



Margaret Wix Primary School



KS2 SATs Presentation to Parents and Carers

Monday 2nd February 2026

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 2025** ending on **Thursday 14th May 2025**.
- 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.
- Science is also teacher assessed.

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 time;
- Tests being opened early to be modified;
- An adult to scribe 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.

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.

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

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.

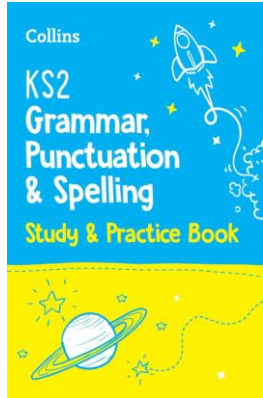
e.g. The first sentence is about two people and the second sentence is about three people.

1 mark

Glossary of Grammar and Punctuation Terminology (including examples)



KS2 Grammar Glossary.pdf



Grammar 1

Word classes: nouns

- Identify nouns from other word classes
- Label proper nouns and use initial capital letters to spell them

Nouns

Nouns are naming words for people, places, animals and things. These nouns are sometimes called **common nouns**.

Remember

Proper nouns always start with a capital letter.

Tip

To help you identify an abstract noun, ask yourself if you can modify it with a determiner such as 'a', 'the', 'my' or 'some'. E.g. I enjoyed my teacher. Can you imagine her? A book is abstract. There are some variations of abstract nouns such as 'feel' and 'the tongue'.

Remember

A noun is a word used to name a person, place or thing. It can be used to name a specific object such as a newspaper, a book or a name. The book over there is mine. Middle and Great are books. (See page 14)

Key words

- name
- collective noun
- proper noun
- abstract noun
- determiner

Example

name: book, cat, dog, rabbit, school, village, teacher

collective nouns: a group of things or people

Example

a herd of cows, a football team, an army of ants, a crowd of fans, a group of people, a class of people

Remember

Proper nouns can name a particular person or place. They start with a capital letter.

Example

Mr Smith, South Manchester, Devonport Primary School, Australia, Buckingham Palace, Friday, King, A Day Called Hope, Romeo and Juliet, Star Wars, Venus

Remember

Abstract nouns name feelings, experiences or ideas that you cannot see or touch.

Example

love, hope, satisfaction, courage, friendship, legality

Challenge 1

Underline two nouns in each sentence below.

- He switched his computer on and sat down at his desk.
- I hurt my knee during the match.
- Black ice can make footpaths very dangerous to walk on.
- Penguins have flippers to help them swim.

Challenge 2

1. Which sentence is punctuated correctly? Tick one.

In the Summer term, our teacher read a book called The Hobbit.

In the Summer term, our Teacher read a book called The Hobbit.

In the summer term, our teacher read a book called The Hobbit.

2. Underline three nouns in the sentence below.

As we listened to the incredible music, we felt the passion of the talented musician.

Challenge 3

1. Sort the nouns below into the correct column in the table.

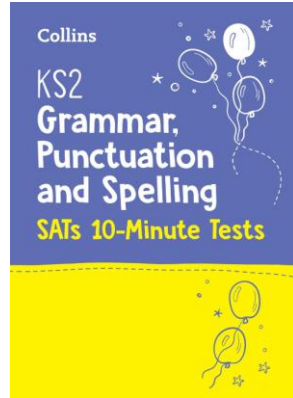
giraffe	disgust	pleasure	point	disappointment	screen
mouse	mystery	rage	bubble	mood	feather
Common nouns			Abstract nouns		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Rewrite the sentence below using correct punctuation.

Last Thursday, we took the bus to Nottingham for our weekly Swimming Lesson.

Total: / 24 marks

Had a go Getting there Got it!



10 Grammar and Punctuation Test 1

1. Which sentence is a command? Tick one.

Can I have a pen?

I am having a pet.

My favourite pet is a cat.

Get me a pet cat.

2. Which word class is the underlined word in the sentence below? Tick one.

The girls played football in the rain.

adverb

determiner

noun

verb

3. Insert a comma in the correct place in the sentence below.

There are two items I must not forget when I go on holiday my camera and my wallet.

