

St Vincent's Primary School

**Year 6 Parents'
Information Evening**

Wednesday 9th September

Things to remember

- PE every Thursday(Wednesday in Autumn term as well)
- Label clothing – permanent marker
- Water bottles
- Whatsapp – discuss with me personally

Adults in Year 6

- Mrs Meechan
- Mrs Hudson
- Mr Moore

Introduction

- SATs 2027
- SATs 2027 Reading, SPAG, Writing and Maths – **Week commencing Monday 10th May**
- Writing expectations.
- How parents can support.

SATs 2027

- *Changes to SATs since 2016

- *Children will now receive a scaled score.

- *A scale of 100 will always represent the 'national standard' – the expected pass level. 110 represents a greater depth standard.

Year 6 SATs 2027

For English writing - 3 standards:

- working towards the expected standard
 - working at the expected standard
 - working at greater depth within the expected standard.
-
- For English reading, mathematics and science, there is one standard (working at the expected standard).

Year 6 SATs 2027

In 2027 Year 6 pupils will sit the following tests:

- Reading



- Grammar, Punctuation and Spelling Test



- Mathematics



Reading



Reading will be a single paper with questions for the pupils to complete. There will be a variety of texts with between 1500-2300 words in total – reading speed of 76 words a minute.

1 hour test in total, including reading time, to complete the test. (50 marks)

Content domain reference	
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 / narrative 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

Word meaning in context

22

*She came. And I still **vividly** recall...*

What do the words *vividly recall* mean?

2 marks

8

Look at the section headed: ***Why are people concerned about the giant panda?***

Find and **copy one** word which shows that there are lots of things we do not yet know about giant pandas.

9

*... cutting off a **vital** food supply.*

What does the word *vital* mean in this sentence?

Tick **one**.

essential

☐

available

☐

useful

☐

healthy

☐

Retrieve and record information

1

According to the text, approximately how many giant pandas currently live in the wild?

2

According to some scientists, how does giant pandas' fur help them to survive in the wild?

3

Look at page 4.

Pandas can grow up to 1.5 metres and weigh up to 150 kilograms.

What else in the text tells us that giant pandas could be dangerous animals?

Summarise ideas

31

Look at the first two paragraphs.

Which sentence below **best** describes the farmhouse?

Tick **one**.

It had always been a lifeless place.

☐

No one ever went there by choice.

☐

It seemed stuck in the past.

☐

The outside was better looked after than the inside.

☐

Make inferences from text

18

The poet describes his grannie as standing *mountainous between me and my fear*. This makes her sound big and powerful.

What other impressions do you get of his grannie in the same verse?

Give **two** impressions.

1. _____

2. _____

2 marks

Predict using the text

20

Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

yes

☐

no

☐

maybe

☐

Explain your choice fully, using evidence from the text.

Identify how a part contributes to meaning as a whole

22

Draw lines to match each part of the story with the correct quotation from the text.

setting

For a while Martine had defied her

past events

In the instant before her body parted company

action

Dawn was casting spun-gold threads

lesson

That would teach her to show off

1 mark

Identify how meaning is enhanced

5

...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

2 marks

Make comparisons

6

Look at page 4.

According to the text, give **one** way that giant pandas are...

(a) similar to other bears.

1 mark

(b) different from other bears.

1 mark

Reading



*The children should be reading a range of texts (including classics and more challenging books) at home daily for 20 minutes (minimum), including reading to/with an adult to discuss vocabulary use in context. Yr6 will use plain lined books for the reading homework.

Reading



- Reading test consists of texts of varying difficulty.
- They are encouraged to read and answer questions on one text at a time.

Spelling, Grammar, Punctuation and Vocabulary



- New curriculum for English – significant emphasis on children knowing, understanding and applying terminology relating to grammar and punctuation.
- Practising grammar all the time both as discrete grammar exercises and with the children applying this knowledge to their own writing.
- This is not a home focus – reading takes priority – their understanding of grammar will be improved through reading at home.

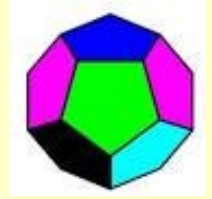
Spelling, Grammar, Punctuation and Vocabulary.



- Pupils will sit a 45 minute grammar test.
- Spelling test - 20 unseen words - read in context (not time restrictive).

Significant emphasis on spelling this year compared to previous years not only in their SPAG test but also in their own writing.

Mathematics



Maths

- Arithmetic test (30 minutes)- Range of context-free calculation questions – 40 marks.
- Reasoning paper 1 (40 minutes) – 40 marks in total.
- Reasoning paper 2 (40 minutes) – 40 marks in total.

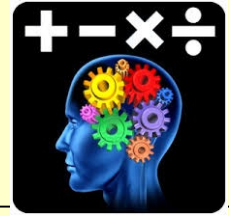
Maths



Focus on:

- ***Fluency**- children's ability to recall and apply knowledge rapidly and accurately.
- ***Reason**- follow a line of enquiry, make generalisations, justify or proof something.
- ***Problem Solve**- apply their knowledge, break down problems and persevere to solve problems.

