

# YEAR 6 SAT WORKSHOP

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MRS MOODY, MR JONES, MISS BOLD & MR MARSH



Education is what  
remains after one has  
forgotten what one has  
learned in school.

Albert Einstein

ALL STUDENTS CAN LEARN  
AND SUCCEED, BUT NOT  
ALL ON THE SAME DAY,  
IN THE SAME WAY.

Every **STUDENT** *can learn,*  
just not on the same day,  
or in the same *way.*

EmilysQuotes.Com



Sometimes the most brilliant  
and intelligent students do  
not shine in standardized  
tests because they do not  
have standardized minds.

~ Diane Ravitch

# AIMS

- Share SATs week timetable and the practical arrangements.
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- Explain the meaning of the results awarded from the SATs.
  - Explain the structure and content of the Maths and English assessments.
  - Identify ways which parents can support their children

# TIMETABLE FOR SAT WEEK

Monday 11 <sup>th</sup> May	Punctuation & Grammar (45 mins)	Spelling (20 mins approx)
Tuesday 12 <sup>th</sup> May	Reading (60mins)	
Wednesday 13 <sup>th</sup> May	Arithmetic (30mins)	Maths 1 (40mins)
Thursday 14 <sup>th</sup> May	Maths 2 (40mins)	

The timetable is set by the Testing Agency.

## Varying the start time of a test on the scheduled day

Schools may administer a test in multiple sittings on the scheduled day if:

- a pupil is not going to be in school at the time the rest of the cohort is taking the test
- the school has a large cohort and needs to administer the tests in 2 or more sittings
- there are pupils who need readers, prompters, signers, translators or scribes and there are not enough staff to support them to take the test at the same time

We are going to administer three sittings. We will notify you and your child nearer the time which group they will be in and their timings.

Day	Group 1	Group 2	Group 3
<b>Mon</b>	9am SPAG and Spelling	10am SPAG and Spelling	11am SPAG and Spelling
<b>Tues</b>	9am Reading	10.10am Reading	11.20 Reading
<b>Wed</b>	9am Arithmetic	10am Arithmetic	11am Arithmetic
	9.45 Maths 2	10.45 Maths 2	11.45 Maths 2
<b>Thurs</b>	9am Maths 3	10.10am Maths 3	11.20 Maths 3

# ILLNESS AND ABSENCE

- It is a REQUIREMENT that ALL Year 6 children MUST take the SAT tests on the date determined by the government.
- If your child is unwell, you must contact the school before 8.30am so that we can discuss access arrangements for the test. MAKE SURE YOU SPEAK DIRECTLY TO MRS MOODY, MR JONES, MR MARSH OR MISS BOLD if this occurs (01952 386600)
- ALL children must be in school for ALL of SATs week.





# SATS WEEK

We try our very best to ensure this week is as relaxed as possible for the children. We feel we are successful as in previous years children have commented 'SAT week was the best week ever!'

- School will open for 7.45am, children will be able to come in early to have breakfast and a chat with teachers.
- Letters will go out and children will be able to choose their breakfast (sausage sandwich, bacon sandwich or cereal).
- Please provide children with a snack for break time each day during SAT week.
- Children will need P.E. kits every day.

# WHAT ARE THE RESULTS?

**\* You will get a raw score – the mark achieved by your child e.g. 45/50**

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**\*You will get a scaled score. 100 is the Expected Standard.**

**\*You will get a result to determine whether your child is:**

- Working towards expected (WTS)
- At expected standard (EXS)
- Working at greater depth (above expected standard) (GDS)

**We receive the results the second week in July and will get them to you, with your child's report, as soon as we can, usually the same day.**





