

JOHN RANKIN SCHOOLS KS2 SATS INFORMATION EVENING



November 2025

THE WEEK...

KS2 SATs 2026 Dates

Monday 11th May 2026

Spelling, Punctuation and Grammar: Spelling - 20 mins

Spelling, Punctuation and Grammar: Punctuation and Grammar - 45 mins

Tuesday 12th May 2026

Reading - 60 mins

Wednesday 13th May 2026

Maths Paper 1: Arithmetic - 30 mins

Maths Paper 2: Reasoning - 40 mins

Thursday 14th May 2025

Maths Paper 3: Reasoning - 40 mins



WHAT ARE SCALED SCORES?

- ▶ Each pupil's raw test score will be converted into a score on the scale which will determine their attainment.
- ▶ 100 will always represent the 'national standard'.
- ▶ The scale will have a lower end point, 80, and an upper end point, 120.
- ▶ A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- ▶ Each pupil will receive:
 - a raw score (number of marks awarded in the test);
 - a scaled score in each tested subject;
 - confirmation of whether or not they attained the national standard



Reading

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	82
5	83
6	84
7	85
8	86
9	87
10	88
11	89
12	90
13	90
14	91
15	92
16	93
17	93
18	94
19	95
20	95
21	96
22	97
23	97
24	98
25	99

Raw score	Scaled score
26	99
27	100
28	101
29	101
30	102
31	103
32	104
33	104
34	105
35	106
36	107
37	108
38	108
39	109
40	110
41	111
42	113
43	114
44	115
45	116
46	118
47	119
48	120
49	120
50	120

Maths

Raw score	Scaled score
0 - 2	No scaled score
3	81
4	82
5	83
6	84
7	84
8	85
9	86
10	86
11	87
12	87
13	88
14	88
15	89
16	89
17	90
18	90
19	90
20	91
21	91
22	91
23	92
24	92
25	92
26	93
27	93
28	93
29	94
30	94
31	94
32	94
33	95
34	95
35	95
36	96
37	96
38	96
39	96
40	96
41	97
42	97
43	97
44	97
45	98
46	98
47	98
48	98
49	99
50	99
51	99
52	99
53	99
54	100
55	100

Raw score	Scaled score
56	100
57	100
58	101
59	101
60	101
61	101
62	101
63	102
64	102
65	102
66	102
67	103
68	103
69	103
70	103
71	103
72	104
73	104
74	104
75	104
76	105
77	105
78	105
79	105
80	106
81	106
82	106
83	106
84	107
85	107
86	107
87	108
88	108
89	108
90	109
91	109
92	109
93	110
94	110
95	111
96	111
97	111
98	112
99	112
100	113
101	114
102	114
103	115
104	116
105	117
106	118
107	119
108	120
109	120
110	120

GP&S

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	81
5	82
6	83
7	84
8	85
9	86
10	86
11	87
12	88
13	88
14	89
15	90
16	90
17	91
18	91
19	92
20	92
21	93
22	94
23	94
24	95
25	95
26	95
27	96
28	96
29	97
30	97
31	98
32	98
33	99
34	99
35	100

Raw score	Scaled score
36	100
37	101
38	101
39	102
40	102
41	103
42	103
43	104
44	104
45	105
46	105
47	106
48	106
49	107
50	108
51	108
52	109
53	110
54	110
55	111
56	112
57	112
58	113
59	114
60	115
61	116
62	117
63	118
64	119
65	120
66	120
67	120
68	120
69	120
70	120



HOW ARE THE TESTS ADMINISTERED?

- ▶ There is specific guidance given by the DfE and STA about how tests are to be administered.
- ▶ West Berkshire Local Authority may come and visit to check these are being adhered to.
- ▶ Some children are eligible for specific access arrangements.



ACCESS ARRANGEMENTS

Some children will be entitled to:

- ▶ A reader
- ▶ A prompter
- ▶ Extra time – 25%
- ▶ A scribe / transcription
- ▶ Rest / movement breaks



GRAMMAR, PUNCTUATION AND SPELLING (GPS/SPAG)

Component	Description	Number of papers	Number of marks	Timing of component
Paper 1: questions	grammar, punctuation and vocabulary	1	50	45 minutes
Paper 2: spelling	spelling (20 words)	1	20	15 minutes (not strictly timed)
	Total	2	70	60 minutes



GRAMMAR QUESTIONS



4 Insert one **comma** in the correct place in the sentence below.

Every night Dad and my brother take the dog for a walk.

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

The wind damaged the fence.

41 Rewrite the sentence below as **direct speech**.
Remember to punctuate your sentence correctly.

I asked her if she needed any help.

I asked, _____

40

Tick one box in each row to show whether the sentence is written in the **active** or the **passive**.

