

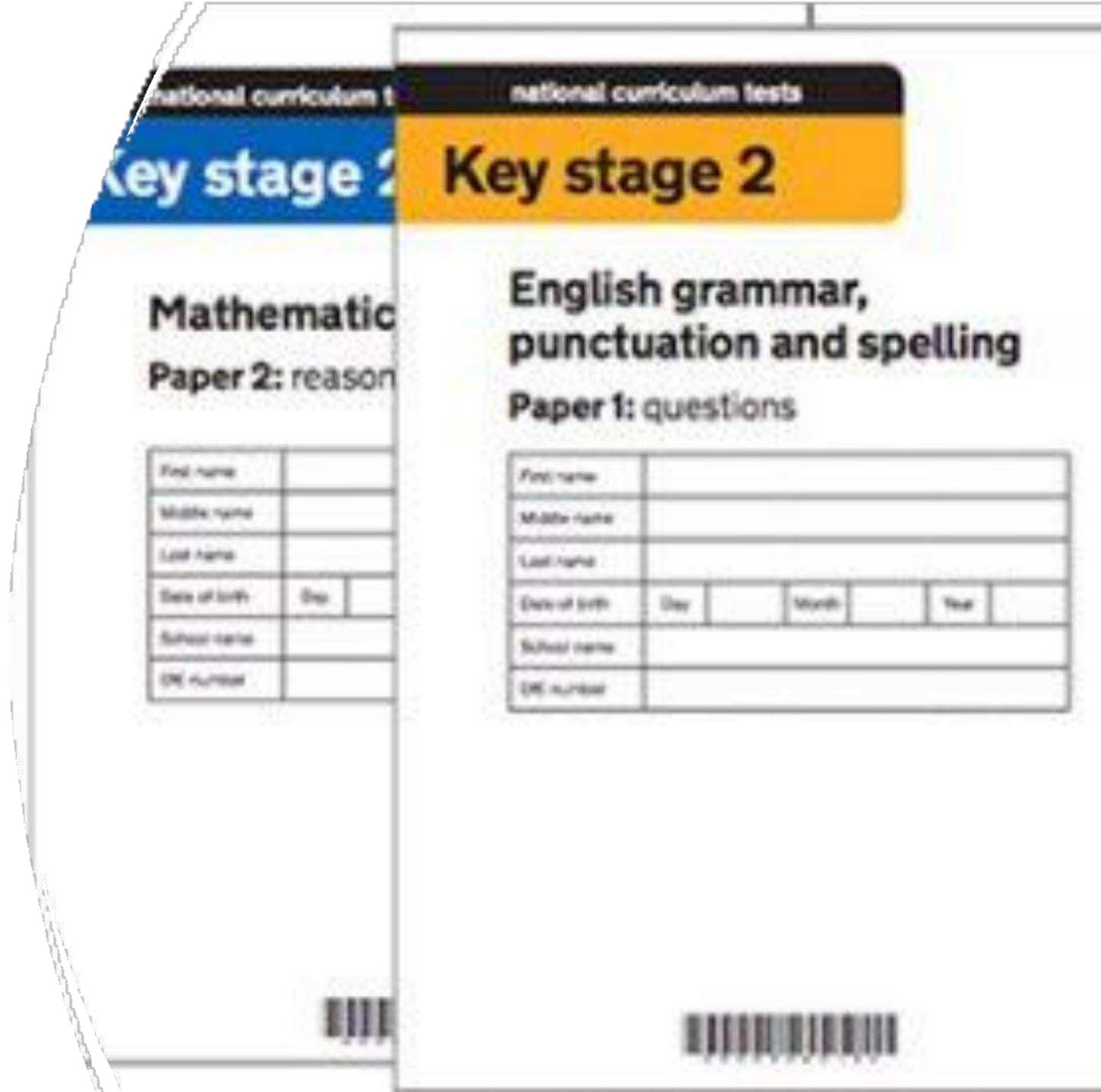
Key Stage 2 SATs

What are KS2 SATs?

Standard Assessment Tests (SATs) are national exams taken by students in England at the end of Key Stage 2.

They aim to assess academic progress in line with the National Curriculum.

Subjects covered: English (Reading, Grammar, Punctuation, and Spelling) and Mathematics.



