

Welcome to the Year 6 Parents' Information Evening 2024



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What will be covered in tonight's meeting:

SATs- what are they? When are they?

How you can support your child

Questions



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SATs

Y6 SATs



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What are the SATs tests?



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- The end of KS2 assessments are sometimes informally referred to as 'SATs'. SATs stands for Statutory Assessment Tests.
- SATS week across the country begins on **13th May 2024**.
- Pupils will complete test papers in some of the areas that have to be assessed. Other areas, like writing, are assessed using evidence collected by the teacher over a longer period of time.
- Pupils will complete SATS test papers in:
 - Reading
 - Grammar, Punctuation & Vocabulary
 - Spelling
 - Arithmetic
 - Mathematical Reasoning – 2 papers

Dates for your diary



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- ▶ The key stage 2 tests are timetabled from **Monday 13th May to Thursday 16th May 2024.**

Y6 SATs

What to expect during SATs Week



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- The tests will 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 after the test has ended;
- Afterwards, the completed papers are sent away to be marked externally;
- The children's results are sent back to school at some point in July;
- The standard timings of tests differ but last no more than 60 minutes:
 - Grammar, Punctuation and Spelling (Paper 1) – 45 minutes;
 - Grammar, Punctuation and Spelling (Paper 2) – 15 minutes;
 - Reading – 60 minutes;
 - Maths Paper 1 (Arithmetic) – 30 minutes;
 - Maths Paper 2 (Reasoning) – 40 minutes;
 - Maths Paper 3 (Reasoning) – 40 minutes.

GPS



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Grammar, Punctuation and Spelling is made up of two papers which will take place on **Monday 13th May 2024**:

- Paper 1 is the longer paper lasting 45 minutes, **children will be tested on grammar, punctuation and spelling generally**;
- Paper 2 is a shorter paper lasting 15 minutes, where **children will be tested on spelling only** – they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.

GPS – Paper 1



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- ▶ Grammar, Punctuation and Spelling (Paper 1) is the longer paper lasting 45 minutes,.
- ▶ The children will be prepared by their class teacher so they are equipped with a good knowledge of the technical vocabulary needed to identify and describe various aspects of grammar and punctuation marks.

- ▶ Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:
 - Grammatical terms/word classes;
 - Functions of sentences;
 - Combining words, phrases and clauses;
 - Verb forms, tenses and consistency;
 - Punctuation;
 - Vocabulary;
 - Standard English and formality.

- ▶ Grammar, Punctuation and Spelling (Paper 1) requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but **does not require longer formal answers.**

GPS - Paper 1

Example Questions



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1

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

Tick **one**.

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

☐

1 mark

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

GPS - Paper 1

Example Questions



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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

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Tick **one**.

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

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confront

unfeeling

unbelievable

straight

1 mark

GPS - Paper 2

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting 20 minutes.

Example questions:

18. The grey clouds looked _____ in the sky.

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**.



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Reading



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- ▶ The Year 6 Reading SATs paper will be sat on **Tuesday 14th May 2024**.
The assessment has been designed to measure whether children's comprehension of age-appropriate reading material meets the national standard.
- ▶ It a standard timing of **60 minutes**, including reading the texts and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.
- ▶ The Reading paper focuses on the following areas known as Content Domains:
 - 2a) give/explain the meaning of words in context;*
 - 2b) retrieve and record information/identify key details from fiction and non-fiction;*
 - 2c) summarise main ideas from more than one paragraph;*
 - 2d) make inferences from the text/explain and justify inferences with evidence from the text;*
 - 2e) predict what might happen from details stated and implied;*
 - 2f) identify/explain how information/content is related and contributes to meaning as a whole;*
 - 2g) identify/explain how meaning is enhanced through choice of words and phrases;*
 - 2h) make comparisons within the text.*
- ▶ The Year 6 Reading SATs paper requires a range of answering styles, including responding to **multiple choice questions, one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.

Reading - Example Questions

Example question, based on Text 1 – *Space Tourism*:

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.

2

How would you get from the spacecraft to the space hotel?

Award 1 mark for answers that refer to floating down the tube (holding the cable).

