

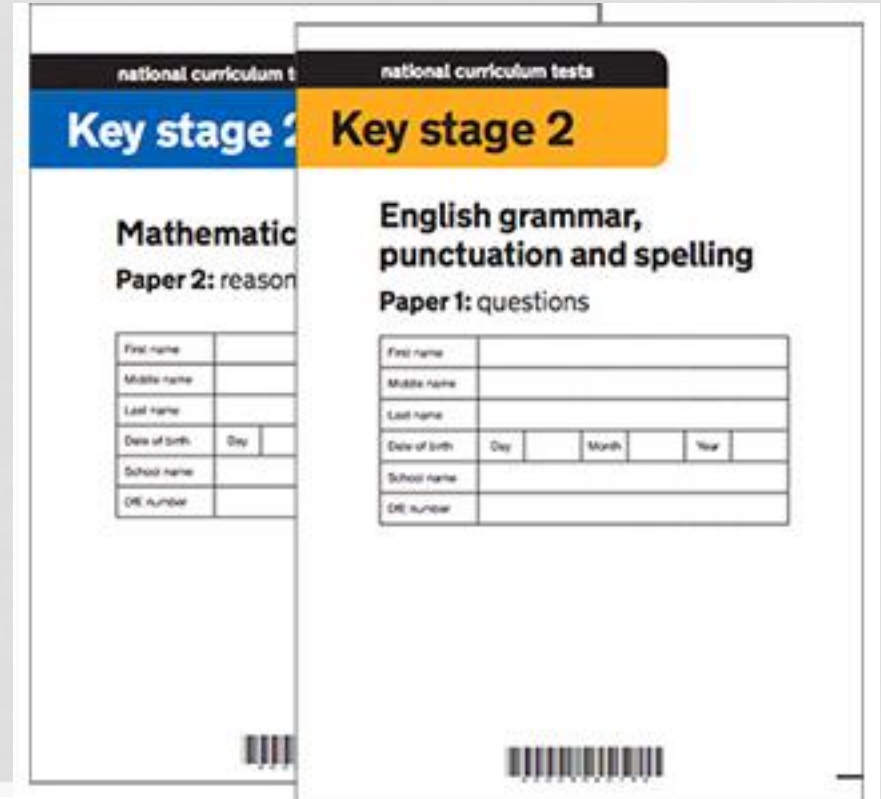


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KS2 SATS – INFORMATION FOR PARENTS

THIS SLIDE SHOW WILL ALSO BE AVAILABLE ON THE WEBSITE FOR PARENTS TO ACCESS AT HOME.



26TH FEBRUARY 2026

WHAT ARE THE SATS?

- The end of KS2 assessments are sometimes informally referred to as 'SATS'.
- SATS week across the country begins on **11th May 2026**.
- Pupils will complete test papers in: spelling, grammar, maths and reading. Writing, is assessed using evidence collected by the teacher over a longer period of time.
- Pupils will complete the following SATS test papers:
 - **Monday 11th May 2026 –Punctuation, Grammar and Vocabulary**
 - **Monday 11th May 2026 - Spelling**
 - **Tuesday 12th May 2026 - Reading**
 - **Wednesday 13th May 2026– Maths Paper 1 Arithmetic**
 - **Wednesday 13th May 2026 – Maths Paper 2 Reasoning**
 - **Thursday 14th May 2026 – Maths Paper 3 Reasoning**

WHAT ARE THE SATS?

- **The tests will 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 after the test has ended;**
- **Afterwards, the completed papers are sent away to be marked externally;**
- **The children's results are sent back to school in July and will be reported to parents either same day or next day.**
- **The standard timings of tests differ but last no more than 60 minutes:**
 - **Grammar, Punctuation and Spelling (Paper 1) – 45 minutes;**
 - **Grammar, Punctuation and Spelling (Paper 2) – 15 minutes;**
 - **Reading – 60 minutes;**
 - **Maths Paper 1 (Arithmetic) – 30 minutes;**
 - **Maths Paper 2 (Reasoning) – 40 minutes;**
 - **Maths Paper 3 (Reasoning) – 40 minutes.**



HOW ARE THE TESTS GRADED?

- **The marked tests will provide the following information:**
 - A raw score (i.e. number of marks)
 - A scaled score (see below)
 - An indication of whether the national standard has been met.