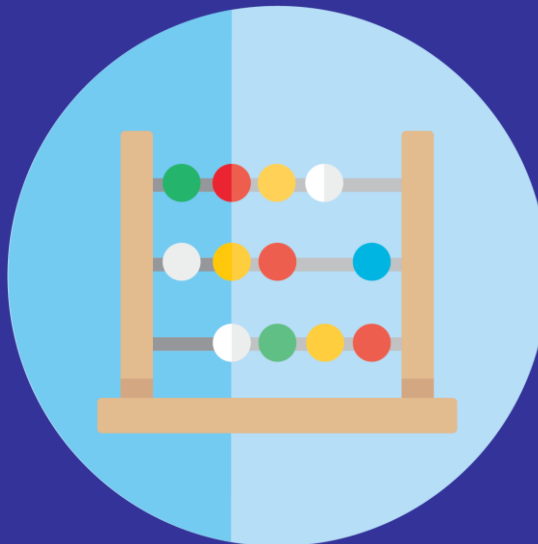
# ACCESSING THE TEST

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- If your child has specific needs during the assessments we will ensure these are met.
- Some children will be supported with a reader and/or a scribe during the assessments. This will be linked to their SEND provision maps and discussed on a 1:1 basis with parents.

# Our Top Tips

- **Tip 1:** Remember your child's education is a partnership. Meet with their teachers as they will know your child? Strengths and weaknesses, and ask them how you can help (parents evening is a great opportunity for this).
- **Tip 2:** Support your child with homework tasks and daily reading. Try drawing or acting out answers of difficult concepts.
- **Tip 3:** Encourage your child to work to speed. Try timed recall of timetables in the car/journey to school. Set min challenges for example – 'can you find the word on the page that means 'dangerous' you have 1 minute - go!' 'What is 10% of 150? You have 10 seconds - go!'
- **Tip 4:** Make sure your child is aware that getting stuck is not a problem. Move on and give them another challenge and come back to the hard ones at the end and/or go through it together.
- **Tip 5:** Encourage your child to believe in themselves, 'you can do it!'
- **Tip 6:** Remind your child that the tests are important, but that they are not the only way they are to be measured. We don't want child panicking or worried, we want them to be prepared.
- **Tip 7:** Approach a subject from lots of different angles. Software, games, activities, books, flash cards and practical applications all help? make the revision time at home as fun and interactive as possible.
- **Tip 8:** It is easier said than done, BUT do not put your child under too much pressure. Have fun – they will find things easier to remember if they recall the good times they had learning.



Paper 1 Arithmetic (30 mins)

Max 40 marks

Paper 2 Reasoning (40 mins)

Max 35 marks

Paper 3 Reasoning (40 mins)

