

KS2 SATS 2025

Parent Meeting

When are SATs 2024?

Date	Paper/s
Monday 12th May 2025	Spelling, Punctuation & Grammar - Paper 1 Spelling, Punctuation & Grammar - Paper 2
Tuesday 13th May 2025	English Reading
Wednesday 14th May 2025	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 15th May 2025	Maths Paper 3 (Reasoning)

Spelling, Punctuation and Grammar: Monday 12th 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).



Reading: Tuesday 13th 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.



Maths: Wednesday 14th May and Thursday 15th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) - Wednesday 14th May
- Paper 2: Reasoning (40 minutes) - Wednesday 14th May
- Paper 3: Reasoning (40 minutes) - Thursday 15th May



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 BODMAS), percentages of amounts and calculating with decimals and fractions.



Maths Paper 1 (Arithmetic)

Here are some example questions. Again, children would be expected to complete roughly one question per minute. Feel free to have a go!

6	$5.87 + 3.123 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

11	<input type="text"/> $= 87 - 65$	<input type="text"/>	<input type="checkbox"/> 1 mark

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

18	$20\% \text{ of } 3,000 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

Maths Paper 1 (Arithmetic)

Answers:

6 $5.87 + 3.123 =$

5.87
+ 3.123
<hr/>
8.993

8.993 1 mark

11 **22** $= 87 - 65$

87
- 65
<hr/>
22

1 mark

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

$60 \div (30 - 24)$
$60 \div 6 = 10$

10 1 mark

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

$10\% \text{ of } 3,000 = 300$
$20\% \text{ of } 3,000 = 600$

600 1 mark

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 14th May and paper 3 will take place on Thursday 15th 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 3 (Reasoning)

Example question:

19

Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.



Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?

Show
your
method

beads

3 marks

Support

Please note that some children may be eligible for additional time of up to 25% to complete their test paper in.

Procedures will be put in place to ensure that those children eligible receive the additional support required.

Timetable Variation

In order to ensure that the needs of all our children can be met, we will be staggering the administration of the test. This will mean that for each SATs paper there will be 2 separate sittings. To ensure this is done correctly, as a school, we will ensure that all guidance from Standards and Testing Agency is followed.

<https://www.gov.uk/government/organisations/standards-and-testing-agency>

Breakfast Club

During SATs week, we offer the option for children to come into school from 8:10am and have breakfast. This has been hugely popular when we have done this in the past: it helps ensure that children are in school on time, have the chance to ask any last minute revision questions and most importantly gives them time to have something to eat and relax with their friends in a calm environment before sitting their tests.

Further information about this will be sent home shortly.

Scaled Scores

In KS2, the papers are marked externally, with no teacher assessment involved. Your child will receive a raw score which will be converted into a scaled score. The range of scaled scores available for each KS2 test ranges from 80 to 120.

A scaled score of 99 or less means that the child has not yet met the government expected standard.

A scaled score of 100 or more means that the child has met the expected standard.

A scaled score of 110 or more means that the child has achieved above the expected standard.

We usually receive SATs results in July.

Assessing Writing

At the end of KS2, writing is the only core subject that is not assessed through the SATs tests.

Instead, we are required to take part in a moderation process, where children produce specific pieces of writing which are assessed against nationally agreed standards.

External moderators regularly visit our school to check our moderation records and agree with, or challenge, our writing judgements.



Birley Primary Academy

A L.E.A.D. Academy

Assessment Materials

Name Class Year 6 Assessment Grid for Writing

Children have to demonstrate that they can do all of these things to be 'Working Towards the Expected Standard'

To achieve 'Greater Depth' children have to be able to do all of these things in their writing.

Working Towards the Expected Standard for Writing in Year 6						
	A	B	C	D	E	F
I have written to fit the purpose of writing						
I have used paragraphs to organise my ideas						
I have described settings and characters in narratives						
I have used simple devices to structure non-narrative writing						
I have used capital letters and full stops						
I have used questions marks and exclamation marks						
I have used commas in a list appropriately						
I have used apostrophes for contraction mostly accurately						
I have spelled Y3 and Y4 words correctly						
I have spelled some of the Y5 and Y6 words correctly						
Working At the Expected Standard for Writing in Year 6						
I have written to fit the purpose of writing with an awareness of the audience						
I have described settings, characters and created atmosphere in narratives						
I have integrated dialogue in narrative to convey character and advance action						
I have used passive verbs						
I have used modal verbs and adverbs to indicate degrees of possibility						
I have used a range of devices (conjunctions, adverbials, pronouns, synonyms) to build cohesion						
I have used verb tenses consistently and correctly throughout my writing.						
I have used inverted commas and other punctuation to indicate speech						
I have used commas correctly						
I have used semi-colons correctly						
I have used colons correctly						
I have used hyphens correctly						
I have used a variety of clause structures and sometimes varied their position.						
I have spelled most of the Y5 and Y6 words correctly						
Working at Greater Depth in Year 6						
I have written to fit the purpose and audience of my writing selecting appropriate form						
I have distinguished between language of speech and writing, choosing appropriate register						
I have exercised an assured and conscious control over levels of formality						
I have used KS2 punctuation correctly often to enhance meaning and to avoid ambiguity.						

Children have to demonstrate that they can do all of these things to be 'Working At the Expected Standard'

Moderating Writing Judgements

In other year groups in school we use similar writing assessment grids to help us level children's writing.

To ensure consistency we also moderate writing within our year groups, with other year groups in school and also across our family of schools.

We have regular moderation staff meetings to ensure our judgements are as accurate as possible.