Grammar and Punctuation Test 1

4. What is the name of the punctuation mark used between the two main clauses below? Draw a line to match each prefix to the correct word so that it makes a new word.

My friend loves playing football; I, however, prefer playing rugby – especially the scrums.

Prefix:

Word:

Prefix:

Word:

Prefix:

Word:

Prefix:

Word:

Prefix:

Word:

Prefix:

Word:

Prefix:

Word:

Prefix:

Word:

Prefix:

Word:

5. Label the boxes with V (verb), S (subject) and O (object) to show the parts of the sentence.

Oscar played cars.



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Spelling, Punctuation and Grammar: Paper 2

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

Example questions:

Spelling

1. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.

2023 Spelling script

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.

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:

- 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:

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> <ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling </td> </tr> <tr> <td>2. it is small / tiny</td> <td> <ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> </td> </tr> <tr> <td>4. it is untidy / cluttered</td> <td> <ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> </td> </tr> <tr> <td>5. it is old fashioned</td> <td> <ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove </td> </tr> <tr> <td>6. it is isolated</td> <td> <ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> </td> </tr> <tr> <td>7. it is safe</td> <td> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling 	2. it is small / tiny	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> 	4. it is untidy / cluttered	<ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> 	5. it is old fashioned	<ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove 	6. it is isolated	<ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> 	7. it is safe	<ul style="list-style-type: none"> the storm coming outside is dangerous 	Up to 3m
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% of SATs reading questions by content domain						
Content domain	'25	'24	'23	'22	'19	'18
Give/explain the meaning of words in context	12	10	18	10	12	20
Retrieve and record information/identify key details from fiction and non-fiction	30	38	32	38	42	26
Summarise main ideas from more than one paragraph	6	2	2	4	2	6
Make inferences from the text/explain and justify inferences with evidence from the text	48	44	46	44	36	44
Predict what might happen from details stated and implied	0	0	0	2	0	0
Identify/explain how information/narrative content is related and contributes to meaning as a whole	0	0	2	2	0	0
Identify/explain how meaning is enhanced through choice words and phrases	2	0	0	0	6	0
Make comparisons within the text	2	6	0	0	2	4

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



Questions to Ask Your Child When Reading at Home



reading-question-stems.pdf

Collins

Year 6 Reading Comprehension SATs Targeted Practice Workbook



Night Mail

This is the night mail crossing the Border,
Bringing the cheque and the postal order,
Letters for the rich, letters for the poor,
The shop at the corner, the girl next door.

Pulling up Beattock, a steady climb:
The gradient's against her, but she's on time.

Fast cotton-grass and moorland boulder
Shovelling white steam over her shoulder,

Snorting noisily as she passes
Silent miles of wind-beat grasses.

Birds turn their heads as she approaches,
Store from bushes at her blank-faced coaches.

Sheep-dogs cannot turn her course;
They slumber on with paws across.

In the farm she passes no one wakes,
But a jug in a bedroom gently shakes.

By WH Auden

Challenge 1

1. What type of transport is the night mail? Tick one.

A train

A lorry

A bus

2. Write one thing that the night mail carries.

3. What does each of these do when the night mail passes? Draw lines to match the actions.

Birds	trembles slightly
Sheep-dogs	turn to look
A jug in a bedroom	stays asleep

4. How do we know that the night mail crosses from one country to another?

Total: / 6 marks

Challenge 2

1. The gradient's against her, but she's on time. What does the word 'gradient' mean in this sentence? Tick one.

Weather

Slope

Boundary




2. Find and copy a group of words that tells you what energy is used to power the night mail.

3. How do we know that the night mail crosses from one country to another?

Total: / 6 marks

Collins

KS2 Reading SATs Question Book



Giving the Meaning of Words in Context

These questions are about **The Secret Garden**.

1. In the first paragraph, find and copy one word that suggests that the wind is noisy.

2. In the paragraph that begins One place she went to often than to any other... find and copy a word that tells you that there is nothing growing in the flower beds.

