Y6 *Information for parents*

2025

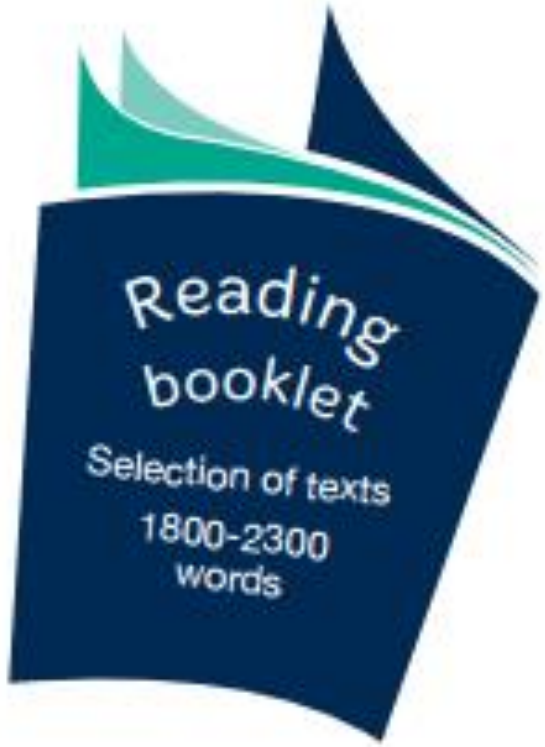
SATs

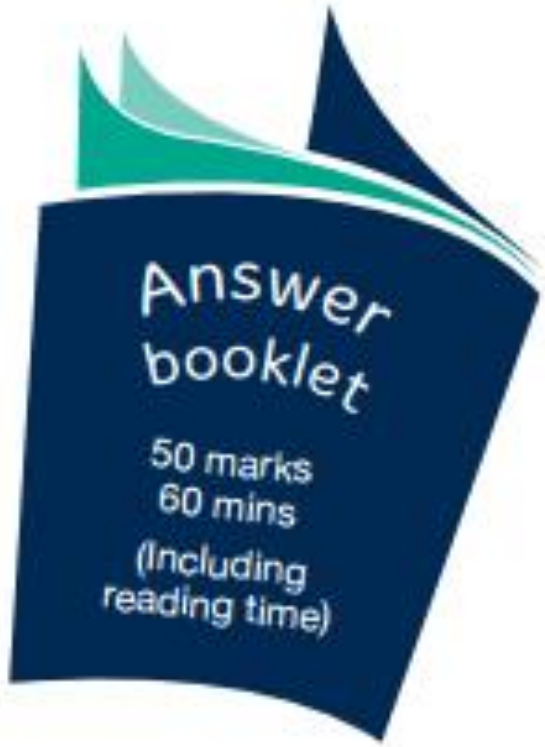
Key Stage 2 English

Reading test format

Marked externally.

Reporting: *The raw score (the total out of 50 marks) will be converted into a scaled score and each child will receive an overall result indicating whether or not they have achieved the required standard on the test.*





Some new curriculum expectations

- Poetry – contemporary and classic: recite, perform, learn by heart
- Writing – evaluate, edit and proofread own writing, précis
- Greatly detailed grammar specifics and punctuation
- Writing – precise use of grammar and punctuation in sentence structures
- Specific spelling requirements

Text types

- Fiction
- Non-fiction
- Poetry

Question types

Selected response

- Multiple choice
- Ranking/ordering
- Matching
- Labelling

Short constructed response

- Find and copy
- Short response

Extended response

- Open-ended: How..? Explain…

What's being assessed?

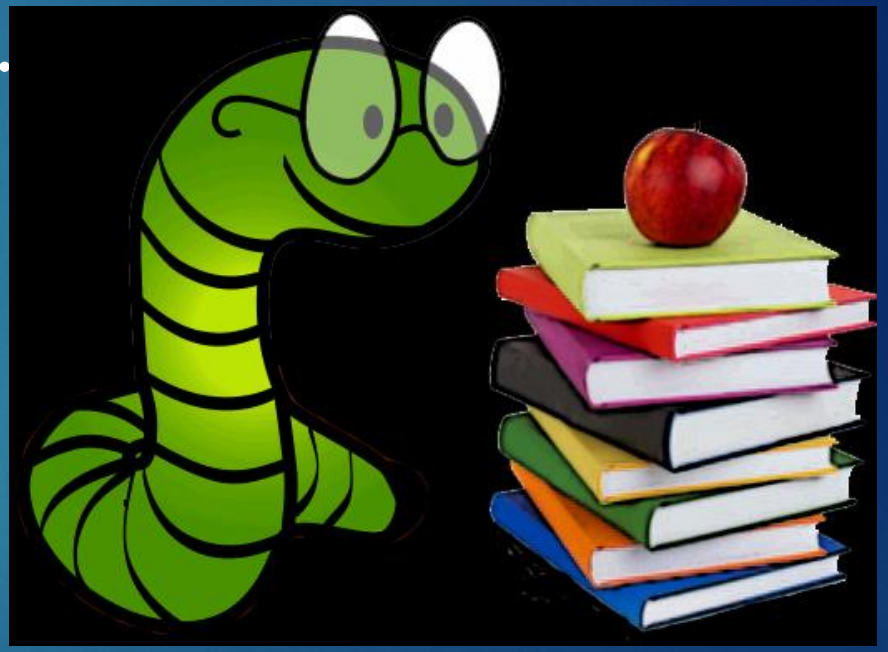
Reading

- Range of texts
- Themes and conventions
- Making inferences
- Comprehension
- Language for effect

Grammar, punctuation and spelling

- Grammatical terms/ word classes
- Functions of sentences
- Words, phrases and clauses
- Features of Standard English
- Formal/informal
- Punctuation
- Language strategies

- It is not just about lots of reading at home: the children must discuss the specific use of language and find other words which have the same meaning.