Scaled scores - Tests are developed to the same specification each year. However, because the questions must be different, the difficulty of tests may vary. This means that the total number of marks a pupil gets in a test (their 'raw' score) must be converted into a scaled score, to ensure accurate comparisons can be made of performance over time.

Pupils scoring a scaled score of at least 100 will have met the expected standard on the test. However, given that the difficulty of the tests may vary each year, the number of raw score marks needed to achieve a scaled score of 100 may also change. For example, if the overall difficulty of a test decreases compared to previous years, the raw score required to meet the expected standard will increase. Similarly, if the test is more difficult, the raw score required to meet the expected standard will decrease.



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- In scaled scores, a score of 100 represents the national standard. The lowest is 80 and the highest is 120.
- A pupil will need to achieve a scaled score of 100 to show that they have met the national standard on the test.
- Pupils achieving a scaled score of over 110 would indicate they are working above the expected standard (Greater Depth).

Raw score	Scaled score
56	99
57	99
58	100
59	100
60	100
61	100
62	100
63	101
64	101
65	101
66	101
67	102
68	102
69	102
70	102
71	102
72	103

Each correct mark on the raw score, does not equate to one more point on the scaled score.

This example from Maths paper 2022 shows if a child scored a raw score of 58, they would need a further 5 marks to move up to a scaled score of 101.



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READING



READING TEST

The reading test is a single paper with questions based on 3 different texts. Your child will have one hour, including reading time, to complete the test (They are encouraged to move on to the next test after 20 and then 40 mins.)

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Find and copy**, e.g. 'Find and copy one word which shows that Yuri was not very careful when he put Veronika's bag down.'
- **Short constructed response**, e.g. 'Name two cities where Vladik has performed.'
- **Open-ended response**, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Table 2: Content domain relating to questions

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 of words and phrases
2h	make comparisons within the text

KS2 READING TEXTS

The Giant Panda Bear

Panda bears are very popular animals, partly because of their unusual appearance and partly because there is something mysterious and fascinating about them. However, their numbers are falling. It is thought that only around 1600 giant pandas still survive in the wild.

Appearance

Giant pandas have the same type of body shape as other bears. They have thick black and white fur, which some scientists think may be to disguise them in the snowy and rocky surroundings where they live. An adult can grow up to 1.5 metres and weigh up to 150 kilograms. They might look cute but they have razor-like claws. They also have powerful jaws for crushing and grinding bamboo!

Habitat

Giant pandas in the wild live on mountainous slopes in western China. Their habitat is densely populated with fir trees and bamboo. It is the forests in these mountains that attract the panda as bamboo is their favourite food.

Diet

In the wild, their main diet is bamboo. To survive, they need to eat for most of the day. In fact, they eat 15 to 30 kilograms of food every day and spend 10 to 16 hours feeding. In zoos, they have a specially prepared diet of bamboo, eggs, fish and honey.

Cubs

Newborn cubs weigh around 150 grams (about the weight of an apple) and are all white at birth. The black spots develop after about a month. They begin eating bamboo at six months and weigh 31 to 36 kilograms at the end of the first year. Cubs stay with their mother for two to three years, reach maturity at five to seven years and live in the wild for about 25 years.

Other interesting facts

- Giant panda bears have to eat every day which means, unlike other bears, they cannot hibernate in the winter.
- Giant pandas' bodies are able to digest meat but they rarely eat it.
- Until recently, scientists thought that pandas spent most of their lives alone, but new studies show that small groups of pandas can share a large territory.

Why are people concerned about the giant panda?

Many people fear that giant pandas will become extinct as only a few are born in the wild each year and they do not always survive. Bamboo supplies are diminishing in panda habitats, cutting off a vital food supply. In addition, poaching and humans moving into the pandas' territory have also reduced their numbers.

There are very few pandas in zoos, although this is changing. Where there are pandas in captivity, important programmes are in place to try to increase their numbers and find out more about these puzzling creatures.

How can people help?

There are projects where people are invited to 'adopt a panda'. The money goes towards researching, protecting and monitoring them. It also goes towards supporting them in the wild.

What about the future?

In two of China's main research centres, 19 cubs have been born. There are now over 300 pandas in captivity and the next challenge is to return them to the wild. The Chinese government has created 50 panda reserves to continue the work.

Did you know?

In China, the panda is a symbol of peace.

The Chinese word for panda is 'Xiongmao' (giant cat bear) because a panda's eyes are shaped like a cat's. Over the centuries, pandas have also been called 'spotted bear' and 'black and white bear'.





