

Key Stage 2 SATs



Bolton on Swale St. Mary's
CE Primary School.

Information evening for parents.

Thursday 16th January 2025

Information and Guidance on the Changes and Expectations for 24/25

The Tests

Key Stage 2 SATs take place nationally between Monday 12th May – Thursday 15th May 2025.

Statutory tests will be administered in the following subjects:

- Punctuation, Vocabulary and Grammar (45 minutes)
- Spelling (approximately 15/20 minutes)
- Reading (60 minutes)
- Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- Science and English (writing) in Year 6 is assessed by the class teacher

- As in recent years, writing will be teacher assessed internally. The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive.

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The Tests

Monday 12th May 2025

Grammar & Punctuation test -
45 minutes
Spelling Test - 20 minutes

Tuesday 13th May 2025

English Reading Test - 60
minutes

Wednesday 14th May 2025

Mathematics Arithmetics
(Paper 1) - 30 minutes
Mathematics Reasoning (Paper
2) - 40 minutes

Thursday 15th May 2025

Mathematics Reasoning (Paper
3) - 40 minutes

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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.

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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

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.	✓	

The cat was chasing
the mouse.



The mouse was being
chased by the cat.

A sentence is written in **active voice** when the subject of the sentence performs the action in the sentence. e.g. The girl was washing the dog. A sentence is written in **passive voice** when the subject of the sentence has an action done to it by someone or something else. e.g. The dog was being washed by the girl.

MUST BE A TICK!

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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 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

Sometimes it is just making it make sense!

The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions. For example:

If I were you I'd accept.

I suggested that he face up to the bully.

It is vital that she attend the meeting.

I wish I were able to fly.

I suggest you take a rain coat with you.

I demand that they be counted again!

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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.

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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

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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

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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

Qu.	Requirement	Mark
27	<p>Look at the paragraph beginning: <i>One of the victims...</i></p> <p>What does the word <i>invaders</i> suggest about the humans arriving on Mauritius?</p> <p>Content domain: 2a – give / explain the meaning of words in context</p> <p>Award 1 mark for answers which recognise any of the following:</p> <ol style="list-style-type: none">they were violent / attackers / enemies, e.g.<ul style="list-style-type: none"><i>they were destroying everything</i><i>they were harming all kinds of animals.</i>they took over, e.g.<ul style="list-style-type: none"><i>they came and conquered</i><i>as soon as the humans arrived they were the bosses of the land.</i>they had no valid claim to the land / they were unwanted, e.g.<ul style="list-style-type: none"><i>they were not meant to be there. They had no right</i><i>they came without an invitation.</i> <p>Also accept they disrupted the peace / the island, e.g.<ul style="list-style-type: none"><i>the island was a peaceful place until they came.</i></p>	1m

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Mathematics


- The mathematics tests have undergone the biggest change in recent years.
- 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.

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Sample Questions

Maths Paper 1: Arithmetic

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

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

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Sample Questions

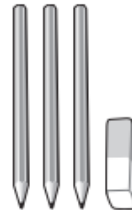
Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost £1.68

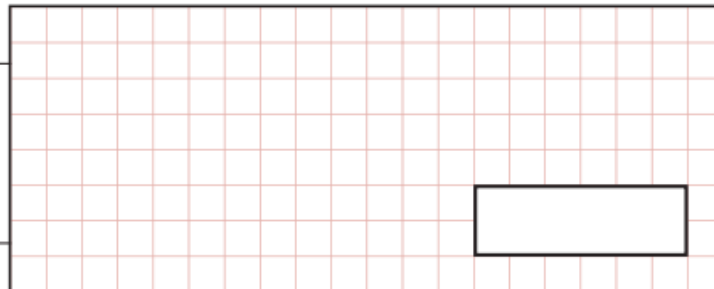


3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show
your
method



2 marks

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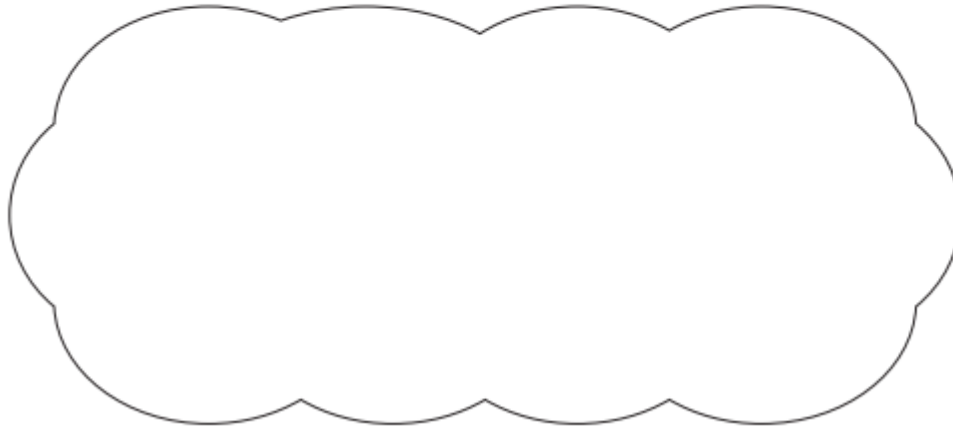
Sample Questions

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

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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.

Using the scaled score, the lowest a child can score is 80, with the highest being 120.

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.

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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;
- If a child's score is between 110 and 120, they are working beyond (or above) the expected national standard.
- a child's score is close to 80, they are judged to have not yet met the national standard and performed below the expectation for their age.

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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.
- 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!



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How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus 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.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!

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How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and 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.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

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How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

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How to Help Your Child

- Be positive!
- Encourage to keep motivated. Keep focused.
- Congratulate their achievements and efforts.
- Most of all make it fun! Enjoy the challenge!

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Thank you for listening.

Any questions?