1 mark



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2b) retrieve and record information/identify key details from fiction and non-fiction

Reading - Example Questions

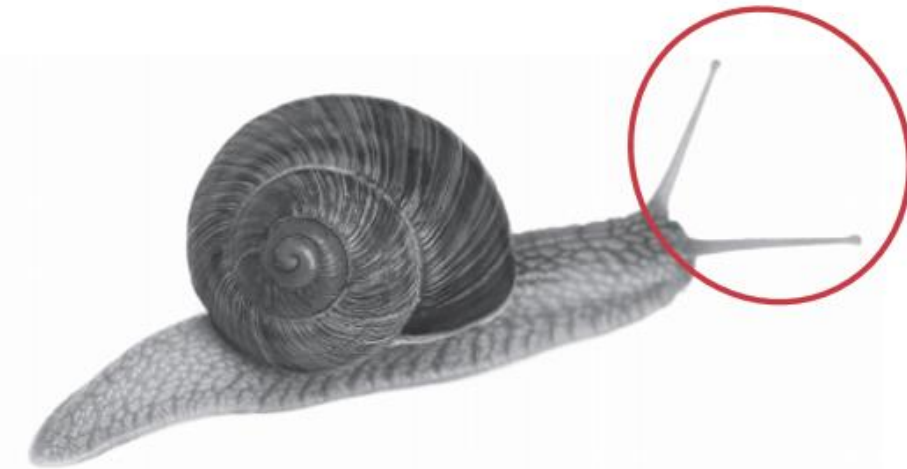
Example question, based on
Text 2 – *Giants*:

17

Gentle, and small, and frail

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



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

1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction

Reading - Example Questions



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Example question, based on Text 3 – *The Lost World*:

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

2e) predict what might happen from details stated and implied

Reading - Example Questions

Example question, based on Text 3 – *The Lost World*:

Examples of 2 mark responses:

- *A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.*
- *I think they will journey on to try to locate some more creatures, for in the text it says 'what other creatures might there not be ready to pounce upon us from their lair among the rocks and brushwood'*

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

2e) predict what might happen from details stated and implied



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Reading



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Since the current testing format for the Year 6 SATs began in 2016, there has been a tendency for the number of marks to go in favour towards three particular types of content domain / questions.

For example, in the 2023 SATs:

- In the three years prior to this year the marks awarded in domains 2a (word meaning), 2b (Retrieval) and 2d (Inference) accounted for 91% of all marks available. In 2023 this rose to 96%, with the biggest growth area being 2d (three previous years 41%, 2023 46%).

So, **when reading with your child at home**, try asking questions like:

- Find a word in this paragraph that is closest in meaning to 'provide word – e.g. annoyed' (2a);
- In what year did 'provide fact – e.g. the French authorities make it illegal for people to swim from France to England'? (2b);
- In the last paragraph, X does not want to Y.
Give two reasons why X does not want Y. (2d)

25	1	3	3	0	1	6										
Show your method																

2 marks

Maths Paper 1 - Example Questions



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25	$\begin{array}{r} 232 \\ 13 \overline{) 33016} \\ \underline{-26} \\ 41 \\ \underline{-39} \\ 26 \\ \underline{-26} \\ 0 \end{array}$	<div>232</div> <div>2 marks</div>
Show your method		

- 1 – 13
- 2 – 26
- 3 – 39
- 4 – 52
- 5 – 65
- 6 – 78
- 7 – 91
- 8 – 104
- 9 – 117
- 10 – 130

Maths Paper 1 - Example Questions



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7

$$472 - 9 =$$

463

1 mark

31

$$20 - 4 \times 2 =$$

$$20 - 8 = 12$$

12

1 mark

27

$$95\% \text{ of } 240 =$$

$$10\% = 240 \div 10$$

$$10\% = 24$$

$$5\% = 24 \div 2$$

$$5\% = 12$$

$$95\% = 240 - 12 = 228$$

228

1 mark

29

$$\begin{array}{r} 678 \\ \times 54 \\ \hline 2712 \\ 33900 \\ \hline 36612 \end{array}$$

Show your method

36,612

2 marks

Maths- Paper 2 & 3 (Reasoning)



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Maths Paper 2 (Reasoning) will take place on **Wednesday 15th May 2024**.

Maths Paper 3 (Reasoning) is scheduled for **Thursday 16th May 2024**.

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Paper 2 & 3 requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

Questions focus on the following Mathematical topic areas:

- Number and place value– including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry – properties of shapes;
- Geometry – position and direction;
- Statistics;
- Measurement – including length, perimeter, mass (weight), volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

The questions get harder throughout the paper.

It is not unusual for a child to be unable to complete the entire paper in time.

