



# KS2 SATs

2024-25

## English

**Monday 12th May 2025** Grammar & Punctuation  
Test - 45 minutes  
Spelling Test - 20 minutes

**Tuesday 13th May 2025** English Reading Test -  
60 minutes

**Writing-** teacher assessed throughout the year

# Thresholds May 2024



The threshold table does not tend to be released until all the tests have been administered and marked.

Last academic year's thresholds were as follows:

## Reading

Expected: raw score-27/50 scaled score-100

Greater Depth: raw score- 40/50 scaled score- 110

## SPaG

Expected: raw score- 35/70 scaled score- 100

Greater depth: raw score- 53/70 scaled score- 100

# The English grammar, punctuation paper(45 minutes) and spelling test (approx. 15 minutes)

## Key features of the English grammar, punctuation and spelling tests

The key stage 2 English grammar, punctuation and spelling test is designed to assess grammar, punctuation, language strategies and spelling. The test will consist of two components, which will be presented to pupils as two separate booklets.

PaG	spelling	total
/50	/20	/70

# SPaG paper explained

- ▶ **Paper 1: a collection of short grammar based questions out of 50. Paper 1: 45 minutes**
- ▶ **Most questions will be short answer questions. Others may take the form of table or sentence completion/ error correction.**
- ▶ **Paper 2: a spelling task out of 20. This will use dictated sentences as prompts. Paper 2: approximately 15 minutes.**

**PaG**  
**/50**

**spelling**  
**/20**

**total**  
**/70**

2

Draw a line to match each word to the correct suffix.  
Use each suffix only once.

Word

accomplish

forgive

joy

fool

Suffix

ful

ment

ish

ness

4

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. 

1 mark

32

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

She asked if he wanted a banana.

She asked him, \_\_\_\_\_

1 mark

Sentence	Main Clause	Subordinate clause
Although I was terrified, I removed the spider from my room.		
The baby woke up every time there was a thunder storm.		
My mum and dad, who had just got back from holiday, were impressed by how clean the house was.		
I went back to Germany, where I used to live.		

# Tricky SPAG questions

35

Explain how the position of the **apostrophe** changes the meaning of the second sentence.

1. What are your brother's favourite toys?
2. What are your brothers' favourite toys?

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1 mark

The most challenging questions in the grammar and punctuation paper are those that require pupils to explain how they know. In the question above (Q35), knowledge of singular and plural is essential.

# Spelling Test /20

## Spelling Test

1. The \_\_\_\_\_ of the old house has never been solved.
2. The company \_\_\_\_\_ leaflets all over the area.
3. The ship was damaged in a \_\_\_\_\_ at sea.
4. The athlete was \_\_\_\_\_ victorious when he won the race.
5. The girl's mother accused her of \_\_\_\_\_ when she bought another pair of jeans.
6. There was an \_\_\_\_\_ of fruit on the tree.
7. To get to Wales, you have to cross a \_\_\_\_\_ bridge.
8. The woman worked in \_\_\_\_\_.
9. On Saturday, we made \_\_\_\_\_ for the party food.
10. The thief had a guilty \_\_\_\_\_ when he considered what he had done.
11. Jodie arrived at choir \_\_\_\_\_ five minutes early.
12. The old man made a \_\_\_\_\_ recovery.
13. Joel is not a friend; he is only an \_\_\_\_\_.
14. The tanker contained a \_\_\_\_\_ substance.
15. To back out of the project now, would be \_\_\_\_\_.
16. Jon's phone was \_\_\_\_\_ when he forgot to pay the bill.
17. The report was full of \_\_\_\_\_.
18. I will have to \_\_\_\_\_ adding fractions.
19. We trekked through a \_\_\_\_\_ region.
20. I made an appointment at the \_\_\_\_\_ to mend my glasses.

End of Test

## Spelling Transcript

**Spelling 1:** The word is **mystery**.  
The **mystery** of the old house has never been solved.  
The word is **mystery**.

**Spelling 2:** The word is **distributes**.  
The company **distributes** leaflets all over the area.  
The word is **distributes**.

**Spelling 3:** The word is **typhoon**.  
The ship was damaged in a **typhoon** at sea.  
The word is **typhoon**.

**Spelling 4:** The word is **victorious**.  
The athlete was **victorious** when he won the race.  
The word is **victorious**.

**Spelling 5:** The word is **extravagance**.  
The girl's mother accused her of **extravagance** when she bought another pair of jeans.  
The word is **extravagance**.

**Spelling 6:** The word is **abundance**.  
There was an **abundance** of fruit on the tree.  
The word is **abundance**.

**Spelling 7:** The word is **suspension**.  
To get to Wales, you have to cross the **suspension** bridge.  
The word is **suspension**.

**Spelling 8:** The word is **administration**.  
The woman worked in **administration**.  
The word is **administration**.