Monday 11th May - Thursday 14th May 2026

Monday 11th May: Grammar, Punctuation, and Spelling (GPS):

- Paper 1: Short answer questions; 50 marks; 45 minutes.
- Paper 2: Spelling; 20 marks; approximately 15 minutes.

Tuesday 12th May: Reading; 50 marks; 60 minutes

Wednesday 13th May Mathematics:

- Paper 1: Arithmetic; 40 marks; 30 minutes.
- Paper 2: Reasoning; 35 marks; 40 minutes.

Thursday 14th May Mathematics:

- Paper 3: Reasoning; 35 marks; 40 minutes.

- **Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.**

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked externally.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
 - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
 - Reading – 60 minutes
 - Maths (paper 1: Arithmetic) – 30 minutes
 - Maths (paper 2: Reasoning) – 40 minutes
 - Maths (paper 3: Reasoning) – 40 minutes

Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

Evidence of Normal Classroom Practice

- During a [monitoring visit](#), local authorities may ask to see evidence that any support provided to pupils in the tests is regularly provided as part of normal classroom practice.
- Schools must ensure they have documentation available to demonstrate that a pupil is eligible for access arrangements. Evidence will vary according to the type of support and may include:
 - **notes recorded in teaching plans**
 - **individual pupil support plans**
 - **a pupil's classwork**

Prompters

- A pupil with attention problems may be supported by a prompter. Schools do not need to notify, or receive approval from, STA if they are using prompters, but the arrangement must reflect normal classroom practice.

In the event of a monitoring visit, schools must:

- have evidence to show that each pupil using a prompter has attention problems
- be able to show that resources are routinely committed to providing this support

Prompters should:

- agree the best way to prompt the pupil before the test begins
- be known to the pupil
- be used on a one-to-one basis
- have practised this during the mock week

Prompters Must:

- only be used to draw the pupil's attention back to the task
- not do anything that could be interpreted as over aiding the pupil, as this could lead to allegations of maladministration
- not advise the pupil which questions to answer or when to move on to the next question
- not advise or guide the pupil about the order in which they should attempt the questions
- not be another pupil or a relative, carer or guardian of the pupil

If a pupil finds it difficult to concentrate on individual questions, the school may choose to use adhesive notes or stickers to cover other questions on the page.

In these circumstances, the whole question the pupil is currently working on should remain uncovered.

- This should only be done when it is in line with the support the pupil normally receives in class.

Rest Breaks

- The majority of pupils should be able to complete the tests without a break. However, rest breaks can be appropriate for a pupil who finds it difficult to concentrate or who may experience fatigue.
- *During a rest break the pupil must be kept under test conditions ensuring no contact with pupils who have taken the test and no discussion of test content.*
- Rest breaks can be provided by splitting the tests into sections or stopping the clock. The test must be completed on the same day that it was started. Any partially completed tests must be sent for marking.
- Rest breaks can be used at any point during the English reading test. However, schools might consider stopping the test once the pupil has either read a particular text or answered the questions for that text, before moving onto the next text.

3.1 Additional Time

Pupils automatically qualify for:

- up to 25% additional time in all of the tests, if they have an EHC plan in place
- up to 100% additional time in all of the tests, if they use the modified large print (MLP) or braille versions of the tests
- Schools do not need to complete an application for these pupils.
- Pupils who are automatically allowed additional time may also use other access arrangements if this reflects normal classroom practice. If a pupil is supported with other access arrangements in the tests, schools should follow the usual application or notification process for their use.

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for **45 minutes**.
- Paper 2 consists of a spelling test only. It should take approximately **15 minutes**, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).

Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children will have been working hard on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

1

Which sentence must end with a **question mark**?

Tick **one**.

Do you know how long it took for the trees to grow

We have planted rose bushes around the trees

How beautiful the flowers will be

I will ask my teacher if I can show you

1 mark

33

Add a **prefix** to the word charge in the sentence below to show that the waiter did not charge too much.

The waiter was careful not to over charge the customer.

1 mark

47

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

The noise of the traffic disturbed us.

e.g. We were disturbed by the noise of the traffic.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling

1. Our dogs are _____ and full of energy.
2. The swans nested on an _____ in the lake.
3. We met a _____ writer.

2024 Spelling script

Spelling 1: The word is **young**.

