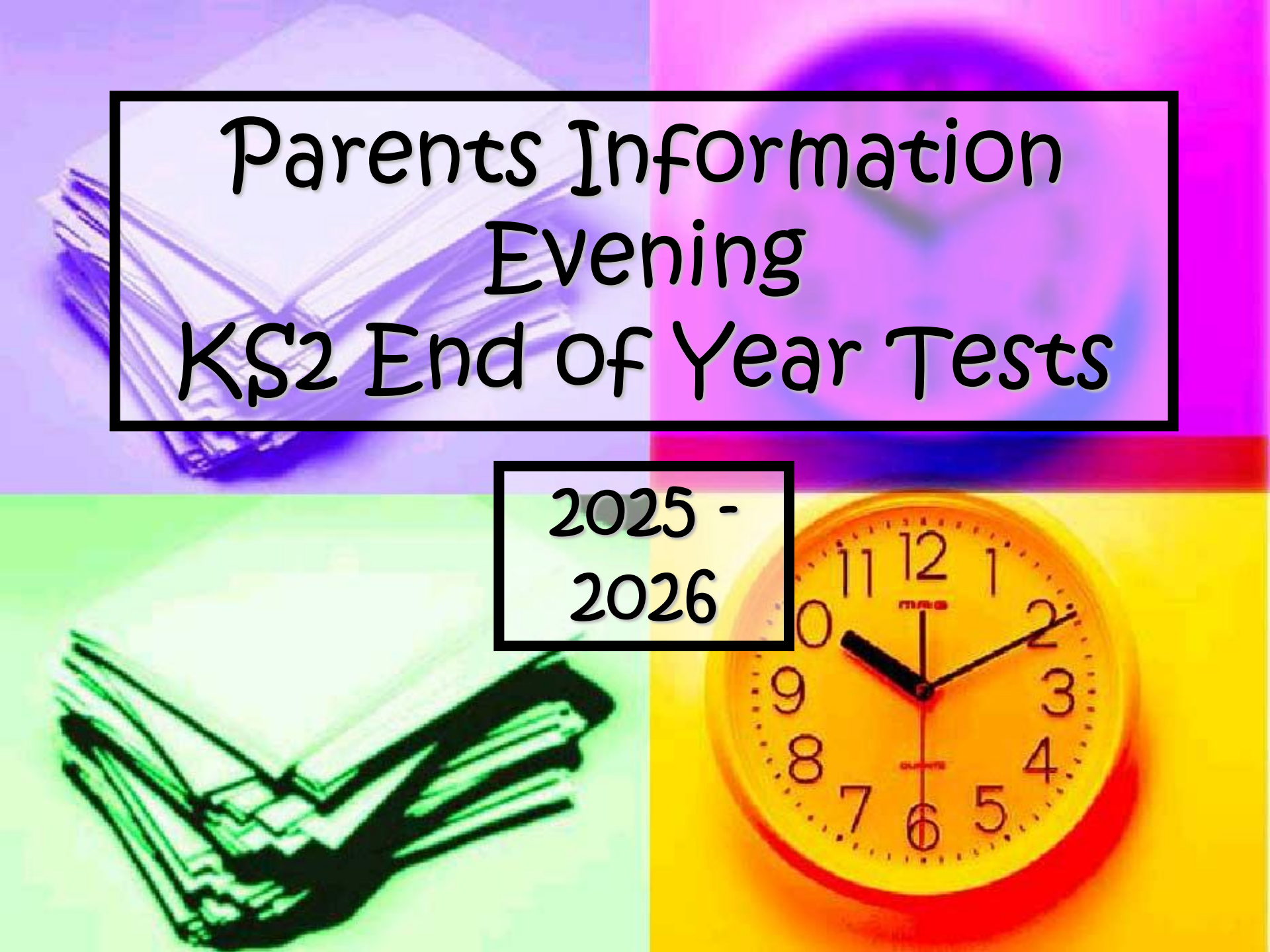




Parents Information Evening KS2 End of Year Tests

2025 -
2026



Background

Science – stopped in 2009

Writing – stopped in 2011



Since 2015:

Introduced GPS tests

New format for maths tests

Reading tests tweaked



Our views on the tests

- Part of picture of assessment
- Keep balance of subjects as much as possible in Year 6
- Prepare pupils well
- Practice for secondary
- Emphasis on achieving best
- Not nothing but not everything!



