

YEAR 6 SAT WORKSHOP

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*.



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.

- 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 th May | Punctuation & Grammar (45 mins) | Spelling (20 mins approx) |
| Tuesday 12 th May | Reading (60mins) | |
| Wednesday 13 th May | Arithmetic (30mins) | Maths 1 (40mins) |
| Thursday 14 th 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 |
|--------------|-----------------------|------------------------|------------------------|
| Mon | 9am SPAG and Spelling | 10am SPAG and Spelling | 11am SPAG and Spelling |
| Tues | 9am Reading | 10.10am Reading | 11.20 Reading |
| Wed | 9am Arithmetic | 10am Arithmetic | 11am Arithmetic |
| | 9.45 Maths 2 | 10.45 Maths 2 | 11.45 Maths 2 |
| Thurs | 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**

***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

- 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.

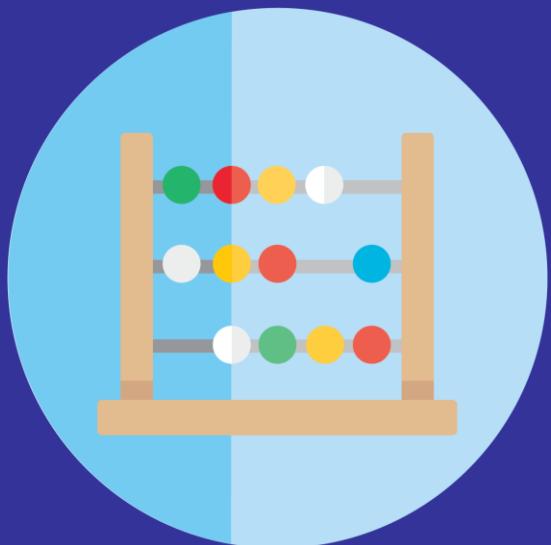
Our Top Tips

- **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.



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Maths Papers



Paper 1 Arithmetic (30 mins)

Max 40 marks

Paper 2 Reasoning (40 mins)

Max 35 marks

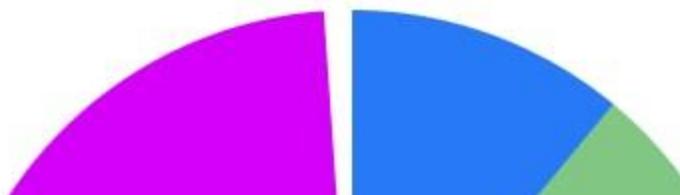
Paper 3 Reasoning (40 mins)

Max 35
marks

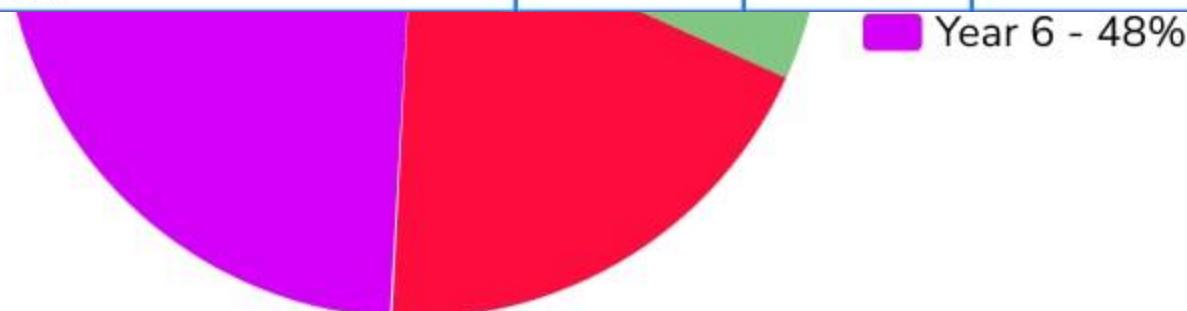
TOTAL /110

KS2 Maths SATS papers analysis (2024)

