

ENGLISH END OF KEY STAGE 2 INFORMATION



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Reading Paper Summary

- 1 paper consisting of three extracts to read.
- A variety of questions, including multiple choice and short sentence responses.
- 60 minutes
- 50 marks available.

There are 3 different texts to read.

These will be a mixture of fiction, non-fiction or poetry.

Table 1: Format of the test

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

Skills which are tested through the reading paper



2a	2b	2c	2d	2e	2f	2g	2h
<i>Give or explain the meaning of words in context.</i>	<i>Retrieve and record information or identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text or explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.</i>	<i>Identify and / or explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>
Meaning of words	Retrieve	Summarise	Infer / justify	Predict	Identify / explain linking to whole text	Identify / explain meaning	Compare

Example Question

Reading Paper



15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1.

2.

2 marks

Example Question



Reading Paper

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark



The content domains that featured most heavily in the **2025 KS2 SATs Reading paper** were **Inference (2d)** and **Retrieval (2b)**.

Together, these two domains accounted for the majority of the total marks (39 out of 50).

- **Inference (2d)** was the most heavily weighted domain, making up **48%** of the marks (24 marks out of 50). This requires pupils to make inferences and justify them with evidence from the text.

- **Retrieval (2b)** was the second most common domain, making up **30%** of the marks (15 marks out of 50). This involves retrieving and recording explicit information or identifying key details.

The remaining content domains carried much less weight. For instance, '**Give or explain the meaning of words in context**' (2a) accounted for 6 marks (12%).

How can parents help with reading at home?



Regular reading makes a huge difference to SATs success and beyond. Encourage your child to:

- **Read daily** – a mixture of fiction, non-fiction and poetry.
- **Talk about the text** – ask questions like “Why do you think the character did that?” or “What might happen next?”
- **Explore vocabulary** – pick out tricky words and discuss their meanings.
- **Model good reading habits** – let your child see you reading too.

The most important thing is to make reading enjoyable and part of everyday life.



About VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise





VOCABULARY

I can understand new words by using clues from the text.
I can find the meaning of tricky words using a dictionary or context.
I can explain what words mean in my own way.



INFER

I can read between the lines and figure out what is not directly said.
I can use clues from the story to understand how characters feel or what they are thinking. I can make guesses about the story based on the information I already know.



PREDICT

I can use what I know about the story to guess what will happen next.
I can explain why I think something might happen in the future.
I can change my predictions as I read and learn more.



EXPLAIN

I can explain why things happen in a story. I can talk about how a writer has used certain words to create an effect.
I can describe why characters act in certain ways or how they change.



RETRIEVE

I can retrieve and use important information from the text. I can answer questions by looking back at the story to find the facts. I can find key details, like names, dates, and places in a text.



SUMMARISE

I can explain the main ideas of a story or text in my own words. I can retell the most important parts of what I have read. I can identify the key points or events from a passage and leave out unnecessary details.

Who? What? Where? Where? When? How?





1. About the Story:

- What happens at the start, middle and end?

2. Thinking About Characters:

- How is the main character feeling and why?

3. Words and Language:

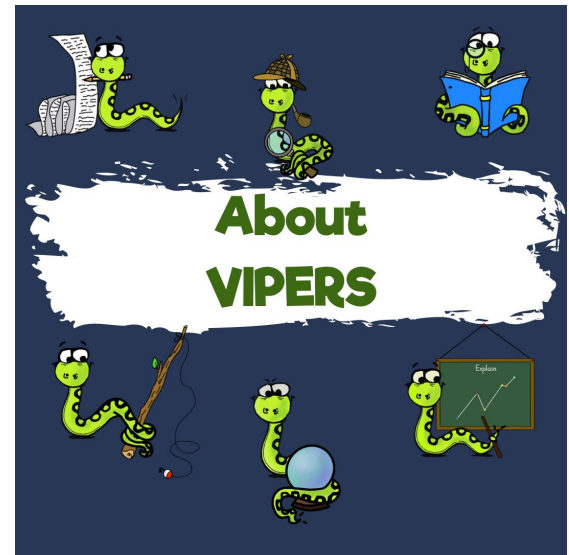
- Find a word you don't know. What do you think it means?