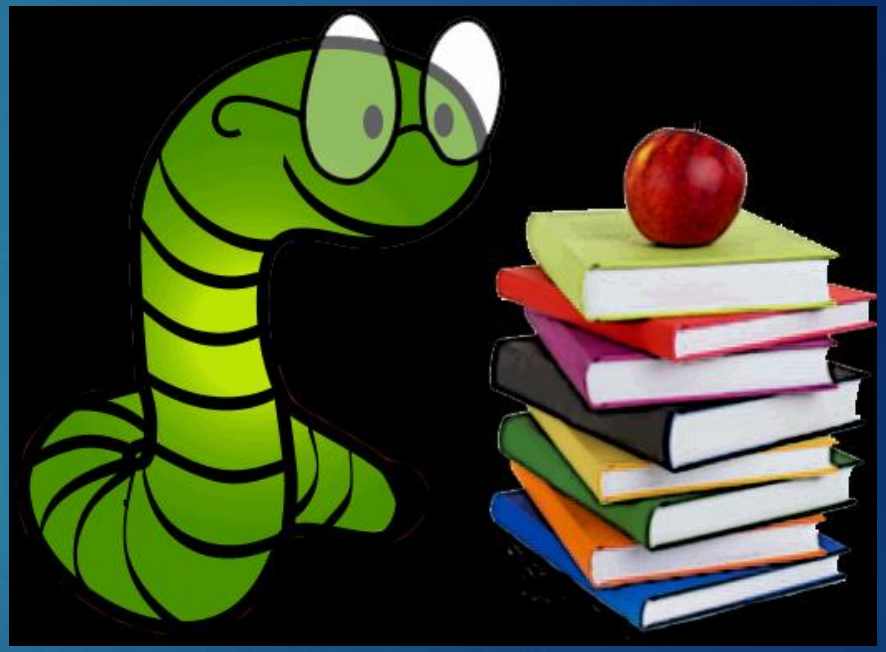


- Use a thesaurus to understand writer's use of language.

- Discuss correct context for words.

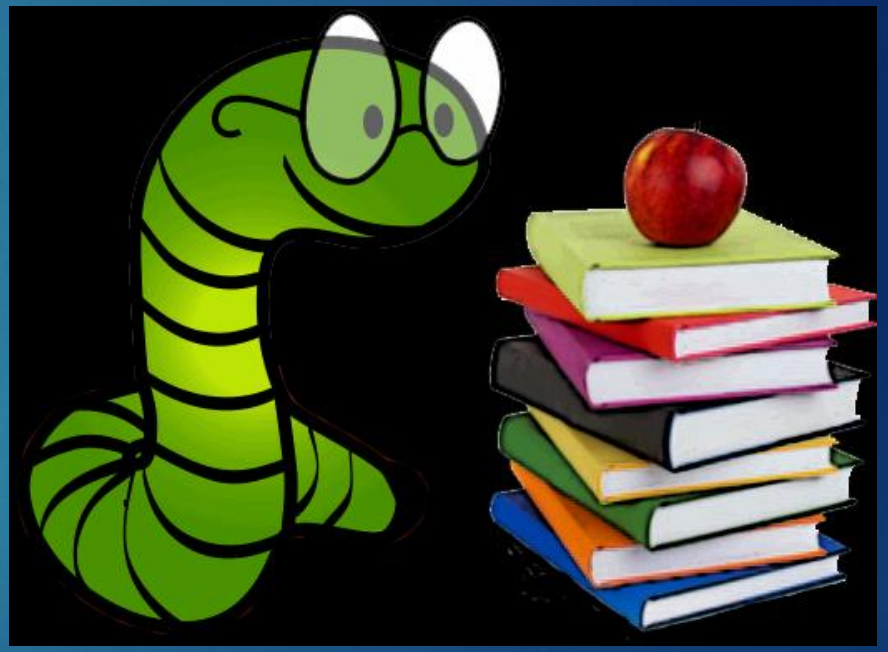
The impact of reading at least 20 minutes per day:

- You are exposed to 1.8 million words per year.
- You will score in the top 10% of standardised tests.



