

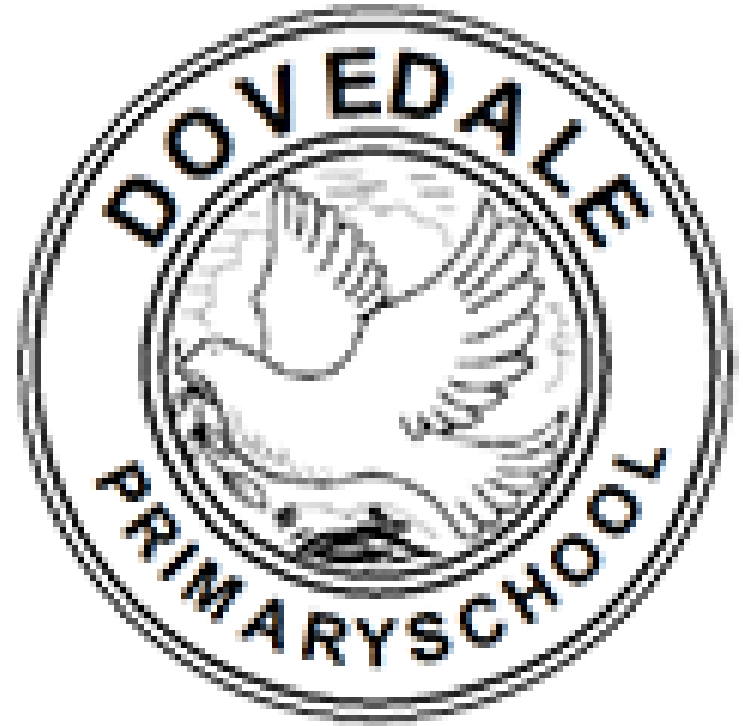
KS2 SATs 2025

KS2 SATs Guidance for Parents

Autumn 2024



Department
for Education





KS2 Assessment in 2024

Statutory assessment

- KS2 national curriculum tests with outcomes in the form of scaled scores.
- Each pupil registered for the tests will receive:
- a raw score (number of raw marks awarded)
- a scaled score (ranges from 80-120)
- confirmation of whether or not they attained the national standard

Teacher assessment at KS2 for writing, using the interim framework for teacher assessment.

Attainment

Children develop at different times and in individual ways, but at the end of Year 6, the DfE guidelines for English and maths are as follows:-

- Children not meeting the **WORKING TOWARDS** 'Nationally Expected Standard' category for a pupil at the end of Year 6
- **WORKING TOWARDS** the 'Nationally Expected Standard' for a pupil at the end of Year 6
- **WORKING AT** the 'Nationally Expected Standard' for a pupil at the end of Year 6
- **WORKING AT GREATER DEPTH** within the 'Nationally Expected Standard' for a pupil at the end of Year 6

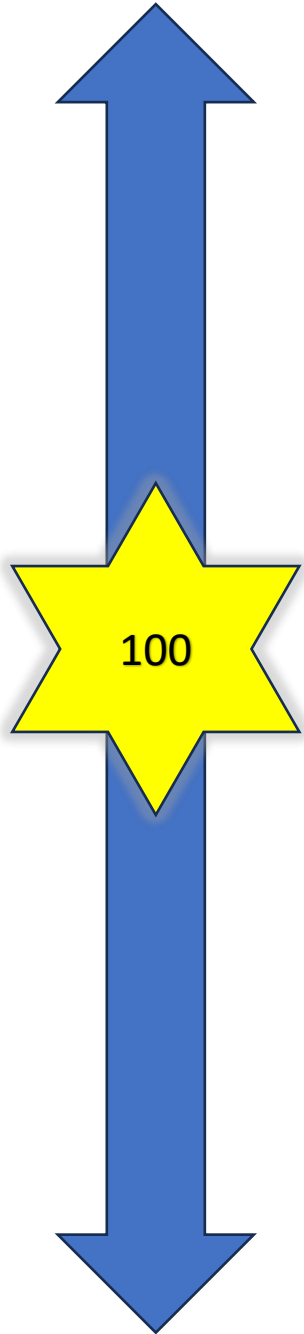
ALL CHILDREN ARE DIFFERENT

Key Points

The curriculum is challenging and has an increased focus on developing children's subject knowledge and skills.