KS2 READING TEXTS



Grannie

I stayed with her when I was six then went
To live elsewhere when I was eight years old.
For ages I remembered her faint scent
Of lavender, the way she'd never scold
No matter what I'd done, and most of all
The way her smile seemed, somehow, to enfold
My whole world like a warm, protective shawl.

I knew that I was safe when she was near,
She was so tall, so wide, so large, she would
Stand mountainous between me and my fear,
Yet oh, so gentle, and she understood
Every hope and dream I ever had.
She praised me lavishly when I was good,
But never punished me when I was bad.

Years later war broke out and I became
A soldier and was wounded while in France.
Back home in hospital, still very lame,
I realised suddenly that circumstance
Had brought me close to that small town where she
Was living still. And so I seized the chance
To write and ask if she could visit me.

She came. And I still vividly recall
The shock that I received when she appeared
That dark cold day. Huge grannie was so small!
A tiny, frail, old lady. It was weird.
She hobbled through the ward to where I lay
And drew quite close and, hesitating, peered.
And then she smiled: and love it up the day.



KS2 READING TEXTS

Albion's Dream



There were rooms in the old farmhouse which I never saw used and which smelt of a past that held extraordinary fascination for me: little windows where unknown ancestors had sat on autumn evenings; old leather-lined bookcases with books that no one had handled for fifty years; dust that no one had bothered to remove; piles of candle wax in unlikely corners; huge chamber pots and cracked basins, and everywhere a great generosity of space.

Outside there was a big lawn hardly walked on, flowerbeds hardly looked at, a vegetable garden which always produced too much, a vast horse chestnut with enough conkers to satisfy the needs of a whole village of boys, a second lawn that nobody ever sat on, and the poignant smells of animals and harvests of a bygone age.

There also lived with Jack an elderly spinster called Em Sharp who was the true guardian of the place and of the memories of the family. The farmhouse never got any cleaner under her care, but it never got any dirtier either. In fact, she was determined that nothing should change, and nothing did.

There were times, as I grew older, when I went to stay with Jack on my own. I followed him on his work around the farm, or explored the empty rooms of the farmhouse. One day – I was twelve years old – it was raining and Jack had taken the car on business. Left to my own devices, I visited the dogs and young chicks, watched Em Sharp for a while as she prepared lunch, then made my way upstairs into the largest and most remote of the empty rooms, where one of the big bookcases had attracted my curiosity.

I pulled out some of the books, glancing idly at the contents, and then, as I went to return one of them to its place, my eye was caught by something in the dark recesses of the shelf. I reached in and drew it out. It was a large red dice, but like no other dice I had ever seen.

I took it to the window to inspect it. Each face had a symbol: a tower, a sword, a broken circle, something that looked like a pillar of stone. It was obvious that the dice had been fashioned by hand, for I could even make out the tiny blade marks, and none of the faces was precisely even.

As I sat and puzzled over the symbols, it dawned on me that the dice ought to belong to a game of some kind. So I returned to the bookcase to make a thorough search.

I looked behind every book and even used my hand to sweep out the shallow gap under the bottom shelf. There must have been ten years' worth of assorted debris under there. Finally I began to edge the entire bookcase away from the wall. It was extremely heavy and it took me some time to get it out far enough to look behind. There was a thick network of cobwebs and dust. I thought for a moment and plunged my hand in the gap.

There was something there, a flat box. It was covered with grime and falling apart. Opening it, I found a board, counters, cards, and a number of little figures. I wiped away the dirt from the lid and made out the title. *Albion's Dream* it said.

At that moment I heard Em Sharp's voice coming up the stairs.

"Edward. EDWARD!" she called. "What on Earth are you up to in there?"

The door opened.

It took her a few seconds to work out what I was doing; then she leapt towards me.



"Give me that immediately, Edward." I drew back cautiously. "That box is mine. It's nothing to do with you. It belongs to me." She came forward with frightening intensity, her hand reaching out for the box. I hesitated. If it really was hers, I had no right... But a stronger sense of justice broke out in me. I had found it by my own efforts. For the time being, at least, it should be mine.



KS2 READING QUESTIONS

6 Look at page 4.

According to the text, give **one** way that giant pandas are...

(a) similar to other bears.

1 mark

(b) different from other bears.

1 mark

7 Look at the section headed: **Other interesting facts**.

Complete the sentence below.

