

Key Dates

6 Willow Class Assembly

Friday 14th October 9:00
am

6 Birch Class Assembly

Friday 21st October 9:00
am

INTO University

6W - 31st - 4th Nov
Parent trip Friday 4th Nov TBC
6B - 14th - 18th Nov
Parent trip Friday 18th Nov TBC

SATs week

8th - 11th May 2023

Year 6 Graduation

Friday 14th July 2:00 pm

Year 6 Production

Tuesday 18th July - 6:30
pm

Secondary Transition

Welcome Capital City and Newman
Catholic College

- 
- Key dates
 - Secondary school visits - September 2022
 - Applications must be done by 31st October 2022
 - Support in school for applications by 21st October 2022.

Team 6

6 Birch Teacher

Mr Cyrus

6 Willow Teacher

Ms O'Donnell

Teaching Assistants

Ms Joy
Ms White

P.E

Mr. Blake
& Mr Brown

Phase Leader - Assistant Headteacher

Ms Auty

Music

Mrs Goddard

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Year 6 Graduation

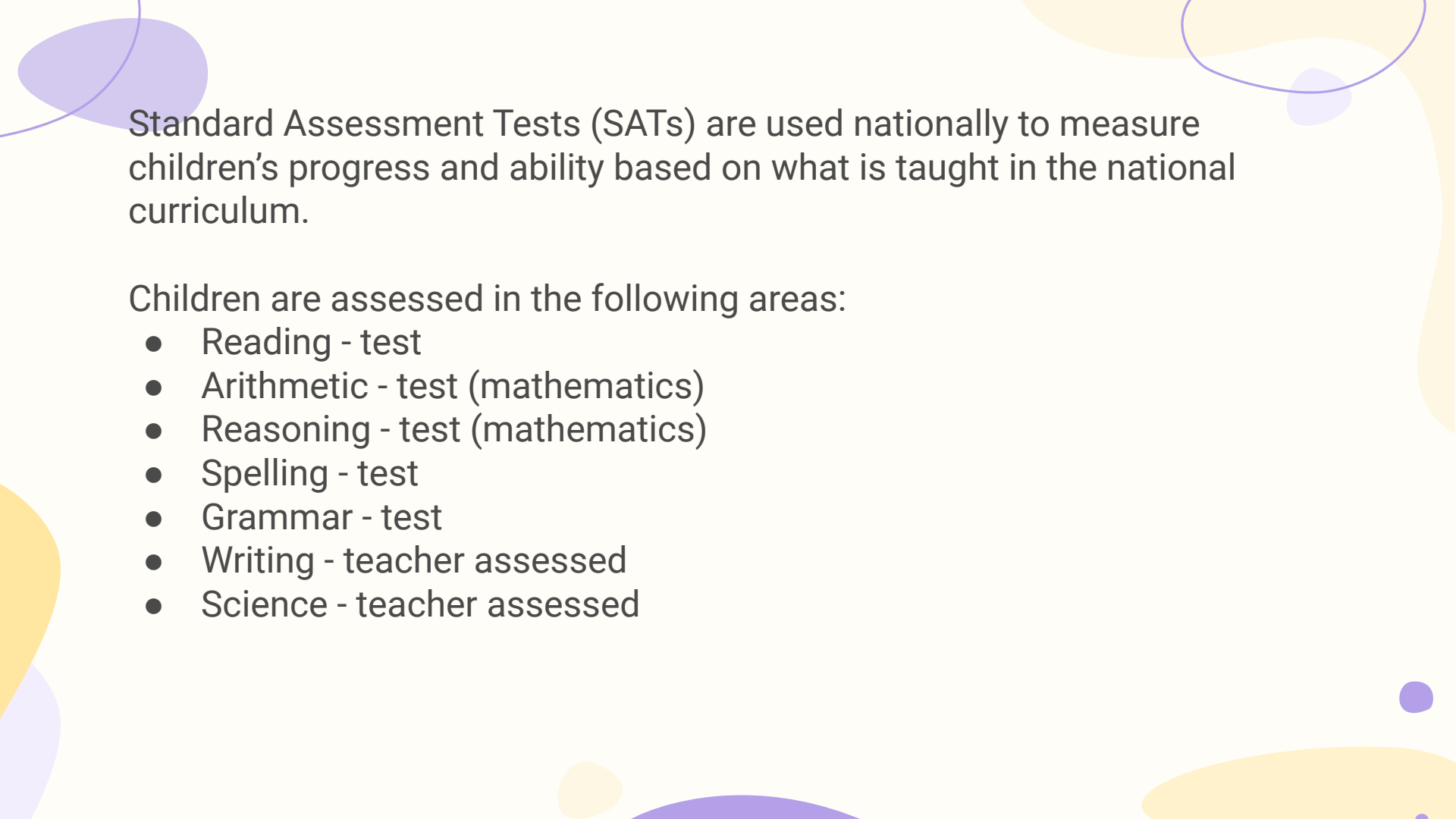
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Year 6 Production