Maths Paper 2 & 3 - Example Questions



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6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

7 minutes to 9 or

8:53

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

115

1 mark

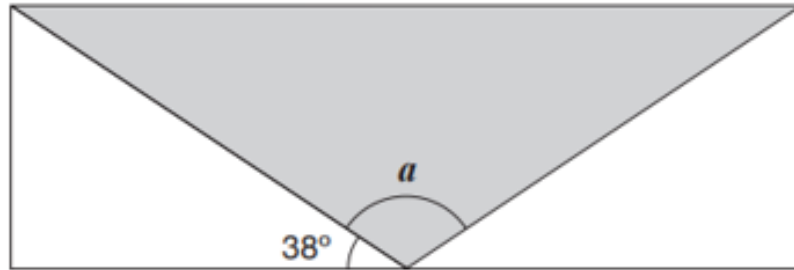
Maths Paper 2 & 3 - Example Questions



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15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not
to
scale

Calculate the size of angle a .

Show
your
method

$$38 \times 2 = 76$$

$$180 - 76 = 104$$

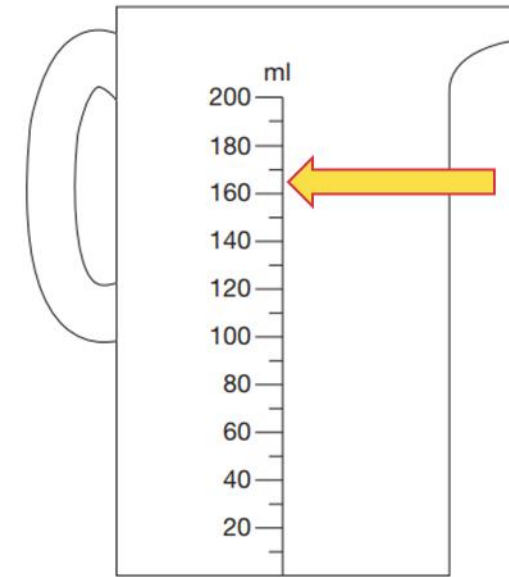
a is 104°

2 marks

5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



1 mark

Maths Paper 2 & 3 - Example Questions



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10

A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show
your
method

$$100 \div 5 = 20 \text{ p}$$

$$180 \div 4 = 45 \text{ p}$$

$$45 \text{ p} - 20 \text{ p} = 25 \text{ p}$$

$$25 \text{ p} / £0.25$$

7

Write the number 53,148 in **words**.

Fifty-three thousand, one hundred and forty-eight

1 mark

2 marks

Specific Arrangements for SATs



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Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements, including:

- ▶ Additional (extra) time;
- ▶ An adult to read for them;
- ▶ An adult to scribe (write) for them;
- ▶ Written or spoken translations of the mathematics reasoning papers;
- ▶ The use of prompts or rest breaks;
- ▶ Arrangements for children who are ill or injured at the time of the tests.

***This is at the school's discretion. School's have to apply for some of these provisions on behalf of the children. The class teachers will identify who they believe fit the criteria for this.**

**Pupils with an EHC plan are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.*

What sort of results are reported?



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- ▶ Once marked, the tests will be given the following scores:
 - A raw score (the total number of marks achieved for each paper);
 - A scaled score (which is explained below);
 - A judgement of whether the National Standard has been met.

- ▶ After marking each test, the external markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

- ▶ When the scaled score is given, it is given in a range from 80 to 120.
- ▶ **A scaled score of 100 or more is meeting the national standard.**

- ▶ There are no separate tests for higher achieving pupils; however, **a scaled score close to 120 would show that a child is working above the national standard.**

What sort of results are reported?

Test Results:

English Grammar, Punctuation, Vocabulary and Spelling	
Grammar, Punctuation & Vocabulary Test	26
Spelling Test	15
Grammar, Punctuation, Vocabulary and Spelling Test Total	41
Grammar, Punctuation, Vocabulary and Spelling Scaled Score	102
Grammar, Punctuation, Vocabulary and Spelling Outcome	Achieved Standard
English Reading	
Reading Test	31
Reading Scaled Score	101
Reading Outcome	Achieved Standard
Mathematics	
Mathematics Arithmetic Test	28
Mathematics Reasoning Test 1	25
Mathematics Reasoning Test 2	17
Mathematics Total Test	70
Mathematics Scaled Score	102
Mathematics Outcome	Achieved Standard



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Parent Consultations - Tuesday 26th and Wednesday 27th March



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Child's Name:			
Subject	Total Possible Marks	Pass Mark (2018)	Raw Score
SPAG			
Spelling	20		
Grammar	50		
Total	70	38	
Reading	50	28	
<u>Maths</u>			
Arithmetic	40		
Reasoning 1	35		
Reasoning 2	35		
Total	110	61	

Other Assessments



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- There is no writing SATs test.
- Writing assessments will be formed from judgements made by the teacher, looking at evidence from writing collected over the course of the year. We use the children's independent writing tasks to do this as well as cross curricular writing.
- The teacher will moderate their assessments with other professionals to make sure there is a consistent standard across the country.
- Final judgements will be reported to parents at the same time as the other assessment results.