Recent studies show that...

Tick **one**.

giant pandas always spend most of their lives alone.

most giant pandas live in captivity.

giant pandas only live in the wild in China.

some giant pandas live in the same area.

1 mark

Questions 16–29 are about *Grannie* (page 6)

16 Find and copy **one** word from the first verse that shows that the poet's grannie made him feel safe when he was a boy.

1 mark

17 How did the poet's grannie react when he behaved badly?

1 mark

18 The poet describes his grannie as standing *mountainous between me and my fear*. This makes her sound big and powerful.

What other impressions do you get of his grannie in the same verse?

Give **two** impressions.

1. _____

2. _____

2 marks



KS2 READING QUESTIONS

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Look at page 10.

What impressions do you get of Em Sharp at this point in the extract?

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

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

3 marks



HOW CAN YOU HELP?

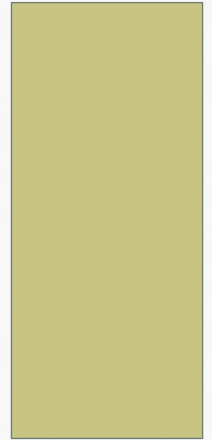
- Read with your child: get your child to read aloud to you, or you read aloud to them, and then ask them questions such as the examples given above. Most questions that the children find hard to answer, or answer wrongly, are linked with language understanding and knowing what words mean.
- The more children read and the wider range of texts they read will help them with this. Audio books can be a good option for reluctant readers as it will still expose them to rich, higher-level vocabulary.



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SPELLING, PUNCTUATION
AND GRAMMAR





WHAT IS THE SPaG TEST?

The Spelling, Punctuation and Grammar test consists of two papers:

Paper 1: Grammar, punctuation and vocabulary

- Short answer questions, usually presented in order of difficulty
- 45 minutes
- 50 marks

Paper 2: Spelling

- 20 sentences from which targeted spelling words have been left out. Teacher will read out loud the sentence, for your child to write the missing spelling in the sentence.
- Around 15-20 minutes (not strictly timed)
- 20 marks



PAPER ONE CONTENT

This covers areas such as:

- Word classes
- Conjunctions
- Pronouns
- Punctuation
- Standard English
- Identifying parts of a sentence
- Contractions
- Vocabulary and meaning



verb
adverb
noun
pronoun
adjective
vowel
consonant



PAPER ONE CONTENT

The grammar and punctuation test will include two sub-types of questions:

- **Selected response**, e.g. 'Identify the adjectives in the sentence below'
- **Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'



EXAMPLE QUESTIONS

Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix

re

de

mis

im

il

Word

mature

understood

legible

frost

do

Which sentence has been punctuated correctly?

Tick one.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

1 mark



EXAMPLE QUESTIONS

Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.



_____ **1 mark**



EXAMPLE QUESTIONS

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf
for Dad.

_____ **1 mark**

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.



_____ **1 mark**



EXAMPLE QUESTIONS

Explain how the position of the **comma** changes the meaning of the sentences below.

1. As Fred ate the sweet orange, balloons were given to the children.
2. As Fred ate the sweet, orange balloons were given to the children.

1 mark



EXAMPLE QUESTIONS

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

A song will be sung by the children.

1 mark



PAPER TWO

This is a spelling dictation exercise which covers all rules and spelling patterns studied throughout KS2.





PAPER 2 CONTENT

Spelling

Pupils will be tested on:

- the spelling of common prefixes and suffixes, e.g. which words need double consonant before adding suffix etc.
- the spelling of words from the Year 5 / 6 statutory spelling list
- Homophones
- Uncommon phonic sounds e.g. with a c – silence.
- Silent letters – e.g. thumb.



SPELLING LIST FROM NEW CURRICULUM

Word list – years 5 and 6

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

In your packs, you have a list of the most common spelling patterns that have come up in previous SATs papers.



HOW CAN YOU HELP?



- **Spellings, spellings, spellings!**

Please help your child to learn their weekly spellings using spelling shed as well as practise on the paper that comes home each week. Ensure your children can automatically spell the high frequency words.

- **Terminology**

Help the children to become an expert on the names of different word classes, punctuation etc. When reading to and/or with your child, discuss the use of inverted commas to mark speech, the use of parenthesis (brackets) to add additional information, the use of capital letters etc.