Max 35

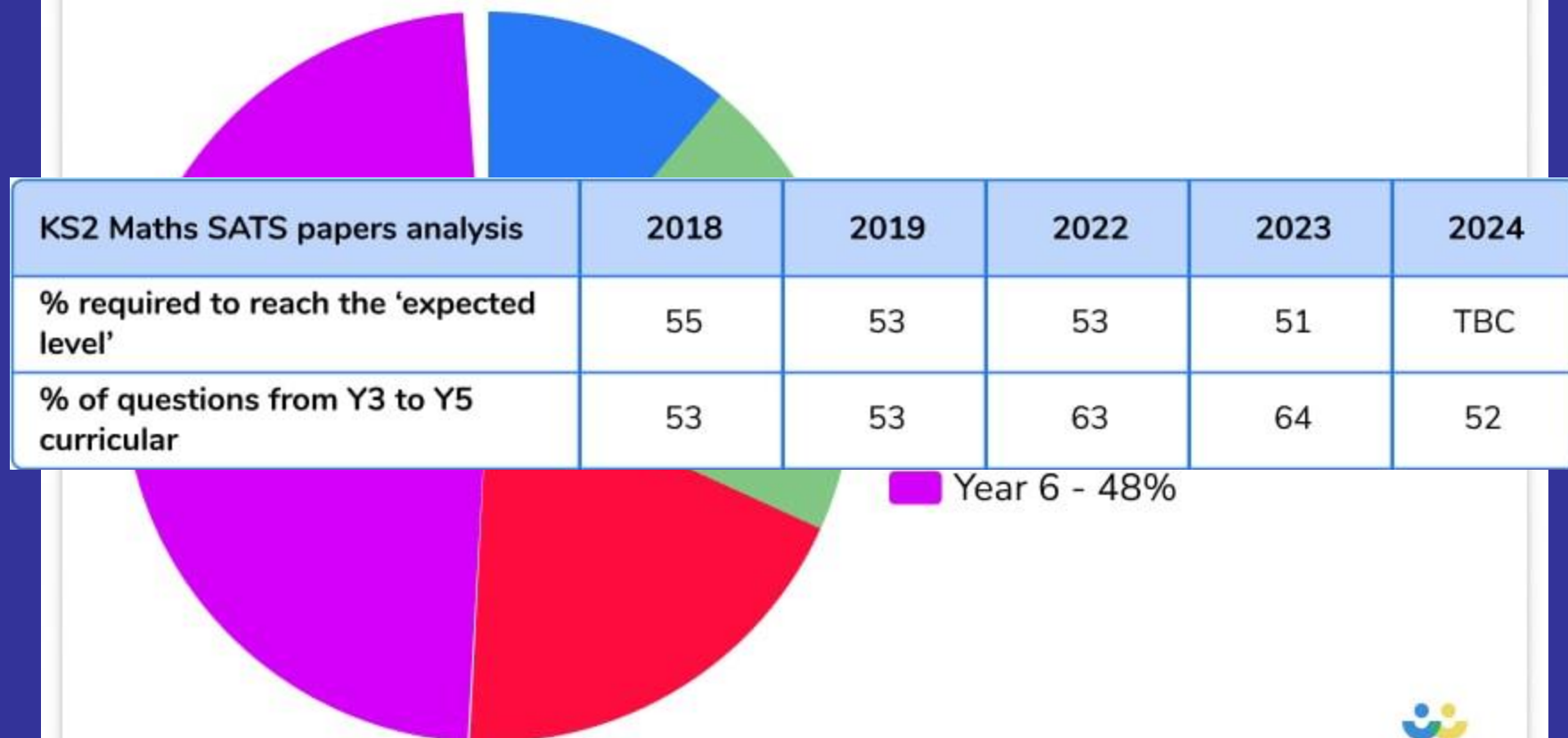
marks

**TOTAL**

**/110**

## KS2 Maths SATS papers analysis (2024)

### Percentage of questions from each year group curriculum across Arithmetic and Reasoning



# Paper 1 - Arithmetic

- Rubber
- Pencil

30 minutes to answer 36 questions.

Testing recall of 4 operations, fractions, decimals & percentages.

Majority of questions (56%) come from Yr 3,4,5 curriculum and speed/accuracy is key.