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



| KS2 Maths SATS papers analysis | 2018 | 2019 | 2022 | 2023 | 2024 |
|--|------|------|------|------|------|
| % required to reach the 'expected level' | 55 | 53 | 53 | 51 | TBC |
| % of questions from Y3 to Y5 curricular | 53 | 53 | 63 | 64 | 52 |



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 $1,210 \div 11 =$

| | |
|----|-------------------|
| 13 | $1,210 \div 11 =$ |
| | |

23 $836 \times 27 =$

| | |
|----|-------------------|
| 23 | $836 \times 27 =$ |
| | |

18 20% of 3,000 =

| | |
|----|----------------|
| 18 | 20% of 3,000 = |
| | |

5 $9 \times 41 =$

| | |
|---|-----------------|
| 5 | $9 \times 41 =$ |
| | |

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

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

4 $2,400 \div 2 =$

| | |
|---|------------------|
| 4 | $2,400 \div 2 =$ |
| | |

11 $560 \div 7 =$

| | |
|----|----------------|
| 11 | $560 \div 7 =$ |
| | |

13 $1,080 \div 9 =$

| | |
|----|------------------|
| 13 | $1,080 \div 9 =$ |
| | |

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

| | |
|----|----------------------------|
| 35 | $\frac{5}{6} \times 540 =$ |
| | |