Sentence	Active	Passive
The lost dog was found by the children.		
Everyone heard the thunder.		
Nicole was riding her bike.		



SPELLING

- There are 20 spelling sentences.
- The spelling words are tested within the context of a sentence.
- As the sentences are read out to the children, they fill in the correct spellings on their copy of the text.
- Some words are taken from the 5/6 and 3/4 statutory spelling lists.

2022 Spelling script

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

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

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

Do not show **disrespect** to anyone.

The word is **disrespect**.

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

I was given a **special** award.

The word is **special**.

Spelling 4: The word is **couple**.

We spent a **couple** of hours at the shops.

The word is **couple**.

Spelling 5: The word is **measure**.

You should **measure** your fabric carefully.

The word is **measure**.

Spelling 6: The word is **cough**.

Spelling 14: The word is **reluctantly**.

My sister **reluctantly** gave me her favourite book.

The word is **reluctantly**.

Spelling 15: The word is **reference**.

Amy borrowed a **reference** book from the library.

The word is **reference**.

Spelling 16: The word is **ridiculous**.

The comedian was dressed in a **ridiculous** costume.

The word is **ridiculous**.

Spelling 17: The word is **scenic**.

We paused to look at the **scenic** view.

The word is **scenic**.

Spelling 18: The word is **survey**.

She based her research on the results of the **survey**.

The word is **survey**.

Spelling 19: The word is **transferred**.

The football player was **transferred** to a different club.



READING

- ▶ For this test there will be **one reading book and one answer booklet**.
- ▶ The test will last for **one hour** (including reading time).
- ▶ There will be a total of **50 marks** available.
- ▶ There will be a three texts which may include fiction, non fiction and poetry.

Component	Description	Number of papers	Number of marks	Timing of paper
Paper 1: English reading test	reading booklet and separate answer booklet (a selection of texts, 1500–2300 words)	1	50	60 minutes (including reading time)
	Total	1	50	60 minutes



Space Tourism



In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.



Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

Anousheh's Space Blog

September 25th
Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th
Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.



4

5

5 How can you tell that the International Space Station is very large?

1 mark

6 How did Anousheh's trip into space make history?

1 mark

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.



This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

30

Look at the paragraph beginning: *I do not know how long...*

The word *unwieldy* in this paragraph is closest in meaning to...

Tick one.

fast.

violent.

clumsy.

gentle.

_____ 1 mark

31

Find and copy one word on page 9 that suggests Malone feels part of the team of explorers.

_____ 1 mark

32

How can you tell that Professor Summerlee is an expert on dinosaurs?

_____ 1 mark



MATHS



Component	Description	Number of papers	Number of marks	Timing of component
Paper 1: arithmetic	arithmetic assesses pupils' confidence with the range of mathematical operations	1	40	30 minutes
Paper 2 and Paper 3: mathematical reasoning	mathematical fluency, solving mathematical problems and mathematical reasoning	2	70 overall 35 per paper	80 minutes 40 minutes per paper
Total		3	110	110 minutes

- ▶ 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

16

$1,440 \div 12 =$

1 mark

17

$20\% \text{ of } 1,500 =$

1 mark

18

$1.52 \times 6 =$

1 mark

24

$15.4 - 8.88 =$

1 mark

25

1 3 3 0 1 6

Show
your
method

2 marks

PAPER 1 ARITHMETIC



MATHS PAPER 2 / PAPER 3: REASONING

6

The numbers in this sequence **decrease** by the same amount each time.

303,604 302,604 301,604 300,604 ...

What is the next number in the sequence?

1 mark

13

Circle the improper fraction that is equivalent to $6\frac{7}{8}$

$$\frac{67}{8}$$

$$\frac{48}{8}$$

$$\frac{62}{8}$$

$$\frac{55}{8}$$

$$\frac{76}{8}$$

1 mark



16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

£

2 marks



What is 444 minutes in hours and minutes?

hours	minutes
-------	---------

1 mark

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

$$\begin{array}{r} \square \\ \times \square 6 \\ \hline 246 \\ 820 \\ \hline 1066 \end{array}$$

2 marks



WRITING

- ▶ There is no test for writing. Class teachers will use writing in books from across all subjects to assess.
- ▶ This judgement may be moderated by West Berkshire to check it is in line with national expectations.
- ▶ Teachers use a set national framework, all statements of which must be met to award a standard.
- ▶ For writing you will be told if your child is:

working **towards** expected

working **at** expected

working at **greater depth**



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





WRITING – EXPECTED STANDARD

Viking Day

When I walked into the hall, I turned my head around and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~pleasant~~ welcoming, of ^{course} ~~course~~, but had a lot of weapons and scarves surrounding him. The first words he said were G-DAR! 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 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 society. He also told us some Viking legends and stories, in which he included the fur skins of animals. It was really fun. After lunch we did a load of activities

including making oil lamps out of clay, learning to fight with a spear and making drawing a board game on a piece of cloth with charcoal (which was really hard), and the Gary kept on blowing this really loud horn that I'm pretty much certain that the whole school heard. But then the day came to an end and we had to give Gary back our tunics and pack away. Then Gary let us ^{ask a few} ~~answer some~~ questions, some of which ^{were} ~~was~~ very interesting answers.

