

# Y6 *Information for parents*

2025

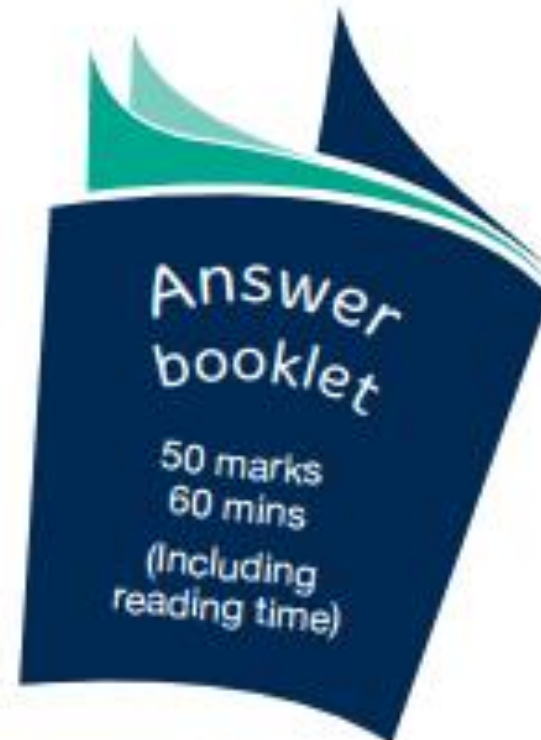


# Key Stage 2 English

## 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

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- Fiction
- Non-fiction
- Poetry

## Question types

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### *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?

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### *Reading*

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

### *Grammar, punctuation and spelling*

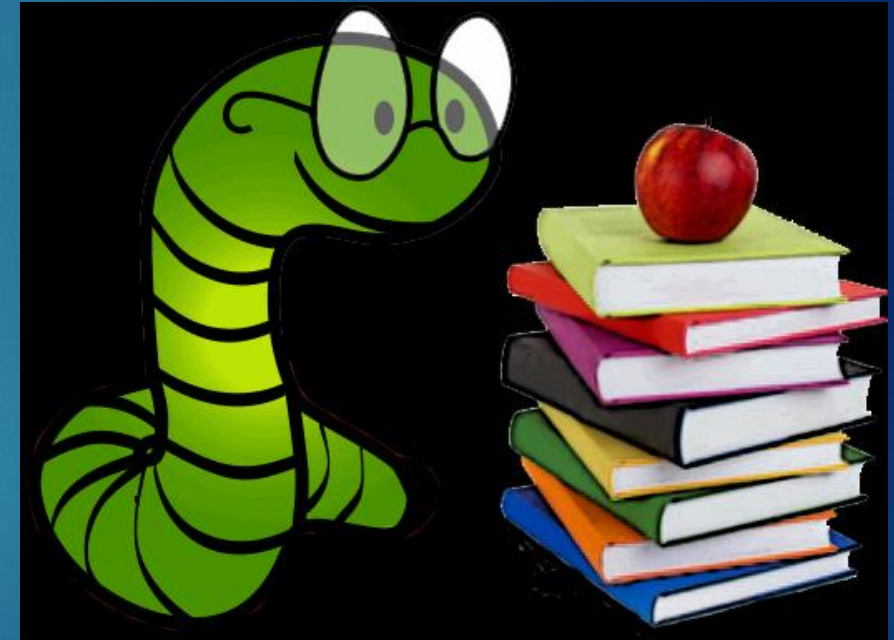
- Grammatical terms/ word classes
- Functions of sentences
- Words, phrases and clauses
- Features of Standard English
- Formal/informal
- Punctuation
- Language strategies

- ▶ 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).





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*...in a flash...* (page 6)

Reading test  
Example

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

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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.

4 marks

## 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".

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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

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.

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1 mark

38

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

Sentence	<u>after</u> used as a subordinating conjunction	<u>after</u> used as a preposition
He moved here <u>after</u> the end of the war.		
Entry is free <u>after</u> 5pm in the evening.		
I went to the cinema <u>after</u> 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](#)

Let's eat grandpa.  
Let's eat, grandpa.

**correct punctuation can  
save a person`s life.**

# 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 <b>ISPACE!</b> )			
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.

