

TRY
YOUR
BEST

**KS2 SATs
Presentation for
Parents &
Carers**

2026

This evening's aims:

→What are SATs?

→When will the SATs take place?

→Why do children take SATs?

→What is tested?

→When do we get results?

→What can I do to help my child prepare?

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 11th May** ending on **Thursday 14th May**.
- The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Monday 11th May
 - Spelling, punctuation and grammar (paper 2: Spelling test) – Monday 11th May
 - Reading – Tuesday 12th May
 - Maths (paper 1: Arithmetic) – Wednesday 13th May
 - Maths (paper 2: Reasoning) – Wednesday 13th May
 - Maths (paper 3: Reasoning) – Thursday 14th May
- 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

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 as to whether 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.

What are the national trends?

For 2025, the average scaled scores for each subject were:

Reading – 106, Maths – 105 and GPS – 105

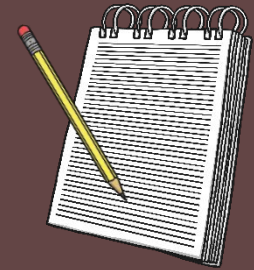
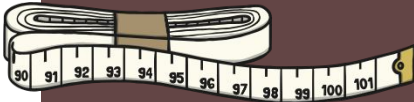
When looking at how many children have succeeded in reaching the expected standards for reading, writing, GPS and maths, the results were:

National average for **reading** – 75%

National average for **GPS** – 73%

National average for **maths** – 74%

National average for **writing** (teacher-assessed) - 72%



Spelling, Punctuation and Grammar: Monday 11th May

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (spelling, punctuation and grammar). 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).

Spelling, Punctuation and Grammar: Paper 1

The children have been working hard to develop and secure their knowledge of the technical vocabulary needed in this test and CGP Grammar homework books will help with this.

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 (circling, drawing lines to connect, multiple choice, one word answers, short answers) but does not require longer formal answers.

Spelling, Punctuation and Grammar: Paper 1

Example questions:

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

e.g. **that, which**

Everyone loved the music _____ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people

and the second sentence is about three

people.

1 mark

Spelling, Punctuation and Grammar: Paper 2

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

Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

2017	2018	2019	2022	2023
1. likely	1. thumb	1. creature	1. ordering	1. lamb
2. straight	2. trouble	2. enough	2. disrespect	2. touch
3. sensation	3. mixture	3. reception	3. special	3. numbered
4. nervous	4. portable	4. numb	4. couple	4. undrinkable
5. crumb	5. dough	5. division	5. measure	5. lyrics
6. probable	6. science	6. sighed	6. cough	6. ought
7. inspiring	7. attention	7. navigation	7. machine	7. misconduct
8. substance	8. obtained	8. thoughtful	8. invisible	8. glorious
9. operation	9. weightless	9. offered	9. banned	9. obey
10. toughest	10. council	10. muscle	10. television	10. official
11. bruise	11. suffered	11. curiously	11. character	11. unique
12. sensibly	12. typical	12. courage	12. caution	12. puncture
13. violence	13. usually	13. disagreement	13. syrup	13. steadily
14. disobeyed	14. cautious	14. pyramid	14. reluctantly	14. mechanic
15. thorough	15. essential	15. excellent	15. reference	15. preference
16. monarch	16. vague	16. generous	16. ridiculous	16. protein
17. sympathetic	17. adventurous	17. chorus	17. scenic	17. substantial
18. originally	18. architect	18. tongue	18. survey	18. scenario
19. percussion	19. descendant	19. accidentally	19. transferred	19. optician
20. coarse	20. inconceivable	20. deceive	20. receipt	20. currant

KEY
silent "b"
-ly suffix
-ing /-ed suffix
homophones
mis-/dis- prefix
-sc for s sound
-y for short i sound
tion/sion/cian for shn sound
-c or -ce for s sound
-ei / -ie long e sound
-ou for short u
able/ible words
-ous ending
-ch for short c sound
-cial/-tial ending
ough spelling

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.

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m

Reading

Example questions: Based on text 2: Fact Sheet: About Bumblebees



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19 In what way is *buzz pollination* more useful than other forms of pollination?