Our dogs are **young** and full of energy.

The word is **young**.

Spelling 2: The word is **island**.

The swans nested on an **island** in the lake.

The word is **island**.

Spelling 3: The word is **famous**.

We met a **famous** writer.

The word is **famous**.

Reading: Tuesday 12th May

There is one reading test that lasts for 60 minutes.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

The test covers the following areas (known as Content Domains):

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

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

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

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

1 mark

Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

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

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

Content domain: 2a – give or explain the meaning of words in context

Award 1 mark for:

- *encountered.*

1m

Example questions:

9 Look at the section: **What issues are streaked tenrecs facing?**

What serious problems are streaked tenrecs facing?

Give **two** problems.

1. _____
2. _____

2 marks

9 Look at the section: **What issues are streaked tenrecs facing?**

What serious problems are streaked tenrecs facing?

Give **two** problems.

Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text

Award 1 mark for reference to any of the following, up to a maximum of **2 marks**:

1. deforestation / the destruction of streaked tenrecs' habitat, e.g.
 - *deforestation destroys their habitat*
 - *tenrecs live in the rainforest and it's being destroyed*
 - *the landscape is being destroyed.*

Up to
2m

5 Draw **three** lines to match each paragraph to its main content.

Paragraph

The paragraph beginning:
Imagine treading through...

The paragraph beginning: *Both highland and lowland streaked tenrecs are...*

The paragraph beginning:
Tenrecs forage...

Content

diet

behaviour

appearance

1 mark

5 Draw **three** lines to match each paragraph to its main content.

Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text

Award 1 mark for all correctly matched:

Paragraph

The paragraph beginning:
Imagine treading through...

The paragraph beginning: *Both highland and lowland streaked tenrecs are...*

The paragraph beginning:
Tenrecs forage...

Content

diet

behaviour

appearance

1m

Reading

Example questions: 3 mark question

26

Look at the whole text.

Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking.

1. _____

2. _____

3. _____

3 marks

Qu.	Requirement	Mark
26	<p>Look at the whole text.</p> <p>Write three pieces of evidence that show Ned was nervous about Louie's tightrope walking.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following up to a maximum of 3 marks:</p> <ol style="list-style-type: none">1. the quotation, <i>You ain't getting up on that?</i>2. the quotation, <i>It isn't safe, Louie / You can't just get up on the rope and...</i>, e.g.<ul style="list-style-type: none">• <i>he told her that it wasn't safe for her</i>• <i>he wasn't sure that it was safe for her to be on it.</i>3. the quotation, <i>It's a proper skill / It takes years of practice</i>, e.g.<ul style="list-style-type: none">• <i>he pointed out it takes years to master</i>• <i>he thought she needed more practice.</i>4. the quotation, <i>Shouldn't I stay here? / Just in case you fall?</i>, e.g.<ul style="list-style-type: none">• <i>he thought she would fall</i>• <i>he wanted to stay beneath the rope incase she falls</i>• <i>he offered to help if she fell</i>• <i>he was asking if he should stay there</i>• <i>he hesitated to move – thinking she would fall.</i>5. the quotation, <i>Ned breathed in sharp.</i> <p>Do not accept reference to the quotation, <i>You better come down.</i></p> <p>Do not accept reference to the quotation, <i>He thought it was all one big prank.</i></p>	Up to 3m

Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2024 Reading SATs paper,

- 10% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 38% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 44% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) - Wednesday 13th May
- Paper 2: Reasoning (40 minutes) - Wednesday 13th May
- Paper 3: Reasoning (40 minutes) - Thursday 14th May

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks** and lasts for **30 minutes**.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

19	$\frac{2}{3} + \frac{4}{5} =$	<input type="text"/>	<input type="checkbox"/>

1 mark

20	$\begin{array}{r} 6312 \\ \times \quad 14 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/>
	<p>Show your method</p>		

