

Key Stage 2 SATs

Information for Parents



The Tests

Key Stage 2 SATs take place nationally in the week commencing **Monday 11th May 2026**.

Statutory tests will be administered in the following subjects:

- English Grammar, Punctuation and Spelling – Monday 11th May
 - Paper 1: questions (45 minutes)
 - Paper 2: spelling (15 minutes)
- English Reading (60 minutes) – Tuesday 12th May
- Mathematics
 - Paper 1: Arithmetic (30 minutes) – Wednesday 13th May
 - Paper 2: Reasoning (40 minutes) – Wednesday 13th May
 - Paper 3: Reasoning (40 minutes) – Thursday 14th May

Writing

Children's independent writing is collated into a portfolio of evidence and assessed against the writing framework for the end of key stage 2. We must have a variety of pieces submitted which should all meet the criteria consistently.

Access Arrangements include extra time, scribes, readers, transcribes and rest breaks.



Grammar, Punctuation & Spelling

– Monday 11th May

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes. These 20 words are chosen from the KS2 statutory spelling words and rules from years 3-6.
- A separate test is given on grammar, punctuation and vocabulary which includes the following subjects:
 - 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 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.



Sample Questions

Grammar, Punctuation and Spelling Paper 1

3

Tick **one** box to show where a **question mark** is needed in the sentence below.

“ Have you finished eating your lunch ” asked Hannah

1 mark

7

Circle the correct **verb form** in each underlined pair to complete the sentences below using **Standard English**.

We was were going on a school trip to a concert.

The musicians did done a sound check before the show.

1 mark

43

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

The local park is maintained by the council.

The council maintain the local park.

1 mark



Sample Questions

Grammar, Punctuation and Spelling Paper 2

Spelling

1. There was a brave _____ in the story.
2. The children walked home _____ the park.
3. We were _____ for our hard work.
4. I enjoy reading _____ stories.

2025 Spelling script

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

There was a brave **knight** in the story.

The word is **knight**.

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

The children walked home **through** the park.

The word is **through**.

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

We were **rewarded** for our hard work.

The word is **rewarded**.

Spelling 4: The word is **adventure**.

I enjoy reading **adventure** stories.

The word is **adventure**.



Reading – Tuesday 12th May

- 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, having 3 marks require evidence and explanation.



Sample Questions

Reading Paper

2 *An intriguing game*

Which word is closest in meaning to *intriguing*?

Tick **one**.

exciting

popular

challenging

interesting

An intriguing game

One day in 2005, Phiona followed her brother Brian to see where he was going. Watching silently, out of view, Phiona saw that Brian had gone to a club where children had gathered to play a game with some small black and white pieces on a board. She was fascinated by what they were doing.

The game they were playing was chess. It was so unusual in Uganda at that time, there was no word for it in Phiona's language. Despite this, she was determined to play. She walked six kilometres every day to find out how. Within a year, it was clear that she had a special gift.



4

2	<p>An intriguing game</p> <p>Which word is closest in meaning to <i>intriguing</i>?</p> <p>Tick one.</p> <p>Content domain: 2a – give or explain the meaning of words in context</p> <p>Award 1 mark for:</p> <p>exciting <input type="checkbox"/></p> <p>popular <input type="checkbox"/></p> <p>challenging <input type="checkbox"/></p> <p>interesting <input checked="" type="checkbox"/></p>	1m
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Sample Questions

Reading Paper

14 'It's just a rock. They're all rocks, you can...'

What made Tom realise that what he was looking at wasn't actually a rock?

Write **two** things.

1. _____

2. _____

2 marks

Qu.	Requirement	Mark
14	<p>'It's just a rock. They're all rocks, you can...'</p> <p>What made Tom realise that what he was looking at wasn't actually a rock?</p> <p>Write two things.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">its colour, e.g.<ul style="list-style-type: none">it was a different colour to other rocksit was red.its shape, e.g.<ul style="list-style-type: none">it had a different shape to other rocksit had a shape of a boatcurious regular shapeit was a weird shape.its texture, e.g.<ul style="list-style-type: none">it was smooth.the writing on it, e.g.<ul style="list-style-type: none">it had writing on it. <p>Also accept reference to its size, e.g.</p> <ul style="list-style-type: none">it was large.	Up to 2m



Sample Questions

Reading Paper – 3 Marks

26 What impressions do you get of Tom's and Geoff's personalities?

Write **one** impression for **each** boy, using evidence from the text to support each answer.

	Impression	Evidence
Tom		
Geoff		

3 marks

Qu.	Requirement	Mark
26	<p>What impressions do you get of Tom's and Geoff's personalities?</p> <p>Write one impression for each boy, using evidence from the text to support each answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 3 marks for two acceptable points, at least one with evidence. Award 2 marks for either two acceptable points, or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>	Up to 3m
Tom is...		
Acceptable points (Impression)		Evidence
1. anxious / cautious / a worrier	<ul style="list-style-type: none"> • <i>he peered nervously into the darkness</i> • <i>'What did you do?'</i> • <i>he climbed silently into the machine</i> • <i>he didn't want to touch the buttons / lights</i> • <i>'What are you doing?'</i> • <i>he didn't want Geoff to touch the lights / press the button</i> • <i>'You can't do that!'</i> • <i>he stared at his friend in horror</i> • <i>'You don't know what'll happen!'</i> • <i>'At least let's think about it first'</i> 	
2. sensible / responsible	<ul style="list-style-type: none"> • <i>he didn't want to touch the buttons / lights</i> • <i>he didn't want Geoff to touch the lights / press the button</i> • <i>'You can't do that!'</i> • <i>'You don't know what'll happen!'</i> • <i>'At least let's think about it first'</i> 	
3. curious / interested	<ul style="list-style-type: none"> • <i>he walked towards / went to look at the object</i> • <i>he leaned forwards to brush away the dust</i> • <i>he wanted to work out what the writing said</i> • <i>Tom came round to look</i> • <i>he questioned Geoff when the light came on / 'What did you do?'</i> • <i>he got into the machine to sit with Geoff</i> 	
4. observant	<ul style="list-style-type: none"> • <i>he noticed details about the rock</i> • <i>he spotted the writing on the machine</i> • <i>he became aware of a faint humming / inaudible vibration</i> 	
Continued on the following page.		