4. Predicting:

- What do you think will happen next?

5. Your Opinion:

- What was your favourite part of the story?
Why?



Idioms



Common Idioms for KS2

- **Break the ice** – to start a conversation in a new situation
- **Bite off more than you can chew** – to take on too much work or responsibility
- **Hit the nail on the head** – to say something exactly right
- **Let the cat out of the bag** – to reveal a secret
- **Piece of cake** – something that is very easy
- **Costs an arm and a leg** – very expensive
- **Once in a blue moon** – something that happens very rarely
- **Under the weather** – feeling sick
- **The ball is in your court** – it's your turn to make a decision or take action
- **Caught between a rock and a hard place** – having to choose between two bad options
- **Spill the beans** – to tell a secret
- **A storm in a teacup** – making a big deal out of something small
- **Cry over spilt milk** – getting upset about something that can't be changed
- **Hit the books** – to study hard
- **Keep your chin up** – stay positive even when things are hard

- We take it for granted that various common sayings are understood by our pupils but it is worth checking this ... you might be surprised by the idioms they are not familiar with!

Spelling, Punctuation, Grammar and Vocabulary
Paper

- A spelling test is administered containing **20 words**, which lasts approximately 15 minutes.
- A separate test is given on **grammar, punctuation and vocabulary**.
- This test lasts for **45 minutes** and requires short answer questions including some multiple choice.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling.



Past Question Analysis



	G1	G2	G3	G4	G5	G6	G7
Qu.	Grammatical terms or word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality

Content domain	2016	2017	2018	2019	2022	2023
G1	26	26	24	26	24	24
G2	6	8	6	4	4	8
G3	10	8	10	8	12	8
G4	16	10	14	12	16	12
G5	30	34	30	32	30	32
G6	10	10	10	12	10	10
G7	2	4	6	6	4	6

Sample Questions

40

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

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		



Sample Questions



15

What is the **word class** of the underlined words?

I have two brothers. Brian is older and Stanley is younger than me.

Tick **one**.

adjective

noun

adverb

verb

1 mark



Grammar, Punctuation and Spelling Paper 2

1. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.
4. The cup of tea was so hot it was _____.
5. We learnt the _____ to the song.
6. You _____ to wear your coat.

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.

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

The cup of tea was so hot it was **undrinkable**.

The word is **undrinkable**.

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

We learnt the **lyrics** to the song.

The word is **lyrics**.

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

You **ought** to wear your coat.

The word is **ought**.



Spelling Shed



Spelling Shed: Helping Children Become Confident Spellers

What is Spelling Shed?

Spelling Shed is an online platform that makes spelling practice fun, engaging and effective. Children play interactive games to practise weekly spelling lists set by their teacher, while also developing wider spelling knowledge.

This is the programme we use in school to teach spelling. All of our Year 6 students have their own log-ins and can access support activities at home. This is currently how homework is set (Tuesday).

OUR VALUES, YOUR VOICE

Spelling Shed



How can parents/carers help at home?

- Encourage **3–4 short practice sessions per week**.
- Ask your child to **explain a spelling rule** they are practising.
- Focus on **‘little and often’** rather than long sessions.
- Celebrate effort and improvement, not just scores.



- Compulsory: Weekly spelling homework
- Encourage students to use 'Hive' and 'Bee-Seiged' sections of the website too
- *Spelling Shed* follows the National Curriculum spelling list



Year 5 and 6 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	





Purpose of KS2 Writing Assessment

Writing is assessed to ensure pupils are ready for **secondary school**.

It forms part of the **end of Key Stage 2 teacher assessment (TA)** – there is **no formal test** in writing.

It contributes to the **overall KS2 outcomes** alongside reading, maths, and grammar, punctuation & spelling (GPS).



How Writing is Assessed

Teacher Assessment (TA) based on **evidence** from day-to-day writing across the curriculum.

