

END OF KS2 SATs

Standard Assessment Tests

2025-26



Aims:

We want you to be aware of:

- When the SATs are
- How long each paper is
- Example questions
- How you can support your child

The tests are in place to track children's progress from Key Stage One, so it's a great chance to recognise how far they've come.

Monday 11th May – Thursday 14th May 2026

Date	Activity
Monday 11 May 2026	English grammar, punctuation and spelling Papers 1 and 2
Tuesday 12 May 2026	English reading
Wednesday 13 May 2026	Mathematics Papers 1 and 2
Thursday 14 May 2026	Mathematics Paper 3

Monday 11th May

SPAG Paper 1: questions

- 45 minutes
- 50 questions to be completed
- Marked out of 50 as all the questions are worth 1 mark

2019 national curriculum tests

Key stage 2

**English grammar,
punctuation and spelling**

Paper 1: questions

The results of the grammar paper and spelling test are added together to give a combined score out of 70.

The questions paper is also made up of different types of questions:

Multiple-choice answers

For some questions, you do not need to do any writing. Read the instructions carefully so that you know how to answer each question.

8 Which sentence is punctuated correctly?

Tick **one**.

Joe went upstairs, turned on his computer
took out his homework and started.

Joe went upstairs turned on his computer,
took out his homework, and started.

Joe went, upstairs turned on his computer,
took out his homework, and started.

Joe went upstairs, turned on his computer,
took out his homework and started.

1 mark

Short answers Some questions are followed by a line or a box. This shows that you need to write a word, a few words or a sentence.

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

The vital clues were discovered by the detective.

1 mark

2019 national curriculum tests

Key stage 2

**English grammar,
punctuation and spelling**

Paper 2: spelling

Monday 11th May

Paper 2: spelling

- No time limit because the spellings and example sentences are read out by the test administrator (usually the class teacher)
- 20 spellings
- Marked out of 20

The spelling paper is usually administered by the class teacher.

This is the example script:

Notes for use of this script

The spelling test should take approximately **15 minutes** to complete, although you should allow pupils as much time as they need to complete it.

Please read out the instructions below.

Listen carefully to the instructions I am going to give you.

I am going to read 20 sentences to you. Each sentence has a word missing in your answer booklet. You should listen carefully to the missing word and fill this in, making sure you spell it correctly.

I will read the word, then the word within a sentence, then repeat the word.

Do you have any questions?

Once pupils' questions have been answered, you should read the 20 spellings as shown on the following pages.

Leave at least a 12-second gap between spellings.

The target words may be repeated if needed.

The 20 spellings should be read as follows:

1. Give the spelling number
2. Say: *The word is...*
3. Read the context sentence
4. Repeat: *The word is...*

You should take care not to overemphasise spelling when reading out the words.

This is what the answer booklet looks like:

Spelling

1. Sara wanted to be an explorer and _____ new lands.
2. The spy was sent on a secret _____.
3. For PE lessons, your clothes should be _____ and comfortable.
4. The _____ showed which way to go.
5. China is a large _____.