2 marks

Qu.	Requirement	Mark	Additional guidance
19	$1\frac{7}{15}$ OR $\frac{22}{15}$	1m	Accept equivalent mixed numbers, fractions or the exact decimal equivalent, i.e. 1.46 (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.
20	Award TWO marks for the correct answer of 88,368 If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g. <ul style="list-style-type: none"> • $\begin{array}{r} 6312 \\ \times \quad 14 \\ \hline 25248 \\ 63120 \\ \hline 88358 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 6312 \\ \times \quad 14 \\ \hline 24248 \text{ (error)} \\ 63120 \\ \hline 87368 \end{array}$ 	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens. <div style="text-align: center; margin-top: 10px;"> $\begin{array}{r} 6312 \\ \times \quad 14 \\ \hline 25248 \\ 6312 \text{ (place value error)} \\ \hline 31560 \end{array}$ </div>

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

$$\begin{array}{r} 7.680 \\ + 13.493 \\ \hline 21.173 \\ \hline 111 \end{array}$$

21.173

Mental method:
Using known fact of $64 \div 8 = 8$

80

$$\frac{1}{3} = \frac{4}{12}$$

$$\frac{5}{12} + \frac{4}{12} = \frac{9}{12}$$

$\frac{9}{12}$

$$\begin{array}{l} 3^3 = 27 \\ 2 + 27 = 29 \end{array}$$

29

Maths Paper 1 (Arithmetic)

Example 2 mark question:

30	3 4 9 8 6	<div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div> <p>2 marks</p>
Show your method		

30 Award **TWO** marks for a correct answer of 29

If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, e.g.

- long division algorithm, e.g.

$$\begin{array}{r}
 29 \text{ r}6 \\
 34 \overline{) 986} \\
 \underline{- 680} \\
 306 \\
 \underline{- 300} \text{ (error)} \\
 6
 \end{array}$$

OR

$$\begin{array}{r}
 28 \text{ (error)} \\
 34 \overline{) 986} \\
 \underline{- 680} \quad 20 \times 34 \\
 306 \\
 \underline{- 306} \quad 9 \times 34 \\
 0
 \end{array}$$

- short division algorithm, e.g.

$$\begin{array}{r}
 2 \ 8 \text{ (error)} \\
 34 \overline{) 98^{30}6}
 \end{array}$$

Up to 2m

Working must be carried through to reach a final answer for the award of **ONE** mark.

Short division methods **must** be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm and be a complete method.

The carrying figure must be less than the divisor.

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13th May and paper 3 will take place on Thursday 14th May. These tests have a total of 35 marks each and lasts for 40 minutes each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Papers 2

(Reasoning)

Example questions:

5

Write the three missing digits to make this multiplication correct.

$$\begin{array}{r} \boxed{2} \ 5 \ \boxed{4} \\ \times \qquad \qquad 3 \\ \hline 7 \ \boxed{6} \ 2 \end{array}$$

1 mark

8

Write a **whole number** in each box to make the statements correct.

One has been done for you.

rounded to the nearest **ten** is 20

3,500

rounded to the nearest **thousand** is 4,000

815,000

rounded to the nearest **ten thousand** is 820,000

1 mark

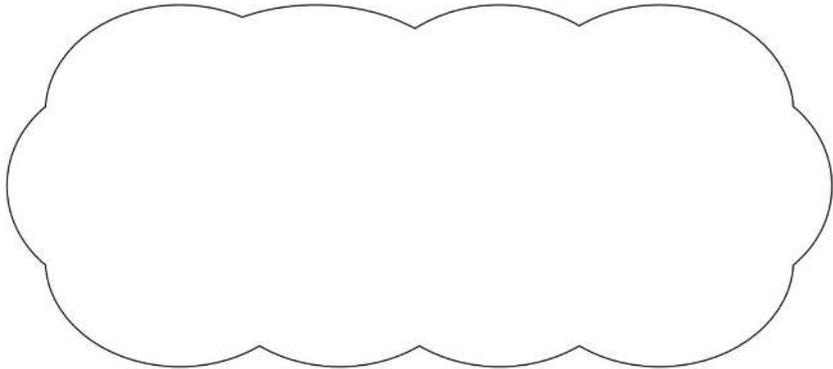
Maths Papers 3 (Reasoning)

Example questions:

24

$\frac{1}{2} \times \frac{5}{6}$ is greater than the value of $\frac{1}{3} \times \frac{7}{8}$

Explain how you know.



1 mark

24

Award **ONE** mark for an explanation that compares the calculations or relative size of the fractions to indicate relative size of the products, e.g.