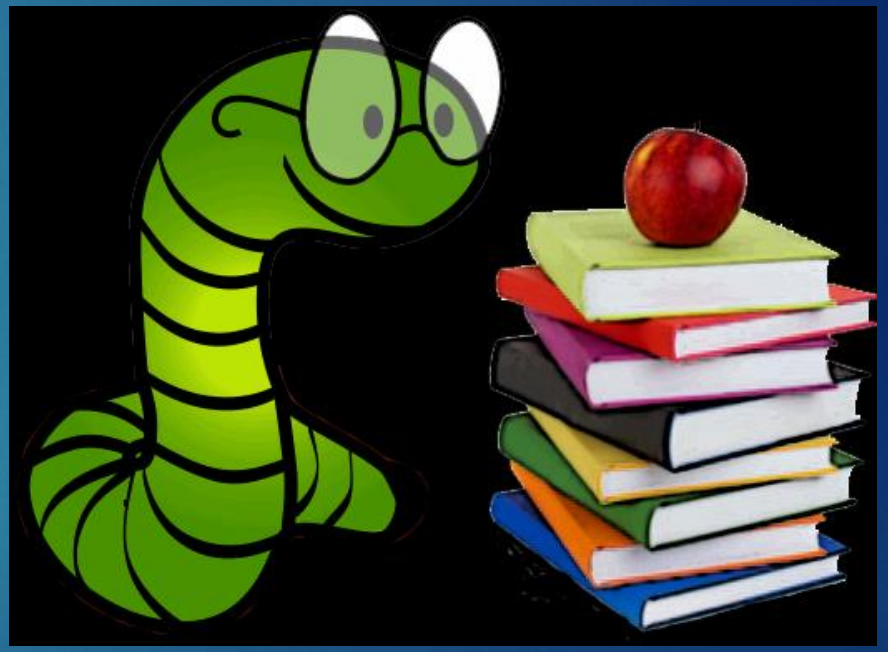
The impact of reading 5 minutes per day:

- You are exposed to 282,000 words per year.
- You will score in the top 50% of standardised tests.

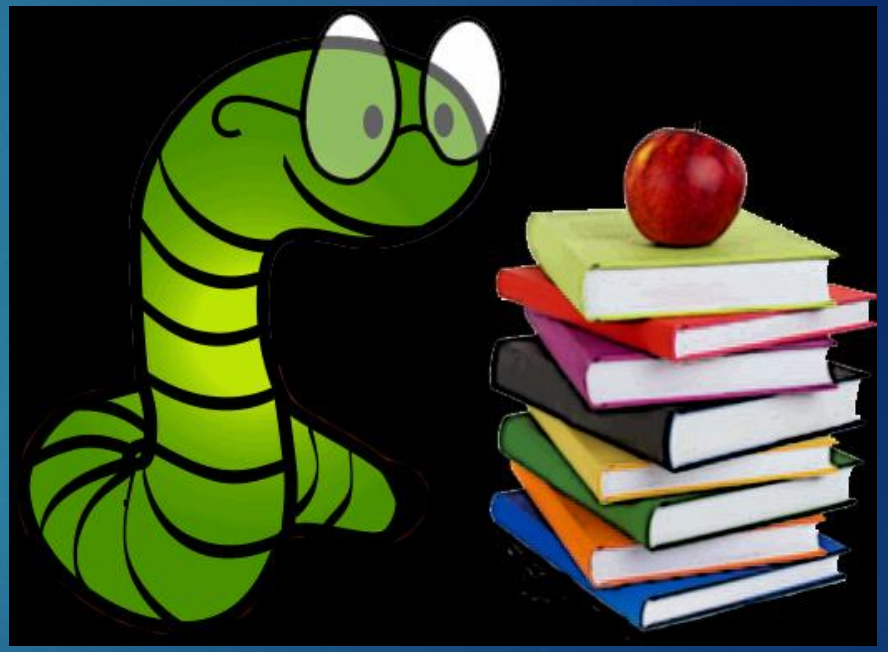


The impact of reading 1 minute per day:

- You are exposed to 8,000 words per year.
- You will score in the bottom 10% of standardised tests.



- Children to read at least 5 times per week (20 mins if possible).
- Please sign and comment in your child's diary.
- Reading challenge – "bingo grid" at the back of diary. Read and review texts to receive reading bands (bronze by Christmas, silver by Easter and gold in the summer).



Reading test Example

12 *…in a flash…* (page 6)

What does this tell you about the burning of rocks in space?

_____

_____

1 mark

13 *Find out when a meteor shower is due and arrange to go star spotting with an adult…*

In this sentence, the word *arrange* is closest in meaning to…

Tick **one**.

set out. ☐

meet. ☐

pack up. ☐

plan. ☐

SATs

Key Stage 2 English

Grammar, punctuation and spelling test format

Marked externally.

Reporting: *The raw score (the total out of 70 marks) will be converted into a scaled score and each child will receive an overall result indicating whether or not they have achieved the required standard on the test.*

The English Grammar, Punctuation and Spelling test

Two components:

- **a booklet of short-answer questions;**
- **a spelling task.**

Paper 1: the short-answer questions, consists of between 40 and 50 questions assessing grammar, punctuation and vocabulary. The questions are:

- selected response items (such as multiple choice questions) or
- short, open response items, in which children may have to write a word, a few words or a sentence.

Paper 2: the spelling task, consists of 20 sentences, which are read aloud by the teacher.

Rules (these may seem cruel, but there is a very high expectation of Y6 pupils!)

1. **If a capital letter is used incorrectly in the answer it will be marked wrong even if the answer is correct.**
2. **The final spelling in the spelling task must be written on the answer line not crossed out and written above.**
3. **Sentences must be punctuated correctly (capital letter and full stop, etc.).**
4. **Children must use the correct size and orientation of letters and punctuation marks.**

Asked for a remark of this question and the response has come back - "The mark scheme has been applied correctly. Commas cannot incline to the right".

---

19 Insert a **pair of commas** in the correct place in the sentence below.

I enjoy sitting in my bedroom , even though it is quite small ,
and listening to music.