Judged **against national Teacher Assessment Frameworks (TAFs)** set by the Department for Education.

Pupils are **not judged on one piece of writing**, but on a **collection of work**.



The Assessment Standards

Teachers will assess pupils at one of these **three main standards**:

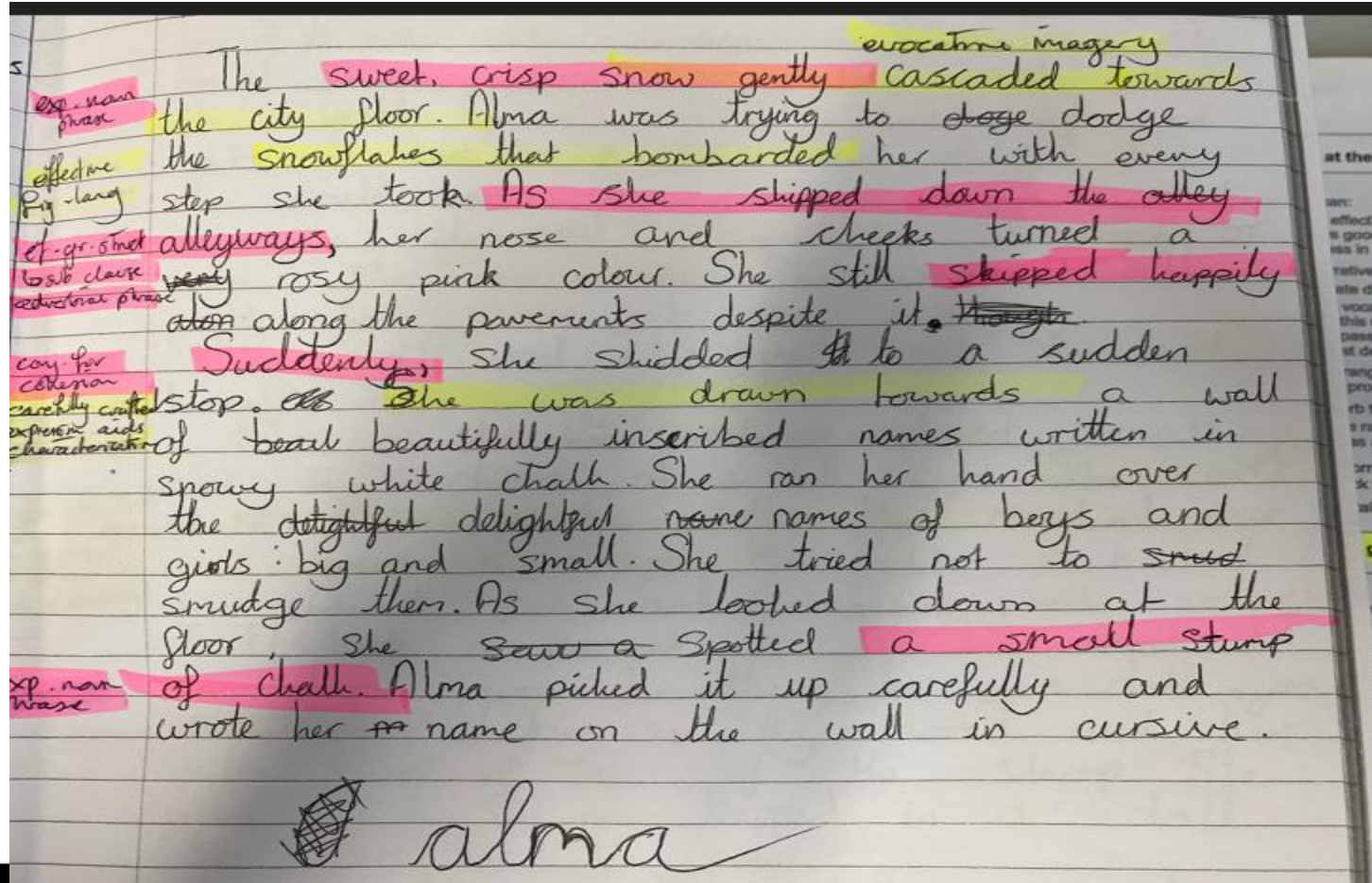
- 1. Working Towards the Expected Standard**
- 2. Working At the Expected Standard**
- 3. Working at Greater Depth Within the Expected Standard**