1 mark

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i>	1m

Reading

Example questions: Based on text 3: Music Box

32 What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"> <thead> <tr> <th>Acceptable points (impressions)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. it is rickety / old</td> <td>• there are widening cracks in the planks in the ceiling</td> </tr> <tr> <td>2. it is small / tiny</td> <td>• she wishes she had a bigger work space • she has to eat at the same table that she works at</td> </tr> <tr> <td>3. it is warm / cosy</td> <td>• there is a fire / stove • <i>comfortable nest</i></td> </tr> <tr> <td>4. it is untidy / cluttered</td> <td>• <i>Piston rings, bolts, and cylinders littered its surface</i></td> </tr> <tr> <td>5. it is old fashioned</td> <td>• no electricity / kerosene lamps / cast-iron stove</td> </tr> <tr> <td>6. it is isolated</td> <td>• it is situated among fields • <i>to go outside and watch the fields</i></td> </tr> <tr> <td>7. it is safe</td> <td>• the storm coming outside is dangerous</td> </tr> </tbody> </table> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	• there are widening cracks in the planks in the ceiling	2. it is small / tiny	• she wishes she had a bigger work space • she has to eat at the same table that she works at	3. it is warm / cosy	• there is a fire / stove • <i>comfortable nest</i>	4. it is untidy / cluttered	• <i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	• no electricity / kerosene lamps / cast-iron stove	6. it is isolated	• it is situated among fields • <i>to go outside and watch the fields</i>	7. it is safe	• the storm coming outside is dangerous	Up to 3m
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7. it is safe	• the storm coming outside is dangerous																	

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: 2d, 2b, 2a.

KS2 Reading SATs papers analysis by @_MissieBee <i>% of questions by content domain</i>						
Content domain	'16	'17	'18	'19	'22	'23
2a	20	20	20	12	10	18
2b	30	28	26	42	38	32
2c	2	4	6	2	4	2
2d	36	44	44	36	44	46
2e	6	0	0	0	2	0
2f	2	2	0	0	2	2
2g	4	2	0	6	0	0
2h	0	0	4	2	0	0

Content domain reference	
2a	give/explain the meaning of words in context
2b	retrieve and record information/identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text/explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify/explain how information/narrative content is related and contributes to meaning as a whole
2g	identify/explain how meaning is enhanced through choice words and phrases
2h	make comparisons within the text

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

Reading stamina is important...

KS2 Reading SATs papers analysis by @_MissieBee

Extract	2016		2017		2018		2019		2022		2023	
	Words	Marks	W	M	W	M	W	M	W	M	W	M
First	384	16	602	15	560	17	633	14	474	16	627	14
Second	768	22	709	17	214	17	632	19	538	15	808	20
Third	635	12	626	18	714	16	903	17	541	19	611	16
Total	1,787	50	1,937	50	1,488	50	2,168	50	1,553	50	2,046	50
3m Qs	2 (second ex.)		2 (third ex.)		2 (third ex.)		2 (third ex.)		2 (third ex.)		2 (2 nd & 3 rd ex.)	

Key:

Fiction

Non-fiction

Poetry

Maths: Wednesday 13th May and Thursday 14th May

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

KS2 Maths SATS papers analysis (2024)
Percentage of questions by content domain:

Content domain	2018	2019	2022	2023	2024
Number & PV	11	9	9	11	10
Calculations	32	30	38	32	35
FDP	27	24	23	26	26
Ratio & prop	7	8	8	7	6
Algebra	6	6	3	4	3
Measurement	6	9	7	8	8
Shapes	5	7	6	5	7
Pos & direction	2	3	2	2	2
Statistics	2	4	3	4	3

Overall, the content coverage across the three papers is broadly similar to previous years. Again, the largest percentage of questions in 2024 fall under the calculation content domain at **35%**, an increase of **3%** from 2023. Fractions, decimals and percentages follow at **26%**.

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks**.

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.