1 mark

Grammar test
Example 1

30 Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play. ☐

Gemma was doing her science homework. ☐

Jamie learnt his spellings every night. ☐

Anna found her history homework difficult. ☐

1 mark

Grammar test Example 2

38 Tick one box in each row to show whether the word after is used as a **subordinating conjunction** or as a **preposition**.

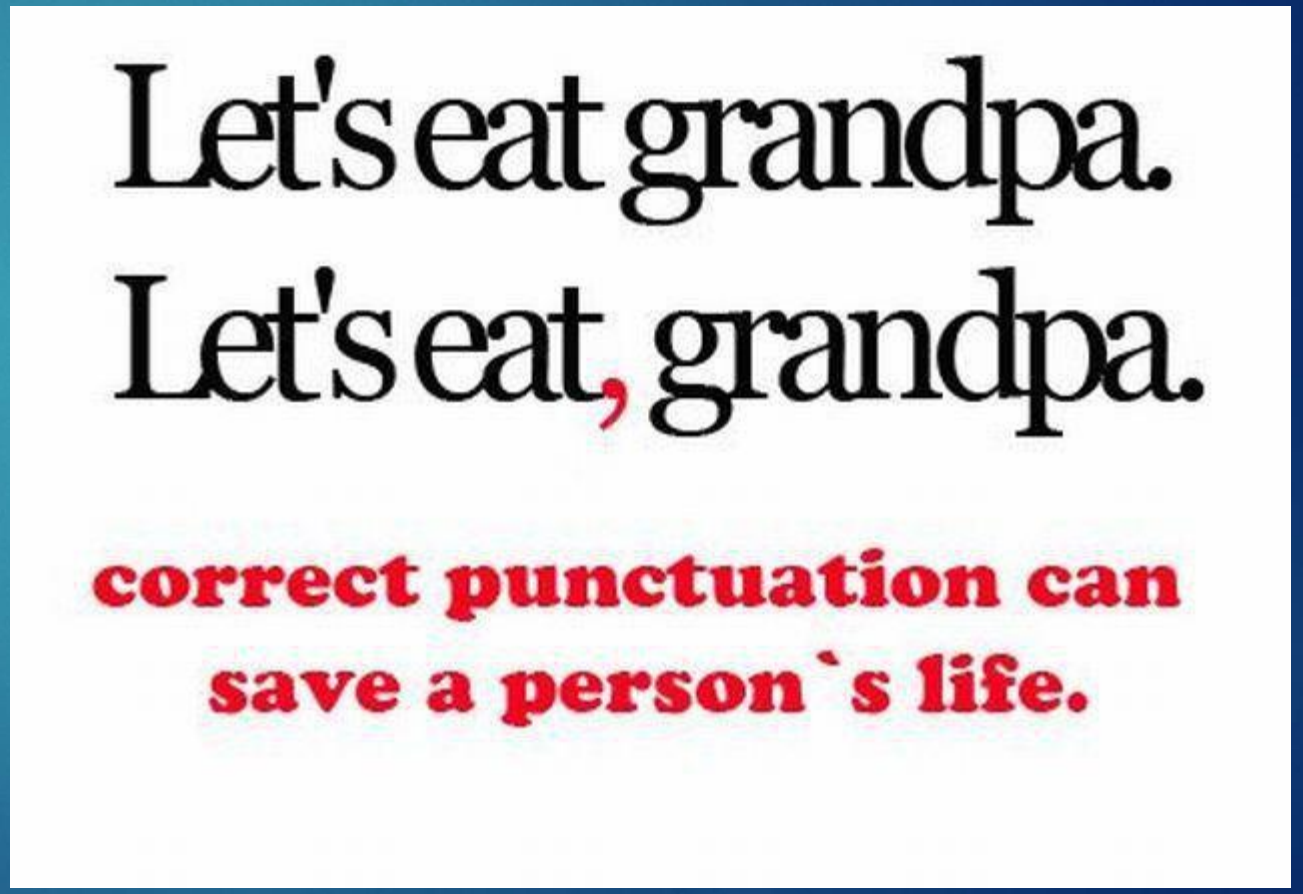
Sentence	after used as a subordinating conjunction	after used as a preposition
He moved here after the end of the war.		
Entry is free after 5pm in the evening.		
I went to the cinema after I had eaten my dinner.		

1 mark

Understanding Grammar (Progression document)

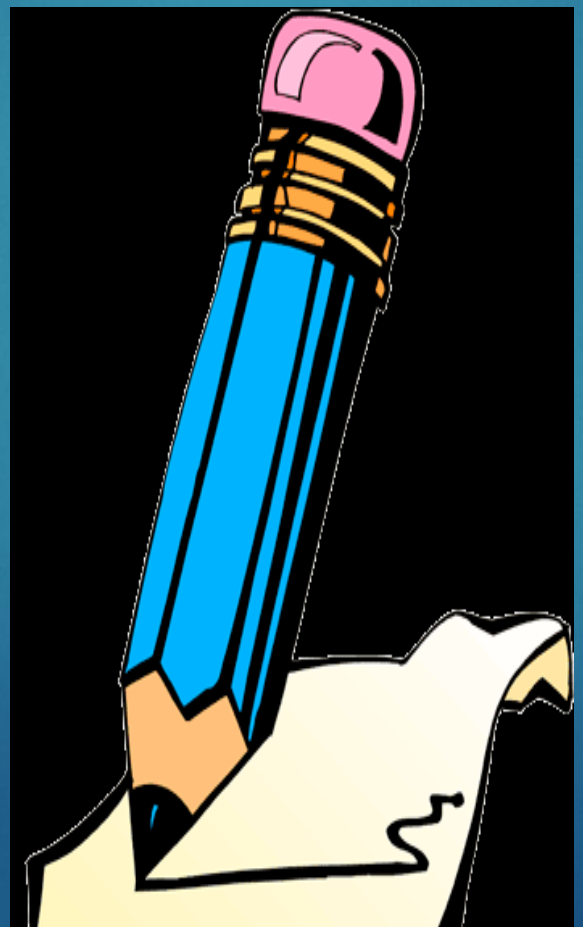
This is available on our school website under the curriculum tab.