2 $0 \times 989 =$

| | |
|---|------------------|
| 2 | $0 \times 989 =$ |
| | |

1 $6,155 + 501 + 649 =$

| | |
|---|-----------------------|
| 1 | $6,155 + 501 + 649 =$ |
| | |

3 $826 = 800 + \boxed{\hspace{2cm}} + 6$

| | |
|---|--|
| 3 | $826 = 800 + \boxed{\hspace{2cm}} + 6$ |
| | |

33 $0.9 \times 200 =$

| | |
|----|--------------------|
| 33 | $0.9 \times 200 =$ |
| | |

5

$1,034 + 586 =$

1 mark

25

1 3 3 0 1 6

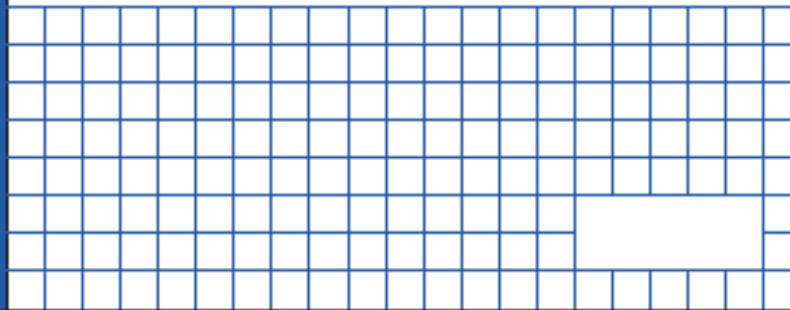
Show
your
method



2 marks

10

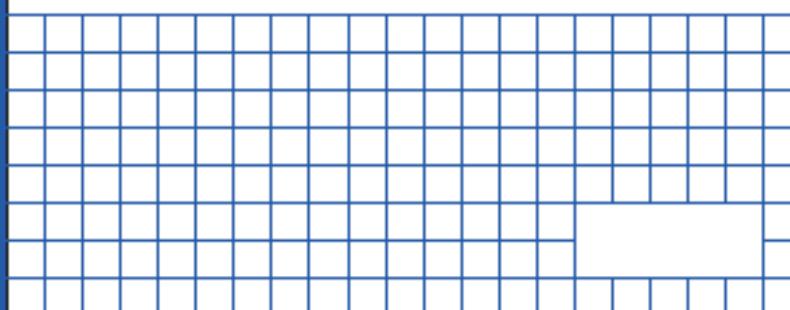
$$\frac{4}{5} - \frac{1}{5} =$$



1 mark

11

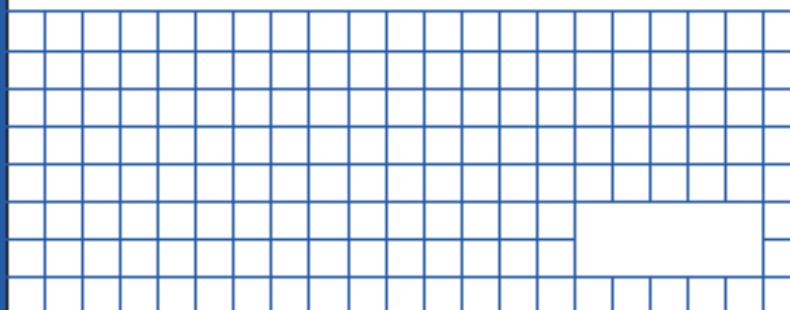
$$630 \div 9 =$$



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

A 15x10 grid of 150 squares, representing the 150 sheets of paper. A 4x7 grid of 28 squares is cut out from the bottom-left corner, representing the 28 sheets taken by the children. A large empty rectangular box is provided for showing the working method.

2 marks

10

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

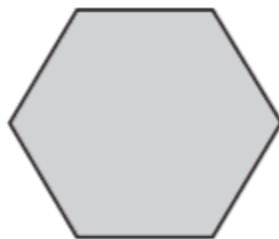
$$\begin{array}{r} & 4 & \square \\ \times & \square & 6 \\ \hline & 2 & 4 & 6 \\ & 8 & 2 & 0 \\ \hline & 1 & 0 & 6 & 6 \end{array}$$

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**.

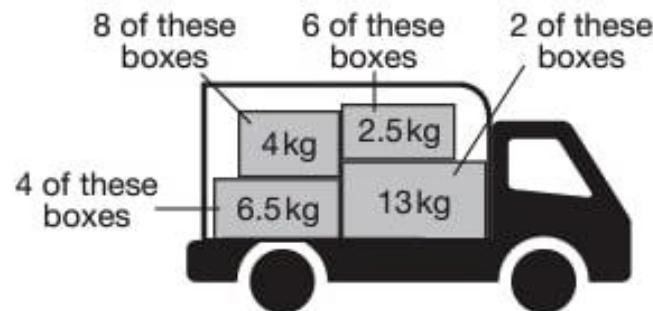


2 marks

13

There are 20 boxes on a truck.

The boxes are in 4 different sizes.



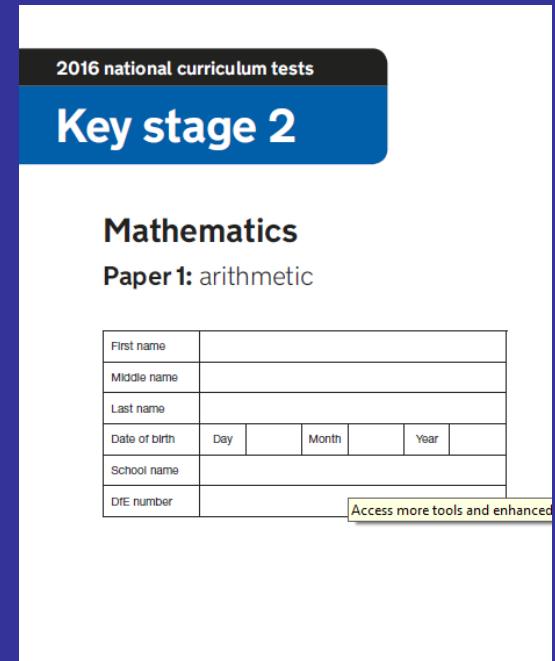
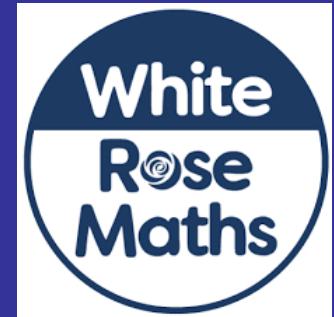
What is the **total mass** of the 20 boxes on the truck?

Show
your
method

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!



What can you do?

Give value to homework

Fluent Recall at home.
How many sides does a hexagon have?
What does XV mean?

Websites e.g.

