

Y6 SATs – Have A Go!



Welcome to Year 6

The bottom of the slide features a decorative graphic consisting of several overlapping, wavy lines in various shades of blue and white, creating a sense of movement and depth.

Who are we?



Year 6 Teachers

Nightingales– Mr Newton

Cobras - Mr Cowles (UKS2 Team Leader)

Beginning of the day



- * Children come into the classroom anytime after the doors are open. 8:35am - 8:45am soft start.
- * Registers shortly after the doors open. If your child arrives after the register has commenced, they will be marked as late.
- * Please leave your child outside so that they can begin morning tasks.
- * Should you need to speak with the class teacher, a message must be left with the school office.

Reading

Children should ensure that their book/Kindle and reading diary are in school **everyday**.

* It is the children's responsibility to change their own books.

* Plenty of opportunities to read in class:

1. SATs Style Reading Tasks
2. Reading Stations/Shared Reading
3. Individual reading



* Reading sessions are planned within the weekly timetable with a focus on answering questions to enhance comprehension skills.

* Some children will need further support and will receive individual reading sessions with an adult at school - when possible.

* **5 times a week at home -**

- *2 sessions should be adult reading to the child, remainder child led.*

* **Reading diaries will be checked on a weekly basis.**

* **Reading Certificates and Dojos**

PE

- * Days and times for indoor/outdoor PE change each term.
- * Children must wear their PE kits to school on their PE day and will remain in it for the duration of the day.
- * Please ensure that kit is appropriate for the season and for indoor and outdoor sessions. Cold weather clothing is essential.
- * T shirts should be plain white/Blue navy- no pictures or logos.
- * A plastic bag for muddy shoes would be helpful.



Autumn 1 PE Days - Tuesday/Thursday

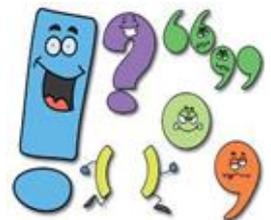
Home Learning Expectations

- * Learning of times tables - Rockstars
- * Reading minimum x5 per week
- * Century
- * Year 5/6 spelling lists
- * PiXL 5 4 5 - 10 4 10 Half Term & Easter
- * Other tasks/challenges on the school website -
 - New task list
 - Link to 100 books to read.
 - Questioning lists for reading support
 - Purple Mash



GPS - Year 6

- * PiXL spelling to be taught on a weekly basis and embedded during writing sessions.
- * There will be regular GPS (grammar, punctuation, spelling) sessions which will also be embedded into all writing activities across the curriculum.
- * Children will be expected to use a variety of ‘Shine a light’ words during writing sessions. These words will be taken from the Year 5 and 6 Common Exception Word List.
- * Enhancing vocabulary and spelling will be a particular focus.



Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

Year 6 assessments

* Children will sit past SATs every half term, to ensure familiarity with test styles.

1. Grammar, Punctuation and Spelling
2. Reading
3. Maths Arithmetic
4. 2 x Maths reasoning papers

SATs Week will be 12th May 2025

Year 6 Writing

- * There is no writing paper.
- * Teacher Assessment throughout the year of all writing (including other subjects like science and history)
- * Children must achieve all the statements – not a ‘best fit’.

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

Year 6 Writing

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

Year 6 Writing

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]

Raw to Scaled Scores - Reading

English Reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	90
15	90
16	91

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101
31	102
32	103
33	104

English Reading	
Raw score	Scaled score
34	105
35	106
36	107
37	107
38	108
39	109
40	110
41	112
42	113
43	114
44	115
45	117
46	118
47	120
48	120
49	120
50	120

Mathematics	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	80
7	81
8	81
9	82
10	83
11	83
12	84
13	84
14	85
15	86
16	86
17	86
18	87
19	87
20	88
21	88
22	89
23	89
24	89
25	90
26	90
27	90

Mathematics	
Raw score	Scaled score
28	91
29	91
30	91
31	92
32	92
33	92
34	93
35	93
36	93
37	94
38	94
39	94
40	94
41	95
42	95
43	95
44	96
45	96
46	96
47	96
48	97
49	97
50	97
51	97
52	98
53	98
54	98
55	98

