



PURPOSES OF THE MEETING


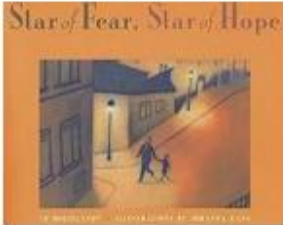

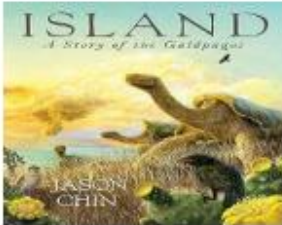


- Welcome you, and your child, into Year 6
- Outline our expectations for the year
- Discuss available support for you children in school
- Suggestions of support that can be given at home
- Explain what the KS2 SATs are and why we do them
- Provide examples of SATs materials for you to look at in your own time
- Give you a chance to ask any questions you may have about the year ahead



WHAT DOES YEAR 6 LOOK LIKE FOR YOUR CHILD?

- We have a class of 30 children in Year 6
- We have two class teachers: Miss Moore & Mrs Turley, who is taking part in her teacher training in our class. We are also supported by Miss Hennessy on a Friday, with Mrs Thorpe & Mrs Finch teaching our class on a Tuesday afternoon too.
- We strive for excellent learning behaviour with a push for independence ahead of moving on to secondary school. We want the children to be ready for their next chapter whilst still enjoying their time in primary school.
- Each day, your child will take part in whole-class lessons, and we also run specialised interventions in small groups that are based on your child's needs.

<http://www.stmaryoftheangels.co.uk/class/year-6>

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Driver						
English Units	Persuasive writing Letter writing Debates Information text	Narrative writing Diary writing Letter writing Dialogue	Narrative writing Formal tone Persuasive writing Report writing	Recount writing Biographical writing Poetry	Recount writing Diary writing Biographical writing Poetry	Recount writing Narrative writing Dialogue
Class Reads	<i>Letters from the Lighthouse – Emma Carroll</i>	<i>Room 13 – Robert Swindells</i>	<i>Can You See Me? – Libby Scott</i>	<i>Holes – Louis Sachar</i>	<i>The Final Year – Matt Goodfellow</i>	<i>The Turbulent Term of Tyke Tyler – Gene Kemp</i>
MATHS						
Maths Topics	Place Value Addition and Subtraction Multiplication Division	Fractions, Decimals & Percentages Algebra Measurement	Area & Perimeter Conversions Volume Converting units	Properties of Shapes Position & Direction Co-ordinates Statistics	Problem solving & consolidation Money	
RELIGIOUS EDUCATION						
RE	Creation & Covenant	Prophecy & Promise	Galilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue & Encounter
SCIENCE						
	Light	Electricity	Living Things & their Habitats	Evolution & Inheritance	Animals Including Humans	

COMPUTING						
Computing	Coding Online safety	Spreadsheets Online safety	Blogging Online safety	Text adventures Online safety	Networks Quizzing	Binary Online safety
HISTORY / GEOGRAPHY						
Topic	Life in World War II		Who were the Maya? What's it like in South America?		I am special, I am me	
DESIGN TECHNOLOGY						
Topic	Design, Make & Evaluate: Anderson Shelters & WWII Cuisine		Design, Make & Evaluate: Maya Masks and Structures		Design, Make & Evaluate: teddy bears for EYFS	
ART						
Topic	LS Lowry – A World War II artist Create a piece of artwork inspired by LS Lowry using charcoals and pencils		Athos Bulcao – Brazilian artist Create tile prints inspired by Athos Bulcao's work		Julian Opie – a British artist Draw a self-portrait using watercolours and pencils inspired by Julian Opie	
MUSIC						
Topic	Glockenspiels The music of the 1940s		You've Got A Friend Philharmonic Orchestra visit		School Production Compare & contrast composers	
PSHE / SRE						
PSHE / SRE	My Happy Mind – Meet Your Brain Journey in Love	My Happy Mind – Celebrate Journey in Love	My Happy Mind – Appreciate Journey in Love	My Happy Mind – Relate Journey in Love	My Happy Mind – Engage Journey in Love	Journey in Love
PHYSICAL EDUCATION						
PE	Dance Cricket	Dodgeball Circuit Training	Gymnastics Basketball	Tennis Athletics	Rounders Running	Rounders Throwing & Jumping
MODERN FOREIGN LANGUAGES						
Spanish	Revisiting me Telling the time Daily life of a Superhero	Homes and houses Elf on the shelf	Sports At the funfair	My favourite things Tradition Spanish Day	Tapas Culture	Performance time Transition Language Puzzle

HOW DO WE SUPPORT AND PREPARE YOUR CHILD IN YEAR 6?