- Grammar-Progression-for-parents.pdf



Writing

- There is no longer a writing test. Children will produce a portfolio of writing throughout the year and will be assessed internally against the writing standards for Y6.



Y6 Writing Checklist

Working at the expected standard (E)	You	Your teacher
I have chosen words/ phrases that create the right atmosphere with an awareness of the audience, including formal writing where necessary.		
In narratives, I describe settings, characters and atmosphere.		
I have used dialogue to show what the character is like and to move the story on.		
I have used adverbials across the sentences and paragraphs.		
I have used passive verbs.		
I have used modal verbs correctly.		
I have used verb tenses correctly.		
I have used a range of words to introduce a subordinate clause (conjunctions).		
I have used a range of words to introduce a relative clause (relative pronouns).		

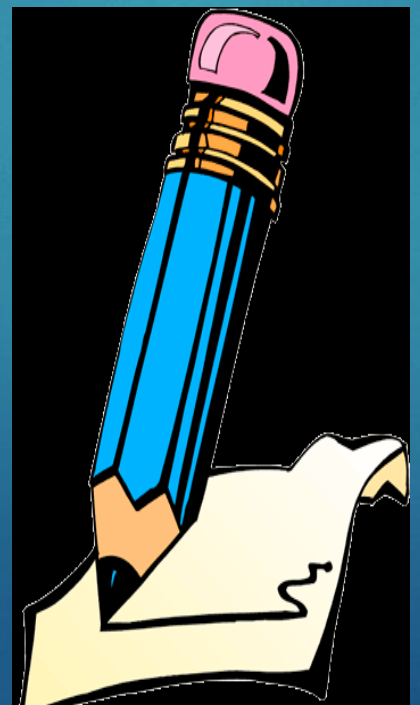
I have used a variety of sentence openers (remember **ISPACE**!)			
I have added specific details using:	ADVERBS		
	PREPOSITION PHRASES		
	EXPANDED NOUN PHRASES		
Use the complete range of Year 6 punctuation.			
I have presented my work using legible, joined handwriting.			
I can spell correctly most words from the Year 5/ Year 6 spelling list.			

Working at greater depth within the expected standard (A)		
I can use creative ideas of my own and draw independently on what I have read as models for my own writing.		
I can write formally and informally where appropriate.		
I can control the levels of formality where appropriate.		
I have chosen precise vocabulary for effect.		
I choose different verb forms to create an effect.		
I have used a colon (:) to separate clauses.		
I have used a semi-colon (;) to separate clauses that are linked.		

Writing

- There will be opportunities to produce lots of different types of writing (e.g. stories, letters, reports, balanced arguments, etc.).

- Children must show that they can use high levels of sentence construction, spellings, punctuation and language effectively.



Monday 6th March

WALT- write an informal letter to a friend E

vocabulary
Punctuation
P.A by Sophie

125 Second
Amington
Tamworth
B774HD

Monday 6th March.

Informal tone
Carefully selected words and phrases.

Dear Sophie,

You won't believe what came through my door this morning. Well- this morning was the time when I found out whether I won the competition (from the news). Nervously I got out of bed this morning after hearing a quite thud on the floor. Slowly I walked down the stairs and there was a letter on the floor... quite big. My name was on it "Miss Kaitlin Taylor. I thanked it was it. All the pressure was on me. It was open. There were two tickets. I was ecstatic. They were tickets to go to The Diary Of A Wimpy Kid set.

Driving into the Hollywood film studios I was there. I was somewhere where famous stars had been. I was as excited as a child on christmas morning. Enraptured in all of the different scenes, the director the (Thor Freudenthal) was walking slowly towards me I got nervous. "Hello you must be Kaitlin" he said with a deep voice.

expanded noun phrases

Driving into the outstanding golden Hollywood film studios, I felt like a movie star. Clenching my fists timidly, I heard soft footsteps, so I looked up it was the director. He came to talk to me. "You must be Kaitlin- I'm Thor- the director of the film," he said in a deep voice. Beyond I had

dialogue

to reply to him. "Hello yes I am and its a pleasure to meet you" I exclaimed salivated. The director asked me if I wanted to be Rowleys mom in the film. So of-course I said yes- who wouldn't. Walking around the costume room, I saw one (with my name on it). My costume was bright pink. It was a bright pink and fluffy cardigan. Euphoric, I was handed a script. I only had two lines, I was mainly for the acting. The director, who gave me the part, called everyone for a meeting. Rehearsing my part, I was just looking around and bumped into Zachary Gordan.

passive

Does this make sense?