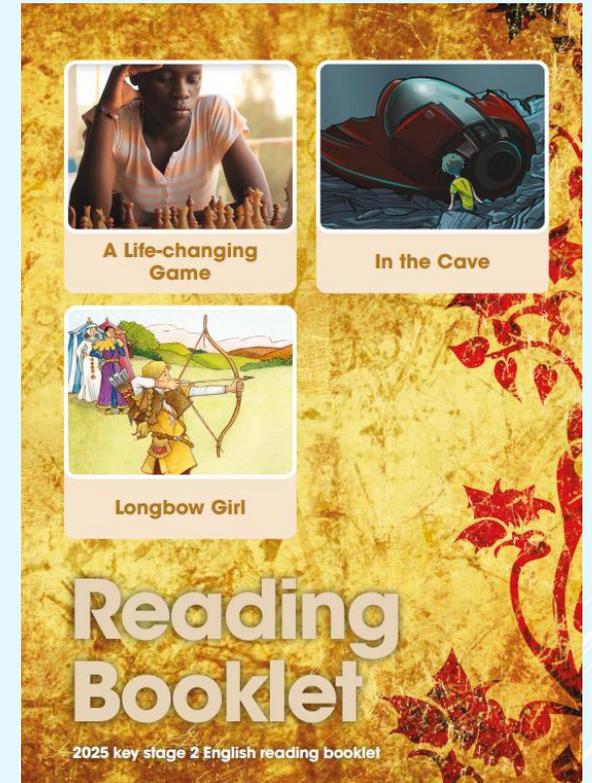
Tuesday 12th May

Reading

2025 national curriculum tests

Key stage 2

English reading
Reading answer booklet



- 1 hour
- The reading booklet consists of 3 texts
- The answer booklet usually has 39 / 40 questions to be completed
- Marked out of 50 as some questions are worth more than one mark.

The reading paper tests your child's ability in 8 areas:

- Give / explain the meaning of words in context.
- Retrieve and record information / identify key details from a text.
- Summarise main ideas from more than one paragraph.
- Make inferences and explain/justify them with evidence from the text.
- Predict what might happen from details implied and stated.
- Identify / explain how information or narrative contributes to the meaning of the text as a whole.
- Identify / explain how meaning is enhanced through choice of words and phrases.
- Make comparisons within the text.

The reading paper consists of a variety of question types:

Short answers

Some questions are followed by a short line or box.

4 How much did the first space tourist pay to go into space?

1 mark

Several line answers

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

2 How would you get from the spacecraft to the space hotel?

1 mark

Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to, or circle your answer. Read the instructions carefully so that you know how to answer the question.

10 Match the events below to the year in which they happened.

Anousheh Ansari went to space.	1969
The first man stepped on the Moon.	1998
Dennis Tito went to space.	2001
The International Space Station was built.	2006

1 mark

11 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

Longer answers

Some questions are followed by more answer lines. This shows that a longer, more detailed answer is needed to explain **your opinion**. You generally need to find evidence from the text to support your idea.

38

Merry won the competition because she was an experienced archer.

How can you tell that she was experienced?

Write **two** ways, using evidence from the text to support each answer.

An example has been done for you.

Reason	Evidence
She had the strength to do it.	She was able to pull the bow back to its fullest extension.

3 marks

This hand out can help you with question stems to ask your child when you have been listening to them read.

<p>Vocabulary</p> <p>Find and explain the meaning of words in context.</p> 	<p>Infer</p> <p>Make and justify inferences using evidence from the text.</p> 	<p>Predict</p> <p>Predict what will happen based from the details given or implied.</p> 	<p>Explain</p> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve</p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise</p> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words ____ and ____ suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ____ show that they are ____ • How can you tell that..... • What impression of ____ do you get from these paragraphs? • What voice might these characters use? • What was ____ thinking when..... • Who is telling the story? 	<p>Example questions:</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ____ effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does ____ have on the audience? • How does the author engage the reader here? • Which words and phrases did ____ effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does... do? • How ____ is ____? • What can you learn from ____ from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions:</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after ____? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Wednesday 13th May

Paper 1: arithmetic

- 30 minutes
- 36 questions to be completed
- Marked out of 40 as the long division and long multiplication questions are worth 2 marks

2019 national curriculum tests

Key stage 2

Mathematics

Paper 1: arithmetic

The results of the arithmetic paper and the 2 reasoning papers are added together to give a combined score out of 110.

22 $12 - 6.01 =$

1 mark

The arithmetic paper is about core mathematics using written and mental strategies.

By demonstrating use of the correct method, a mark can be gained from the questions worth 2 marks (even if the child has got the actual answer wrong).

25

1 3 3 0 1 6

Show your method

2 marks

We know what will be covered in Maths paper 1.

It is important that the children are confident in completing these questions quickly.

This handout shows you the style of questions the children will be asked.

