

Welcome Time
Key Stage 2 SATs 2026

Spring Term Timetable & Expectations

PE- Monday & Thursday

Homework- set Thursday for Tuesday

Reading- Thursday in school, 3 times a week

What will be tested?

- * Reading
- * Maths
- * Grammar, punctuation & spelling

How children are assessed

- * Scaled scores

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answer correctly. The pupil's raw score is translated into a scaled score using a conversion table. A scaled score of 100 will always represent the expected standard on the KS2 tests.

Timetable

Date	Test
Monday 11th May 2026	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 12th May 2026	English Reading Test - 60 minutes
Wednesday 13th May 2026	Mathematics Arithmetics (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thursday 14th May 2026	Mathematics Reasoning (Paper 3) - 40 minutes

Reading

The English reading test focuses on the comprehension elements of the English programmes of study and includes a mixture of text types. The test is designed so that the texts are presented in increasing level of difficulty.

The test consists of a reading booklet and a separate answer booklet. Pupils will have one hour to read the 3 texts in the reading booklet and complete the questions, which are worth 50 marks in total.

Mathematics

The mathematics test focuses on the assessable elements of the mathematics programmes of study and comprises of 2 components, arithmetic and reasoning, presented to pupils as 3 test papers.

Paper 1 assesses arithmetic. Pupils will have 30 minutes to answer the questions, which are worth 40 marks in total.

Papers 2 and 3 assess reasoning. For each paper, pupils will have 40 minutes to answer the questions, which are worth 35 marks per paper.

Grammar, Punctuation & Spelling Test

The English grammar, punctuation and spelling test focuses on the relevant elements of the English programmes of study.

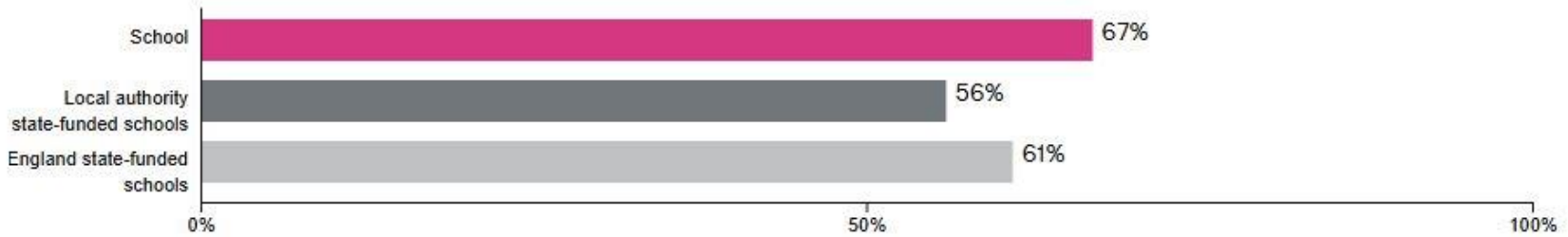
Paper 1: questions is a combined question and answer booklet. Pupils will have 45 minutes to answer the questions, which are worth 50 marks in total.

Paper 2: spelling consists of a test transcript to be read by the test administrator and an answer booklet in which pupils write 20 spellings. The paper takes approximately 15 minutes but is not strictly timed. The spellings are worth 20 marks in total.

Publishing Results

- * Test results published in July 2026
- * Raw Score
- * Scaled Score
- * Confirmation whether or not they have attained the expected standard

	Percentage meeting the expected standard in reading, writing and maths (combined)	Percentage meeting the expected standard in reading	Percentage meeting the expected standard in writing TA	Percentage meeting the expected standard in maths
2015/16	54%	66%	74%	70%
2016/17	61%	72%	76%	75%
2017/18	64%	75%	78%	76%
2018/19	65%	73%	78%	79%
2019/20	x	x	x	x
2020/21	x	x	x	x
2021/22	59%	75%	69%	72%
2022/23	60%	73%	71%	73%
2023/24	61%	74%	72%	73%
2024/25	62%	75%	72%	74%



Average % of pupils meeting the expected standard in 2023-2025



Average score in reading for 2023-2025



Average score in maths for 2023-2025

Teacher Assessment

- * Science

Working at expected standard

- * Writing

Working towards, working at or working at greater depth within the expected standard.