Writing Assessments

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing

- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²



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Writing Assessments

Guidance

Teacher assessment exemplification: KS2 English writing

Examples of pupils' work to support teachers' assessment of English writing at the end of key stage 2.

From: [Standards and Testing Agency](#)

Published 19 October 2017

2018 national curriculum assessment

Key stage 2

Teacher assessment exemplification: end of key stage 2

English writing

Working at
the expected standard: Morgan

2018 national curriculum assessment

Key stage 2

Teacher assessment exemplification: end of key stage 2

English writing

Working at
the expected standard: Leigh

2018 national curriculum assessment

Key stage 2

Teacher assessment exemplification: end of key stage 2

English writing

Working at greater depth within
the expected standard: Frankie



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Other Assessments



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Teacher Assessment Results:

English Writing	Working towards the expected standard
Science	Working at the expected standard

How can you support your child?

Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations.

Bob Beauprez

meetville.com



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How can you support your child?



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- Help children not to feel worried or pressured about SATs. All that is asked is that they try their best, but please reassure children that the SATS should not be causing anxiety.
- Do give lots of praise and encouragement!
- Help children with organising their homework and completing it each week (including learning their weekly spellings) and ensure they read daily and record this in their reading records.
- Try to provide a quiet corner of the house for homework and study, that's as free from distractions as possible.
- Ensure your child is eating and drinking well and getting a suitable amount of sleep.
- Help your child to have the best possible attendance at school.

How can you support your child?



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- **Keep it light** – practise key skills like **times tables** and **practise mental maths in real world scenarios**, like adding up prices in the shops, working out discount deals, and asking questions like, *“If there are 1,300 grams of flour in this pack, what is that in kilograms?”*
- Please speak to your child’s teacher if you have questions or concerns.
- Encourage your child to talk to their teacher or another adult they trust if they express persisting anxieties about SATs.
- Plan something nice and fun for the weekends before and after SATs – this will help your child start the week well and also give them something to look forward to.

How can you support your child?



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Year 5 and 6 Statutory Spellings									
accommodate	category	determined	forty	marvellous	programme	soldier			
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach			
according	committee	dictionary	government	muscle	queue	sufficient			
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest			
aggressive	community	embarrass	harass	neighbour	recommend	symbol			
amateur	competition	environment	hindrance	nuisance	relevant	system			
ancient	conscience	equipment	identity	occupy	restaurant	temperature			
apparent	conscious	equipped	immediate	occur	rhyme	thorough			
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth			
attached	convenience	exaggerate	individual	parliament	sacrifice	variety			
available	correspond	excellent	interfere	persuade	secretary	vegetable			
average	criticise	existence	interrupt	physical	shoulder	vehicle			
awkward	curiosity	explanation	language	prejudice	signature	yacht			
bargain	definite	familiar	leisure	privilege	sincere				
bruise	desperate	foreign	lightning	profession	sincerely				

Year 3 and 4 Statutory Spellings									
accident	calendar	eight	guide	mention	possession	straight			
accidentally	caught	eighth	heard	minute	possible	strange			
actual	centre	enough	heart	natural	potatoes	strength			
actually	century	exercise	height	naughty	pressure	suppose			
address	certain	experience	history	notice	probably	surprise			
although	circle	experiment	imagine	occasion	promise	therefore			
answer	complete	extreme	increase	occasionally	purpose	though			
appear	consider	famous	important	often	quarter	thought			
arrive	continue	favourite	interest	opposite	question	thought			
believe	decide	February	island	ordinary	recent	through			
bicycle	describe	forward	knowledge	particular	regular	various			
breath	different	forwards	learn	peculiar	reign	weight			
breathe	difficult	fruit	length	perhaps	remember	woman			
build	disappear	grammar	library	popular	sentence	women			
busy	early	group	material	position	separate				
business	earth	guard	medicine	possess	special				

Year 6
Mathematics
Arithmetic: Paper 1

Name
Date

$+$ $-$ \times \div

40
total marks

How can you support your child?