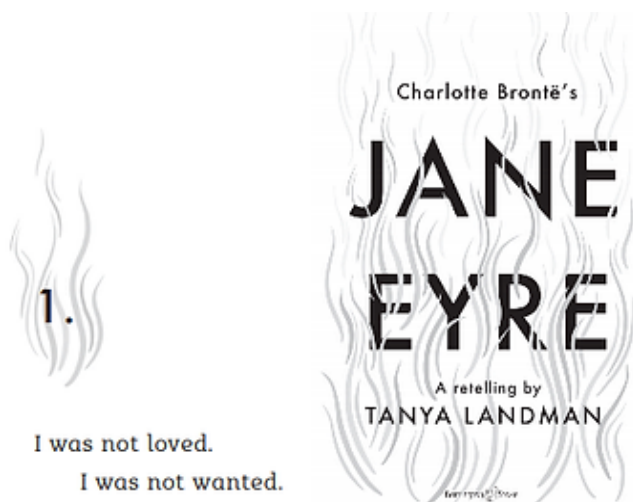
# The English Reading paper (60 minutes)



- Read a booklet with usually three separate sections enclosed and answer a range of questions (50 marks)
- Answers are in three graduated sections. The texts cover fiction and non-fiction from a range of genres
- One, two and three mark answers to cover all abilities. One mark usually multiple choice or word, two marks with some reference OR a sentence required and three marks with opinion/explanation and reference
- Training of pupils to answer questions that require a three mark answer with bullet points and quotations
- A number of strategies already in place in all English sets to give pupils the best chance at success. Exam practice, reading time, assessments, mocks, carousels.



# Sample Reading Questions



I was not loved.

I was not wanted.

I did not belong.

I lived with my aunt and cousins, but I was not welcome in their house. My parents had died when I was a baby, and my uncle took me in. He didn't live much longer than they had. I don't remember any of them.

My strange story starts on a wet winter's day. There was no chance of taking a walk, and I was glad of it. I never liked being out with my cousins. They had rosy cheeks, golden hair, and brimmed with the kind of confidence only money can buy. They would stride ahead as we walked, and I'd be stomping along in their shadows. I was small, shabby, and the nursemaid nagged me at every step. The chilly air bit deep into my bones, but what bit even deeper was knowing I was disliked. That clamped its teeth right down into my soul.

## Questions 1-12 are about the extract from Jane Eyre – A Retelling

- 1** Look at the paragraph beginning: *'I lived with my...'*

Who does Jane Eyre live with when the story begins?

Tick two.

aunt.

cousins.

parents.

uncle.

1 mark

- 2** *They would stride ahead as we walked, and I'd be stomping along in their shadows.*

The word *stomping* suggests that Jane walks...

Tick one.

grumpily.

slowly.

loudly.

quickly.

1 mark

- 3** *The chilly air bit deep into my bones, but what bit even deeper was knowing I was disliked. That clamped its teeth right down into my soul.*

What does this tell us about Jane's cousins?

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1 mark

- 4** *My cousins were in the drawing room, clustered around their dear mama.*

What does this tell us about the cousins' feelings for their mother?

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1 mark

# Reading paper – 3 marker

26

What positive messages does Harriet want readers to understand about bats?

Give two positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.

3 marks

# Common mistakes in reading:

- ‘Find and copy...’ Has to be a direct quote and only what is specified
- Missing a section of the question that is vital for marks
- Rushing over the question and misreading
- ‘What did the writer mean when he said ...’
- ‘Write down a word ...’ (sometimes ends up as sentence)
- Tick TWO boxes
- Responses like ‘it makes you want to read on’ ‘to create suspense’...
- Answering a three mark question with just ONE point –it needs three OR at least one with some explanation and reference to the text (quote)
- Not looking at the right page in the book (there’s always a prompt at the top of the page in yellow)



# Build up reading stamina!

Encourage your child to try and read their reading book for between 10-20 minutes a night



.....and to read anything and everything that covers fiction and non-fiction!

# Pace during the assessments

- A lot of pupils underestimate the speed at which they have to work to complete the tasks in the required time
- Various practice sessions are integrated into lessons that will enable the children to gain a greater sense of what is needed
- **BUT...** It would be a great help if children try, at home, to practise reading at speed, skimming and scanning, and writing legible/printed answers quickly



# The Writing Component

**Pupils will create a number of writing outcomes, across a range of fiction and non-fiction over the year. These pieces will be teacher assessed and submitted to county, based on thorough moderation and scrutiny at department level, whole school level, in the pyramid and externally.**



# What can you do to help?



- Ensure your child keeps up with reading each night –improving vocabulary skills, inference, retrieval...
- SATs.org for free download past papers but please only use pre 2018
- Stamina- gaining ideas from texts and being introduced to new language
- The BBC revisewise website has some useful tasks but KS3 please for more challenge –try to get them to complete the tasks quickly
- For general information for parents –[satsguide.co.uk](http://satsguide.co.uk) is also useful
- Numerous revision books out there to use, we recommend CGP

# What can you do to help?



- Get children to practise skimming over texts quickly to pick out the main points - children could time themselves on reading passages, record this and see if they can improve
- Older children are a very useful resource – they could set challenges, especially if they have experienced the SATs process themselves
- The school website now has a huge number of links to use for revision/practice under the English tab
- If children are struggling in class, encourage them to discuss this with their teacher, if they are not already doing so