

# Gresham Primary School

**Year 6, SATS and PGL**  
**2022/2023**

# Year 6 Expectations

- Be organised, on time and with right equipment
- Home learning focus on key skills – will be changes in the run-up to SATs
- Reading!
- Appropriate and mature behaviour in school around school and on the **internet (use of social media)**

# Year 6 Expectations continued..

- Home learning (subject to change)
- PE Kit (Tuesday/Wednesday – Saturn  
Monday/Friday - Neptune)
- Swimming in autumn OR summer term (dates tbc)
- Increased independence (walking home, mobiles, e-safety and social media)
- Time management and organisation skills.
- Trips (PGL, Aqua Park)
- Spelling tests on Friday.

# Y5 to Y6 Transition

- The children will continue to build on the skills they have learnt in Year 5.
- New skills will be introduced as set out in the National Curriculum.
- We continue to develop children's independence and ability to assess their own achievements and areas for development.
- We will prepare pupils for the transition to secondary school.
- We will prepare pupils for their SATs w/b 8th May 2023.

# Transfer to Secondary School

- Open Days advertised by each school – physical tours now back running again
- Guidance from Croydon will be emailed once/if available
- Deadline for Croydon – 31<sup>st</sup> October 2022 (apply online)
- Each Local Authority may operate a different system.
- Gresham staff cannot advise on secondary school choice.

# English in Year 6

- **Texts studied:** *Goodnight Mr. Tom* (historical fiction); *Suffragette: The Battle for Equality* (non-fiction); *Pig Heart Boy* (contemporary novel); *Love that Dog* (poetry); *Wonder* (contemporary fiction)
- **Range of writing:** diaries, pen portraits, speeches, newspaper reports, information texts, poetry, research notes, biographies, persuasive letters, pamphlets, eye-witness accounts, notes for debates, playscripts, factual information leaflets, anthologies.

# Reading in Y6

- Be able to read a **varied and wide range of books** (fiction, classical literature, poetry, non-fiction, reference books etc.)
- It is **essential that pupils have widely developed vocabulary in order for them to succeed in Y6 and beyond**. The texts we will be reading in class will be challenging and pupils will need to have a widely developed vocabulary in order to access these, as well as all areas of the curriculum. Please do have a look at the Gresham website for the sort of texts that are suitable for your children.
- It is also important that you **listen** to your children reading, **talk to them about their reading** and in particular about: any **new vocabulary** they have learned; what they think about **characters** and why and how characters compare; what they think the **author's perspective** might be and why; if the story is set in a particular **time** or **place**, do some research about it and finally, **summarising the key points** or events.

# Writing in Y6

- For a child to be at the **expected level** they **must** be consistent in the following:
- **Use of punctuation:** (*Capital letters & full-stops, commas to separate clauses, question and exclamation marks, inverted commas (speech marks) and apostrophes, colons, semi-colons & dashes*).
- **Spellings:** (*including homophones*)
- **Handwriting:** (*neat, legible, cursive and joined up*)
- **Grammar:** (*grammatically correct sentences including correct use of verb tenses, a variety of sentence structures*)

If all or most of the targets on your red bingo card have also been met, write the date below:

<p>I write effectively for a <b>range of purposes and audiences</b>, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)</p>	<p>In narratives, I describe <b>setting, characters and atmosphere</b> effectively.</p>	<p>I integrate <b>dialogue in narratives</b> to convey character and advance the action.</p>	<p>I am able to choose the most <b>appropriate vocabulary and grammatical structures for my writing</b>, (contracted forms in dialogues/informal writing; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility etc)</p>	<p>I use cohesion within an across paragraphs by using a range of <b>coordinating conjunctions</b> for, and, nor, but, or, yet, so, before, once, since, unless, until, while, whenever etc)</p>
<p>I use cohesion within an across paragraphs by using a range of <b>subordinating conjunctions</b> (if, since, as, when, although, while, after, before, until, because etc)</p>	<p>I use cohesion within an across paragraphs by using a range of <b>adverbials of time, place, manner &amp; frequency</b> (How? When? Where? How often?)</p>	<p>I use cohesion within an across paragraphs by using a <b>range of pronouns</b> (I, you, he, she, it your, theirs, myself)</p>	<p>I use cohesion within an across paragraphs by using a <b>range of synonyms</b></p>	<p>Use of <b>verb tenses consistently and accurately</b> throughout writing</p>
<p>I use <b>commas mostly accurately</b>: for lists, to separate clauses, after a fronted adverbial, for parenthesis, after direct speech.</p>	<p>I use <b>inverted commas for direct speech mostly accurately</b> "What do you want?" said Tom bluntly, opening the door.</p>	<p>I use <b>ellipsis</b> (if required) <b>mostly accurately</b>.</p>	<p>Spell <b>most</b> words from the <b>year 5/ year 6 spelling list</b> and <b>use a dictionary</b> to check the spelling of uncommon or more ambitious vocabulary.</p>	<p>My <b>handwriting is neat, joined and legible</b> when I am writing at speed.</p>