Pre- key stage levels

Writing Assessment Criteria

Working Towards the Standard (WTS)

Working towards the expected standard

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.¹

Expected Standard (EXS)

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.²

Greater Depth (GDS)

The importance of reading
A very high standard of writing

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 writing³ 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.[^]

Spelling Lists

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

Access Arrangements

Access arrangements might be used to support pupils who have:

- * difficulty reading
- * difficulty writing
- * difficulty concentrating
- * processing difficulties
- * a hearing impairment
- * a visual impairment
- * English as an additional language

Access Arrangements

- * Use of a reader
- * Scribe
- * Transcript
- * Rest breaks

Preparation & Revision

- * Practice tests & follow-up work at school & home
- * Revision sessions
- * Revision materials
- * Doodle Maths
- * Regular reading at home

Revision Materials

Name: _____ Class: _____

KS2 English Reading

Reading

SAT Buster

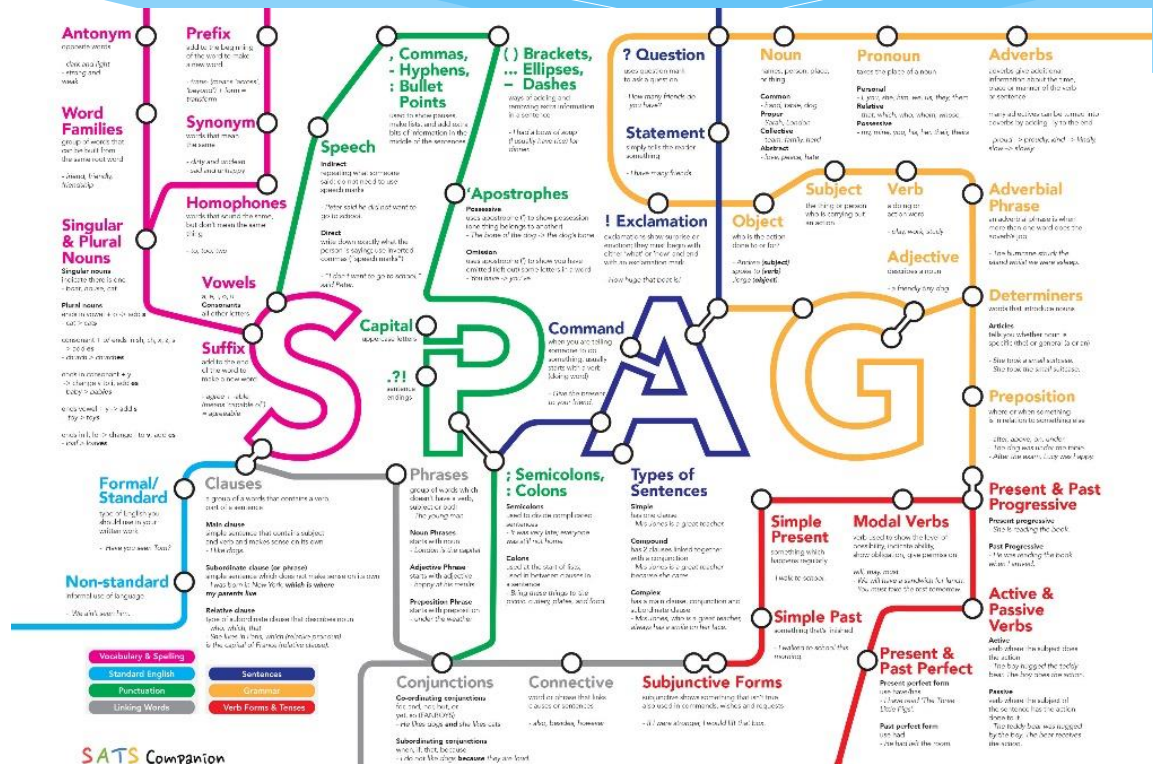
10-Minute Tests

Ages

10-11

Includes answers

Book One



The SATs Week

- * Good night's sleep
- * Decent breakfast
- * As little stress as possible

The importance of the tests

- * Secondary school
- * League tables
- * Preparation for exams in future
- * The tests measure what children are expected to know by the end of their primary education