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Colons and dashes

Colons and dashes both **add detail** and **sum up** a phrase or clause. A colon is more formal than a dash.

There were only two options: *fight or run*.
There was no escape — *the door was locked*.

Exclamation marks

Exclamation marks mark the end of an exclamation.

Ouch! That hurts!
What big teeth you have!

Full stops

Full stops mark the end of a sentence.

I like shopping.
It is over there.

Semi-colons

Semi-colons link related **independent clauses**. They often replace **co-ordinating conjunctions**.

I ordered a drink and my friend asked for a burger.
I ordered a drink; my friend asked for a burger.

Y6

Expected Punctuation

Question marks

Question marks mark the end of a question.

Where is it?
What's the time?

Commas

Commas separate words in a list. These might be **adjectives** or a **list of objects**.

The *old, bearded* wizard.
I packed *my books, pencil case and lunchbox*.

Commas also separate an independent clause from a **subordinate clause**.

Although it was raining, we still went outside.
Since it is my birthday, we're going out.

Apostrophes

Apostrophes are used for **omission** (missing out letters) or **possession** (showing belonging).

Would not wouldn't
The pencil belongs to Molly.
It is Molly's pencil.

Inverted commas

Inverted commas are used to punctuate **direct speech**.

"How lovely to see you!" exclaimed Mum.

Parentheses

Parentheses are used to add in **extra information**. Brackets, dashes and commas can be used.

The athletes — all 24 of them — were ready.
The athletes (all 24 of them) were ready.
The athletes, all 24 of them, were ready.

grammarsaurus.co.uk

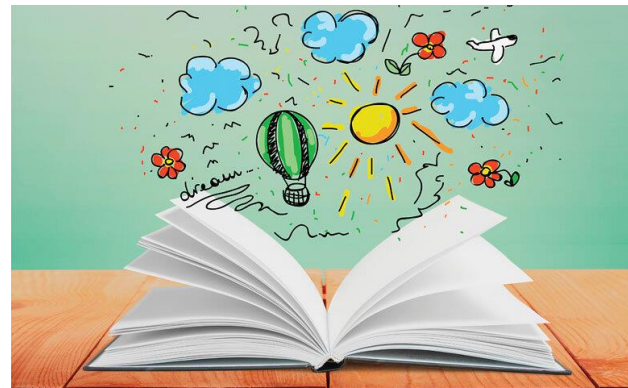
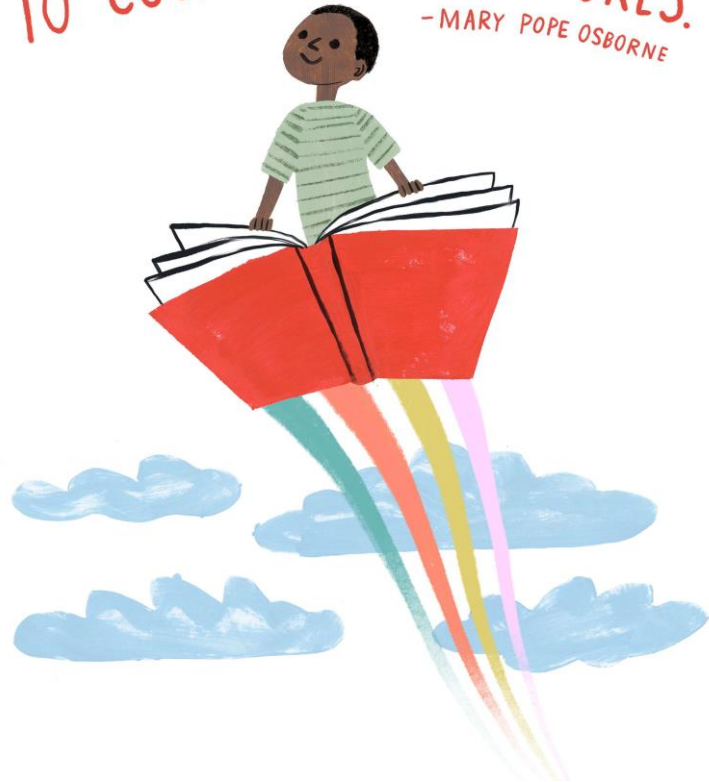
Modal Verbs (indicating possibility)	Active Voice	Passive Voice	Simple Past	Simple Present	Past Progressive	Future Perfect