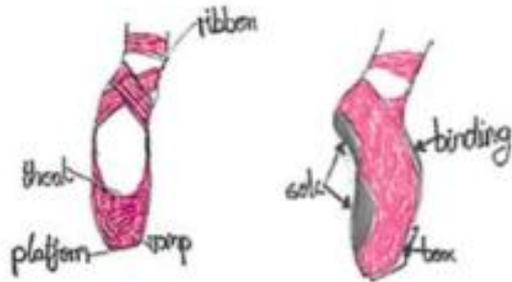
At the very, very end Gary told us how to remember all the things we learnt about: sailors, farmers, raiders, settlers, traders and crofters - and that was the end of the day.

Piece C: Explanation

How Pointe Shoes Came To Be

Have you ever wondered why ballerinas look so beautiful and graceful on stage? Keep on reading to find out about what makes the Nutcracker you saw at Christmas the magical story that it is.

Pointe shoes are what make dancers different and beautiful. With their pink satin and silky ribbons, these shoes have been around since 1795. They were invented to make ballerinas look weightless when dancing, so they started spinning, balancing and jumping en pointe (on the tips of their toes). They are traditionally worn by women for a beautiful *pas de deux* (a solo dance with one man and one woman) but in some ballets men go en pointe too. There is an all male ballet company called Les Ballet Trockadero that had a very famous production of Swan Lake featuring men dancing en pointe as the female swans.



A diagram showing all the technical parts of a modern pointe shoe.

WRITING AT GREATER DEPTH

Most people might ^{ask} think 'why hurt your feet like that?' But as soon as you get into the ballet world your life ambition is to start pointe work. This exact thing happened to me. Pointe shoes are very desirable to young dancers too. Pointe work is meant for dancers ~~at least~~ over the age of 11 as it is ideal once your feet have stopped growing. Meanwhile, at the Royal Ballet Lower School (White Lodge, Richmond Park, London) the pupils start at the age of 13. It was also thought (until very recently) that the London Royal Ballet School was the only way to go if you wanted a career in dance but now there are many options for non-boarders.

Every dancer has unique feet with a varying length, shape, arch, flexibility, extension and strength; consequently, most pointe shoe companies make more than one model of a shoe. Sometimes they are custom tailored for the best shoes. Occasionally ballerinas can go through more than one pair in one performance. There are two main parts of a pointe shoe:

- The box - the front end of the shoe that supports the dancer's toes.
- The shank - rigid material to stiffen the sole to support the arch for going en pointe.

Now pointe shoes are beautiful and (for me) the best part of ballet! They take a lot of care, eg. rosin for non-slip; extra elastic; complex ribbon tying; box breaking etc. but become totally worth it when you are en pointe. The conclusion for me is that pointe work is awesome and you should love it! I hope you liked my text and that you now are a pointe shoe fan!

RECEIVING YOUR CHILD'S RESULTS

- ▶ Results are provided with your child's end of year report.
- ▶ For writing, you will receive confirmation of whether or not your child has achieved the national standard.
- ▶ For the Reading, GPS and Mathematics tests you will receive:
 - ▶ a raw score (number of raw marks awarded)
 - ▶ a scaled score (a comparable score for each subject)
 - ▶ confirmation of whether or not your child attained the national standard.



WHAT ARE WE DOING TO SUPPORT THE CHILDREN?

- ▶ Ongoing assessment and gap analysis through lessons.
- ▶ Formative assessment points in: September, November, January and March.
- ▶ Adapting our planning as needed.
- ▶ Intervention groups for writing, reading, spelling and Maths.
- ▶ Homework is purposeful and relevant to class learning.
- ▶ Daily SATs style questions in guided reading, Maths and GPS
- ▶ Flexible groupings



HOW TO HELP YOUR CHILD

- ▶ First and foremost, support and reassure your child -they should always try their best. Praise and encourage!
- ▶ Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- ▶ Times tables practice.
- ▶ Ensure your child has the best possible attendance at school.
- ▶ Support your child with homework tasks – ensure children are engaging with homework.
- ▶ Make sure your child has a good sleep and healthy breakfast every morning!



ANY QUESTIONS?