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Pre- secondary Key Information Session

27th September 2022



Standard Assessment Tests (SATs) are used nationally to measure children's progress and ability based on what is taught in the national curriculum.

Children are assessed in the following areas:

- Reading - test
- Arithmetic - test (mathematics)
- Reasoning - test (mathematics)
- Spelling - test
- Grammar - test
- Writing - teacher assessed
- Science - teacher assessed

Key dates SATS 2022



- As of 2014, the 'old' national curriculum levels (e.g. level 3, 4, 5) were abolished.
- The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.
- Since 2016, test scores have been reported as 'scaled scores'.

Each pupil receives:

- a raw score (number of raw marks awarded);
- a scaled score in each tested subject;
- confirmation of whether or not they attained the national standard (100)

Each pupil's raw test score is converted into a score on the scale, either at, above or below 100.

Using the scaled score, the lowest a child can score is 80, with the highest being 120.

English reading

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86

Raw score	Scaled score
26	98
27	98
28	99
29	100
30	100
31	101
32	102
33	103
34	104
35	104

Firstname	Raw Score	Scaled Score	Level
E	48	120	GDS
M	46	117	GDS
A	45	115	GDS
C	44	114	GDS
F	44	114	GDS
M	44	114	GDS
R	43	113	GDS
K	43	113	GDS
T	42	111	GDS
L	42	111	GDS
M	42	111	GDS
V	41	110	GDS
T	41	110	GDS
E	41	110	GDS
T	40	109	EXS
B	39	108	EXS
N	38	107	EXS
T	37	106	EXS
T	37	107	EXS
P	37	106	EXS
E	37	106	EXS
A	36	105	EXS

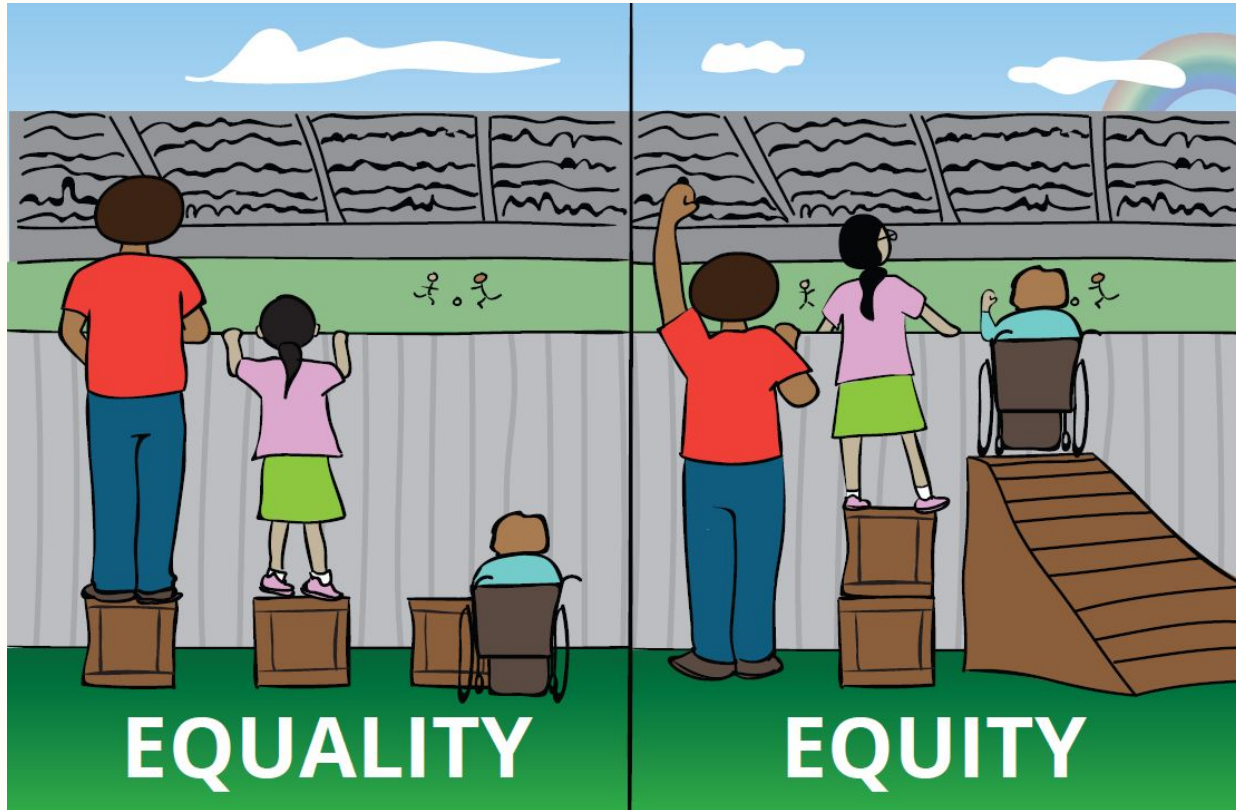
What happens for children working below the test?