could, should, would, can, may, might, must, shall, ought, will	Paul kicked the ball. Eva licked the lolly.	The ball was kicked by Paul. The lolly was licked by Eva.	Lily licked the lolly.	Paul kicks the ball.	Paul was kicking the ball. Eva was licking the lolly.	Paul will have kicked the ball.
Present Progressive	Past Perfect	Subjunctive	Adverbs (indicating possibility)	Present Perfect	Punctuating Bullet Points	Simple Future
Paul is kicking the ball. Eva is licking the lolly.	Paul had kicked the ball past the goalkeeper.	If Paul were a better footballer, he could kick the ball straight.	never, always, often, rarely, maybe, perhaps, probably	Paul has kicked the football. I have eaten the lolly.	Eva is hoping to: • make lollies • play football with Paul	• Paul will kick the ball. • Lily is going to lick the lolly.
Relative Clause	Expanded Noun Phrase	Commas (to clarify meaning)	Colons	Colons (to introduce a list)	The plan for this lesson is: • We will learn more about SPaG. • The class will have fun.	
Paul, who enjoyed football, played every week.	The dark haired girl with a taste for frozen lollies.	Eva likes fruit pasta and a drink for lunch. "Fruit pasta!" Eva likes fruit, pasta and a drink for lunch.	Paul likes two things: football and reading.	The children will need several items: lollies, footballs and books.		
Hyphens (to avoid ambiguity)	Brackets, Dashes and Commas (for parenthesis)	Dashes	Semi-Colons	Relative Pronouns used at the beginning of a relative clause		Future Progressive
a man eating snake a man-eating snake	• Eva (the lolly fan) is ten. • Paul - the football fan - plays in goal. • Eva and Paul, my friends, are kind.	Eva and Paul are friends - they have known each other for years.	Eva loves lollies; strawberry-flavoured ones are her favourite.	who, whom, which, whose, that, where, when Cheetahs, which are the fastest land mammals, have a decreasing population.		Paul will be kicking the ball.