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MATHEMATICS



MATHS TEST

Children will sit three papers:

- **Paper 1:** arithmetic (30 minutes) 40 marks available
- **Papers 2 and 3:** reasoning (40 minutes per paper) 35 marks available on each paper.

Scores from all 3 papers are added together out of a total of 110 to create their scaled score.

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem



ARITHMETIC QUESTIONS

- Maths Paper 1 (Arithmetic) has a standard timing of **30 minutes** and is worth a total of **40 marks**.
- It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.



REASONING QUESTIONS

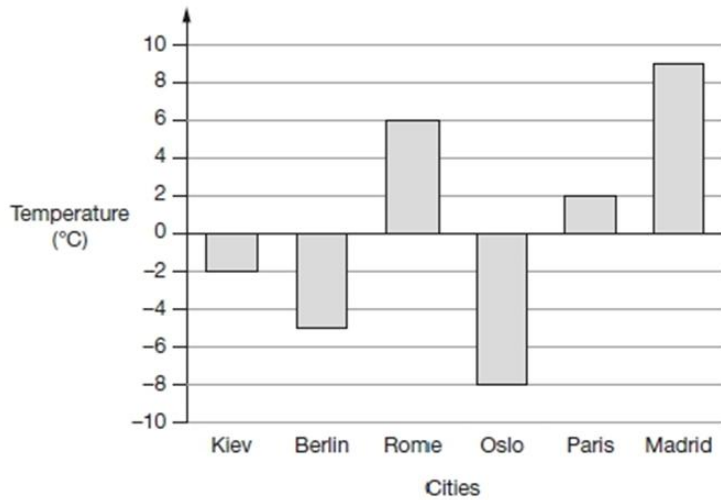
Reasoning takes place over 2 papers done on 2 separate days.

- Demonstrates their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical thinking.
- Questions focus on the following Mathematical topic areas:
 - Number and place value– including Roman Numerals;
 - Addition, subtraction, multiplication and division (calculations);
 - Geometry – properties of shapes;
 - Geometry – position and direction;
 - Statistics;
 - Measurement – including length, perimeter, mass (weight), volume, time and money;
 - Algebra;
 - Ratio and proportion;
 - Fractions, decimals and percentages.
- The questions get harder throughout the paper.



REASONING QUESTIONS

This graph shows the temperature in six cities on one day in January.



Which city was 4 degrees **warmer** than Kiev?

1 mark

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

1 mark

Olivia buys a bag of cakes for £5.15

Use the formula to calculate how many cakes are in the bag.

Show your method

cakes

2 marks



REASONING QUESTIONS

Write the two missing digits to make this long multiplication correct.

$$\begin{array}{r} 4 \square \\ \times \square 6 \\ \hline 2 4 6 \\ 8 2 0 \\ \hline 1 0 6 6 \end{array}$$

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

2 marks

What is 444 minutes in hours and minutes?

hours

minutes

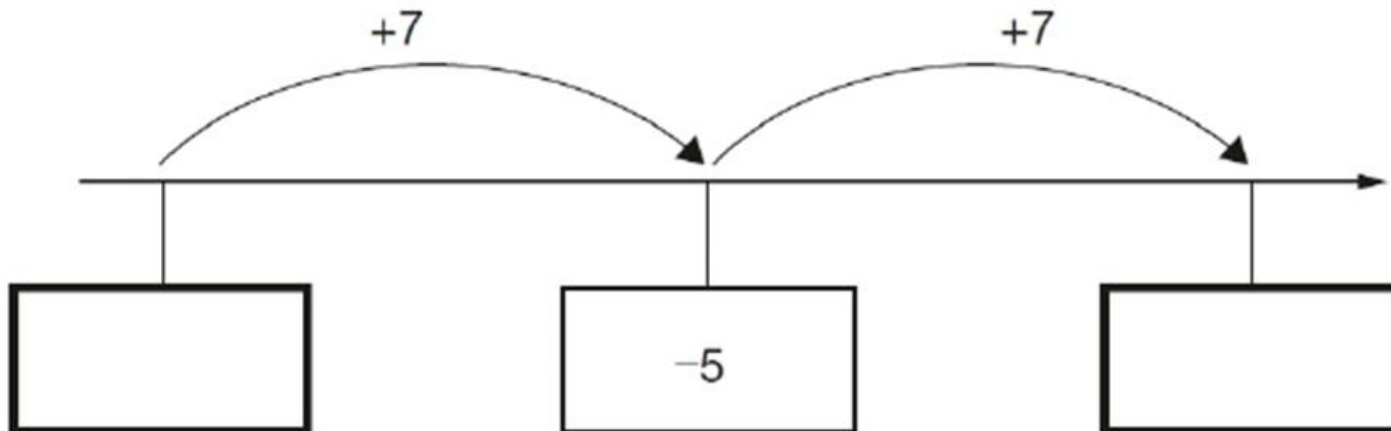
1 mark



REASONING QUESTIONS

Here is part of a number line.