# Examples of the types of Arithmetic questions.

**13**  $1,210 \div 11 =$

**18**  $20\% \text{ of } 3,000 =$

**31**  $\frac{2}{7} - \frac{1}{9} =$

**23** 
$$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$$

**5**  $9 \times 41 =$

**33**  $36\% \text{ of } 450 =$

**4**  $2,400 \div 2 =$

**11**  $560 \div 7 =$

**13**  $1,080 \div 9 =$

**1**  $6,155 + 501 + 649 =$

**35**  $\frac{5}{6} \times 540 =$

**2**  $0 \times 989 =$

**33**  $0.9 \times 200 =$

**3**  $826 = 800 + \boxed{\phantom{000}} + 6$

5

$$1,034 + 586 =$$

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1 mark

**25**

1 3 3 0 1 6

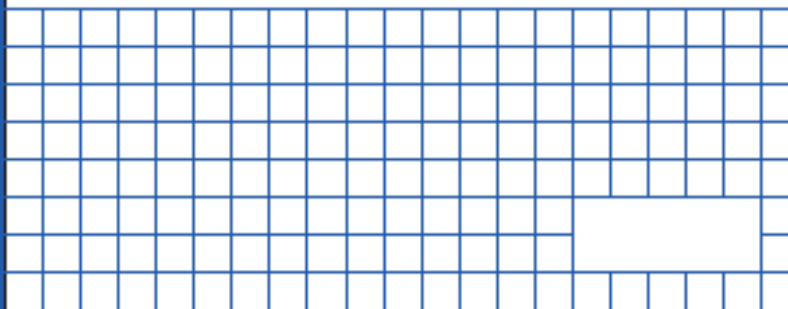
Show  
your  
method



2 marks

10

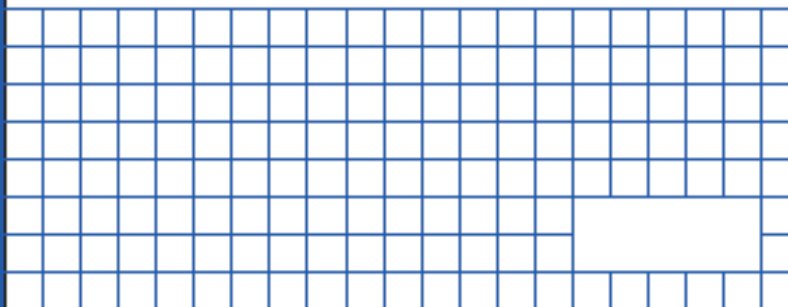
$$\frac{4}{5} - \frac{1}{5} =$$



1 mark

11

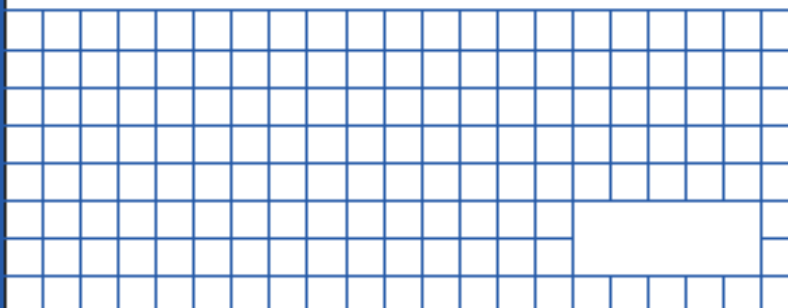
$$630 \div 9 =$$



1 mark

12

$$1.28 \times 100 =$$



1 mark

10

$$\frac{3}{5}$$

1m

Accept equivalent fractions or an **exact** decimal equivalent, e.g. 0.6

**Question 10 commentary:** As the question is expressed in common fractions, pupils should give their answer as a common fraction. An equivalent fraction such as  $\frac{6}{10}$  would also be awarded the mark. Since this fraction does have an exact decimal equivalent, the mark scheme also allows this to be awarded the mark.

11

70

1m

12

128

1m

## Paper 2 & Paper 3 - Reasoning

- Ruler
- Rubber
- Protractor
- Mirror

Both papers cover the range of the Maths curriculum including: number, calculation, data, shape, measure, problem solving.

Questions get more difficult as you work through the paper.

These are reasoning papers – often simple maths made complex through question style.



2

A pack of paper has 150 sheets.

4 children each take 7 sheets.

How many sheets of paper are left in the packet?

Show  
your  
method

The grid is 20 columns wide and 10 rows high. A smaller empty box, 10 columns wide and 2 rows high, is located in the bottom right corner of the grid.