BBC KS2 Bitesize Maths

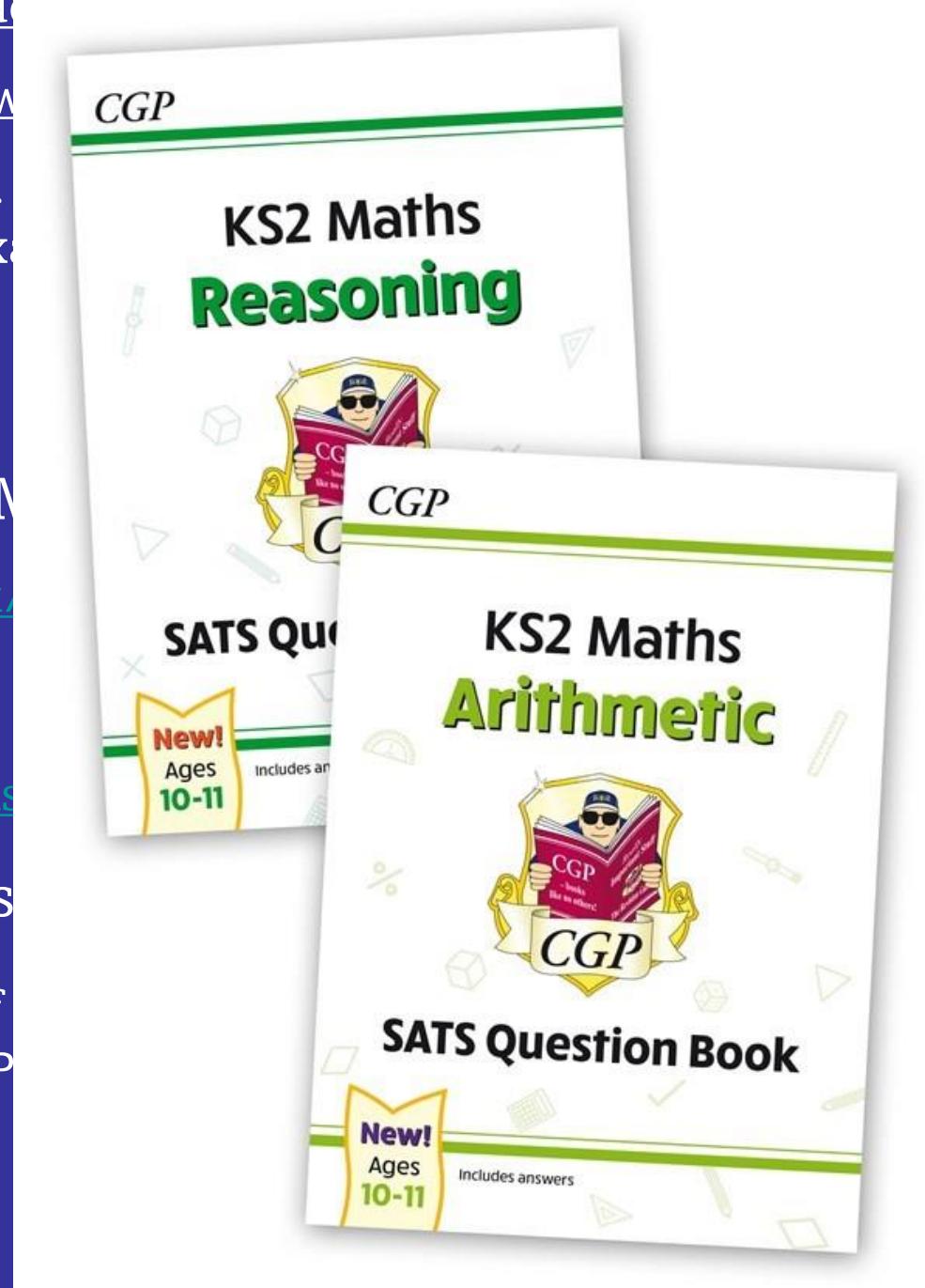
<http://www.bbc.co.uk/schools/ks2bitesize/math...>

Daily 10 Maths

<https://www.topmarks.co.uk/maths-games/daily-10...>

Times table practise

Practice Papers – if you can't get hold of Maths4Everyone, CGP



the SATS?

consolidation.

all facts (how many times 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

18%

46%

| Paper | Marks on paper 1 & 2 | Marks needed for EXS | |
|-------|-------------------------|----------------------------|---|
| 2022 | 31 | 29 | ct what might happen tails stated and implied |
| 2023 | 34 | 24 | ify / explain how tion / narrative content 1 and contributes to as a whole |

2f make inferences from
the text

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?