If a child is working below the standard of KS2, so working at KS1 or below, they will not sit the test.

We assess those children using internal assessments and assessment guidance called 'The Engagement Model' and 'Pre-Keystage scales'.

I will contact any parent whose child will not be sitting the papers.

What SATs week may look like for your child.



Provision

Extra time

Pupils automatically qualify for additional time if they:

- have an Education, Health and Care Plan (EHCP)

Additional time to complete the tests may be appropriate for other pupils who:

- require additional time under test conditions to properly demonstrate their knowledge and understanding

Prompters

A pupil with severe attention problems may be supported by a prompter. The use of a prompter must be normal classroom practice. Verbal prompting may be used where this is in line with the support the pupil normally receives in class.

Rest breaks

Rest breaks can be appropriate for a pupil who finds it difficult to concentrate or who may experience fatigue. Rest breaks can be provided by splitting the tests into sections or stopping the clock. The content of the test must not be discussed during rest breaks.

Scribe

A scribe is a writing assistant who writes out answers dictated by the pupil during the test.

Transcripts

If it will be difficult for a marker to read the pupil's writing, schools should make a transcript at the end of the test, but before the pupil leaves the test room.

Also: reader, small groups, 1:1 situations.

Reading test

The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions. A total of 50 marks are available.

Questions are designed to assess the comprehension and understanding of a child's reading.

Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

Vocabulary, inference and retrieval make up three quarters of the test.

This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased



Look at the first paragraph, beginning: *Ours was a steep...*

Penelope's description of the stairway makes it seem...

Tick **one**.

damp and dark.

☐

cramped and unsafe.

☐

old and dusty.

☐

stylish and never used.

☐

Look at the first paragraph, beginning: *Ours was a steep...*

Find and copy one word that shows that the evening was getting dark.

Grammar and spelling

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions including some multiple choice.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling.

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.	<input type="checkbox"/>	<input type="checkbox"/>
Fish are eaten by otters.	<input type="checkbox"/>	<input type="checkbox"/>

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

☐

was

☐

were

☐

be

☐

Spelling task

- The dragon is an imaginary _____.
- There was _____ food for everyone.
- My little brother is in _____ class.
- Playing in the snow made my fingers _____.
- We learned how to do _____ in mathematics.
- Charlie _____ with relief.

Maths

- Paper 1 is for arithmetic, lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

14

$$25.34 \times 10 =$$

☐

1 mark

15

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

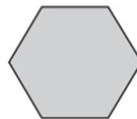
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1 mark

17

These two shapes have the **same** perimeter.

regular hexagon



square



Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

18

Circle the **prime** number.

95

89

87

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

1 mark

Writing - WTS

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

"Stop bullying Sylvia Bonnie." said Simon trying not to laugh.

"We are nearly there."

~~They got to a big sketchy old~~

They all trudged along a visual path until it came to a stop. As they looked up they saw a big, sketchy and old looking house.

"Is this the right place?" asked Emma. "This house looks like Diana... UGLY, ~~DOS~~ DUSTY, MUSTY AND CRUSTY."