Each standard includes specific 'pupil can Statements related to:



- Spelling
- Handwriting
- Grammar and punctuation
- Sentence structure
- Vocabulary choices
- Cohesion and structure of writing

Examples of Year 6 Writing at the Expected Standard



Personal Account: The Highway Man

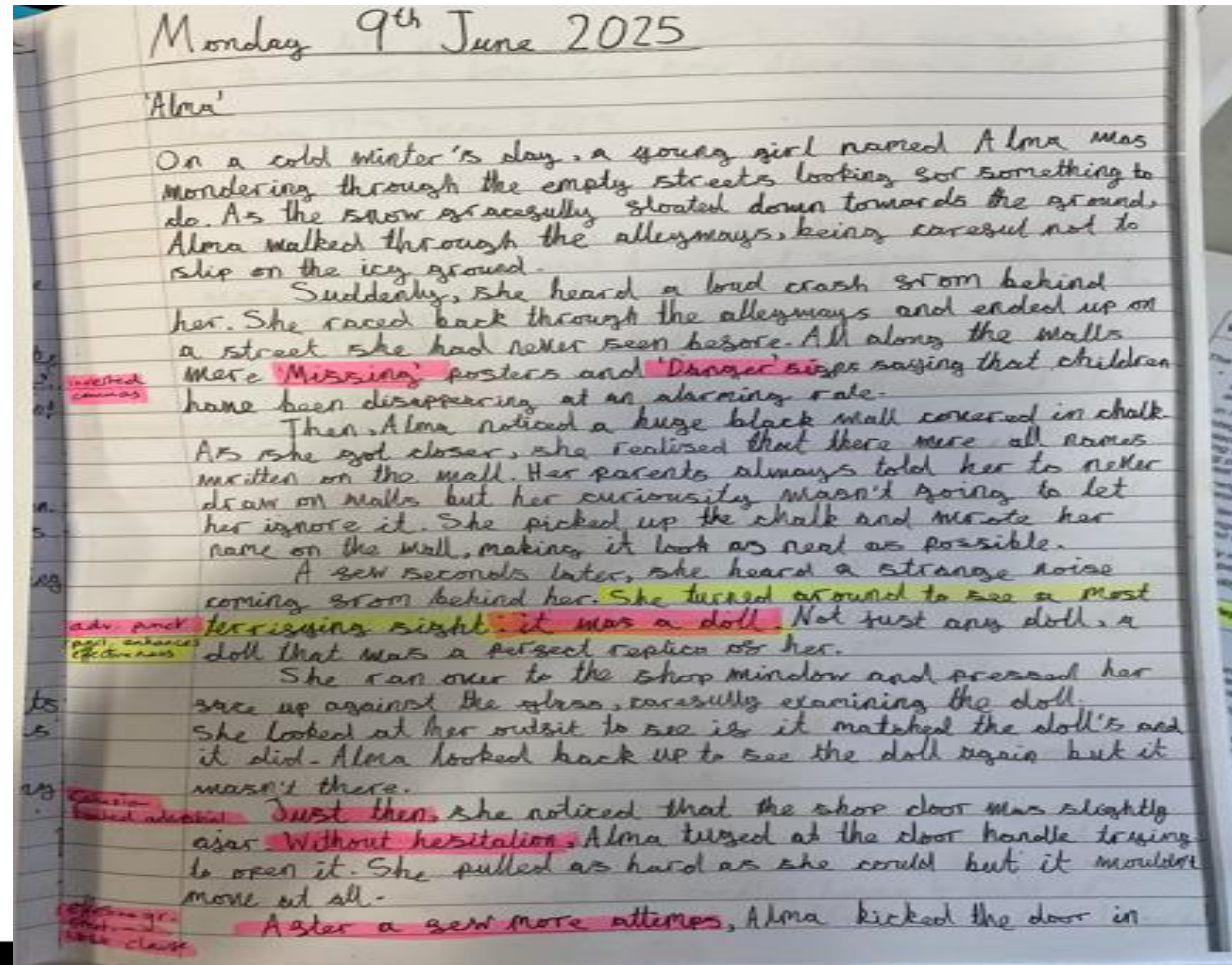
The wind was bashing me around like a lonely, melancholy plastic bag in the bustling streets of London. I was not ~~not~~ lonely or melancholy though, because I was off to see the most beautiful girl on Earth. The moon was giving me a clear path to my lover, Bess. I started to gallop, gallop ever faster to reach my bonny sweetheart, waiting for me at the old inn door.

