



YEAR SIX INFORMATION EVENING

14TH SEPTEMBER

TONIGHT WE WILL BE SHARING INFORMATION
ABOUT:

YEAR 6 SATs

CURRICULUM EXPECTATIONS

TRANSITION TO SECONDARY SCHOOL

RESIDENTIAL TO THE BRIARS

USE OF TECHNOLOGY / SOCIAL MEDIA



YEAR SIX STAFF



Mr Tran

Mr Jessop

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KEY STAGE 2 SATs

- **SATs is a term people use to refer to End of Key Stage 2 Assessments;**
- **It lasts for four days beginning on Monday 10th May 2027 and ending on Thursday 13th May 2027**
- **We assume children will sit the following SATs papers:**
 - Grammar, Punctuation and Spelling (Paper 1) – Monday 10th May
 - Grammar, Punctuation and Spelling (Paper 2) – Monday 10th May
 - Reading – Tuesday 11th May
 - Maths Paper 1 (Arithmetic) – Wednesday 12th May
 - Maths Paper 2 (Reasoning) – Wednesday 12th May
 - Maths Paper 3 (Reasoning) – Thursday 13th May
- **Writing is assessed using evidence collected by your child's teacher throughout Year 6, so there is no Year 6 SATs writing test.
There will be no Year 6 Science SATs Paper.**

When and how are the SATs carried out?

- **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 around 6th 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.**

Specific arrangements for SATs:

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

- Additional (extra) time;**
- Tests being opened early to be modified;**
- An adult to read for them;**
- An adult to scribe (write) for them;**
- Written or spoken translations of the mathematics reasoning papers;**

What sort of results are reported?

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 above 110 would show that a child is working above the national standard.

Grammar, Punctuation and Spelling

Grammar, Punctuation and Spelling is made up of two papers which will take place on Monday 10th May:

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.

Example questions

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

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**.

Reading

The Year 6 Reading SATs paper will be sat on **Tuesday 11th May**.

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**.

Example text



Owl in Danger

'Quick – over here!' Mandy shouted to her friend, James. She knelt down in a pile of last autumn's fallen leaves, gently brushing some aside.

Mandy and James were out walking in Monkton Spinney near Welford, the Yorkshire village where they lived. Mandy had spotted something in the carpet of leaves beneath one of the oak trees.

'What have you found?' James ran over and skidded to a halt beside her. His trainers sent up a spray of leaves. He pushed his glasses back up his nose and looked down at the little hollow Mandy had made in the leaves.

Mandy cupped her hands together and lifted something very carefully from the ground. She held what looked like a bundle of bedraggled feathers. Two round, dark eyes stared up at James. A sharp, hooked beak opened and a kind of creaky noise came out. It sounded like a gate that needed oiling. Mandy drew in her breath. She gazed up at James with shining eyes.

'Oh! Look, it's a baby owl.'

James touched the tiny creature gently with his fingertip. 'What kind of owl is it?'

'A tawny owl, I think,' said Mandy. 'Oh, the poor thing!' She had thought it might be an owl when she first spied the bundle of grey-brown flecked feathers lying among the leaves. Although she'd seen pictures of baby owls, she had never actually seen a live one. It felt soft and beautiful and very fragile.

'Wow!' exclaimed James. His eyes were wide behind his glasses. 'Where did it come from, Mandy?'



1 Look at the beginning of the story.

Why did Mandy shout?

Tick **one**.

She had fallen in the leaves.

☐

She was impressed by the colourful leaves.

☐

She had seen something in the leaves.

☐

She was scared by the falling leaves.

☐

1 mark

2 What does the description *carpet of leaves* suggest about the leaves?

1 mark

3 Read the paragraph beginning: '*What have you found?*'

What had Mandy done with the leaves?

Tick **one**.

covered the ground with them

☐

moved them to make a small hole

☐

kicked them into the air

☐

piled them up high

☐

1 mark

4 Look at page 4.

Write **two** pieces of evidence that tell you Mandy was amazed by what she had found.

1. _____

2. _____

2 marks

Arithmetic

Maths Paper 1 (Arithmetic) will take place on **Wednesday 12th May**.

It has a standard timing of **30 minutes** and is worth a total of **40 marks**.

It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

Example questions

1	$979 + 100 =$		☐ 1 mark

7	$472 - 9 =$		☐ 1 mark

25	133016		☐ 2 marks
	Show your method		

29	$\begin{array}{r} 678 \\ \times 54 \\ \hline \end{array}$		☐ 2 marks
	Show your method		

31

$20 - 4 \times 2 =$

☐

1 mark

27

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

☐

1 mark

24

$15.4 - 8.88 =$

☐

1 mark

30

$17 \times 1\frac{1}{2} =$

☐

1 mark

Maths Papers 2 & 3 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 12th May**.