- Focused lessons on key objectives and revise key areas of learning.
- Practise arithmetic tests
- SATs papers
- Spelling sessions 3 x weekly
- Small group work with Miss Moore, Mrs Turley or Miss Hennessy
- Interventions where needed
- Whole class reading sessions at least 3 times per week
- Homework to revise key areas of learning
- Supported editing time in writing
- Time to respond to marking in exercise books to boost understanding
- Pre-SATs breakfast club during SATs week
- Time to talk whenever they need it 😊

HOW DO WE SUPPORT AND PREPARE YOUR CHILD IN YEAR 6?

At St. Mary of the Angels Catholic Primary School, we firmly believe that through nurturing the health and wellbeing of our pupils, we assist them in improving their academic outcomes and enjoying a positive-lifelong journey in education.

If you feel that there may be barriers to your child's learning, please speak to your child's class teacher for further advice.

Barriers to learning may include:

- Anxiety and worries
- Difficulties at home
- Poor behaviour for learning
- Issues concerning bullying/friendships/social anxieties
- Dealing with bereavement/loss
- General disaffection and disengagement from learning
- Worries about transferring from primary to high school
- Difficulties with organisation
- Anger Management
- SEMH- Social skills, Self-esteem, Honesty, Positive thinking
- Emotional Literacy Support Assistant (ELSA)
- Mental Health

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How can we help?

- Provide support for all children's well-being
- Here to provide non-judgemental and confidential support to all our pupils and families
- Work closely with teaching staff and families to help children achieve their full potential
- Use a variety of activities, strategies and interventions within school on a bespoke basis to those in need
- Provide short term interventions focussed on providing an emotional toolkit
- Signpost further support agencies

OUR EXPECTATIONS FOR THE YEAR AHEAD...

- Homework is set every Friday and is due in the following Friday
- Homework will involve: TTRockstars, Spelling Shed, reading and an extra piece set on Atom Learning.
- Atom Learning will consolidate prior learning in maths. If your child requires help, they can see me in the morning to discuss it.
- Planners are to be signed every day to show that your child is reading at least 3x weekly.
- As a team, we are always here to discuss any matters you feel are relevant to be shared with school.

HOW CAN YOU SUPPORT YOUR CHILD IN READING?

- First and foremost, focus on developing an enjoyment and love of reading!
- Enjoy stories together — reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time.
- Talk about the story before, during and afterwards — discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together — you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable — it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.

HOW CAN YOU SUPPORT YOUR CHILD IN MATHS?

- Encourage children to login and play on TTRockstars. This will improve crucial recall of times tables.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.

HOW CAN YOU SUPPORT YOUR CHILD IN WRITING?

- Ensure your child is completing their weekly spelling homework.
- Write together — be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

ADVICE FOR YEAR 6 CHILDREN

- Listen to your teachers and key adults in school
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well; this will help your brain.
- Don't panic! Hearing 'SATs' can often make you feel worried or nervous – they really are not as bad as you might think.
- Remember that the Year 6 SATs last for 4 days out of your whole life – and out of our amazing year together!

WHY DO WE COMPLETE SATS?

- It is a statutory requirement for all Year 6 pupils. The SATs will go ahead this year for the third year since the pandemic.
- SATs help teachers — and you — learn more about your child's areas of strength and areas of development.
- They can also measure how much each child improves from one Key Stage to another.

WHEN AND HOW ARE THE SATS COMPLETED?

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked **externally**.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:

Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes

Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes

Reading – 60 minutes

Maths (paper 1: Arithmetic) – 30 minutes

Maths (paper 2: Reasoning) – 40 minutes

Maths (paper 3: Reasoning) – 40 minutes

SPELLING, PUNCTUATION AND GRAMMAR – PAPER 1 (MONDAY)

The children will have been working hard on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

Example questions

1

Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

☐

Ask Ryan what he thinks about it

☐

What time will the film start

☐

I didn't know what to say

☐

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark

1

Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

☐

Ask Ryan what he thinks about it

☐

What time will the film start

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plausible

straight

1 mark

GRAMMAR, PUNCTUATION AND SPELLING — PAPER 2 (MONDAY)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting roughly 15 minutes and focuses solely on spelling. Example questions:

19. Omar put the cutlery back in the _____.

20. Ellen's gold bracelet was her most treasured _____

Spelling 19: The word is **drawer**.

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

Spelling 20: The word is **possession**.

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.

READING (TUESDAY)

There is one reading test that lasts for 60 minutes.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

Children will be asked questions which require skills such as:

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Identify/ explain how meaning is enhanced through choice of words and phrases.

Example questions

Questions 1 – 13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m

Example questions



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19 In what way is *buzz pollination* more useful than other forms of pollination?