A tilted French hat was sitting atop my head and a flashy lace collar was puffing out my chest. My boots were a gift from my rich, late father; they reached up to my thighs. My rapier sparkled and shimmered in the moonlight, a signal of my presence to my Bess.

Clatter, clatter. Trot, trot. The heavy hooves of my stallion, Maximus, ~~had~~ galloped over the cobbles of the road in the dark, old inn yard. Tap, tap, went my ~~thin~~ thin whip on Bess's casement window. I whistled softly but strong. There was no reply from Bess. Could she have left with someone else? Even if my love would leave me, ~~with~~ ^{for} someone else, she will always have a massive place in my heart.

I was prepared to give up all hope, when someone whistled a familiar tune. It was Bess. My one and only love! Her marvellous perfume was over-coming me with love. My body was jittering at the scent of her ~~overpowering~~ ^{overpowering}, floral perfume.

Examples of Year 6 Writing at Greater Depth



Dramatic Narrative

Jayne walked carefully down the dark, empty path. The only person with her was her best friend Emily. They were on a mission to find the emerald crown that had been stolen from the wild many years ago.

"It should be in that castle," Jayne said looking at the map.

"We can't go in there: Everyone knows that it's the most haunted building in the kingdom!" Emily replied.

"We don't have a choice," Jayne groaned. She was not a fan of haunted buildings.

Once they got there, they were surprised to find that the doors were open. Anytime they walked passed the doors were locked shut.

"This is perfect!" Jayne smiled. "We can walk right in!"

"No!" Emily replied. "Don't you think it's a bit strange that the doors are wide open?"

"What are you talking about? You need to stop worrying about everything!" Jayne laughed. "Come on!"

Before Emily could say anything Jayne had pushed her inside. They walked down a long, spooky corridor ended up in a massive ballroom.

"This is epic!" Jayne said in awe. Emily was so shocked to say anything back so she just nodded.

Suddenly, the large organ at the back of the room began to play and all the candles began to light up.

"We need to get out of here!" Emily shivered. She turned



What Teachers Are Looking For

Consistent use of the skills across different pieces.

Independent work (i.e. not heavily scaffolded or corrected by adults).

Ability to **adapt writing for different purposes and audiences.**

Accuracy, creativity, and technical control.



Types of Writing Used for Evidence

A range of genres: narrative, non-fiction, persuasive, explanation texts, etc.

Evidence from **English lessons**, but also from **cross-curricular writing** (e.g. Science, Humanities).

The writing must be the **pupil's own work**, although editing and redrafting are part of the process.



Moderation Process

School may be **moderated by the Local Authority (LA)** to ensure consistency and fairness.

Moderation is based on evidence collected over time, not a single "test".



How Parents Can Support at Home

Encourage regular **reading and discussion about books** (to build vocabulary and sentence structures).

Provide opportunities for **purposeful writing** (e.g. letters, stories, reviews).

Focus on **spelling and punctuation accuracy** when appropriate.

Praise effort, creativity, and resilience with writing.