Maths Paper 3 (Reasoning) is scheduled for **Thursday 13th May**.

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

Paper 2 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 generally get harder throughout the paper however the mathematical focus changes. It is not unusual for a child to be unable to complete the entire paper in time.

Example questions

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.

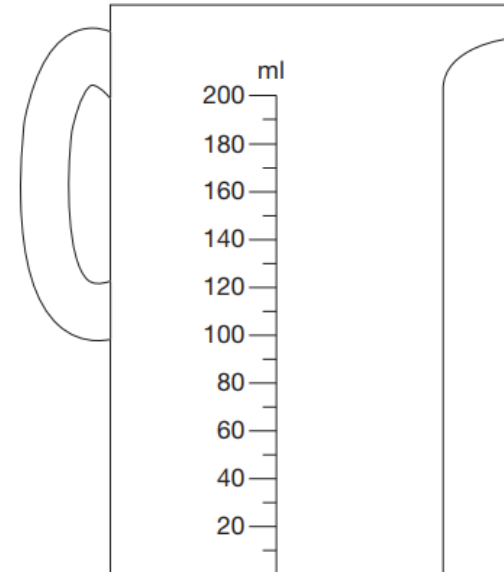


What is the correct time?

1 mark

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

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

2 marks

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

Remember this about SATs:

SATs focus on what children 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 one year may have been considered a 'did not' in a different year.**

SATs happen over 4 days

In reality, it is just one or two papers lasting 30-60 minutes each day. We cannot emphasise enough the importance of keeping that in perspective.

What should I do if I'm worried about my child?

It is not unnatural for SATs not to instill a certain degree of worry or anxiety as the children want to do well but there is, of course a point that is out of character for your child.

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, and your child may benefit from additional support. This isn't about removing the reality of SATs, but rather equipping your child to cope with the situation and be stronger for it.

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.

CURRICULUM EXPECTATIONS

The children will access a broad and balanced curriculum.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Improvement	French	English	Improvement	Improvement
English	Music	Maths	English	English
BREAK				
Maths	PE	Maths	Maths	Maths
	PHSE / RSE	RE		History / Geography
LUNCH				
RE	Reading comp	PE Swimming	Science	History / Geography
	Test base and big maths		Liturgical Prayer	Art
Assembly				
HOME TIME				

Homework expectations

Homework is given out on a Friday and must be completed and returned the following Friday.

Reading at least three times a week and signed in the organiser by an adult. This can be their reading book / library book or their own

Spellings, these are taken from the year 5 and 6 spelling list, and will also include spelling rules with prefixes and suffixes.

Maths / literacy work consolidating the learning in school. If your child is struggling to complete it, remind them to speak to year 6 staff who will be happy to support them.

TRANSITION TO SECONDARY SCHOOL

CITY POSTCODES APPLY TO NOTTINGHAM CITY COUNCIL

COUNTY POSTCODES APPLY TO NOTTINGHAM COUNTY COUNCIL

BOTH HAVE CLOSING DATE OF FRIDAY 31ST OCTOBER. IF APPLICATION SUBMITTED AFTER THIS DATE IT WILL BE CLASSSED AS A LATE APPLICANT

**CHOOSE UP TO 4 SCHOOLS AND PRIORITISE
WHICH ORDER OF PREFERENCE**

**FOR EACH CATHOLIC SCHOOL A SUPPLEMENTARY
FORM SHOULD BE INCLUDED WITH A COPY OF THE
BAPTISM CERTIFICATE. ONCE COMPLETED, WE ARE
HAPPY TO SEND THESE OFF TO EACH SECONDARY
SCHOOL.**

YEAR 7 INFORMATION MEETINGS:

**16TH SEPTEMBER AT THE BECKET SCHOOL 6PM –
8PM**

24TH SEPTEMBER AT CHRIST THE KING 5:00-7PM

1ST OCTOBER AT THE TRINITY SCHOOL 4-6:30PM

THE BRIARS

28th – 30th April

Cost approximately £160 / £80

Conkers

**Cost includes all accommodation and
three meals each day.**

USE OF TECHNOLOGY / SOCIAL MEDIA

APPS – YOUTUBE, TIK TOK, SNAPCHAT, INSTAGRAM, ROBLOX

GAMING ONLINE

The minimum age is 13, in compliance with the Children's Online Privacy Protection Act (COPPA)

Please ensure negative comments are not being made on message / Whats App / gaming about other children within school – this is always brought into the classroom which then has an impact on teaching time and the wellbeing of children.

Please monitor what your child is doing online.

ANY QUESTIONS ?