ISPACE

relative clause

modal

believe

You wouldn't believe it I have just finished all my scenes and they all went really well. But there's an even better part Robert Capron gave me two tickets for the premiere (the red carpet). I hope that you will be able to come and meet all the stars with me (the 7.3.17). Are you free to come with me?

Yes

Can't wait to hear your reply

Kaitlin

Apostrophe for contraction

subordinate clauses.

~~Where is your writing checklist?~~

P.A by Evan S

Good handwriting.

Good vocabulary.

Don't cross out in pen.

Ok.

Varied Sentence Starters

Well done for correcting spellings independently at the end.

20

Monday 6th March 2017

WALT write an informal letter to a friend (A)

7 Brancaster Close
Amington
Tamworth
B77 3QD

☺ ISPACE starters -

Don't cross out in pen. good vocab and spelling ☺ and ; ☺ dialogue

Dear Maddox,

Strange and mystical events have occurred over the last few weeks (maybe even magical)...

As I sat comfortably, like a king on his soft padded throne, helping myself to a variety of snacks, I followed Sherlock Holmes in his many adventures around the world: Uncovering the truth of the lady in pink; Meeting Moriarty in the Reichenbach "RING!" "RING!" "Oh not now!" I whispered to myself as I got up in a huff, trudging to the door. Grabbing the letter, which I expected to be the usual letter from the NHS I threw it off onto our main table. Then I spotted it!!

• The address read 221B...

informal language

I'd done it - I won it - the competition!

Thanks to me watching Sherlock back to back, the honourable BBC (☺ relative clause who I still think shouldn't have axed Top Gear, my favourite car show) gave me ☺ modal permission to visit the set in London; I felt euphoric as my tingling back fizzed and popped like a bottle of coca-cola which had been shaken continuously.

Semicolon → relative clause → verb form → passive → ☺ variety of verb forms

☺ passive ☺ ; to separate clauses

hyphen

implicit language and similie

☺ relative clause

After a long car journey...

Exclamation mark elipses →

☺ ?

Trembling with excitement and anticipation, I opened the door cautiously: if I disturbed the world famous actors it wouldn't be a very good first impression! On the other hand, I was shaking with apprehension...

☺ variety of conjunctions

To start with, I must comment that the set was minute (well, it seemed like that with a million cameramen rushing to and fro). Scurrying about like organised ants the film crew rushed to keep every tiny object in the right place. Clearly a small drop of water on the rug was "unacceptable" according to Mark Gatiss, the director and also one of the actors.

* in a colony ☺ oxymoron

It was horribly stunning. For me, the best part so far was wearing Sherlock's long cloak which managed to cover my legs - it was so comfortable. I wish that I were able to see Benedict Cumberbatch!

P.A by Gabriel

subjunctive

☺ subjunctive

☺ vocabulary
☺ punctuation
* Don't cross out what because it makes it look messy.
P.A. by Evans.

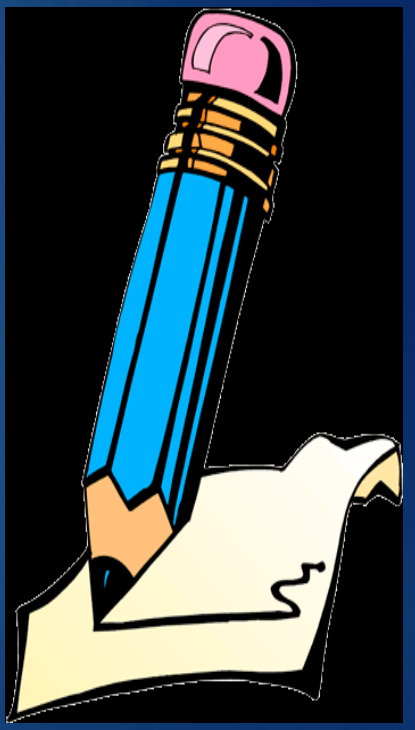
☺ prepositions

Exactly five seconds later, my wish was granted. Striding up the stairs with long, gracious steps just like Sherlock Holmes would, his figure appeared through the short and narrow door. Simultaneously I gawped.

"Would you mind passing my coat to me?" the resounding bass voice of Mr Cumberbatch echoed. The god of acting just asked me, a random fan of him, his to hand him his coat. "My pleasure," I replied gratefully handing him

Writing

- Handwriting and presentation are extremely important and can be the difference between a child reaching expected standard or not.



- Children must use capital letters correctly (i.e. starts of sentences, to start names, capital "I").
- Children must check for spelling errors independently and spell correctly.
- Handwriting must be of consistent size and should be sitting on the line!

SATS

Key Stage 2 Mathematics

Test format

Marked externally.

No separate Level 6 test.