Arithmetic Test



- Mental mathematics test removed.
- Arithmetic test introduced to assess basic mathematical calculations.
- No contextualised questions.
- 36 questions, 40 marks available, 30 minutes duration.
- Questions will cover:
 - * straightforward addition and subtraction
 - * more complex calculations with fractions
 - * long divisions and long multiplications.

Arithmetic Test

25

$$37.8 - 14.671 =$$

26

$$\frac{1}{4} + \frac{1}{5} + \frac{1}{10} =$$

29

$$45\% \text{ of } 460 =$$

36

$$592242$$

24

$$\begin{array}{r} 418 \\ \times 46 \\ \hline \end{array}$$

18

$$0.04 \div 10 =$$

Reasoning Tests

The numbers in this sequence **decrease** by the same amount each time.

303,604 302,604 301,604 300,604 ...

What is the next number in the sequence?

The list below shows the years in which the Cricket World Cup was held since 1992:

1992, 1996, 1999, 2003, 2007, 2011, 2015

Adam says,

The Cricket World Cup has been held every four years since 1992.



Adam is **not** correct.

Explain how you know.

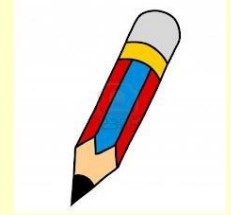
Reasoning and Problem Solving

Term by Term Objectives

Year 6

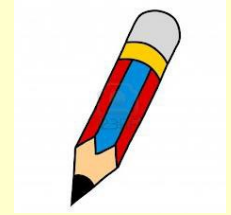
Place Value	National Curriculum Statement	All students																												
		Fluency	Reasoning	Problem Solving																										
	Use negative numbers in context, and calculate intervals across zero.	- Fill in the missing numbers. 152, 102, 52, 2, ____, ____. - Filip had £17.50 in bank account. He paid for a jumper that was £30. How much did he have in his bank account after? - In a Science experiment, a class videoed a thermometer overnight. At 02:30 it read -12°C and it was 15°C at 13:00. What was the difference in temperatures?	Spot the mistake: $-75, -15, 35, 105$ What is wrong with this sequence of numbers? True or false? When I count backwards in 50s from 10 I will say -150. Explain how you know. - A company decided to build offices underground as well as over ground. The manager says "If we build from 100 down to -100 then we will have 200 floors." Was he right? Convince me.	- The temperature is -6°C. It gets 5 degrees warmer. True or false – it is now -11°C. Explain your answer using a drawing e.g. number line. - Here are some number cards: <table border="1"><tr><td>3</td><td>-8</td><td>-6</td></tr><tr><td>-4</td><td>2</td><td>-7</td></tr></table> Use the cards to complete the calculations below. ___ + ___ = ___ ___ - ___ = ___ Connect 3 The first to complete a row of three is the winner. Each time a player rolls they then choose if they would like to add or subtract the numbers either way round: ___ +/- ___ = ___ <table border="1"><tr><td></td><td>-5</td><td>-4</td><td>-3</td><td>-2</td></tr><tr><td>-1</td><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td></td></tr></table>	3	-8	-6	-4	2	-7		-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	
		3	-8	-6																										
		-4	2	-7																										
			-5	-4	-3	-2																								
		-1	0	1	2	3																								
		4	5	6	7	8																								
		9	10	11	12																									

Writing



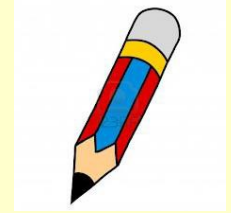
- *No longer an externally assessed writing test for the children to sit.
- *All writing is assessed through teacher assessment-evidence from throughout the year – 6 piece guideline.
- *Evidence gained from **all** books.
- *Moderators will come into school to scrutinise teacher assessment judgements.

Writing



- *Introduced interim standards for this academic year.
- *All teachers in Y6 will be moderating writing against the interim standards.
- *Exceptionally high standards for:
 - Level of formality
 - Choice of language
 - Characterisation and structure
 - Use of punctuation

Writing



- The children will be assessed as either ‘working towards the expected standard’, ‘working at the expected standard’ or ‘working at greater depth’.
- For children to be working at expected standard, they must consistently demonstrate **ALL** features, **ALL** of the time.
- The best writers are regular readers.
- Strong readers stick out.

Writing – Expected standard.

- The pupil can write for a range of purposes and audiences (including writing a short story):
- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly, including common exception words* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Homework Y6

Year 6 homework:

- Reading (preferably with an adult) for 20 minutes frequently
- One writing piece and one online task per week.(Not every week-about 40 mins). Tuesdays and Fridays

How can you support at home?



- Encourage healthy learning habits:
- independent learning
- Ensuring regular sleep and enough of it
- water, diet & exercise
- punctuality and attendance
- Be aware of what your child is doing on electronic devices (who they are speaking to)
- High Standards(the best your child can do).

*Read, read and read again with your child! (development of vocabulary)

Contact

- Available by appointment after school
- Email – general.post@st-vincent.bromley.sch.uk