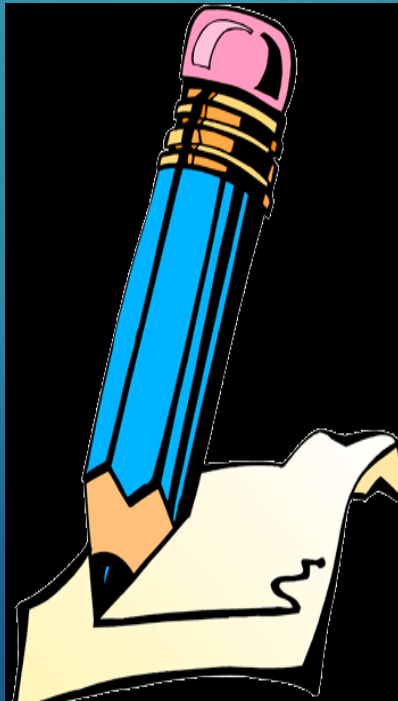
I choose different verb forms to create an effect.

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 S. end  
A. mington  
T. amnorth  
B774HD

☺ Informal tone Monday 6th March.

☺ Carefully selected words and phrases.

**Punch** **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. **OW** (from the news) Nervously I got out of bed this morning after hearing a **quiet** thud on the floor. **OW** Slowly I walked down the stairs and there was a letter on the floor. **OW** quite big. My name was on it. "Miss Kaitlin Taylor. I **thought** it was it. All the pressure was on me. **OW** I was open. There were two tickets. **OW** I was ecstatic. They were tickets to go to The Diary Of A Wimpy Kid set. **PO** Driving into the Hollywood film studios I was there. I was somewhere <sup>where</sup> famous stars had been. I was as excited as a child on Christmas morning. Emphasised in all of the different scenes, the director (Thor Freudenthal) was walking slowly towards me. I got nervous. "Hello you must be Kaitlin!" he said with a deep voice. **PO** Driving into the outstanding golden Hollywood film studios, I felt like a movie star. **PW** 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. **P** Boy, I had

☺ dialogue  
**Punch** to reply to him. "Hello yes I am and it's a pleasure to meet you." I remained <sup>with</sup> salivated. The director asked me if I wanted to be Bowleys more in the film. So of course I said yes - who wouldn't. **OW** Walking around the costume room, I saw one (with my name on it).

☺ passive  
\* Does this make sense?  
☺ I SPACE  
My costume was bright pink. It was a bright pink 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 Jordan. **OW** You <sup>model</sup> believe

☺ Apostrophe for contracts  
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 (2.7.3.17). Are you free to come with me?

☺ subordinate clauses.  
See  
Can't wait to hear your reply  
Kaitlin

\* 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.

☺

Monday 6<sup>th</sup> March 2017

WALT write an informal letter to a friend (A)

7 Brancaster Close  
Armington  
Tarnworth  
B77 3QD

☺ ISPACE starters -

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 shades, I followed Sherlock Holmes in his many adventures around the world: discovering the truth of the lady in pink, Meeting Moriarty in the Reichnback "RING!" "RING!"  
"Oh not now!" I whispered to myself as I got up in a huff trudging to the door. ~~in a huff~~ As I was ~~robbing~~ 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...

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

☺ dialogue

informal language

Semicon → to visit the set in London; I was ~~excited~~ euphoric, as my tingling back fused and popped like a bottle of coca-cola which had been shaken ~~so~~ continuously.

verb form, passive → of ~~for~~ hours

☺ variety of verb forms

After a ~~the~~ long car journey...

Exclamation mark elipses →

\* in a colony ☺ oxymoron

P.A. by Gabriel

Trembling with excitement and anticipation, I ~~cautiously~~ opened the door ~~so~~ cautiously: ~~If~~ I disturbed the ~~stars~~ world famous actors... ~~I~~ ~~rather~~ it wouldn't be a very good first impression!  
On the other hand, I was shaking with apprehension to...  
☺ variety of conjunctions

To start with, I must comment that the ~~scene~~ set was ~~minute~~ very small (well, it seemed like that with a million cameramen rushing to and fro). Scurrying about like a organised ants ~~the~~ ~~the~~ film crew ~~wanted~~ to ~~and~~ ~~for~~ 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. It was horribly stunning. ~~For~~ ~~for~~ me, I ~~loved~~ ~~watching~~ the best part so far was wearing Sherlock's long dark wool managed to cover my legs - like a blanket, it was ~~so~~ so comfortable. ~~If~~ ~~\*~~ I wish that I were able to see Benedict Cumberbatch!!  
☺ subjunctive

☺ vocabulary

☺ punctuation

† Don't cross out ellot because it makes it look messy.

P.A. by E van S.