3. In the paragraph that begins A few days after... find and copy two words that tell you about the colour of the tent.

4. In the paragraph that begins I like you, find and copy a word that describes how fast the robin flies to the tree.

Giving the Meaning of Words in Context

1. Circle the correct word to complete the sentence below.

At the end of the second paragraph Mary Lennox did not look at her savings.

cleanings secretfully roughly rubble

2. Circle the correct word to complete the sentence below.

When Mr. Crayn talks to her, Mary thinks that Ben Weatherstaff is too busy or too...

flummoxed shy rude angry

3. Circle the correct word to complete the sentence below.

Mary notices that one part of the wall has been...

faded shunned forgotten damaged

4. Circle the correct word to complete the sentence below.

Before she meets the robin, Mary's appearance is described as thin, ugly and...

shadow grey pale tall

Total marks: / 16 How am I doing? 😊 😐 😞



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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

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.

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

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

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

1 mark

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

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

1 mark

18 20% of 3,000 =

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

1 mark

25 $3\overline{)7888}$

Show your method

2 marks

23 $\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$

Show your method

2 marks

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.

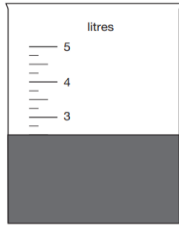
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- **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 and 3 (Reasoning)

Example questions:

- 7 Jack pours some dark paint into a container.



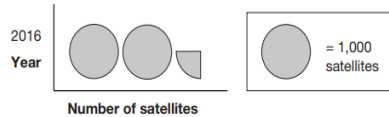
In litres, how much paint is in the container?

2.5 or 2½

litres

1 mark

- 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

- 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

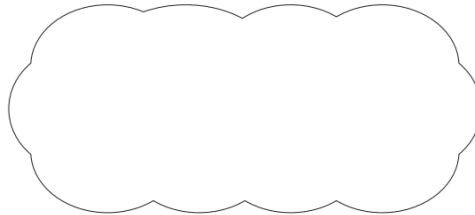
- 18 Circle the **prime** number.

95

89

87

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



1 mark

- 19 Layla makes jewellery to sell at a school fair.

Each bracelet has 53 beads.

She makes 68 bracelets.

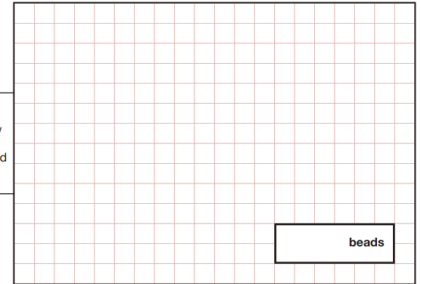


Each necklace has 105 beads.

She makes 34 necklaces.

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

Show your method



beads

3 marks

KS2 Maths SATs Analysis							
	2025	2024	2023	2022	2019	2018	2017
% required to 'pass'	53	49	51	53	53	55	52
% of questions from years 3-5 curricula	62	56	58	63	52	53	58
% of questions from weightiest content domains (calculations & FDP)	59	67	58	63	54	43	36

How are we preparing your children?

At Margaret Wix, we do not believe that SATs are the most important part of your child's time in year six. Therefore, the entire curriculum will, largely, continue as it has done in previous years. We are not sacrificing PE lessons to fit in more grammar and arithmetic practice!

That being said, they are statutory assessments and therefore we want the children to be as prepared as they can be and do the best that they can do.

- We complete practice tests each half term
- We use some past paper questions as our early morning challenges
- We complete daily reading, arithmetic and grammar practice
- We talk openly about the tests, if asked, to try to eliminate any worry, but do not continually refer to them
- We have run, and will continue to run, booster sessions after school every Wednesday
- In the Easter holidays, we will open school for two mornings to provide additional practice opportunities (30th and 31st March)

Supporting your child in preparing for the SATs

- If practising at home, please don't use past papers newer than 2022 as they are used in school. There are resources on the class page that can be used for practice.
- We will continue to share the results of practice tests with you – please talk to me about these if you need to. The analysis of the results helps me to tailor my teaching and can help you to direct your child to specific areas to practice.
- If invited to attend booster groups after school or in the Easter holidays, please do your best to get your child to attend.
- Encourage your child to talk to trusted adults about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Plan something nice and fun for the weekends before and after SATs if you can. This will help them to relax before the SATs and give them something to look forward to after.

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, on this particular day, 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.

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.

Thank you for your time.



Any questions?