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> <input style="width: 20px; height: 20px; margin-left: 10px;" type="checkbox"/> 2 marks
Show your method		

Qu.	Requirement	Mark	Additional guidance
23	Award TWO marks for the correct answer of 22,572 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. <ul style="list-style-type: none"> • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$ 	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: $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

1 mark

11 $= 87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

15 $60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

1 mark

18 $20\% \text{ of } 3,000 =$

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

1 mark

Maths Paper 1 (Arithmetic)

Example questions:

22 $1\frac{3}{7} - \frac{4}{7} =$

$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$

$\frac{6}{7}$

1 mark

25 $37 \overline{) 888}$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for the correct answer of 24</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none"> long division algorithm, e.g. $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{) 888} \\ - 740 \\ \hline 140 \text{ (error)} \\ - 111 \\ \hline 29 \end{array}$ <p>OR</p> $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{) 888} \\ - 740 \quad 20 \times 37 \\ \hline 148 \\ - 148 \quad 4 \times 37 \\ \hline 0 \end{array}$ <ul style="list-style-type: none"> short division algorithm, e.g. $\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{) 888} \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>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.</p>

Breakdown of arithmetic

Arithmetic Paper 1	Percentage of marks for each content domain			
	Number and place value	Calculation	Fractions and decimals	Ratio and proportion
2022	2.5%	55%	30%	12.5%
2023	2.5%	55%	35%	7.5%
2024	2.5%	60%	32.5%	5%

- Calculation continues to account for the highest percentage of marks at **60%**
- **32.5%** of the marks are awarded to fractions, decimals and percentages questions year
- **92.5%** of questions covered calculation or fractions
- The first 13 questions were simple calculation questions
- 5 of the first 15 questions required only short division
- **60%** of the paper involved the four operations, both whole numbers and decimals
- **65%** of the order of operations questions were in the **60%** of four operations questions
- **18%** of questions used the four operations with fractions

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.

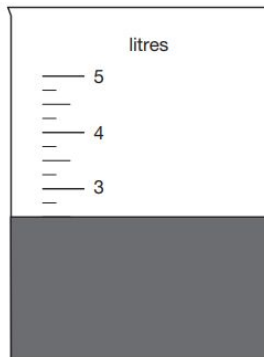
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- 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:

7 Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or $2\frac{1}{2}$ litres

1 mark

8 In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark

Maths Papers 2 (Reasoning)

Example question:

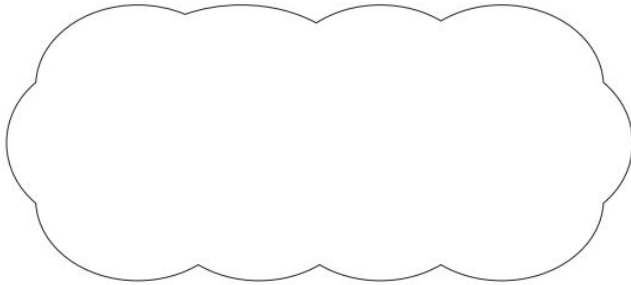
18 Circle the **prime** number.

95

89

87

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



1 mark

18 Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$ and 15 is divisible by 3 **AND** 95 is divisible by 5

1m No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

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

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

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

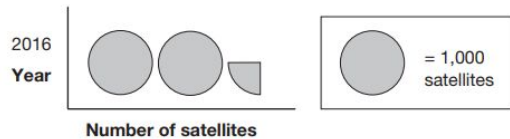
- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

Maths Papers 3 (Reasoning)

Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

2,250

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark

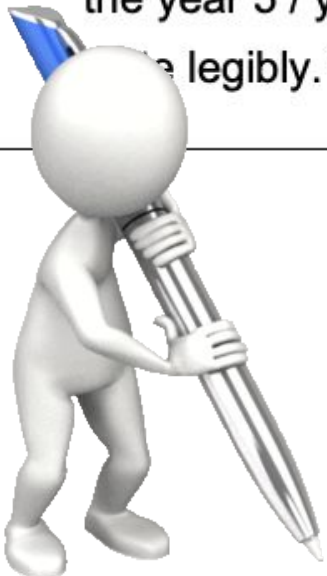
KS2 Maths SATs papers analysis by @_MissieBee
Percentage of questions from each year group curriculum

Year	2017	2018	2019	2022	2023	2024
3	7	9	10	8	10	12
4	26	18	21	23	19	26
5	25	26	21	32	29	18
6	41	47	47	37	41	44