	Question	Answer		Question	Answer
1	$___ + 454 = 921$		19	$90 - 19.90 =$	
2	$710 - ___ = 400$		20	$\frac{5}{9}$ of 81 =	
3	$12 \times 11 =$		21	$___ - 17.3 = 104.5$	
4	$___ - 412 = 300$		22	15% of 560 =	
5	$\frac{1}{4}$ of 800 =		23	$74 \times 28 =$	
6	$947 - 578 =$		24	$\frac{2}{5} \times \frac{4}{5} =$	
7	$184 \div 8 =$		25	$2,952 \div 82 =$	
8	$4 \times 10 \times 6 =$		26	$1\frac{4}{6} + 1\frac{8}{18} =$	
9	$206 \times 3 =$		27	$40 \times 90 =$	
10	$434 \div 7 =$		28	$\frac{6}{9} - \frac{4}{8} =$	
11	$___ = 13,500 - 9,900$		29	$834,682 - ___ = 245,702$	
12	$___ = 1,364 + 783$		30	$521 \times 17 =$	
13	$7 = 630 \div ___$		31	$\frac{3}{4} \div 9 =$	
14	$0.005 \times 1,000 =$		32	$2\frac{5}{6} - \frac{2}{10} =$	
15	$0.7 \times 8 =$		33	62% of 1,470 =	
16	$___ = 50,430 - 32,380$		34	$1\frac{7}{9} \times 3 =$	
17	$15,394 + ___ = 20,000$		35	$\frac{7}{12} \times 4 =$	
18	40% of 2,300 =		36	$2,322 \div 43 =$	

- Addition, subtracting, dividing and multiplying
- Multiplying and dividing by 10, 100, 1000
- Adding and subtracting fractions with different denominators
- Multiplying fractions
- Dividing fractions
- Finding % of numbers
- BIDMAS/BODMAS
- Long multiplication
- Long division

Papers 2 and 3: reasoning

Wednesday 13th May
Paper 2

Thursday 14th May
Paper 3

- 40 minutes each
- Number of questions vary as does the number of marks given for each answer
- Both papers are marked out of 35

2019 national curriculum tests

Key stage 2

Mathematics

Paper 2: reasoning

2019 national curriculum tests

Key stage 2

Mathematics

Paper 3: reasoning

The 2 maths reasoning papers test the children's ability to use their mathematical skills to solve problems. The children need to interpret what mathematical knowledge or processes are being presented in the question.

1

Here is a diagram for sorting numbers.

Write **one number** in each box.

One is done for you.

	multiple of 5	not a multiple of 5
multiple of 3	30	
not a multiple of 3		

2 marks

11

Write the four missing digits to make this **addition** correct.

$$\begin{array}{cccc} \square & 6 & \square & 8 \\ + & 3 & \square & \square \\ \hline 9 & 0 & 1 & 9 \end{array}$$

2 marks

Some of the questions involve reasoning with word problems.

10

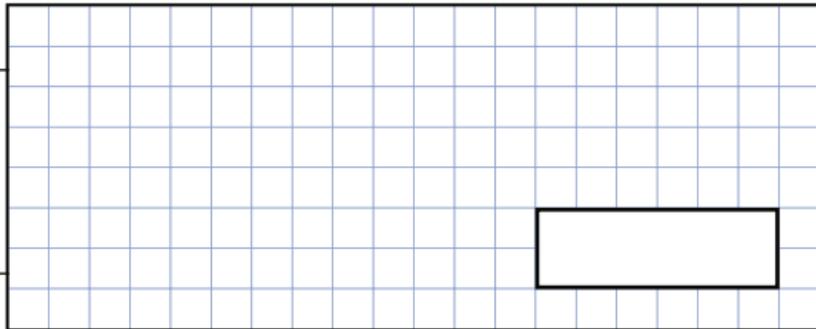
A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show
your
method



2 marks

Some of the questions involve using their understanding of geometry.