How are the results of tests used?

- Schools required to report KS2 National Curriculum test results in Maths, Reading, GPS
- Tracking from KS1 to KS2, KS3 and KS4
- Used to track progress of individuals and cohorts
- Judgements of schools





Government View:

- The Key Stage 2 national curriculum tests are designed to test pupils' knowledge and understanding of specific elements of the Key Stage 2 programmes of study. They provide a snapshot of a pupil's attainment at the end of the key stage, in Maths and English.

Overview of Tests – this year -

Externally marked:

- Maths (3 parts)
- English Reading
- English Grammar, Punctuation and Spelling (2 parts)
- Examples to view after session



Pupils working above or below level of tests:

- All children are entered for the tests unless working below KS2 level, then teacher assessed
- No higher tests – children are assessed as working at greater depth within the standard or achieving a high standard – depends on scaled score
- Extra time
- Readers



Scaled Scores

A pupil's scaled score will be 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 answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table.

A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.

The government wait until pupils have taken the tests and the tests have been marked before they set the national standard and the rest of the scale.

Scaled scores are reported to parents. 100 or above is the national standard.

Support for Tests

- In class support – within lessons day-to-day
- Practice questions in class
- Intervention Groups – to address any gaps during school day
- Practice in hall, format, test technique





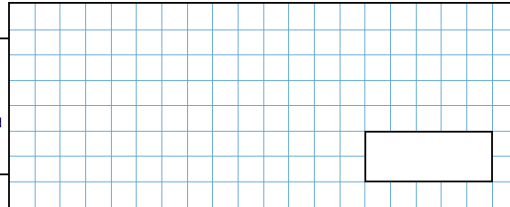
Maths Test Papers

- Children will sit three papers in maths:
- Paper 1: **arithmetic**, 30 minutes
- Papers 2 and 3: **reasoning**, 40 minutes per paper
- 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
 - These questions often require multiple steps in order to reach the answer.

Arithmetic Examples

$$43 \overline{)1118}$$

Show
your
method

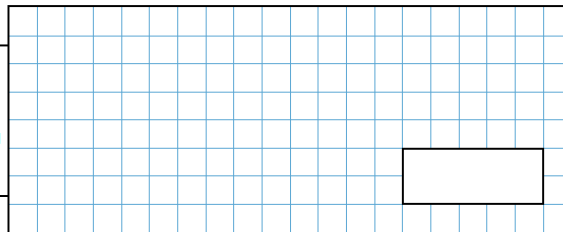


$$15 \times 6.1 =$$

1 mark

$$\begin{array}{r} 71 \\ \times 46 \\ \hline \end{array}$$

Show
your
method



2 marks

$$4 - 1.15 =$$

1 mark

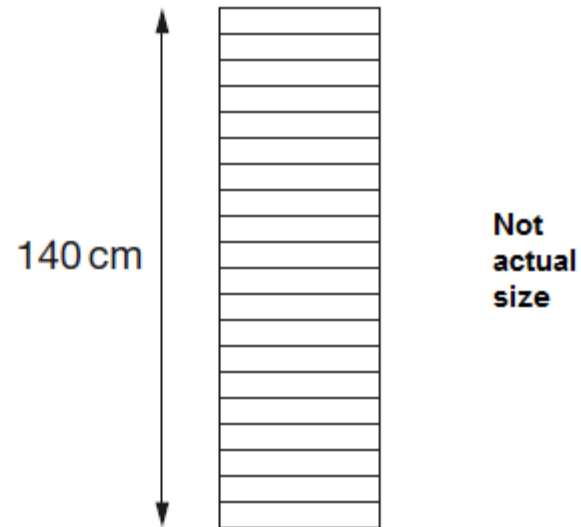
$$= 936 + 285$$

$$20\% \text{ of } 1,800 =$$

1 mark

Reasoning Examples

A stack of 20 identical boxes is 140 cm tall.