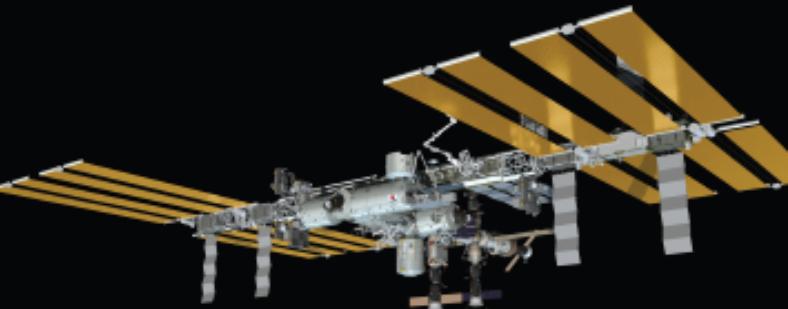
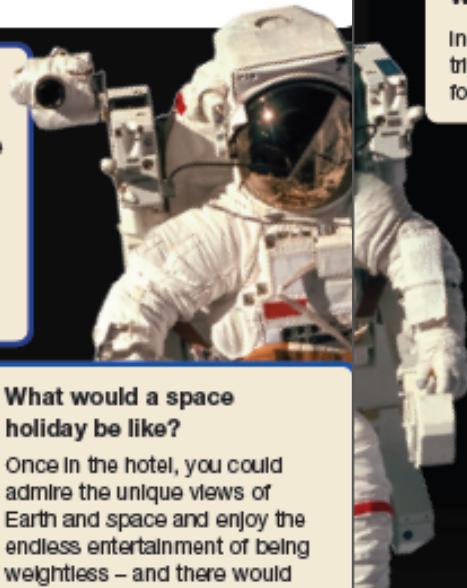
In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the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

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

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 plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) | How words can combine to make sentences | Sequencing sentences to form short narratives | Separation of words with spaces | word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark |
| Suffixes that can be added to verbs (e.g. helping, helped, helper) | How and can join words and join sentences | The consistent use of present tense versus past tense throughout texts | Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | verb, tense (past, present), adjective, noun, suffix, apostrophe, comma |
| How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) | Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) | Capital letters for names and for the personal pronoun I | word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause |
| Formation of nouns using suffixes 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 sentences | |
| Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling annex.) | Sentences 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 plural and possessive -s | Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) | Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) | (e.g. Later that day, I heard the breaking news.) | Key: Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 |
| Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) | Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) | Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) | Brackets, dashes or commas to indicate parenthesis | |
| Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) | Expanded noun 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 cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision. | Use of commas to clarify meaning or avoid ambiguity | |
| Verb prefixes (e.g. dis-, de-, mis-, over- and re-) | 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 subjunctive in some very formal writing and speech) | 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 sentence 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) | | | Punctuation 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) | |

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.



1 mark

21

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

1 mark

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

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(lly) | 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 |

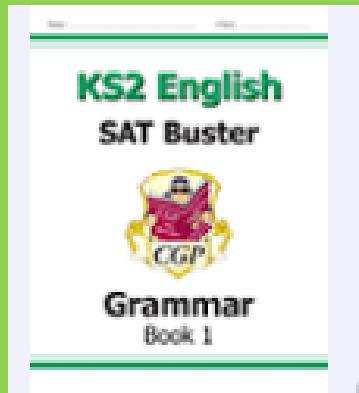
Spelling word list for Year 5 and Year 6

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 | mischiefous | 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 in 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 2nd 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