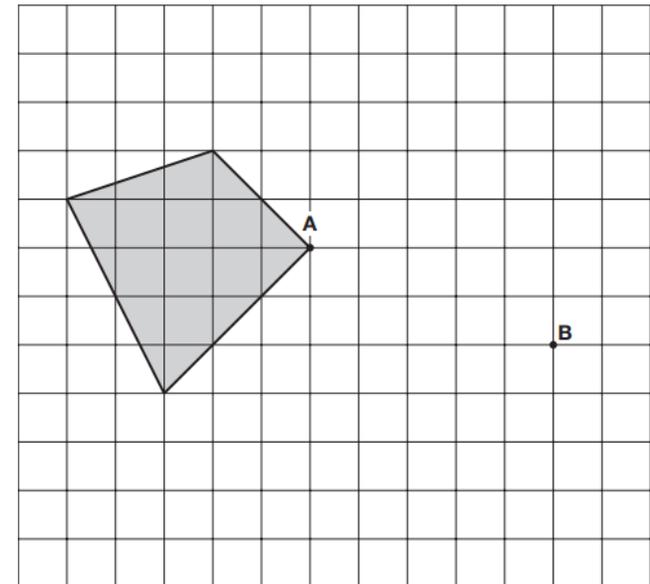
8

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

Scaled scores

Children are given a scaled score with 100 being the 'expected' level. There is also a level that is considered to be 'greater depth' which is usually at 110.

The school receives these in **early July**.

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	80
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	89
15	90
16	91

17	92
18	92
19	93
20	94
21	95
22	95
23	96
24	97
25	97
26	98
27	99
28	100
29	100
30	101
31	102
32	102
33	103
34	104

35	105
36	106
37	106
38	107
39	108
40	109
41	110
42	111
43	113
44	114
45	115
46	117
47	118
48	120
49	120
50	120

Writing

Writing is teacher assessed in KS2. We moderate children's writing across classes and get together with other schools in Croydon to compare work ensure that our judgements are accurate. Here are the criteria we are looking for in children's work.

WORKING TOWARDS			
Write for a range of purposes			
Using paragraphs to organise ideas			
In narratives describing:	setting		
	characters		
In non-narrative writing, use simple devices to structure the writing and support the reader e.g. headings, sub-heading bullet points etc.			
Using <u>mostly</u> correctly	Capital letters		
	Full stops		
	Question marks		
	Commas for lists		
Apostrophes for contraction			
Spelling most words correctly (year 3 and 4)			
Spelling some words correctly (year 5 and 6)			
Write legibly			
WORKING AT			
In narratives, describe:	Setting		
	Character		
	Atmosphere		
Integrate dialogue in narratives to convey character and advance the action			
Select vocab and grammar structures that reflect what the writing requires	Contractions in dialogue		
	Passive verbs		
	Modal verbs		
Use a range of devices to build cohesion	conjunctions		
	adverbials of time		
	Adverbials of place		
	Pronouns and synonyms		
Use verb tenses consistently and correctly throughout their writing			
Use the range of punctuation taught at KS2 mostly correctly e.g. inverted commas			
Spell correctly most words from the year 5/ year 6 spelling list and use a dictionary to check the spelling on uncommon or more ambitious vocabulary			
Maintain legibility in joined handwriting when writing at speed			
GREATER DEPTH			
Selecting the appropriate form and structure of a text.			
Use range of punctuation	Semi- colons		
	Dashes		
	Colons		
	hyphens		
Distinguish between the language of speech and writing and choose appropriate register			
Take inspiration from what they have read and implement it			

WORKING AT

In narratives, describe:	Setting			
	Character			
	Atmosphere			
Integrate dialogue in narratives to convey character and advance the action				
Select vocab and grammar structures that reflect what the writing requires	Contractions in dialogue			
	Passive verbs			
	Modal verbs			
Use a range of devices to build cohesion	conjunctions			
	adverbials of time			
	Adverbials of place			
	Pronouns and synonyms			
Use verb tenses consistently and correctly throughout their writing				
Use the range of punctuation taught at KS2 mostly correctly e.g. inverted commas				
Spell correctly most words from the year 5/ year 6 spelling list and use a dictionary to check the spelling on uncommon or more ambitious vocabulary				
Maintain legibility in joined handwriting when writing at speed				