How can you support your child?



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"READING IS A PASSPORT
TO COUNTLESS ADVENTURES."
- MARY POPE OSBORNE



Year 6 Expectations



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Homework:

- Children will be expected to complete their homework each week. They will receive 2 papers weekly (one maths & one reading or SPAG). We will then go through these papers with the children in class.
- Homework will be set on a Monday and due in the following Monday morning.
- Children are expected to record in your reading records at least 4 times a week. If they read more than 4 times, they will be given house points.
- Please support your child in practicing their spellings and times tables. You have received lists of the words they don't know from the Y3/4 and the Y5/6 lists so please practice these with your child.
- Throughout the year, they will be completing many practice SATs papers (both in lessons and for homework).

How can you support your child?

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SATs Revision Book Order Form

Payment to be paid by Friday 26th January via bank transfer.

Acc No: 10222461 Sort Code: 20-57-40

Reference: Your child's full name.

Please return this completed form to your child's class teacher / Miss Roche once the payment has been made.

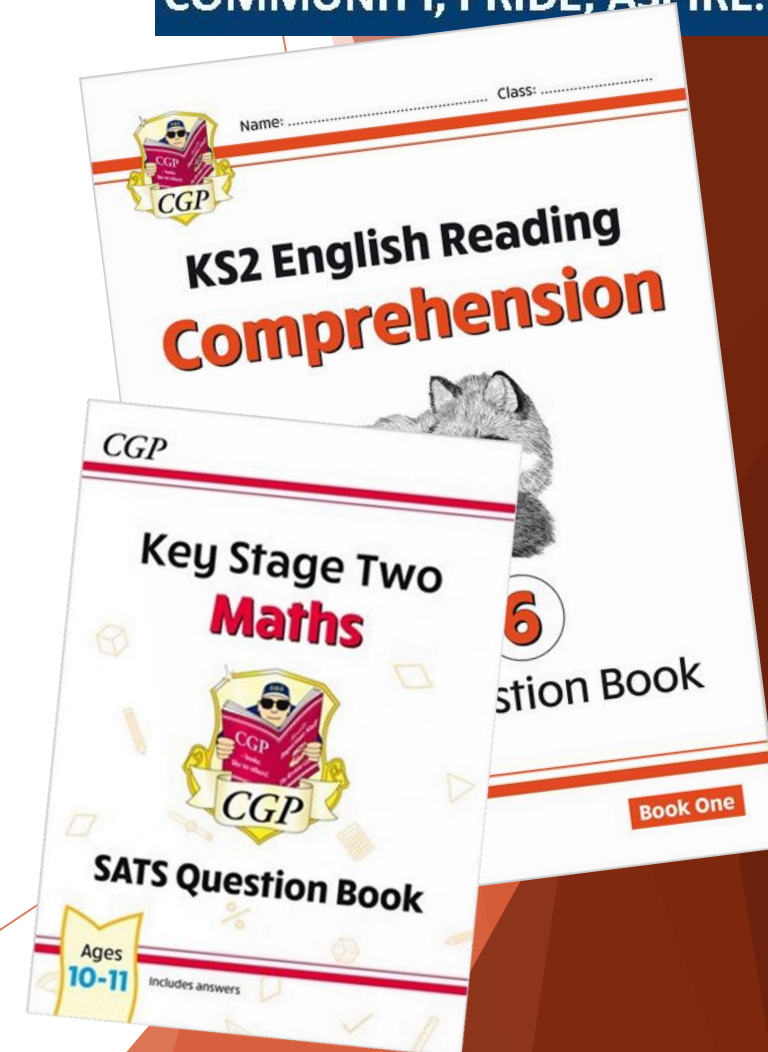
Child's Name:				
Class:				
Book	Retail Price	Our Price	Quantity	Total Cost
Maths				
SATs Buster 10 min tests: Maths	£5.50	£4.00		
KS2 Maths SATs question book	£6.50	£5.00		
KS2 Maths SATs Arithmetic	£4.50	£3.50		
KS2 Maths SATs – The Study Book	£6.50	£5.00		
KS2 Maths SATs Stretch Question Book	£6.50	£5.00		
KS2 Maths Revision Question Cards	£7.08	£5.50		
GPS (Grammar, Punctuation & Spelling)				
SATs Buster 10 min tests: GPS	£5.50	£4.00		
KS2 English Targeted Question Book: Grammar, Punctuation & Spelling	£6.50	£5.00		
KS2 Grammar, Punctuation and Spelling-Study Book	£6.50	£5.00		
KS2 SATs Buster Spelling	£4.50	£3.50		
KS2 SATs Buster Grammar	£4.50	£3.50		
KS2 Grammar, Punctuation & Spelling Revision Question Cards	£7.08	£5.50		
Reading				
SATs Buster 10 min tests: Reading	£5.50	£4.00		
KS2 English Reading SATs Buster Bundle (x 3 books).	£12.00	£9.00		
KS2 English SATs Question Book Stretch	£6.50	£5.00		
KS2 English- Study Book	£6.50	£5.00		
Total amount to pay:				

There is a limited selection of books for sale after the presentation for cash only should you wish to buy them.

Otherwise, please collect an order form and return by Friday 26th January. Order forms can only be paid for via bank transfer.



