A watercolor illustration of a school building with a tree and a bench. The building is a long, two-story structure with a brick base and a light-colored upper section. It has several windows with dark shutters and a central entrance. A large tree with green leaves is on the left, and a wooden bench is in the foreground. The sky is blue with white clouds. The text "Year 6 curriculum information" is overlaid in the center.

Year 6 curriculum information



Helpful Y6 information

- Please see the school website for:
- [Welcome to Year 6](#) – for key information, including this afternoon's powerpoint
- [KS1 and KS2 curriculum](#) – for subject overviews
- [Year 6 overview](#) – for the Year 6 specific subject overviews



Timetabling of subjects

Timetabling	Subject/s
Every lesson	English – spoken language Personal development – the Sutton Six and British values underpin everything we do
Several times daily	English - reading/phonics/vocabulary in context, writing (including SPaG) <i>'the greater one's vocabulary, the easier one understands new content'</i> (Chris Quigley, 2022)
Daily	Maths Active fit/extended break



Timetabling of subjects

Timetabling	Subject/s
Weekly	Relationships and health education (RHE) Physical Education
Weekly (shorter lesson)/ fortnightly (longer lesson)	RE, design & technology, art & design, music, computing, Spanish (KS2 only)
Blocks (10-15 daily lessons) <i>'Students need time to process new concepts; not simple repetition but opportunities to come at material in different ways'</i> (Nutall, 2007)	Science, history, geography; this model combines continuous, in-depth study for deep mastery of learning with linked cross-curricular writing to build pupils' 'sticky knowledge'



Reading teaching

- **Reading lessons**
- We maximise the time that every child spends reading
- We prioritise reading and rereading aloud and teaching vocabulary in context
- We teach comprehension skills and discuss texts in the context of the following four main areas of study and associated Y6 smart techniques:
- **Vocabulary** – synonyms and explanations
- **Retrieval** – find and copy
- **Inference** – evidence-dash-explain
- **Summary** – a phrase/sentence capturing the main idea



Spoken language

‘Research indicates that there is a correlation between pupils’ spoken language skills and their academic outcomes, social development and emotional development. This suggests a link between spoken language development and pupils’ broader life outcomes.’ (DfE English research review, 2022)

We prioritise the teaching of spoken language across every area of the curriculum and model and provide focussed opportunities to **present, explain, discuss and debate for different purposes and audiences.**



Writing

Pupils are taught to write effectively for a range of purposes and audiences.

As Y6 progresses, pupils are given more independence over how they will capture ideas and information in written form.

This movement away from model texts, for greater ownership of their writing journey, helps pupils to more deeply consider their audience and text purpose to make engaging language and text structure choices



Maths

- Pupils are taught statutory Y6 arithmetic topics first
- They practice daily and then regularly to embed and remember it
- Secure arithmetic provides better access to other areas of the curriculum, enabling a faster, deeper grasp
- We teach other Y6 topics in a logical way so previous learning is practised
- We embed learning through pupil's using and applying their knowledge in problem solving and reasoning



The wider curriculum: the big ideas

- We use a spiral curriculum in every subject where children revisit the big ideas during their time with us – we try to make learning as exciting as possible through the use of varied resources
- Children build schema or concept maps around these big ideas
- These schema help children take on new knowledge and skills more easily and gain ever growing learning confidence



Knowing more and remembering more...


- We help children embed their knowledge through remembering and using learned content in retrieval activities
- Retrieval activities require children to actively draw on what they have learned
- Recently, children have used retrieved knowledge to write a report on Death Valley and make up their own mini-games in PE



Education in partnership...

- We are very grateful for all your incredible support with your child's learning and attendance – helping them be invested in their education
- We know this motivation to do their best will provide a tremendous step up for them as they begin their time at secondary school
- Thanks to you also, we are ever impressed with their overwhelmingly conscientious and organised approach to completing homework... with some children even opting to do extra!
- As always, we have an open door policy for anything further – after school is usually the best time to catch us 😊



A watercolor illustration of a school building with a tree and a bench. The building is a long, two-story structure with a brick base and a light-colored upper section. It has several windows with dark shutters and a central entrance. A large tree with green leaves is on the left, and a wooden bench is in the foreground. The sky is blue with white clouds. The text "Year 6 assessment information" is overlaid in the center.

Year 6 assessment information



Y6 SATs and Teacher Assessment

Y6 pupils

Take national curriculum tests in:

- English grammar, punctuation and spelling
- English reading
- Maths

Receive Teacher Assessment (TA) judgements, based on their work for:

- English writing
- Science



Y6 SATs non-statutory teacher assessment

- All other subject assessments are non-statutory: unlike statutory assessment, this assessment data is not received by local authorities and the Department for Education



SATs week preparation

Please rest assured that the Y6 staff team have a wealth of experience in Y6 SATs. We do everything possible in school to make sure children are very well prepared for their SATs tests and the experience is as positive and stress-free as possible.