Exemplification

https://assets.publishing.service.gov.uk/media/5a82b6c240f0b6230269c50f/2018_exemplification_materials_KS2-EXS_Morgan.pdf

This first person recount of a school 'Viking Day' provides a straightforward chronological account of a special event at school. Written for a familiar audience (the children's parents), it is an example of informal writing, appropriately interspersed with simple personal comments and observation (*It was really fun; this really loud horn that I'm pretty much certain the whole school heard*), perhaps lacking the consistent tone that would be seen in the writing of a child working at greater depth.

An appropriate level of detail provides the intended reader with a clear picture of the day's events: the description of the 'Viking', the Viking words and clothing, and the activities in which the writer participated.

[C]

Morgan's vocabulary choices are accurate, but they lack the precision and breadth that would be expected in the work of a pupil working at greater depth (*very long; really funny; really fun; really hard; very interesting*).

[C]

Cohesion is further supported through synonymous references to the same subject (*a man dressed in linen; Gary; the man; he*).

[C]

Viking Day

When I walked into the hall, I turned my head and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~welcome~~ welcoming, of ~~course~~ course, but had a lot of weapons ~~are surround~~ surrounding him. The first words he said were **GO AR!** I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, fur, runes and by the fact that it was Viking day.

Firstly, he told us to turn around. We saw some tunics, ropes, head scarves and hats. We had ~~the~~ to put these on, starting with a tunic. Then we sat down again, and he told us about the Vikings and that people had completely got them wrong. The man's name was Gary, and he was **really funny**. Suddenly **DONG!!** The bell rang for playtime. During break everyone was looking at us, obviously, because we were wearing head scarves, tunics and ropes.

After break **the man** told us more about the Vikings and their lands and family. He also told

The opening paragraph successfully engages the reader and creates a sense of intrigue by deliberately withholding information (*When I walked into the hall, I turned my head and saw the most peculiar sight*).
[C]

Direct speech is not punctuated here.
[GP]

The text is organised chronologically over 4 paragraphs. Straightforward adverbials provide a sense of cohesion, steering the reader through the day's events in sequence (*When I walked into the hall; Firstly; During break; After break; After lunch; At the very, very end*). Confident use of pronouns that refer back to a preceding clause (*It was Viking language. I knew this by...; He also told us... It was really fun*) further supports the overall cohesion of the writing.
[C] [GP]

Spelling

There is a list of words that children are expected to be able to use in context and spell correctly by the end of KS2.

We support children to include these in their writing throughout the year.

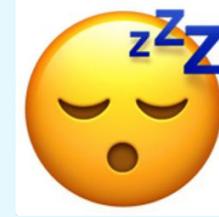
KS2 word lists			
Years 3 and 4		Years 5 and 6	
accident(ally)	knowledge	accommodate	individual
actual(ly)	learn	accompany	interfere
address	length	according	interrupt
answer	library	achieve	language
appear	material	aggressive	leisure
arrive	medicine	amateur	lightning
believe	mention	ancient	marvellous
bicycle	minute	apparent	mischievous
breath	natural	appreciate	muscle
breathe	naughty	attached	necessary
build	notice	available	neighbour
busy/business	occasion(ally)	average	nuisance
calendar	often	awkward	occupy
caught	opposite	bargain	occur
centre	ordinary	bruise	opportunity
century	particular	category	parliament
certain	peculiar	cemetery	persuade
circle	perhaps	committee	physical
complete	popular	communicate	prejudice
consider	position	community	privilege
continue	possess(ion)	competition	profession
decide	possible	conscience	programme
describe	potatoes	conscious	pronunciation
different	pressure	controversy	queue
difficult	probably	convenience	recognise
disappear	promise	correspond	recommend
early	purpose	criticise (critic + ise)	relevant
earth	quarter	curiosity	restaurant
eight/eighth	question	definite	rhyme
enough	recent	desperate	rhythm
exercise	regular	determined	sacrifice
experience	reign	develop	secretary
experiment	remember	dictionary	shoulder
extreme	sentence	disastrous	signature
famous	separate	embarrass	sincere(ly)
favourite	special	environment	soldier
February	straight	equip (-ped, -ment)	stomach
forward(s)	strange	especially	sufficient
fruit	strength	exaggerate	suggest
grammar	suppose	excellent	symbol
group	surprise	existence	system
guard	therefore	explanation	temperature
guide	though/although	familiar	thorough
heard	thought	foreign	twelfth
heart	through	forty	variety
height	various	frequently	vegetable
history	weight	government	vehicle
imagine	woman/women	quarantee	yacht
increase		harass	
important		hindrance	
interest		identity	
island		immediate(ly)	