The National Curriculum has 'expectations' children are required to meet at each banding (EXPECTED STANDARD).





Scaled Scores

- Tests at the end of KS2 will report in scaled scores.
- The 'expected standard' will always be set at 100.
- Raw scores in the test will be converted to scaled scores.
- The 'raw score' that equates to 100 might be different each year.
- Pupils who score 100 or more will have met the 'expected standard'.
- Pupils who score below 100 will not have met the 'expected standard'

Raw score	Scaled score
0-2	No scaled score
3	82
4	83
5	84
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120

What will be assessed?

Assessed by tests
(marked externally)

SPaG

**Paper 1, short
answer questions.**

Paper 2, spelling.

MATHS

Paper 1, arithmetic

Paper 2, reasoning

Paper 3, reasoning

** No Calculator Paper*

READING

ONE PAPER

**Reading booklet
and associated
answer booklet.**

What will be assessed?

CONTINUOUS TEACHER
ASSESSMENT

WRITING

CONTINUOUS TEACHER ASSESSMENT or TEST
SAMPLING SELECTED SCHOOLS

SCIENCE

Thresholds

These change year upon year depending on how children do nationally.

KS2 SATs scores @_MissieBee		2017		2018		2019		2022		2023		2024		Change from 2023 to 2024
		Raw score	%	RS	%	RS	%	RS	%	RS	%	RS	%	Raw score
Maths /110	EXS	57	52	61	55	58	53	58	53	56	51	54	49	-2
	GDS	95	86	96	87	95	86	96	87	94	85	93	85	-1
Reading /50	EXS	26	52	28	56	28	56	29	58	24	48	27	54	+3
	GDS	39	78	40	80	41	82	41	82	38	76	40	80	+2
GPS /70	EXS	36	51	38	54	36	51	35	50	36	51	35	50	-1
	GDS	56	80	56	80	55	79	55	79	55	79	53	76	-2



Reading

- This test consists of a reading answer booklet and a separate reading booklet.
- Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace.
- They can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next.

Question Examples

- 7 Look at the text box *Who has already had a holiday in space?*
Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