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

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

☺ preposition up

implicit language and simile

☺ relative clause

# 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!





## Test format

Marked externally.

No separate Level 6 test.



## Question types

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### *Selected response*

- Multiple choice
- Matching
- True/false

### *Constructed response*

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

## What's being assessed?

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- 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

32

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

Arithmetic test  
Examples

A large grid for working out the answer to question 32. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 5 columns and 2 rows, intended for the final answer.

1 mark

33

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

A large grid for working out the answer to question 33. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 5 columns and 2 rows, intended for the final answer.

1 mark

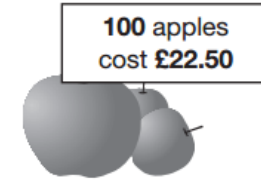
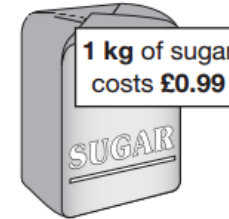
# Fluency, solving problems and reasoning

NO CALCULATORS ARE ALLOWED ON ANY MATHS PAPER

8

Maths test Example

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



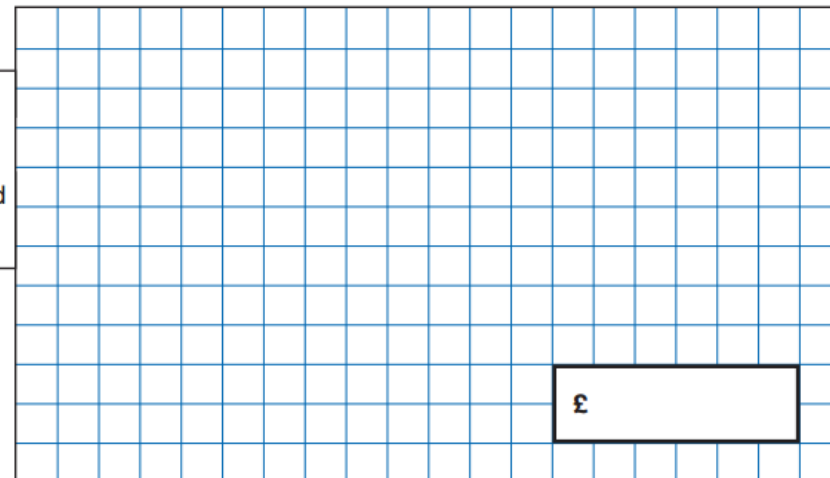
Children buy just enough sticks, sugar and apples to make **100** toffee apples.

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

The profit goes to charity.

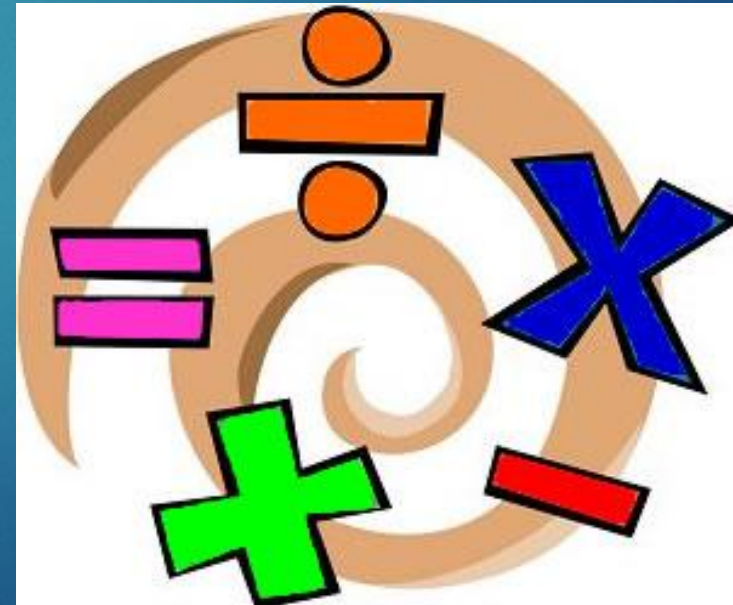
Work out how much money goes to charity.

Show your method



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.



# THE GOING VIRAL SPIRAL



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.

**SHARE WITH RESPECT**

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:

- ▶ [ppratt@lfatg.org.uk](mailto:ppratt@lfatg.org.uk)
- ▶ [kmclaughlin@lfatg.org.uk](mailto:kmclaughlin@lfatg.org.uk)
- ▶ [nahern@lfatg.org.uk](mailto:nahern@lfatg.org.uk)