Mathematics – Wednesday 13th and Thursday 14th May

- Children will sit three tests: paper 1, paper 2 and paper 3.
- Paper 1 is arithmetic, lasting for 30 minutes, covering calculation methods for all four operations, including use of fractions, percentages and decimals.
- 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.



Sample Questions

Maths Paper 1: Arithmetic

14	$25.34 \times 10 =$	<input type="text"/>	1 mark

15	$60 \div (30 - 24) =$	<input type="text"/>	1 mark



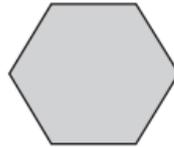
Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

17

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

regular hexagon



square

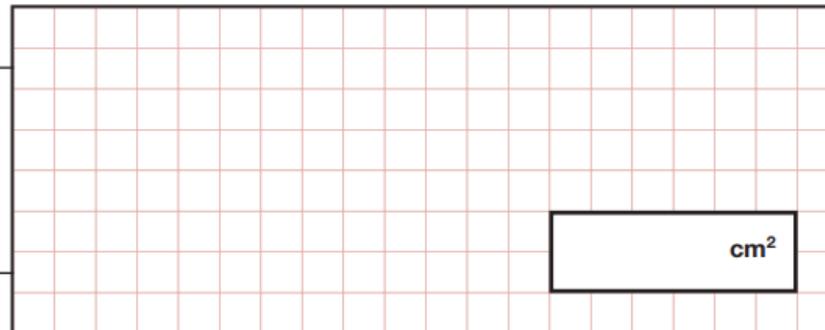


Not actual size

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

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

Show
your
method



2 marks



Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

18

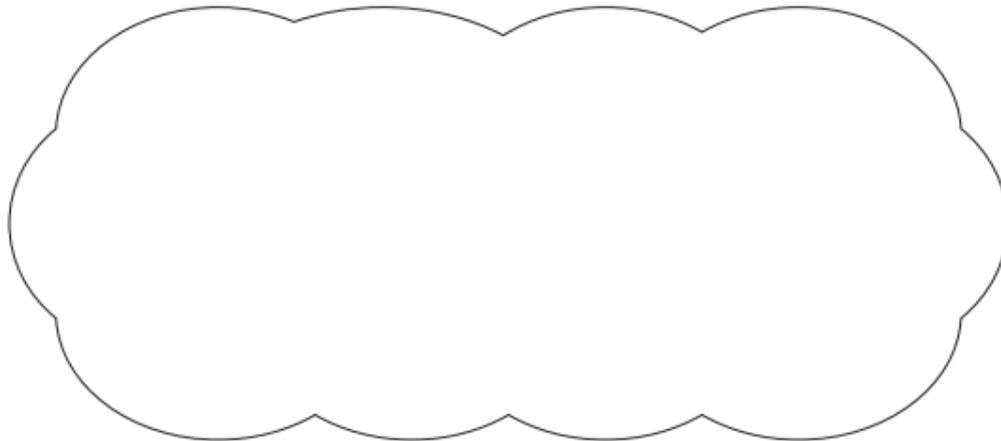
Circle the **prime** number.

95

89

87

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



1 mark



Assessment and Reporting

- Writing portfolios are assessed as meeting the end of key stage 2 writing standards in one of 3 categories: working towards the standard, meeting the standard and working beyond the standard.
- Since 2016, test scores have been reported as 'scaled scores'.



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 (marks given in the test) 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.



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 above 100 and up to 120, they are working beyond (or above) the expected national standard.
- If a child's score is lower than 100, they are judged to have not yet met the national standard and performed below the expectation for their age.
- You will be given results for each test: a scaled score, a raw score and a judgment to show if they have met the national standard.



SATs at Flyford



- First and foremost, it is worth remembering that the SATs week is only 4 days and the children only do, at the most, two assessments a day. The longest assessment is an hour. Our children are well used to formal assessments and do many throughout the year as per our assessment policy.
- Children are bound to feel anxious; a little anxiety is normal. If you are worried about how your child is feeling, please talk to us. We manage this carefully and put many strategies in place to make sure they are prepared and know exactly what the week will look like.
- If your child wishes to revise any areas in addition to what we are covering in school, the SATs area of the website is the place to go.
- Children do their best when they're happy; this is how we approach SATs week. Along with their assessments there will be lots of 'hands-on', practical lessons.
- Children will be sat independently and in exam conditions, mostly in the hall.
- Rest is important, early bedtimes and good breakfasts are a must!
- Finally, the SATs are designed to showcase what the children have learned over the last 6 years. Your children have learned a lot, and they have a lot of knowledge to showcase!

Any Questions?