- $\frac{1}{2} \times \frac{5}{6} = \frac{5}{12}$

$$\frac{5}{12} = \frac{10}{24}$$

- $\frac{1}{3} \times \frac{7}{8} = \frac{7}{24}$

OR

- $\frac{10}{24} > \frac{7}{24}$

1m

Do not accept responses that restate the question.

Do not accept vague, incomplete or incorrect explanations, e.g.

- the result is bigger because it's a half
- shows the products without supporting calculations or further proof, e.g.

$$\frac{5}{12} \text{ is bigger than } \frac{7}{24}$$

Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation.

Maths Papers 3 (Reasoning)

Example question:

21

A band holds a concert for charity.

The tickets cost £27 each.

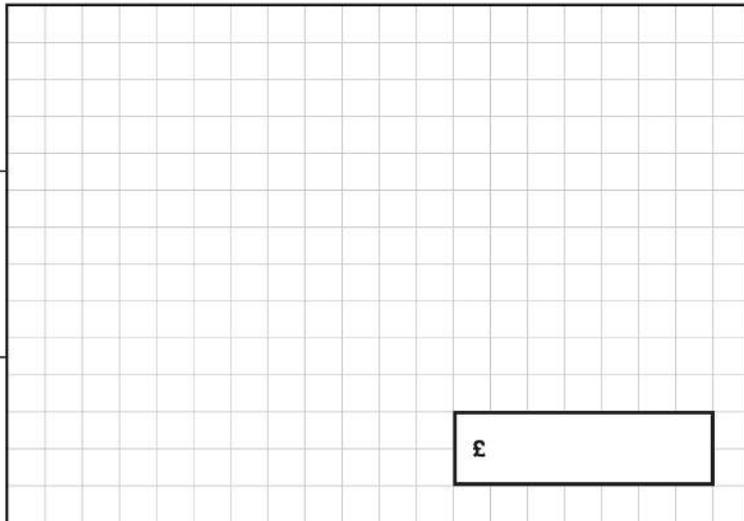
They sell 635 tickets.

They pay £3,180 to use the hall.

They give one-third of the **remaining** amount to charity.

How much money does the band give to charity?

Show
your
method



3 marks

21

Award **THREE** marks for the correct answer of (£)4,655

Award **TWO** marks for:

- an incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g.

$$635 \times £27 = £17,045 \text{ (error)}$$

$$£17,045 - £3,180 = £13,865$$

$$£13,865 \div 3 = £4,621.66$$

OR

- for sight of (£)13,965 (as evidence of two steps completed correctly)

Award **ONE** mark for:

- evidence of an appropriate method with more than one error

OR

- sight of (£)17,145 (as evidence of the multiplication step completed correctly).

Up to
3m

A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.

Any appropriate rounding or truncating of the answer does not negate an appropriate method.

Any answer which does not result from correct rounding or truncating implies an additional step not shown.

TWO marks will be awarded for an appropriate method with the misread number followed through correctly.

ONE mark will be awarded for evidence of an appropriate method using the misread number followed through correctly with no more than one error.

Answer need not be obtained for the award of **ONE** mark.

Pass Marks

The concept of a "pass mark" in SATs is not straightforward. Scores are scaled. A scaled score of 100 or more is considered reaching the expected standard. A scaled score of 110 or more is considered reaching the greater depth standard.

The raw scores to achieve a scaled score of 100 fluctuate each year.

Maths: The pass mark in 2025 was 58 out of 110, slightly higher than 2024 requirement of 61.

Reading: In 2025, a score of 28 out of 50 was needed.

GPS: The threshold in 2025 was 35 out of 70.