Writing Bingo Rules:

- If a target has been met, write the short date in the box.
- If you manage to achieve **all the targets** in one piece of writing you will get a full house (8 points)

# Foundation subjects in Y6

## Autumn Term

History	WW2	
Geography	Trading and Economics	
Science	Light	Electricity
Art	North America	
DT	T: Felt Phone Cases	
Computing	Film Making	
RE	Christianity	
PSHE		
PE	Tag Rugby Fitness	Hockey Gymnastics
Music		
Spanish		

## Spring Term

Benin	
Our Changing World	
Evolution	Animals Including Humans
The Seaside	
F: Global Food	
Animated Stories	
Buddhism	
Netball Dance	Football Lacrosse

## Summer Term

The Shang Dynasty	
Raging Rivers	
Living Things and Their Habitats	Scientists & Inventors
Plants and Flowers	
CAD	
Excel	
Journey of Life	
Cricket Athletics	Rounders Tennis/Swimming

# What are SATS?

- **Standard**
- **Assessment**
- **Tests**

# National Curriculum Tests

Subject	Teacher assessment	Test result	
		Score	Met expected standard
Reading	N/A	120	Yes
Grammar, Punctuation & Spelling	N/A	98	No
Maths	N/A	108	Yes
Writing	Working at the expected standard	N/A	N/A
Science	Working at the expected standard	N/A	N/A

# National Curriculum Tests

Subject	Percentage of pupils achieving the expected standard		Average scaled score	
	School	Nationally <sup>1</sup>	School <sup>2</sup>	Nationally <sup>3</sup>
Reading	97%	74%	108	105
Grammar, Punctuation & Spelling	94%	72%	109	105
Maths	97%	71%	108	104
Writing	88%	69%	N/A	N/A
Science	91%	79%	N/A	N/A

# Interpreting Scores

- Children's raw score is converted to a scaled score.
- The scaled score range from 80 to 120.
- 100 indicates the national expectation has been met
- 110 was seen as achieving the 'higher standard'.

# Department for Education

- **A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in their next phase of their education.**

# Year 6 English SATS

- During the English SATS your child will be assessed on a range of reading skills, such as the ability to **interpret, infer and deduce information and comment on the writers' use of language.**
- They will also have to demonstrate accurate grammar and punctuation use, understanding and spellings.

# Year 6 English Reading

- **English Reading – 60 minutes including reading time**
- One paper based on reading comprehension of three texts with a total of 35 – 40 questions of increasing difficulty.
- Questions vary with marks allocated. Some are worth 1, 2 or 3 marks.

	Marks available
Strand	?
1. Give / explain the meaning of words in context	5
2. Retrieve and record information / identify key details from fiction and non-fiction	19
3. Summarise main ideas from more than one paragraph	2
4. Make inferences from the text / explain and justify inferences with evidence from text	22
5. Predict what might happen from details stated and implied	1
6. Identify / explain how information / narrative content is related and contributes to meaning as a whole	1
<b>Total</b> ?	<b>50</b>

# Year 6 English Grammar, Punctuation & Spelling (GPS)

- The key stage 2 English grammar, punctuation and spelling test comprises two components, which will be presented to pupils as two separate test papers. The test is administered on paper.
- The spelling paper is administered verbally by a test administrator. The total testing time is approximately 60 minutes as the spelling test is not strictly timed.