SATS

Question types

Selected response

- Multiple choice
- Matching
- True/false

Constructed response

- Single/best answer
- Communicate approach
- Context-free calculations

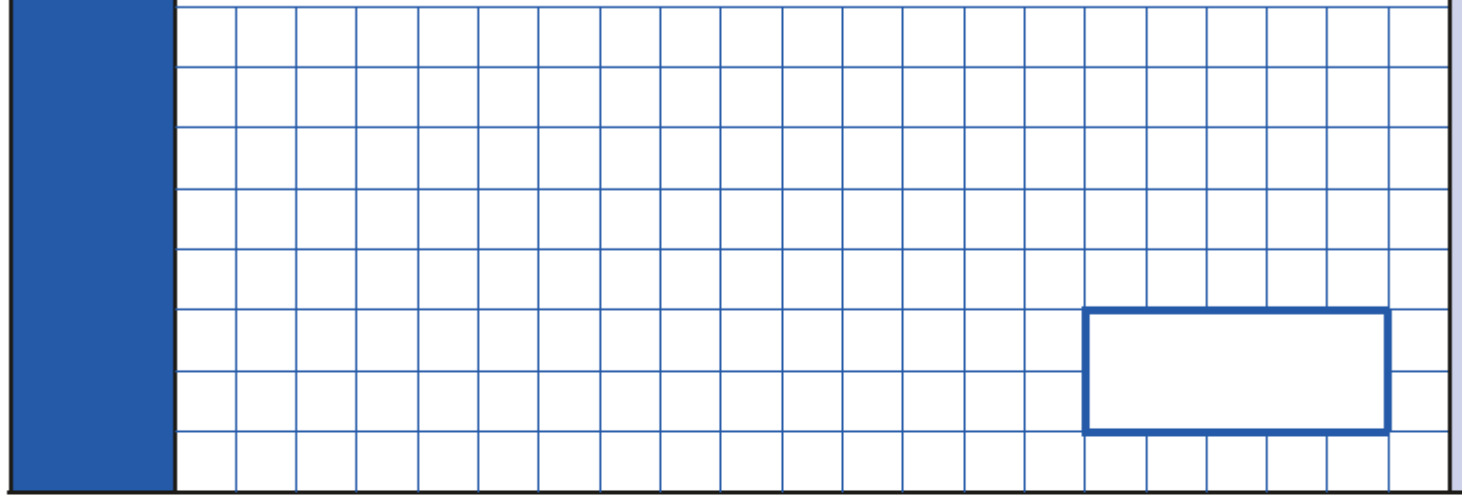
What's being assessed?

- Number and place value, approximation and estimation/rounding
- Four rules (calculations)
- Fractions, decimals and percentages
- Ratio and proportion
- Algebra
- Measurement
- Geometry: properties of shape
- Geometry: position and direction
- Statistics

Arithmetic

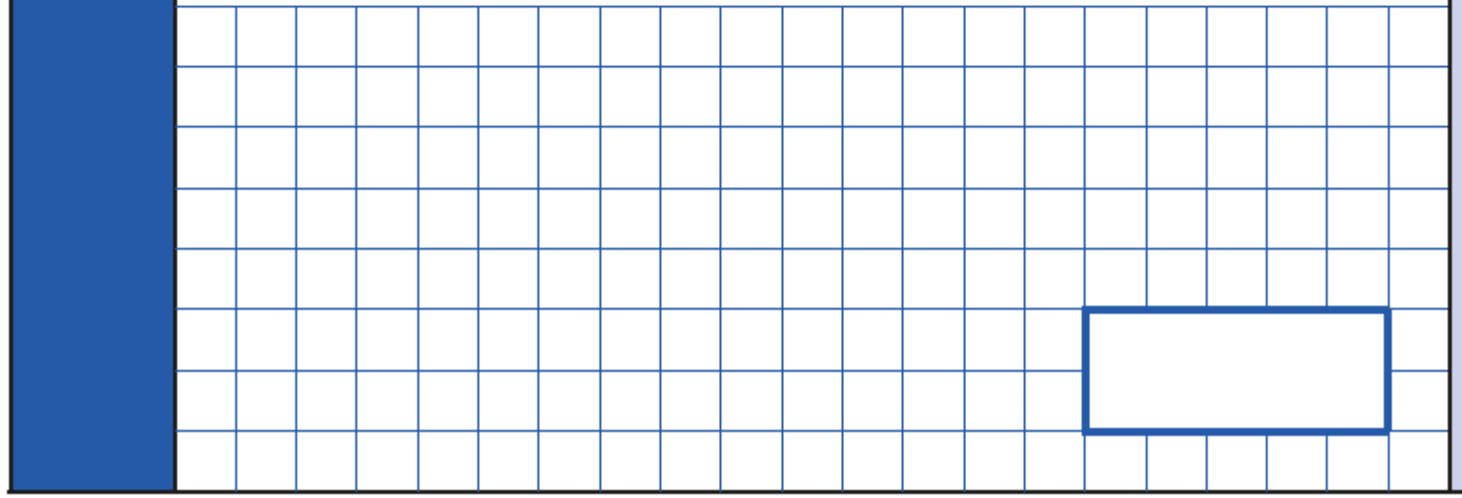
Arithmetic test Examples

32 $\frac{2}{5} \div 2 =$



1 mark

33 $1\frac{1}{5} - \frac{1}{4} =$



1 mark

Fluency, solving problems and reasoning

NO CALCULATORS ARE ALLOWED ON ANY MATHS PAPER

Maths test Example

8

One toffee apple needs:
1 stick,
100g of sugar,
1 apple.

50 sticks cost **£6.25**

1 kg of sugar costs **£0.99**

100 apples cost **£22.50**

Children buy just enough sticks, sugar and apples to make **100** toffee apples.

They sell all 100 toffee apples for **£1 each**.

The profit goes to charity.

Work out how much money goes to charity.