1 mark

Requirement	Mark
<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i>	1m

READING

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2019 Reading SATs paper:

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 36% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

MATHS PAPER 1 – ARITHMETIC (WEDNESDAY)

The maths arithmetic paper has a total of **40 marks**.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BODMAS), percentages of amounts and calculating with decimals and fractions.

Example question:

23										
				8	3	6				
	×				2	7				
Show your method										

2 marks

Qu.	Requirement	Mark	Additional guidance
23	<p>Award TWO marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <div> <p>•</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ </div> <p>OR</p> <div> <p>•</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$ </div>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> <div> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$ </div>

Example questions

6

$$5.87 + 3.123 =$$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

8.993

1 mark

11

$$\boxed{22} = 87 - 65$$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

15

$$60 \div (30 - 24) =$$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

10

1 mark

18

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

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

600

1 mark

22

$1\frac{3}{7} - \frac{4}{7} =$

10/7 - 4/7 = 6/7

6

7

1 mark

25

37 | 888

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for the correct answer of 24</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none"> long division algorithm, e.g. <div> $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{)888} \\ \underline{-740} \\ 140 \text{ (error)} \\ \underline{-111} \\ 29 \end{array}$ </div> <p>OR</p> <div> $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{)888} \\ \underline{-740} \\ 148 \\ \underline{-148} \\ 0 \end{array}$ <div> <div>20 × 37</div> <div>4 × 37</div> </div> </div> <ul style="list-style-type: none"> short division algorithm, e.g. <div> $\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{)888} \end{array}$ </div>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.</p>

MATHS PAPERS 2 AND 3 – REASONING (WEDNESDAY AND THURSDAY)

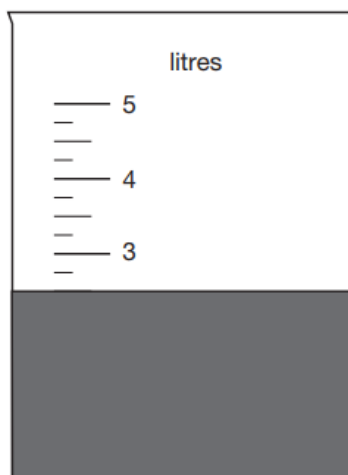
These tests have a total of **35 marks** each. These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Example questions

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½

litres

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark

Example question

18

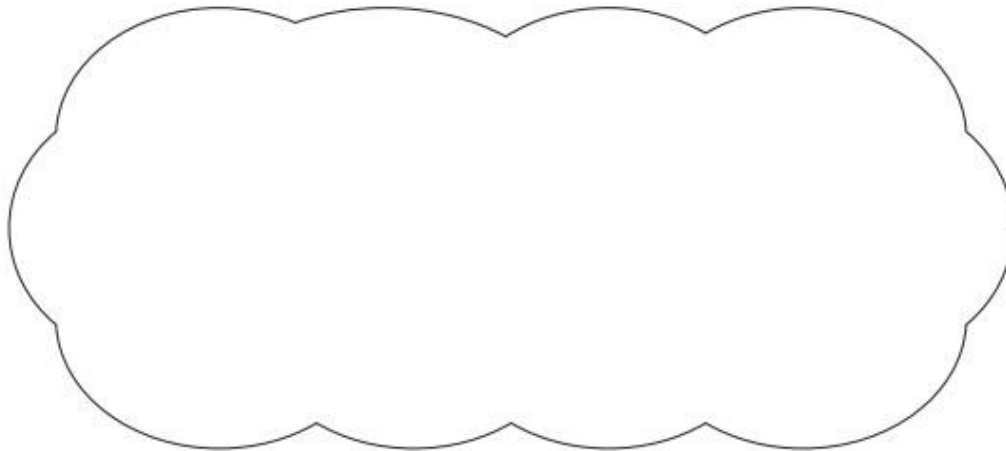
Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.



1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$ and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

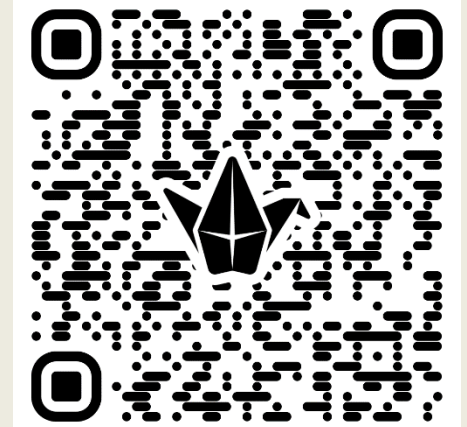
Do not accept vague or incomplete explanations, e.g.

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

Feel free to access the link and add a message of good luck for our Year 6 class to read as the year progresses.



Thank
You