Write the missing numbers in the boxes.



2 marks

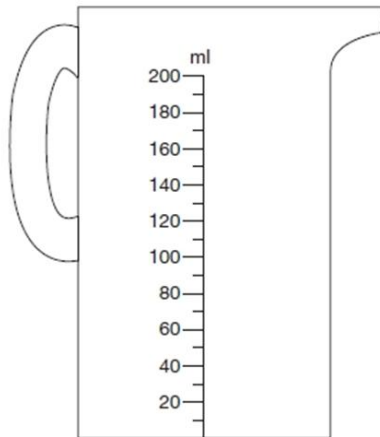


REASONING QUESTIONS

5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



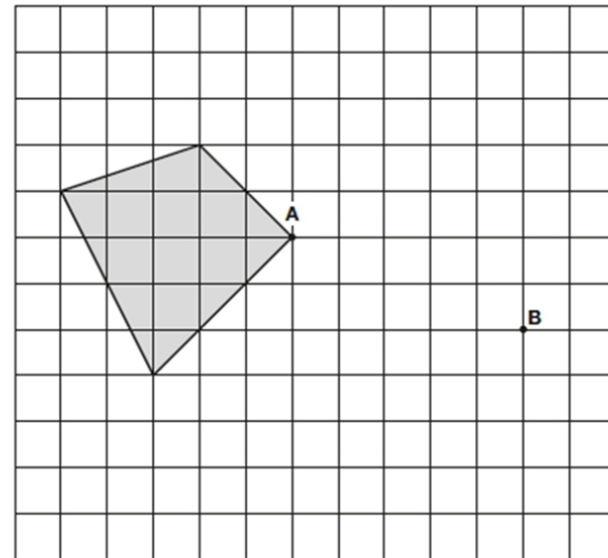
1 mark

Here is a shaded shape on a grid.

The shape is translated so that point **A** moves to point **B**.

Draw the shape in its new position.

Use a ruler.



2 marks



HOW CAN YOU HELP?



- Ensure your child knows their timetables - It is essential that they can use them accurately and quickly for multiplication and division. Times tables also form the foundations for so many other mathematical concepts. Ratio, fractions, factors, prime numbers, square and cubed numbers, area, perimeter and volume to name but a few!
- Practice methods such as column addition, column subtraction, short multiplication, long multiplication, short division, long division (including expressing remainders as fractions, decimals and remainder form.)
- Please ensure your child completes their set maths homework from the Maths SATS practice book each week.



OTHER ASSESSMENTS

- There is no writing SATS test.
- Writing assessments will be formed from judgements made by the teacher, looking at evidence from writing collected over the course of the year.
- The teacher will moderate their assessments with other professionals to make sure there is a consistent standard across the country.
- Final judgements will be reported to parents at the same time as the other assessment results.



RESOURCES AVAILABLE

- Schofield and Sims revision guides
- Collins Revision guides
- CPG SATs Buster Revision Guides (SPaG, Maths, Reading) have been purchased. Completing in school.

Websites:

- BBC Bitesize – KS2 Maths and English
<http://www.bbc.co.uk/bitesize/ks2/>
- TT Rockstars, Spelling Shed (Children have individual log ins.)



TOP TIPS FOR PARENTS

Remember this about SATs

SATs focus on what they know about Maths and English

- They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.

SATs results don't always tell the whole story

- The results will say they DID or DIDN'T meet a certain standard, but not necessarily by what margin. Additionally, the thresholds tend to change each year according to overall national performance, so what was classed as 'did meet the expected standard' in 2021 may have been considered a 'did not' in 2022. Class teachers will be able to provide you with more detailed feedback, so don't let your child see SATs as a simple case of 'pass' or 'fail'.

SATs last for one week

- In reality it's just one or two papers lasting 30-60 minutes each day. We can't emphasise enough the importance of keeping that in perspective.



ANY
QUESTIONS
?