2 marks

10

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

$$\begin{array}{r} \phantom{\times} \phantom{4} \square \\ \times \phantom{4} \square 6 \\ \hline \phantom{\times} 2 \phantom{4} 6 \\ \phantom{\times} 8 \phantom{4} 0 \\ \hline 1 \phantom{0} 6 6 \end{array}$$

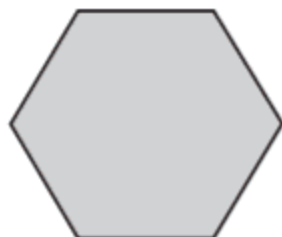
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2 marks

17

These two shapes have the **same** perimeter.

regular hexagon



square



**Not actual size**

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.



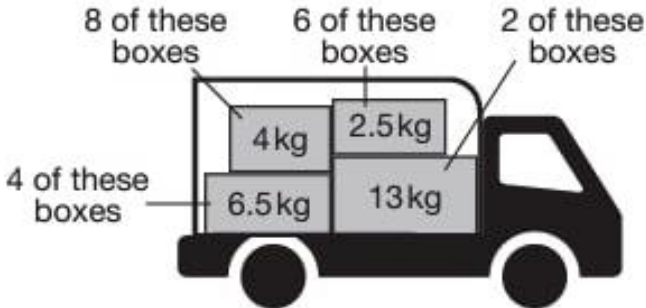
cm<sup>2</sup>

2 marks

13


There are 20 boxes on a truck.

The boxes are in 4 different sizes.



What is the **total mass** of the 20 boxes on the truck?

Show your method



kg

**2 marks**

# What are we doing to prepare the children for KS2 Maths SATS?



- Fluency, Reasoning and Problem Solving skills.
- Interventions
- Lessons planned from analysis of assessments.
- Guided sessions with a clear focus.
- Homework
- Weekly booster Maths
- Practise SAT questions/SAT weeks
- Reassurance & confidence boosting!

2016 national curriculum tests

**Key stage 2**

**Mathematics**  
**Paper 1:** arithmetic

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

[Access more tools and enhanced](#)

What can you do

Give value to homework

Fluent Recall at home.  
how many sides does a hexagon  
mean?

Websites e.g.

