehogs...*

**Find** and **copy one** word that means the same as 'met'.

---

---

1 mark



Ned thought that it was just *one big prank* when Louie wanted to climb onto the tightrope.

Why did Ned think Louie was joking?

---

---

1 mark



Ruskin's personality made him different from the hunters he met in the forest.

Explain **two** ways in which his personality made him different from them, using evidence from the text to support each answer.

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

3 marks



# English Grammar, Punctuation and Spelling (SPAG)

## SPAG Paper 1:

- Paper 1 – A detailed test of 45 minutes, requiring short answer questions, including some multiple choice – 50 marks
- Paper 2 - 20 words given, lasting approximately 15 minutes – 20 marks
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar - 70 marks combined

2025 national curriculum tests

## Key stage 2

### English grammar, punctuation and spelling

**Paper 1:** questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

Insert a **semi-colon** in the correct place in the sentence below.

It was raining heavily; she had lost her umbrella the week before.

1 mark

Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The noise of the traffic disturbed us.

*We were disturbed by the noise of the traffic*

Question Type	Accept	Do not accept
<b>Punctuation</b>	<ul style="list-style-type: none"><li>correctly formed punctuation that is clear, unambiguous and recognisable as the required punctuation mark</li></ul>	<ul style="list-style-type: none"><li>punctuation that is ambiguous, for example, if it is unclear whether the mark is a comma or full stop</li></ul>
<b>Sentences and capital letters</b>	<ul style="list-style-type: none"><li>a sentence that has an initial capital letter and an appropriate punctuation mark indicating the end of the sentence</li><li>capital letters that are clear and unambiguous</li></ul> <p>Where letters do not have unique capital letter forms, the height of the capital letter will be equal to, or greater than, that of letters with ascenders.</p>	<ul style="list-style-type: none"><li>answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised</li></ul>

# Ways to help at home with reading:

Focus on developing an enjoyment and love of reading

Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read



## 1. Establish a Reading Routine

**Set a Regular Reading Time:** Create a dedicated time for reading each day, whether it's before bed or after school, to build a consistent habit.

## 2. Encourage Choice in Reading Material

**Involve Them in Book Selection:** Take your child to the library or bookstore and let them choose books that interest them. This promotes ownership and excitement about reading.

**Diverse Genres:** Encourage your child to explore various genres (mystery, fantasy, non-fiction, etc.) to broaden their reading experience.

## 3. Discuss What They Read

**Ask Questions:** Engage your child in discussions about the books they are reading. Ask questions that focus on retrieval 'Who..., where..., when..., why...?', understanding vocabulary 'Can you find an example of a word that means...?' and inference 'How do you know...? How can you tell that...? Explain why...'

This relates to all types of reading at home.



## Ways to help at home with SPaG/writing:

- Good readers become good writers. Identify writing features when reading (e.g. vocabulary, sentence structure, punctuation)
- Practise and learn weekly spelling lists – make it as fun as possible
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems
- **Write together – be a good role model for writing**
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms to expand vocabulary
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out



# Our lessons

This year, year 6 has had a complete overhaul. We have introduced Whole Class Reading every week, text retrieval, ‘Do Nows’ and a more rigorous recall system for comprehension and spag skills.

For every comprehension, pupils are asked to highlight the answer in the text before writing it down.

This has already started to make a difference.

# KS2 – Comprehension

KS2 complete a reading comprehension weekly to expand their skills.

With this, they will be given set time in which to complete as they build their confidence.

On average for SATs, pupils have approximately 20 minutes per text (3 texts total).

To build their skills, we will all need to be applying highlighter skills into our comprehension teaching.

**Can you apply your comprehension skills to the following? You have 7 minutes to complete this then move on to the extension.**

## Tantalising Treasure

I looked down at the remarkable nugget that was being held captive in my quivering hands. As would be expected from something being held against its will, it struggled. It made sudden bursts for freedom and bumped softly against my palms. Daring to sneak a peek at my mysterious discovery, I parted my fingers as slightly as I could. I watched as delicate wisps and sunbeams appeared to dance and play on its surface, creating a pearlescent aura around it that illuminated its fleshy cage. Having been found at the water's edge, being lapped by frothy waves, the trinket was slick and almost impossible to grip. Yet, it was absolutely essential that I didn't let it go... not after last time.

1. How did the narrator take a peek at the discovery?

---

2. What are two ways that the nugget shows that it does not enjoy being held?

---

3. What are the two things that danced on the objects surface?

---

---

---

4. What is the nugget being held in?

---

5. Where was the trinket found? Use a quote to prove it.

---

---

# Highlighters

By using a highlighter, pupils can identify key words in questions, then highlight the answers in the text.

This supports accuracy in transcription, so instead of the answer being in a sea of text, it is bold and clear to transfer.

When this is standard practise, it improves speed, accuracy and results. It can also be used in their SATs papers as it would be considered standard practise.

Can you apply your comprehension skills to the following? You have 7 minutes to complete this then move on to the extension.

## Tantalising Treasure

I looked down at the remarkable nugget that was being held captive in my quivering hands. As would be expected from something being held against its will, it struggled. It made sudden bursts for freedom and bumped softly against my palms. Daring to sneak a peek at my mysterious discovery, I parted my fingers as slightly as I could. I watched as delicate wisps and sunbeams appeared to dance and play on its surface, creating a pearlescent aura around it that illuminated its fleshy cage. Having been found at the water's edge, being lapped by frothy waves, the trinket was slick and almost impossible to grip. Yet, it was absolutely essential that I didn't let it go... not after last time.

1. How did the narrator take a peek at the discovery?

---

2. What are two ways that the nugget shows that it does not enjoy being held?

---

3. What are the two things that danced on the object's surface?

---

---

---

4. What is the nugget being held in?

---

5. Where was the trinket found? Use a quote to prove it.

---

---

# Do Nows

Do Nows are being introduced across year groups. These are starters that are out on the tables as the pupils come into their lesson.

On these Do Nows, pupils can practise their spellings, handwriting joins and their SPAG revision.

These help with the retention of skills and habit of joins.

	Walkwood Do Now
Handwriting	
<p><i>accommodate</i></p> <p><i>accompany</i></p> <p><i>according</i></p>	
SPAG revision	
<p>Which is the correct <b>plural</b> to complete the sentence below?</p> <p>Both of the _____ climbed the ladder.</p> <p>Tick one.</p> <p>fireman <input type="checkbox"/></p> <p>firemans <input type="checkbox"/></p> <p>firemen <input type="checkbox"/></p> <p>firemens <input type="checkbox"/></p>	





# How do we prepare the pupils?

- Three formal practice papers (September/January/March)
- PIXL data provides us with individual weaknesses for each pupil and gaps in class to address
- Renaissance reading program to track reading levels and comprehension
- Spelling Shed
- Weekly homework tasks linked to reading and spelling/SPaG

# Useful books and websites....



▶CGP, Letts, Collins, Rising Stars – all do study guides

BBC Education have produced a whole host of materials for KS2. Follow the KS2 link and then select either Maths or English. Each area usually has an information section for reading, plus an activity and then quiz which is marked online. Some aspects require a subscription -

<http://www.bbc.co.uk/education>

A site with both Maths and English based quizzes which are marked as you go along -

<http://www.educationquizzes.com/ks2/maths/>

A site with a range of information and questions – great for revision purposes!

[http://www.icteachers.co.uk/children/children\\_sats.htm](http://www.icteachers.co.uk/children/children_sats.htm)