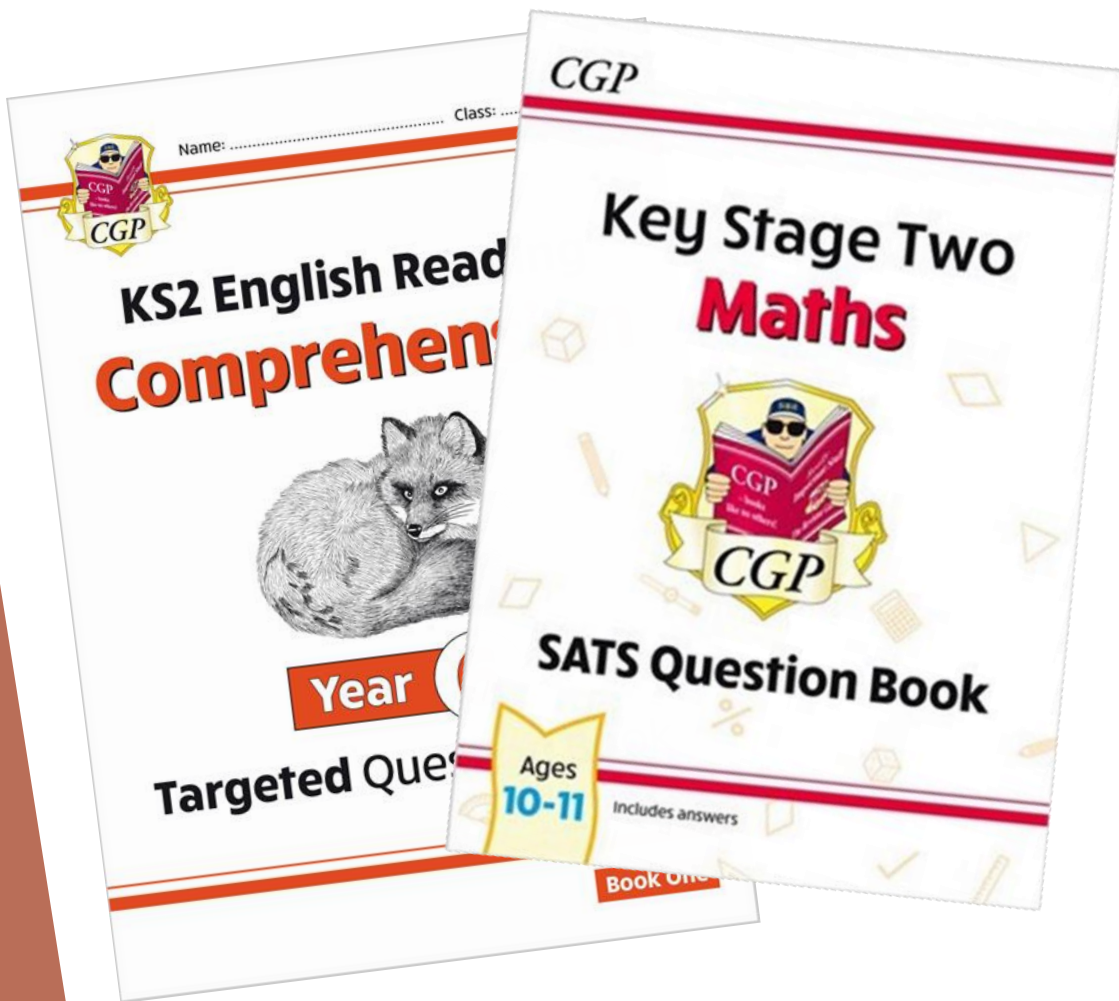
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How can you support your child?



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**Payment: Bank
Transfer only**

A/C No: 10222461

Sort Code: 20-57-40

Reference: Child's name

Remember....



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SATs focus on what they know about Maths and English

They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.

SATs results don't always tell the whole story

The results will say they DID or DIDN'T meet a certain standard, but not necessarily by what margin. Additionally, the thresholds tend to change each year according to overall national performance, so what was classed as 'did meet the expected standard' in 2023 may have been considered a 'did not' in 2022. We may be able to provide you with more detailed feedback, so don't let your child see SATs as a simple case of 'pass' or 'fail'.

Remember....

It would be unnatural for SATs not to induce a certain degree of worry but there is, of course, a tipping point.



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SATs should not:

- affect a child's appetite;
- affect a child's ability to sleep;
- alter a child's personality;
- induce panic, tears or disengagement from lessons;
- be a reason not to attend school.

If any of the above are evident, then SATs may be causing an excessive degree of anxiety. If so, please reassure your child. This isn't about removing the reality of SATs, but rather equipping your 10 or 11 year old child to cope with the situation and be stronger for it.

What to do if you're worried about your child..



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Steps to take:

Talk to the school

Is your child showing the same symptoms at school as they are at home? Is there anything else going on at home which may be contributing to your child's overall level of stress? Work with the school so everyone concerned can be offering the support that's needed.

Spend time with your child

Try to understand what aspect of SATs concerns them most. Is it the worry of 'failing'? Is it the worry of getting stuck on a paper? If your child can pinpoint what's bothering them most, you can take specific steps to help reassure them.

Try not to project your own anxieties or views on the SATs

If you don't believe in SATs, or do not think your child should be doing them, then neither will they.

Encourage your child to talk to their teacher

SATs are obviously linked to school, so don't be surprised if they favour the reassurance of teachers above family members.



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Dates to remember

- ▶ **Payment/forms due for purchasing CGP books:**
Friday 26th January
- ▶ **Bletchley Park Trip:** Monday 29th January
- ▶ **Mock SATs Week 2024:** Monday 4th March-
Thursday 7th March
- ▶ **Parent Consultations:** Tuesday 26th and
Wednesday 27th March
- ▶ **SATs Week 2024:** Monday 13th May - Thursday 16th
May
- ▶ **Residential Trip:** Wednesday 22nd - Friday 24th
May.



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