BBC KS2 Bitesize Maths

<http://www.bbc.co.uk/1/learn/ks2/maths/>

Daily 10 Maths

<https://www.topmarks.co.uk/Daily10s/>

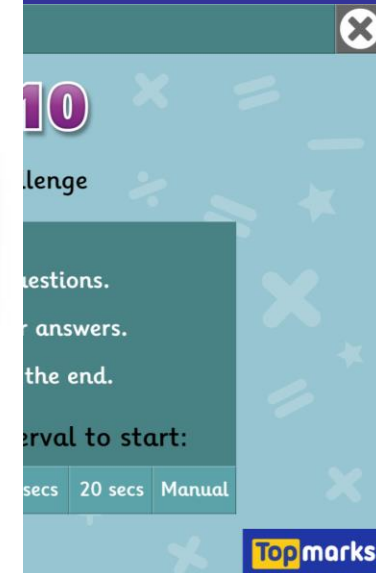
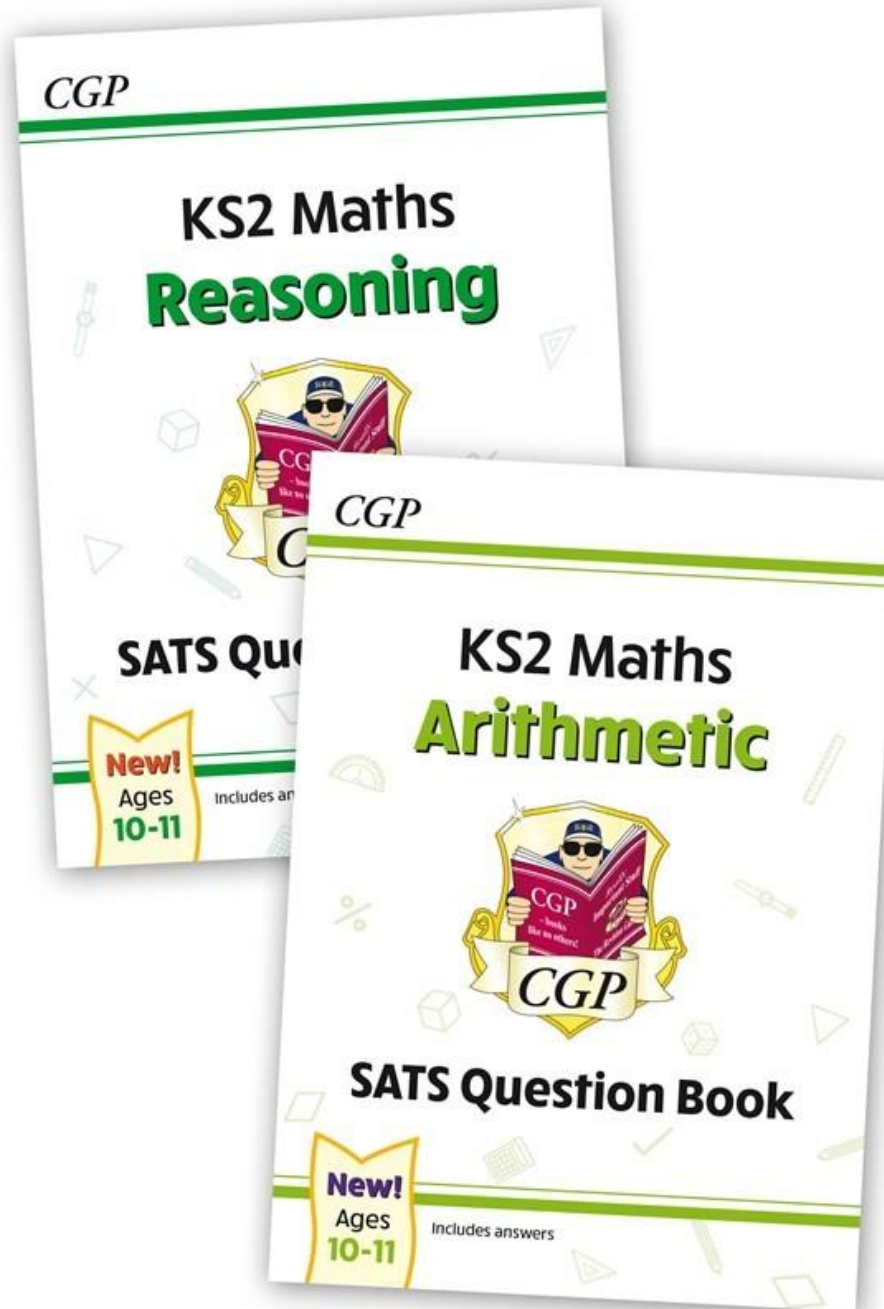
Times table practising

Practice Papers – if  
Maths4Everyone, CGP

Maths SATS?

consolidation.

all facts (how  
many sides does XV





# English

Three results:

- 1) Reading
- 2) Spelling, Grammar and Punctuation
- 3) Writing

# Reading Test

1 hour 50 marks

A selection of texts, that increase in difficulty and a range of questions to answer based on the texts.

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.'

Skills the child  
will be tested  
upon:



32%



National curriculum reference	
2a give / explain the meaning of words in context	
2b retrieve and record information / identify key details from fiction and non-fiction	
2c summarise main ideas from more than one paragraph	
2d make inferences from the text / explain and justify inferences with evidence from the text	
2e predict what might happen from details stated and implied	
2f identify / explain how language is used in fiction / narrative content and contributes to the meaning of the text as a whole	
2g identify / explain how language is enhanced through the use of words and phrases	
2h make comparisons within the text	