How to help your child

- Make sure your child **reads every day** and ask them about what they are reading. It's still a good idea to read to your child as well, in whatever language you speak at home.
- Practise the **spelling rules** taught at school. You can sign in to Spelling Shed to do this.
- Encourage your child to become fluent at their **times tables** – they can use Times Tables Rockstars to practise. Their login is in their homework diary.
- Ensure your child completes their **Mathletics** or **Atom Learning** homework every week.
- Encourage using **maths in every day life** too. For example - calculating change, % reduction of items on sale, cooking (and scaling recipes up or down), playing games like Monopoly.



How to help your child



➤ Ensure that your child sleeps 10 hours a night.

➤ Try to make sure they eat healthy meals and drink enough water.



➤ There is a school breakfast each morning of the test week. Please bring your child to school from 8.15am.



➤ If your child is unwell on the day of the test, please call the school (020 8653 2618) as soon as possible to decide together what to do.

➤ Please remember - the SATs represent a moment in time; they do not define your child! If their ambition is to be a world class rocket scientist, the SATs result is not necessarily a barrier to that.



Mathletics

<https://login.mathletics.com/#/student>

Times Tables Rockstars

<https://play.ttrockstars.com/auth/school/student/18726>

Oak Academy: A website created by teachers during lockdown with full lessons.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/maths>

IXL: offers a limited free amount of questions per day. It also shows you a complete coverage of the Year 6 Maths curriculum

<https://uk.ixl.com/maths/year-6>

Rollama: A website to help with SPaG with fun games for each topic of the SPaG paper.

https://www.rollama.com/docs/Rollama_SATs_Paper_1_Map.pdf

Education Quizzes: Both Maths and English based quizzes which are marked as you go along.

<http://www.educationquizzes.com/ks2/maths/>

Sheppard software: Lots of Maths games on a range of Mathematical concepts. <https://www.sheppardsoftware.com/math.htm>

ICT teachers: A site with a range of information and questions – great for revision purposes!

http://www.icteachers.co.uk/children/children_sats.htm

BBC Bitesize: Fun games and lessons <https://www.bbc.co.uk/bitesize/subjects/z826n39>

Important Dates for your diaries

11th – 15th May	SATS week
4th June	Sports Day
30th June – 2nd July	Yr 6 play
3rd July	Croydon Secondary Schools Transition day
6th – 8th July	Cobnor residential trip
15th July	Year 6 disco evening
17th July	Leavers' assembly

Secondary School places

Monday 2nd March 2026

If you applied online and on time you will receive an email notification about the result of your application during the evening of 2 March 2026.

Accepting or declining your offer

You must accept or decline the offer by 16 March 2026 to be guaranteed a place at the school offered.

This local authority will not be able to keep an offer of a place open indefinitely. If you do not reply within the specified time your place will be allocated to the next child on the waiting list.

The outcome information on the eAdmissions website will give you important advice on what to do next if you have been unsuccessful in securing an offer at one of your preferred schools or have been offered an alternative school which you did not list on your online form.

<https://www.croydon.gov.uk/schools-and-education/schools/school-admissions/admissions-secondary-schools-university-technical-colleges-and-studio-schools/step-by-step/apply-secondary-school-place-step-step/after-you-apply>