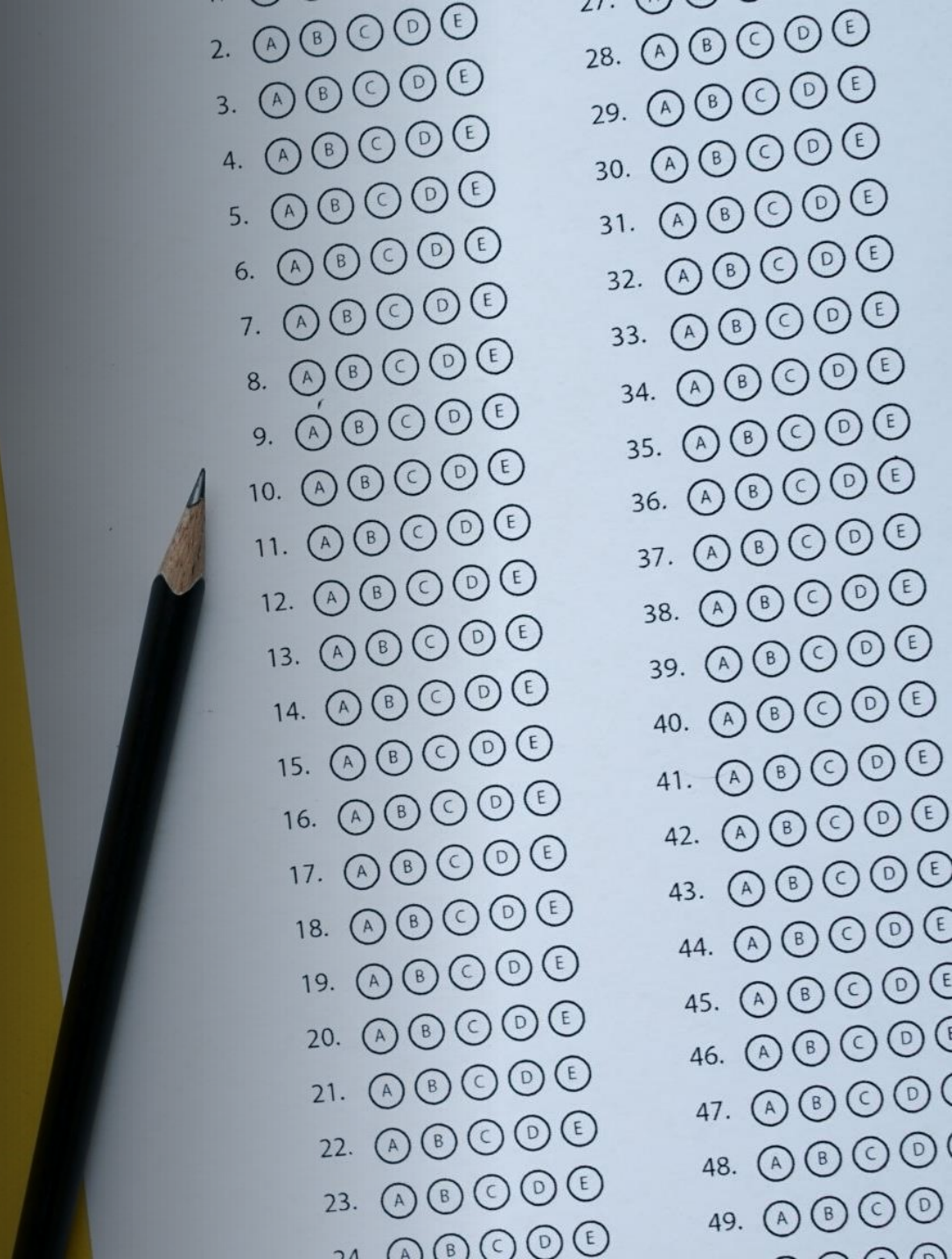
- 8 Look at Anousheh's blog entry for September 25th.
Find and copy a group of words that shows that Anousheh wrote her blog for others to read.

- 29 The iguanodons are described as *inoffensive brutes*...
Look at the paragraph beginning: *I do not know how long...* (page 8).
Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.
Use evidence from the text to support your answer.

3 marks

SPaG – Spelling, Punctuation and Grammar

- Paper 1: 45 minutes to complete the test.
- Paper 2: Spelling test paper consisting of 20 spellings. This is not timed and takes around 15 minutes. Administered by the teacher.



Question Examples

2

Which **pair of verbs** correctly completes the sentence below?

Pluto _____ now called a dwarf planet, but once it _____ classified as a planet.

Tick **one**.

- | | | |
|-----|-----|--------------------------|
| was | is | <input type="checkbox"/> |
| was | was | <input type="checkbox"/> |
| is | is | <input type="checkbox"/> |
| is | was | <input type="checkbox"/> |

14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**.

- | | |
|-------------------------|--------------------------|
| as a preposition phrase | <input type="checkbox"/> |
| as a relative clause | <input type="checkbox"/> |
| as a main clause | <input type="checkbox"/> |
| as a noun phrase | <input type="checkbox"/> |

1 mark

13

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

Mathematics

- Paper 1: Arithmetic – 30 minutes to complete the test.
- Paper 2: Reasoning – 40 minutes to complete.
- Paper 3: Reasoning – 40 minutes to complete.

Paper consists of 1, 2 and sometimes 3-mark questions where children can earn a mark for showing the correct working out even if they answer incorrectly.

NO CALCULATORS



Arithmetic Examples

5 $1,034 + 586 =$

1 mark

23 $\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$

Show your method

2 marks

13 $4^2 =$

1 mark

22 $12 - 6.01 =$

1 mark

16 $1,440 \div 12 =$

1 mark

25 133016

Show your method

2 marks

Reasoning Examples

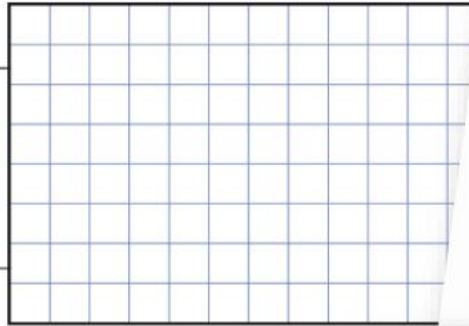
2

A pack of paper has 150 sheets.