18%



46%

Paper	Marks on paper 1 & 2	Marks needed for EXS
2022	31	29
2023	34	24

# 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?

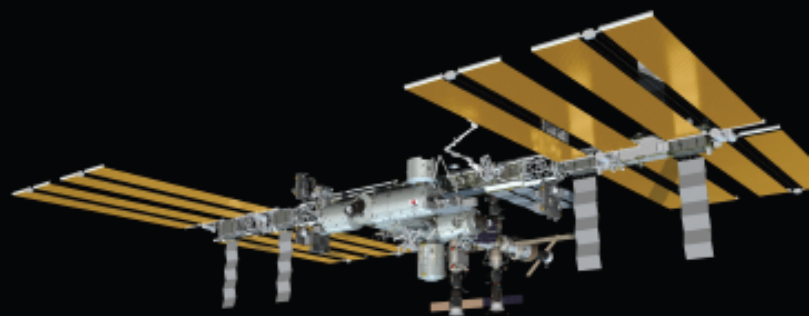
In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the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



**5**

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

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1 mark

**6**

How did Anousheh's trip into space make history?

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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?	

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2 marks



# Giants

How would you like it –  
Supposing that you were a snail,  
And your eyes grew out on threads,  
Gentle, and small, and frail –  
If an enormous creature,  
Reaching almost up to the distant skies,  
Leaned down, and with his great finger touched  
Your eyes  
Just for the fun  
Of seeing you snatch them suddenly in  
And cower, quivering back  
Into your pitiful shell, so brittle and thin?  
Would you think it was fun then?  
Would you think it was fun?

And how would you like it,  
Supposing you were a frog,  
An emerald scrap with a pale, trembling throat  
In a cool and shadowed bog,  
If a tremendous monster,  
Tall, tall, so that his head seemed lost in the mist,  
Leaned over, and clutched you up in his great fist  
Just for the joy  
Of watching you jump, scramble, tumble, fall,  
In graceless, shivering dread,  
Back into the trampled reeds that were grown so tall?  
Would you think it a joy then?  
Would you think it a joy?

*Lydia Pender*

# How you can support your child at home with Reading...

- Listen to your child read regularly.
- Read to your child.
- Build a broad vocabulary - synonyms are so important!  
“Can you think of another word for.....?”
- Ask challenging questions about your child's reading e.g.  
Why do you think the author chose that word? What does this tell us about the character? (See prompts in the Reading diary)



# Spelling, Grammar and Punctuation

Paper 1 - Questions - 45 minutes - 50 marks

Paper 2 - Spelling Test - 15 mins approx  
- 20 marks

# Paper 1 – Range of short answer questions covering knowledge of Grammar and Punctuation

Handwriting is very important in this test - all punctuation must be correctly and accurately inserted.

Capital letters must be in the correct place e.g. not within words.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular <b>plural noun suffixes</b> –s or –es (e.g. dog, dogs; wish, wishes)	How <b>words</b> can combine to make <b>sentences</b>	Sequencing <b>sentences</b> to form short narratives	Separation of <b>words</b> with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
<b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper)	How <b>and</b> can join <b>words</b> and join <b>sentences</b>	The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)	<b>Subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but)	Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal <b>pronoun I</b>	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	
Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the spelling annex.)	<b>Sentences</b> with different forms: statement, question, exclamation, command		Commas to separate items in a list	

## Distribution of Marks – KS2 SATs

	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	36%	16%	10%	16%	22%
The grammatical difference between <b>plural</b> and <b>possessive -s</b>	Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g. perhaps, surely)	Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)	(e.g. later than day, I missed the bus news.)		
Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Brackets, dashes or commas to indicate parenthesis		
Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ify)	Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : semantic <b>cohesion</b> (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b> .	Use of commas to clarify meaning or avoid ambiguity		
<b>Verb prefixes</b> (e.g. dis-, de-, mis-, over- and re-)		Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.		
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the <b>subjunctive</b> in some very formal writing and speech)		<b>Punctuation</b> of bullet points to list information		
			How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)		

Key:  
Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

All terms in bold should be understood with the meaning set out in the glossary.