Stefan takes **three** boxes off the top.

How tall is the stack now?



Maths At Home

- Recall facts & Times Tables (Squeebles and Hit the Button)
- Fluency in number, mental maths skills
- SATS examples from past papers for homework
- Testbase questions
- Problem solving, puzzles

Reading Paper

- The reading test will be a single paper with questions based on three passages of text. **Your child will have one hour, including reading time, to complete the test.**
- 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'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **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.'



Reading Test – how you can help

- Help your child to skim and scan texts to find key words or retrieve information
- Ask questions to check understanding or why the writer has used that particular word?
- Discuss how texts often need us to infer or deduce information. Look at examples, including film.
- Read often, as much as you can, wherever or whenever you can! Build speed, stamina, confidence and fluency. Read easy books too.



Reading Example Questions

5. ...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

2 marks

9. Look at the paragraph beginning: *Maria led Oliver...*

(a) Why did Oliver find it difficult to read the inscription on the monument?

1 mark

(b) What did he have to do in order to read the inscription?

1 mark

More reading examples

10. According to the text, how did the discovery of the dodos' bones help to change the image of the dodo?

1 mark

9. What does *rehabilitate the image* of the dodo mean?

Tick **one**.

restore a painting of the dodo

☐

rebuild the reputation of the dodo

☐

repair a model of the dodo

☐

review accounts of the dodo

☐

More Reading Examples

7. *The mud flats would have formed a freshwater oasis in an otherwise **parched** environment.*

Give the meaning of the word *parched* in this sentence.

3. **Find** and **copy one** word from page 1 that tells you that some of the animals on Mauritius were only found there.

1 mark

1. Look at the paragraph beginning: *For thousands of years...*

What does the word *spat* suggest about how the island of Mauritius was formed?

1 mark

GPS Paper

- The grammar, punctuation and spelling test will consist of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and a **spelling test of 20 words**, lasting around 15 minutes.
- 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.'



HAVE A GO!

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.

☐

HAVE A GO!

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.

☐	☐	☐	☐



HAVE A GO!



Write a sentence using the word cover as a **noun**.
Remember to punctuate your answer correctly.



Write a sentence using the word cover as a **verb**.
Remember to punctuate your answer correctly.



English At Home

- Spellings – practise spelling lists at home; discuss rules; read books.
- Handwriting – to support spelling
- Writing – read as a writer; look out for conjunctions, punctuation examples, interesting words; write at home too.
- Play word and sentence games at home (Scrabble is great).
- Build vocabulary by discussing what different words mean – look for synonyms in thesaurus.

A vertical stack of four images on the left side of the slide. From top to bottom: a blue clock with white numbers on a blue background; a red clock with black numbers on a red background; a green book with white pages on a green background; and a blue book with white pages on a blue background.

Teacher Assessment

Writing and Science are
Teacher Assessed using set
criteria

(See handout)



Writing

- Range of evidence to support Teacher Assessment in books
- Interim Descriptors
- Need to evidence all in order to be assessed as meeting the standard
- Importance of work in books over the year across all areas of curriculum
- By 27th June 2025

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

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 (2)

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.[^]

[There are no additional statements for spelling or handwriting]

Science

- All areas assessed including investigation skills
- Science vocabulary – very important
- Science based in everyday life
- Useful websites:
BBC Bitesize
Oak National Academy lessons



Other important points re Year 6 Assessment:

- Timetable of tests in May
- Teacher Assessment ongoing over the year
- Early nights
- Balanced diet
- Breakfast in SATS week
- SATS camp-out on Friday





Thank you for attending and
for your support

Any questions?