4 children each take 7 sheets.

How many sheets of paper are left in the packet?

Show
your
method



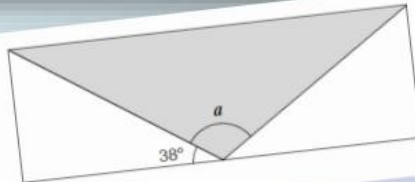
11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

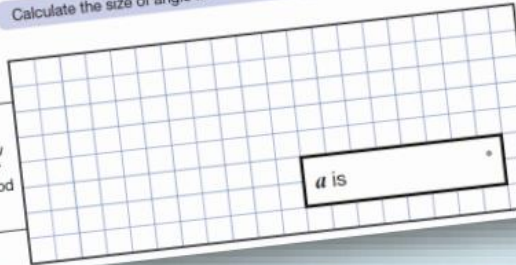
1 mark



Not
to
scale

Calculate the size of angle a .

Show
your
method



a is

°

2 marks

5

What is 444 minutes in hours and minutes?

hours	minutes
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1 mark

Expected Standard in Writing...

- The DfE have issued guidance for schools.
 - Children must be competent spellers, have legible handwriting and be able to incorporate a range of features into their writing (end of year expectations).
 - Writing needs to be consistent across genres.
-

Piece F: Diary

This morning, 4th April in the year of our Queen 1866, I proceeded to the African grasslands (Kenya) in search for new examples of fauna and flora. May I say, I was astonished to meet the chameleons, which have only been seen once before in 1632!

As the sun rose, I managed to keep calm whilst standing amongst the most deadliest species of plant on this grassland. Interestingly, the plant was named the Octavian Gun Plant because, when threatened, it shoots out poison darts. Following this, I was alarmed to witness the venomous plant instantly kill a defenceless creature ~~from~~ just one touch. The most shocking aspect from this tragic death, was the permanent pain of the ~~the~~ animal.

As the day carried on, I proudly stood next to the rare chameleons (only seen once before in 1632) which were all dressed alike and beautiful. I cannot say how extraordinary it was, to watch them all change their bright colours on their scaled skin; wine-red, astral-blue, buttery-yellow, emerald-green and so many more colours which I didn't know existed. My colleague, who inspired me to come on to join him on this journey and risk my life to find this animal

Interim teacher assessment framework at the end of key stage 2 - reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader

DfE Guidance

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

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

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 writing 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.

When are the tests?

The SATs will be held in the week beginning Monday 13th May 2024.

Tests must be taken ON the day.

Monday 12 th May	SPaG Paper 1 and 2
Tuesday 13 th May	English reading test
Wednesday 14 th May	Maths paper 1 (arithmetic) & paper 2 (reasoning)
Thursday 15 th May	Maths paper 3 (reasoning)

Absence during the test period - Pupils who miss one or more component of a test and do not qualify for a timetable variation will not be awarded a score for that test.

Special Educational Need and Disabilities

- Some support can be given to children who have a Statement, or Educational Health Care Plan.
- Requests for additional time will be made by teachers using their knowledge of children and the children's individual needs.
- Children who are unable to sit and work for a long period because of a disability or because of behavioural, emotional or social difficulties may receive some support.
- Children with English as an additional language and who have limited fluency in English may receive some support.

What do we recommend?



EARLY NIGHTS AND
LOTS OF SLEEP



GOOD ATTENDANCE



GOOD
PUNCTUALITY



A GOOD BREAKFAST



LOTS OF PRAISE
AND
ENCOURAGEMENT!

The image features a dense, textured background of numerous 3D question marks. Most of these question marks are dark grey and are scattered across the entire frame, creating a sense of depth and repetition. In the center of the image, a single question mark stands out prominently. This central question mark is a vibrant orange color and is slightly larger and more upright than the others. It is positioned directly behind the text "Any Questions?".

Any Questions?