They all giggled whilst ~~walking~~ heading through a side entrance to the house.

As they entered, a smell of blood clogged their nose.

"Ewww." screamed Emma. "It stinks in here. Get me out!"

"NO!" screamed Simon. "NO-ONE IS LEAVING NOW FOLLOW ME!"

No-one talked as they searched Simon except Bonnie.

"Don't shout!" said Bonnie trying not to yell. "You are scaring Sylvia and Emma."

"SHUT UP!" screamed Simon. "YOU NEVER SHUT UP!" He said again while storming off.

"W...w...w..." Sylvia mumbled but it was too late...

Simon was already gone.

OH SCARY. ~~Timbers,~~
OH SHIVER ME! STOP YAPPING YOUR MOUTH! WE NEVER NEEDED YOU ANYWAY

1 Screamed Bonnie on the top of her lungs.

They heard a noise coming from the big black door.

Then, Diana burst open the door with two pistols.

"Why was I not invited?" she laughed creepily.

"Your ruining it read my lips your ruining it!"

said Bonnie giggling.

Writing - EXS

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
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- 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

Crazyness on the Thessaly

Earlier this morning a ship named The Thessaly was sunk whilst making its way across the Channel. This incident took place at 7.00 am. The captain of the ship, Oliver Robson,

The ship was on its way to Berlin (the capital of Germany) with up to 100 passengers on board. There was a witness, Harry Smyth, who told The Times that captain Oliver knew the Thessaly's hull was damaged but didn't say anything.

Yesterday I had a chaotic day, loads of things happened and that experience was crazy. The witch's house had somehow been buried down - well, most of it.

Harry Smyth, who told The Times that captain Oliver knew the Thessaly's hull was damaged but didn't say anything.

The captain, Oliver Robson's response to this was, "I had no idea it was damaged. It looked okay, ^{and} I would not have sailed ^{looked} ~~said~~ if I knew. I didn't get paid by anyone nor check if the Thessaly was damaged. I don't know where those reports came from."

Handwriting - animation

Writing - GDS

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

The rocky landscape was silent, and the sky was dull and covered in a blanket of grey. Suddenly, the sound of sweet, tuneful humming entered Rock's ears. He uncurled from his slumber, curious to find out where the sound was coming from. It was a mesmerising sound; a sound that would lull anyone to sleep easily. Rock heaved his large, rocky body from the coarse ground and made his way toward the humming.

Leaning over the cliff, his round face softened as he gazed upon a wonderful clearing; certainly much more lively than his own home. Rows and rows of daisies and daffodils swayed in the gentle breeze. The sun was smiling down on the luscious, green bushes and all the flowers bloomed open to say hello. Hovering over the soft, green grass was Paper, taking a nice stroll in the forest. Rock stood there, watching the fairy in awe as she flittered gracefully above flowers. She stopped to admire a vibrant, orange flower in a bush, and her face lit up with glee as she tapped it gently and watched it bloom open. Paper twirled around happily, and her floral dress and colourful hair freely moved with her.

How can you help your child?

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).

<https://whiterosemaths.com/parent-resources>

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6



Autumn Block 1
Place value



Autumn Block 2a
Four operations (a)



Autumn Block 2b
Four operations (b)



Autumn Block 3a
Fractions (a)



Autumn Block 3b
Fractions (b)

- 3 Fill in the missing numbers.

$$5,703 = 5,000 + 700 + \square$$

$$231,094 = 200,000 + 30,000 + \square + 90 + 4$$

$$\square = 4,000 + 800 + 5$$

- 4 The lengths of four rivers are shown in the table.

River	Length (km)
Mississippi	5,495
Saint Lawrence	2,938
Nile	5,831
Rio Grande	2,983

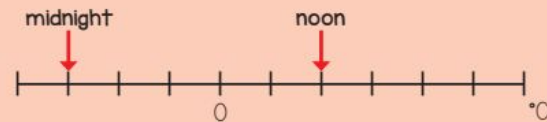
Round the length of the Mississippi to the nearest 100 km.

Round the length of the Nile to the nearest 10 km.

Put the rivers in order of their length starting with the shortest.

- 5 The number line shows the temperature of a town at midnight and noon.

The difference between the temperatures is 10°C .



What is the temperature at midnight?

Explain your reasons.