	Marks available
Strand	?
1. Grammatical terms / word classes	12
2. Functions of sentences	2
3. Combining words, phrases and clauses	6
4. Verb forms, tense and consistency	8
5. Punctuation	15
6. Vocabulary	5
7. Standard English and formality	2
<b>Total</b> ?	<b>50</b>

# Year 6 Maths SATS

- During the Maths SATS your child will be tested on the following:
- Number, ratio and algebra
- Number, place value,
- Addition, subtraction, multiplication, division, calculations,
- Fractions, decimals and percentages ,
- Ratio and proportion and
- Algebra

# Year 6 Maths SATS

- During the Maths SATS your child will be tested on the following:
- **Measurement, geometry and statistics**
- Measurement
- Geometry – properties of shapes,
- Geometry – position and direction and
- Statistics.

# Year 6 Maths SATS

- The key stage 2 mathematics test comprises two components, which will be presented to pupils as three separate test papers.
- The first component is an arithmetic paper. The second component is reasoning which is administered as two papers.

	Marks available
Strand	?
1. Addition, subtraction, multiplication and division (calculations)	42
2. Algebra	3
3. Fractions, decimals and percentages	24
4. Geometry - position and direction	3
5. Geometry - properties of shapes	6
6. Measurement	11
7. Number and place value	9
8. Ratio and proportion	7
9. Statistics	5
<b>Total</b> ?	<b>110</b>

# NB

- The resource list for the mathematics tests comprises pencil / black pen, eraser, ruler (mm and cm), angle measurer / protractor and mirror.
- Pupils will not be permitted to use a calculator in any of the components.

## Typical SATs Timetable

<b>Mon:</b>	GPS	45 mins – 50 marks
<b>Mon:</b>	Spelling	15mins – 20 marks
<b>Tues:</b>	Reading	60 mins - 50 marks
<b>Wed:</b>	M1 - Arithmetic	30mins – 40 marks
<b>Wed:</b>	M2 - Reasoning	40mins – 35 marks
<b>Thurs:</b>	M3 – Reasoning	40mins – 35 marks

# Access Arrangements

- Children with an EHCP automatically get 25% extra time.
- Extra time can be applied for, for other children with needs, but is not guaranteed. They must reach particular criteria.
- Other support available: readers, scribes, rest breaks.

# How to support your child?

- Support your child in arriving on time and attending school.
- Support your child with their home learning and revision.
- Support your child by practising their times tables and **spellings**
- Encourage your child to read a variety of texts – school reading and library books, fiction, information books, comics, newspapers, magazines on a regular basis to broaden their vocabulary.

# How to support your child?

- Ensure your child is writing cursively and neatly. They cannot reach the 'expected standard' without this.
- Practise and consolidate maths material from earlier in the school.  
(Addition, subtraction, multiplication, division)
- Familiarise yourself with what is expected of your child.
- **Ensure your child has regular early nights.**
- Do come and see me if you have any questions throughout the year.

# How to support your child?

- Remind your child that feeling nervous is natural but they will be fully prepared for their End of Key Stage Tests.
- Remind your child to not become overly confident or complacent.
- Remind your child not to panic and please do not panic yourself.

# PGL

- leave after lunch
- only pack what you can carry (one suitcase is plenty!)
- wear own clothes (best clothes worn at their peril!)
- travel by coach
- separate boy/girl rooming accommodation
- room and group allocation
- four members of Gresham staff
- a wide range of activities (suitable for all)
- a range of food (coloured trays for special dietary requirements)

Extra trainers you  
don't mind ruining!

# PGL

- emergency contact
- medication (labelled and brought in on the morning of departure)
- money/shop (in coins and a zip wallet/purse please)
- snacks (no!!!)
- home contact
- return approximately 3pm on the Friday
- no sprays (roll on deodorant)
- bag for wet clothes (and an extra for dirty clothes)
- behaviour

# Useful Websites

- SATS Preparation Plan
- [www.theschoolrun.com/sats-practice-plan](http://www.theschoolrun.com/sats-practice-plan)
- BBC Revisewise
- BBC Skillswise
- Nrich
- TESiboard
- Mental Maths boosters are available at:
- [www.compare4kids.co.uk/mental-maths.php](http://www.compare4kids.co.uk/mental-maths.php)
- **Please remember to give extra work in moderation.**