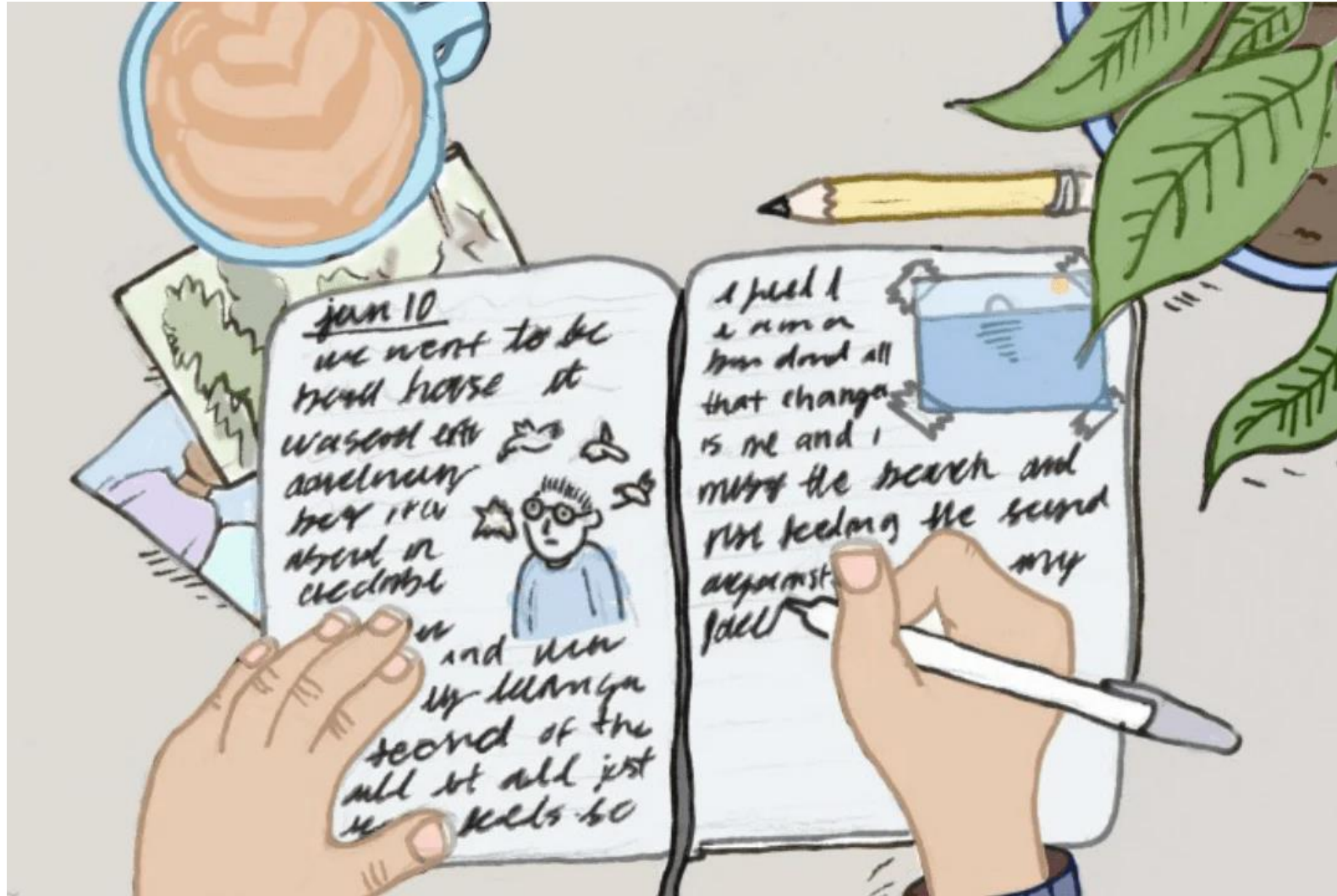


Timeline and Reporting

Writing assessments are made by **end of June**.

Reported to parents with other KS2 results (usually in July).

Writing is **teacher-assessed**, not test-based – so **no scaled score** is given, just the **standard met**.



Free-write
Friday!



To summarise

Writing is assessed **holistically** by the teacher.

It's about **consistent performance** across various tasks.

The goal is to ensure pupils are **confident, independent writers**.

Parents play an important role in **nurturing writing habits and confidence** at home.



THANK YOU

Any Questions?