Mathematics	
Raw score	Scaled score
56	99
57	99
58	99
59	99
60	99
61	100
62	100
63	100
64	100
65	101
66	101
67	101
68	101
69	102
70	102
71	102
72	102
73	103
74	103
75	103
76	103
77	104
78	104
79	104
80	104
81	105
82	105
83	105

Raw to Scaled Scores - Maths

Mathematics	
Raw score	Scaled score
84	105
85	106
86	106
87	106
88	107
89	107
90	107
91	108
92	108

Mathematics	
Raw score	Scaled score
93	108
94	109
95	109
96	110
97	110
98	110
99	111
100	111
101	112

Mathematics	
Raw score	Scaled score
102	113
103	113
104	114
105	115
106	116
107	117
108	118
109	120
110	120

Raw to Scaled Scores - GPS

English grammar, punctuation and spelling	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	81
7	82
8	83
9	84
10	84
11	85
12	86
13	87
14	87
15	88
16	88
17	89
18	90
19	90
20	91
21	91
22	92
23	92

English grammar, punctuation and spelling	
Raw score	Scaled score
24	93
25	93
26	94
27	94
28	95
29	95
30	96
31	96
32	97
33	97
34	98
35	98
36	99
37	99
38	100
39	100
40	101
41	101
42	102
43	102
44	103
45	103
46	104
47	104

English grammar, punctuation and spelling	
Raw score	Scaled score
48	105
49	106
50	106
51	107
52	107
53	108
54	109
55	109
56	110
57	111
58	111
59	112
60	113
61	114
62	115
63	116
64	117
65	118
66	120
67	120
68	120
69	120
70	120

Topics



Autumn Term

British Monarchy

Peterborough Cathedral



Spring Term

Peterborough WWI WWII

Bletchley Park



Summer Term

History of Pop Music

End of Year Production



Residential Trip London

- London Eye
- Evening Show
- Natural History Museum
- London Bridge
- Thames River Cruise
- Madame Tussauds
- Science Museum
- Evening Meals Out
- Most lunches provided
- Hotel Stay



Other Information

- * **Year 6 Production**
- * **Leaver's Events**
- * **Jumpers**
- * **Responsibilities & Ambassadors**

Free School Meals & Pupil Premium Funding

Even though all children in Key Stage 1 receive **Universal Infant Free School Meals**, your child's school can only benefit from **Pupil Premium** funding if you apply, and are eligible, for **Free School Meals**.

These are two different things.

Every child who applies for free school meals (because they are from a family on a lower income) can unlock up to £1,455 extra funding for their school called Pupil Premium, which must be spent on supporting their development.

So, even if your child is in Reception, Year 1 or Year 2 and will automatically get a free meal, please do still make an application as well as KS2 pupils too.

Otherwise, the school will not know that your child is eligible for the additional funding.

Applying only takes a few minutes and, if eligible, your child will continue to receive Free School Meals until end of Primary school.

Applications are completed online and the school gains no personal information about your financial situation.

Please spend a few minutes to see if you could be eligible, via the following link:

www.cambridgeshire.gov.uk/freeschoolmeals

Forest School

What is Forest School? Forest School is a completely different approach to outdoor learning in which the children work in an outdoor setting and are free to learn, in all weathers, surrounded by a natural environment and using natural resources. They are allowed to take risks, and to take the learning in their own direction. The sessions happen over a number of weeks, allowing children to consolidate what they have learnt.



Forest School allows children to build their self-esteem and independence. It gives children an opportunity to connect with nature, and to enrich and advance their personal, social and emotional development, as well as incorporating all other curriculum areas holistically. It has been found that spending time outside has a positive impact on mental health and wellbeing.

How can I help?

- Regular reading with your child.
- Practise spellings.
- Learning Times Tables and corresponding division facts.
- Use the suggestions on the website for 'homework' ideas to consolidate or extend your child's learning.
- Encourage independence.
- Encourage children to talk to the teacher about any difficulties.
- * Any concerns, please contact your child's class teacher.
- * Praise, support and encourage through a challenging year.

Dojo News

We will no longer be using 'X' (Twitter) class pages.

Class Dojo 'Stories' News Feed will be used to showcase what we have been up to in our learning. Please ensure you link to your Child's Dojo account in September.

OWPS will have one Facebook page for whole school information - more details to follow.

facebook



ClassDojo

Any questions?