Reading

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	82
6	83
7	84
8	85
9	86
10	87
11	88
12	89
13	89
14	90
15	91
16	92
17	92
18	93
19	94
20	95
21	95
22	96
23	97
24	97
25	98

Raw score	Scaled score
26	99
27	99
28	100
29	101
30	101
31	102
32	103
33	104
34	104
35	105
36	106
37	107
38	108
39	109
40	110
41	111
42	112
43	113
44	114
45	116
46	117
47	119
48	120
49	120
50	120

Maths

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	80
6	81
7	82
8	83
9	84
10	84
11	85
12	85
13	86
14	86
15	87
16	87
17	88
18	88
19	89
20	89
21	89
22	90
23	90
24	91
25	91
26	91
27	92
28	92
29	92
30	92
31	93
32	93
33	93
34	94
35	94
36	94
37	94
38	95
39	95
40	95
41	95
42	96
43	96
44	96
45	96
46	97
47	97
48	97
49	97
50	98
51	98
52	98
53	98
54	99
55	99

Raw score	Scaled score
56	99
57	99
58	100
59	100
60	100
61	100
62	101
63	101
64	101
65	101
66	102
67	102
68	102
69	102
70	102
71	103
72	103
73	103
74	103
75	104
76	104
77	104
78	105
79	105
80	105
81	105
82	106
83	106
84	106
85	106
86	107
87	107
88	107
89	108
90	108
91	108
92	109
93	109
94	109
95	110
96	110
97	111
98	111
99	112
100	112
101	113
102	113
103	114
104	115
105	116
106	117
107	118
108	119
109	120
110	120

GP&S

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	82
6	83
7	84
8	85
9	86
10	86
11	87
12	88
13	89
14	89
15	90
16	90
17	91
18	92
19	92
20	93
21	93
22	94
23	94
24	95
25	95
26	96
27	96
28	97
29	97
30	98
31	98
32	98
33	99
34	99
35	100

Raw score	Scaled score
36	100
37	101
38	101
39	102
40	102
41	103
42	103
43	104
44	104
45	105
46	105
47	106
48	106
49	107
50	108
51	108
52	109
53	109
54	110
55	111
56	111
57	112
58	113
59	114
60	115
61	116
62	117
63	118
64	119
65	120
66	120
67	120
68	120
69	120
70	120

English reading

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	88
14	89
15	90
16	91
17	91
18	92
19	93
20	93
21	94
22	95
23	96
24	96
25	97

Raw score	Scaled score
26	98
27	98
28	99
29	100
30	100
31	101
32	102
33	103
34	104
35	104
36	105
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

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.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]

The Results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

8.5 How end of KS2 results will be used

- DfE will publish school-level results of primary school tests and assessments for the academic year 2025 to 2026 on the Compare School and College Performance (CSCP) service. They will also produce and share securely KS2 school-level results with primary schools, academy trusts, DfE regional teams, local authorities and Ofsted for school improvement purposes and to inform inspection. Primary schools will be able to access their own performance data via Check Your Performance Measures Data and Analyse School Performance.
- National, regional, local authority, school-level and multi-academy trust (MAT) level KS2 performance data will be published in 2026, including by pupil and school characteristics.
- KS2 results from the academic year 2025 to 2026 will also be used to calculate baselines for future Progress 8 scores. Aggregated data may be used by DfE to inform future policy and direct support and resource where it is needed. This may include setting criteria to allocate additional funding.

How are the results used?

St. Gregory's Catholic Primary School : Results are used to compare performance against national averages and other schools.

For their Secondary Schools: To provide baseline information for setting future learning goals. This is known as **Progress 8 (predicts GCSE outcomes)**

For Parents and Students: Offers insights into academic strengths and areas for improvement.

How to prepare your child for SATs



- Ensure they have a routine that includes plenty of sleep, rest, nutrition, and downtime.



- Attend the boosters and complete homework.
- Help them with practice papers in a stress-free environment.
- Use revision workbooks
- Revise little and often (20 mins)



Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Don't use past papers as they are used in school to prepare the children.
- Attend any SATs meetings at school (or read any literature sent home).
- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

Supporting your child in preparing for the SATs

Further tips:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.
- If you're looking to support your child further with maths at home, there are lots of good websites with free Year 6 revision resources. Start with thirdspacelearning.com/blog/category/for-parents/ or register free for the Third Space Learning Maths Hub (mathshub.thirdspacelearning.com)

Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year. Your school may be able to provide you with more detailed feedback.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.

What to do if you are worried about your child

Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer to seek reassurance from teachers over family members.

Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

- **Consistency and strong attendance is essential**
- **All children are welcome to come into school for breakfast on SATs week and on the Friday.**
- **On the Friday we will go to the beach for a fun day.**
- **After SATs we will work on other curriculum subjects, prepare for the leavers show and hopefully go to Flamingo Land.**