2

Which **pair of verbs** correctly completes the sentence below?

Pluto \_\_\_\_\_ now called a dwarf planet, but once it \_\_\_\_\_ classified as a planet.

Tick **one**.

was

is

☐

was

was

☐

is

is

☐

is

was

☐

---

1 mark

13

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.

↑	↑	↑	↑
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

21

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

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1 mark

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

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1 mark

# Spelling Test

1. Sara wanted to be an explorer and \_\_\_\_\_ new lands.
2. The spy was sent on a secret \_\_\_\_\_.
3. For PE lessons, your clothes should be \_\_\_\_\_ and comfortable.
4. The \_\_\_\_\_ showed which way to go.
5. China is a large \_\_\_\_\_.



# Spelling

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

Sara wanted to be an explorer and **discover** new lands.

The word is **discover**.

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

The spy was sent on a secret **mission**.

The word is **mission**.

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

For PE lessons, your clothes should be **loose** and comfortable.

The word is **loose**.

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

The **sign** showed which way to go.

The word is **sign**.

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

China is a large **country**.

The word is **country**.



## Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

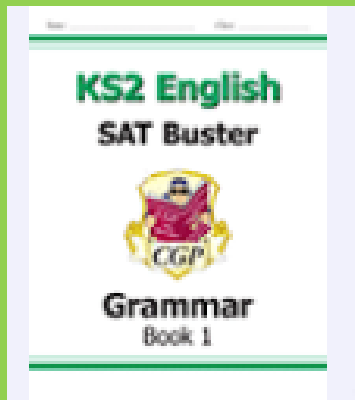
## Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

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

# How can I help my child to prepare for the SPAG test?

- Help your child learn the spellings that are sent home
- When reading to and/or with your child discuss they use of inverted commas to mark speech, the use of parenthesis (brackets) to add additional information, the use of capital letters etc.
- Revision books. Unfortunately, the grammar paper relies on a child knowing the terminology e.g. subordinate clause, main clause, adjective, article, passive, active – and many more. We use these is daily teaching practice however, for additional support at home, there is a wealth of revision guides that could help your child become familiar and fluent with the terms they will come across:



CGP, Letts - have a look in WhSmith or Waterstones!!



# Writing

There is no writing test.

The writing the children have produced throughout Year 6 is teacher assessed.

We look at the work and decide whether a child is Working Towards National, at National or Working at Greater Depth than National.

The writing is moderated by teachers, SLT, between schools and by the Local Authority.

### **Working towards the expected standard**

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices\* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly\* (years 3 and 4)
- spelling some words correctly\* (years 5 and 6)
- producing legible joined handwriting.

## Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

## Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

Children must achieve everything in the previous box to move into the next.

## **What are we doing to help your children with their writing?**

- \* Engaging curriculum for writing.
- \* Clear next steps and targets.
- \* Coverage of a range of genres.

## **What can you do to help your child with their writing?**

- \* Promote value of homework. Ensure sentences are capitalised, punctuated correctly.

Try to encourage writing over technology typing from time to time.



Any questions?

We want the children to leave NJS having achieved their potential and with results which reflect this.

We are proud of all of the individual children who have worked hard.



Please encourage the children to share any concerns/worries with us. We are here to help if you have any queries!



Monday 2<sup>nd</sup> March: notification of confirmed Secondary School placement

# **Some advice!**

- \* Help children navigate increased independence and organisation
  - \* Help them to understand what to expect.
  - \* Practise the journey and how to stay connected with identified people for support.
- \* Are there any reassuring routines you can sustain for September?
  - \* Time awareness and management!
  - \* Familiar with uniform and how it will feel.
  - \* Start to prepare for managing homework.
- \* If there is information you feel needs to be shared with the school be proactive in doing so.
- \* Ensure conversations address worries/concerns but always spend more time discussing the positive things to look forward to.
- \* Actively engage with the new school's transition offer: induction days/evenings etc