In accordance with the DfE's information for parents:

'Teachers make sure all pupils in their class are prepared for the tests. There's nothing specifically test-related that you should do to prepare your child. You should follow the general advice teachers give about supporting your child's education throughout the year.'



General wellbeing steps to support pupils

Please do your best to ensure children:

- Get both the down time and sleep they need - particularly in the context of covid where many have unfortunately experienced illness/anxiety/being generally run-down, resulting in more rest and wellbeing time being required to offset
- Have a good breakfast and are well hydrated to start the school day
- Have a water bottle in school and a healthy break-time snack if required



Why do these statutory assessments take place?

- They help measure children's progress and attainment
- They help identify if they need additional support in a certain area at KS3
- They are used by secondary schools to help set GCSE benchmarks (e.g. EXS in SATs would usually translate to a pass at GCSE level; GDS should translate to a higher grade pass)



SATs' week dates 2024

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



DfE SATs information for parents

- Please play this helpful Department for Education video (Please note that the dates are incorrect as last updated last updated by the DfE in 2019)

[Here](#)



- This video was produced in 2019 and is available on the [DfE information for parents page](#)
- This page is due to be updated



How are SATs tests graded?

- You will receive your child's **raw score** (i.e. number of marks) and **scaled score**, converted from the raw score.
- A scaled score of **100** represents the **National Expected Standard**
- A scaled score of **110 -120** represents **Greater Depth Expectation**



SATs test scores

Test scores are given for reading, maths and GPS as a total raw score and a corresponding standardised score:

Test	Maximum raw score	Standardised scaled score range: low to high	Expected Standard EXP	Higher standard within EXP
Reading	50	80 to 120	100-109	110-120
Maths	110	80 to 120	100-109	110-120
GPS (grammar, punctuation, spelling)	70	80 to 120	100-109	110-120



SATs teacher assessment judgements

You will also receive your child's teacher assessments for writing and science:

Subject	Teacher assessment judgements
Writing	<ul style="list-style-type: none">• Working towards the expected standard (WTS)• Working at the expected standard (EXS)• Working at greater depth within the expected standard (GDS)
Science	<ul style="list-style-type: none">• Has not met the expected standard (HNM)• Is working at the expected standard (EXS)



The Reading Test

- Pupils will have 60 minutes to complete the test
- The test will have three different texts to read, drawing on fiction, non-fiction or poetry
- There are a range of answer types, including multiple choice, short one-word answers and longer answers that require a written paragraph

Here are some example questions from previous SATs:

11 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

9 Look at Anousheh's blog entry for September 27th.
Explain how Anousheh felt about being in space that day.

2 marks

18 *Gentle, and small, and frail*
How do these words make the reader feel about the snail?

1 mark

25 Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor Summerlee. Lord John. Malone. Professor Challenger.

1 mark



The GPS Test

- There are two tests: a short spelling test and a longer paper testing grammar, punctuation and vocabulary
- The grammar, punctuation and vocabulary test lasts for 45 minutes
- There are a range of answer types in the grammar test, including multiple choice and short one-word answers, but there will not be any long written answers required
- The spelling test lasts approximately 15 minutes and pupils will need to spell words in context by filling in the gaps in sentences

16 What is the name of the **punctuation mark** used between the two main clauses below?

My sister loves team sports; my brother, on the other hand, prefers individual sports – such as athletics.

1 mark

48 Insert a **colon** in the correct place in the sentence below.

The school offered three clubs for its pupils art and craft, dance and chess.

1 mark

14 Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick one.

as a preposition phrase

as a relative clause

as a main clause

as a noun phrase

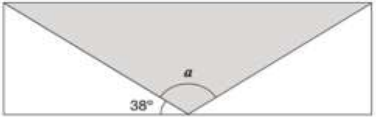
1 mark



The Maths Tests

- There are three tests: one arithmetic paper and two reasoning papers
- Paper 1 (arithmetic) lasts 30 minutes and assesses pupils' confidence using methods of calculation as well as place value, fractions, decimals and percentages
- Papers 2 & 3 (reasoning) last 40 minutes each and focus on problem solving and applying mathematical reasoning

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



Not to scale

Calculate the size of angle a .


cream	400 ml
milk	500 ml
egg yolks	4
chocolate	120 g
sugar	100 g



Stefan has only 300ml of cream to make chocolate ice cream.

How much **chocolate** should he use?

21 $7,505 \div 5 =$



1 mark

19 The area of a rugby pitch is 6,108 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?

A watercolor illustration of a school building with a red brick facade and a row of windows. In the foreground, there is a playground with a wooden structure and a bench. The sky is blue with white clouds. The text is overlaid on a white rectangular area in the upper left.

Any questions...

- The Y6 staff team are here to help in any way possible, so please do not hesitate to make contact
- We are always very grateful for parents and carers ongoing support, and commitment to working in partnership with the school to secure the best possible end of key stage 2 outcomes for the Y6 children