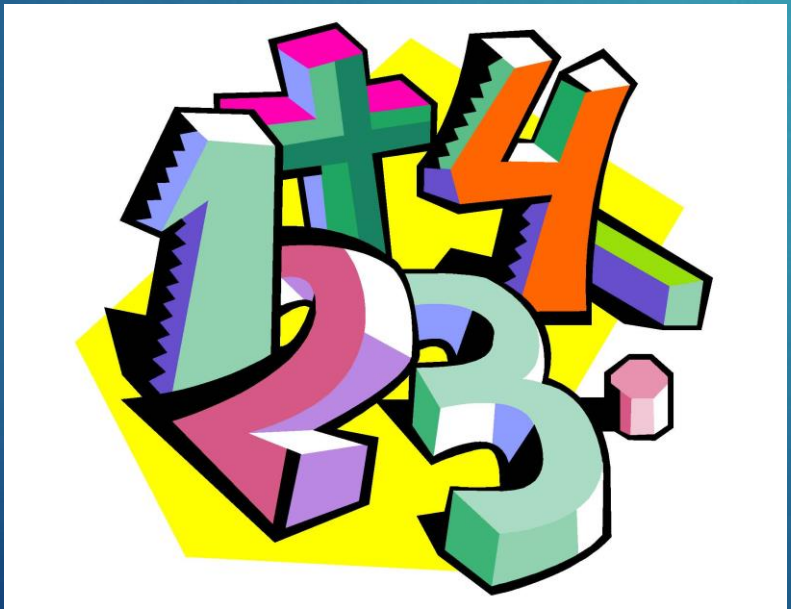
Show your method

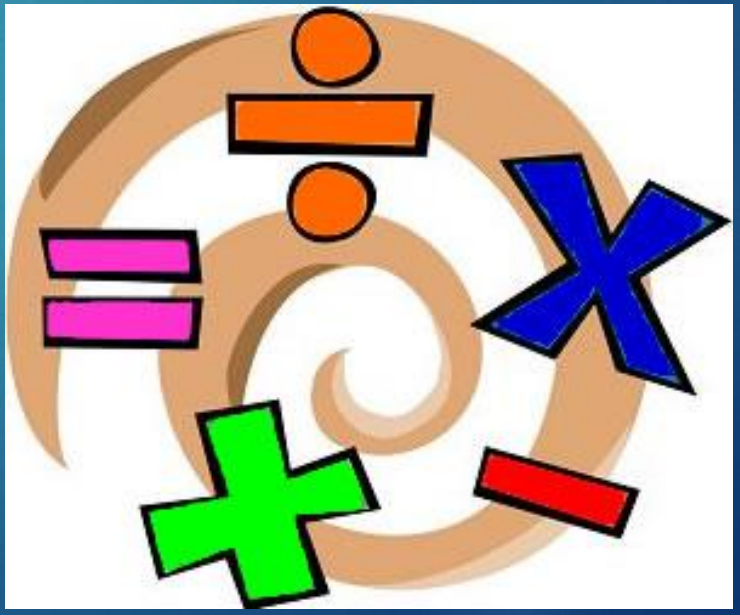
£

3 marks

Maths Progression documents can be found on our school website:

- Curriculum





Revision for SATs

There are some useful learning links on our school website under the curriculum tab.

- Learning Links

Life after levels

- All children will do all tests; there is no longer a higher ability test.
- Children will not be given a National Curriculum level; results will be given in the form of a standardised score (with 100 being the required score to pass – or "secondary ready"; 110 means "greater depth" or higher level).
- There are high expectations and self-responsibility for learning.
- There will be intensive support in school throughout the year for all abilities.
- Support and encouragement from home is vital!

Social media

- It is a parent's responsibility to know what their child is accessing and who they are communicating with.
- Too many school hours have been taken up dealing with issues on social media!
- Ensure that you have control of your child's phone and know which apps they are accessing and who they are talking to. Is it age appropriate?
- We do not have access to your child's phone so it is difficult for us to solve these problems when incidents are happening outside of school.

On social media think about...

...what you share,

...who you share it with,

...who might see it in the future,

...how it makes you and others feel,

...what impression it gives.

End of year events

- End of term celebrations have got bigger each year with parents wanting their children to have a memorable end to their time at primary school.
- Limousines, hoodies, prom – these are not organised by the school staff.
- We are not responsible for collecting money, or sorting the organisation or behaviour for these events.
- School arranges the leavers' presentation, BBQ and the leavers' book.
- Last day of term should be enjoyed by all the children – if you require your child to leave site to "get ready" for the evening prom, they will only be allowed to leave during the 45-minute lunch break (12:30 – 1:15pm), returning for the afternoon session.

Expectations for Y6

- Children need to "opt-in" to everything.
- They must take responsibility for their own actions and learning – Y6 jobs (prefects, eco warriors, etc.).
- Homework – reading, practising spellings, MyMaths and times tables.
- Spellings – learn fortnightly and use in written work.
- Home/school diary – signed by parents (raffle tickets).
- Reading at least 5 times per week.
- Breadth of reading (see grids at back of diaries).
- Behaviour (in and out of classroom).
- Rewards (Dojo prizes, reading grid awards, learning passes, class merits, half-termly spelling 100% club, good work assembly, housepoints).

Contact details:

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- kmclaughlin@lfatg.org.uk
- nahern@lfatg.org.uk