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



KS2 Writing

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

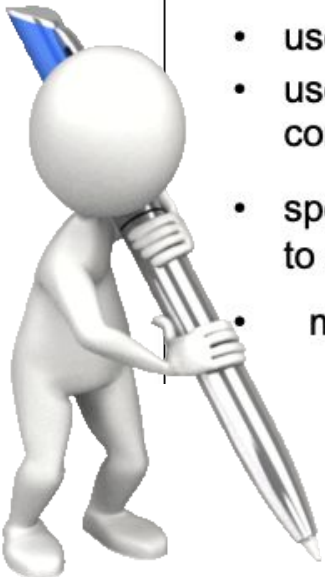
Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

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



KS2 Writing

Working at greater depth

The pupil can:

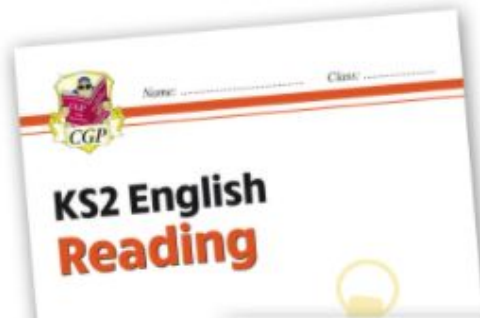
- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate 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]



KS2 Writing





**KS2 English
Reading**

**SAT Buster
10-Minute**

New!
Ages
10-11

includes answers

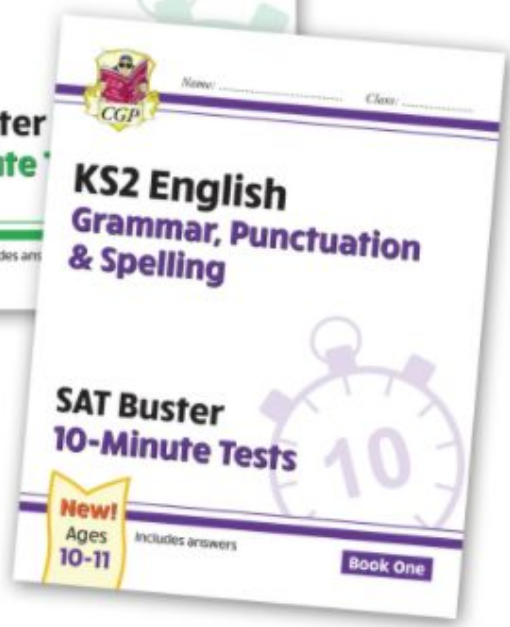


**Key Stage Two
Maths**

**SAT Buster
10-Minute**

New!
Ages
10-11

includes answers



**KS2 English
Grammar, Punctuation
& Spelling**

**SAT Buster
10-Minute Tests**

New!
Ages
10-11

includes answers

Book One

How to help your child with reading

- Support them every week with their CGP homework – complete at least one of the ten minute reading tests and mark and correct it together. Remind your child to bring the books to school every Thursday for support from staff.
- 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.
- 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 from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

How to help your child with writing

- Support them every week with their CGP homework – complete at least one of the ten minute GPS tests and mark and correct it together. Remind your child to bring the books to school every Thursday for support from staff.
- Practise and learn weekly spelling patterns and National Curriculum words.
- 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 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, punctuation).

How to help your child with maths

- Support them every week with their CGP homework – complete at least one of the ten minute maths tests and mark and correct it together. Remind your child to bring the books to school every Thursday for support from staff.
- Use TTRS to encourage daily practice.
- Play times tables games and mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time and opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes. Talk about scaling recipes up and down depending on portions needed.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.

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 of 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.

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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
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and your child 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 us

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to us 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.

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.

Advice for Year 6 children

- Listen to your teachers!
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- Remember that the Year 6 SATs last for 4 days out of your whole life!
- *“Stay focused in class so you don't have loads of extra studying to do at home!” – Year 7 pupil's advice.*

Breakfast Club

- Come and join us for breakfast in the classroom for SATs week, Monday to Friday, 8:15am.
- Children who do not want breakfast, but still want to come in early are welcome from 8:25am.



TRY
YOUR
BEST

**Thank you
for listening**

