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# Year 6 Parents Meeting

## Getting secondary ready

- Year 6 SATs
- Home Learning
- Attendance and Punctuality
- Pupil Passports



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# Supporting your child to be secondary ready

- Attendance and punctuality
- Uniform
- Home Learning
- Building independence and trust
- Sleep

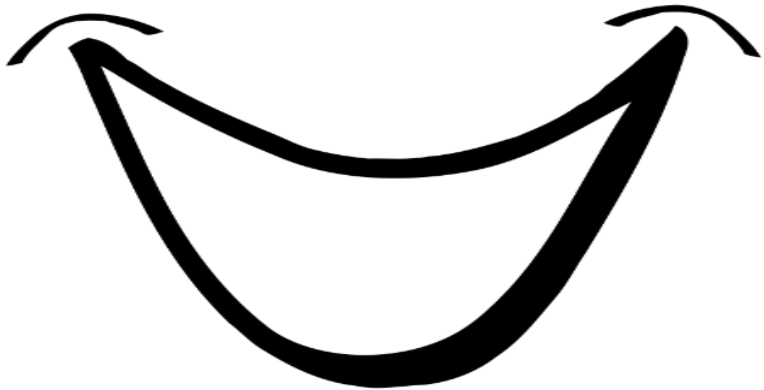


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# SATs with a Smile



# Dates

Monday 12 May 2025

English grammar, punctuation and  
spelling papers 1 and 2

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Tuesday 13 May 2025

English reading

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Wednesday 14 May 2025

Mathematics papers 1 and 2

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Thursday 15 May 2025

Mathematics paper 3

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# What happens during SATs week?

Children will be invited into school early for breakfast.

Time to prepare resources and settle down before SATs begin. Children will be provided with resources.

Tests start from around 9am – they will be finished before break each day.

Normal lessons in the afternoon (less intense continuation of foundation curriculum subjects).

If your child is ill, please phone the school office/email as soon as possible.

# How are SATs marked?

Every pupil receives a scaled score for Reading, Writing, Grammar and Maths

Each child's raw score in the test is turned into a scaled score.

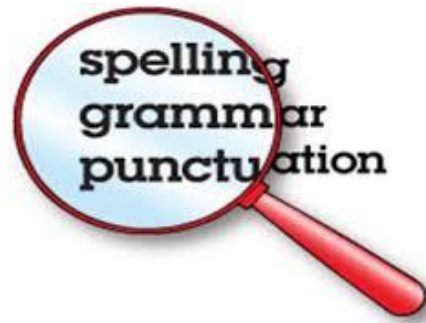
A scaled score of 100 means the child is working 'at the expected standard' for a Year 6 child.

The scale will have a lower point of 80 and a higher point of 120.

The tests reflect the new curriculum introduced in 2014.

Scores are reported to secondary schools.

# Grammar



45 minutes for grammar

50 marks available (later combined with spelling test)

Multiple choice answers and tick boxes

IT'S RIGHT BUT IT'S WRONG!

Have you ticked one or two?

Does the word need a capital letter?

Have you spelt it correctly? KISS

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

Why he went there was a mystery ☐

What he thinks about the problem is  
anyone's guess ☐

When are your cousins expected to  
arrive ☐

How they would get to the match was  
unclear ☐

2

Insert a **semi-colon** in the correct place in the sentence below.

Come and see me tomorrow I will not have time to see  
you today.

# Spelling

Spelling has no time limit (it tends to take approximately 20 minutes)

20 words which complete individual sentences

Worth 20 marks (later combined with grammar mark)

## Spelling task

1. Sam is \_\_\_\_\_ to play football at playtime.
2. Use a ruler to draw a \_\_\_\_\_ line.
3. Being dizzy is a strange \_\_\_\_\_.
4. Lauren was \_\_\_\_\_ before her first swimming lesson.
5. The bird found a \_\_\_\_\_ of bread.
6. It is \_\_\_\_\_ that it will rain tomorrow.
7. An \_\_\_\_\_ author visited our school.
8. Sap is a sticky \_\_\_\_\_ that comes from trees.
9. John is having an \_\_\_\_\_ on his foot.
10. Aamid faced his \_\_\_\_\_ challenge on the zip wire.



# Spelling

Spelling Rule/Pattern	e.g.	Spelling Rule/Pattern	e.g.
<b>Adding ing or ed (Doubling consonant if required)</b>	Hopping Opened	<b>Silent letters ( k, g, w, b, l )</b>	Knock Wreck Palm
<b>Suffix ible or able</b>	Flexible, Visible Washable, Changeable	<b>Plural rules</b>	Stories Wolves
<b>Suffix less or ness</b>	Thoughtless Happiness	<b>Homophones</b>	Prey Heard
<b>Suffix ly</b>	Immediately	<b>ei or ie letter string</b>	Eight, Weight, Height, Reign, Vein, Neighbour
<b>Suffix sion, tion, cian</b>	Passion Relation Optician	<b>dg letter string</b>	Judge
<b>Suffix ful or fully</b>	Careful	<b>Soft c</b>	Ceiling Celebrate
<b>Prefix dis</b>	Disappoint	<b>Soft g</b>	Generous
<b>Prefix mis</b>	Misplaced	<b>Words ending in rred</b>	Transferred Preferred
<b>Prefix il or im</b>	Illegible Impatient	<b>Words ending in ent/ence</b>	Confidence Independent
<b>Words ending in ous</b>	Anxious	<b>Words ending in ant/ance</b>	Brilliant Importance

# Reading

1 hour

50 marks available

3 sections of texts

Multiple choice, 1 mark, 2 mark and 3 mark questions

Questions 1 – 14 are about *Gaby to the Rescue* (pages 4–5)

- 1 A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

Tick **one**.

balanced ☐

squatted ☐

trembled ☐

pounced ☐

1 mark

- 2 Look at the first paragraph, beginning: A Siamese cat...

*Gaby pulled the cardigan tighter around her.*

Why does Gaby do this?

Tick **one**.

She is thinking of wrapping the cat in her cardigan. ☐

She is worried about damaging the cardigan. ☐

She is feeling cold. ☐

She is worried the cardigan will be difficult to climb in. ☐

1 mark

# Arithmetic

30 minutes

36 questions

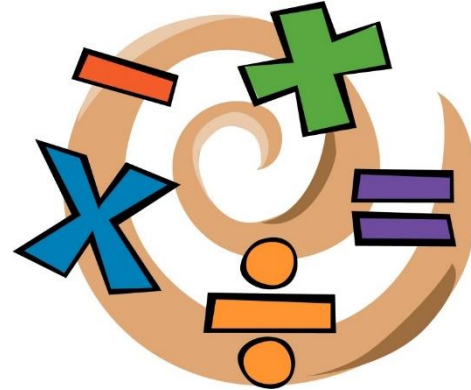
40 marks available

Speed and fluency of times tables are crucial

Confidence with switching between methods

Place value understanding e.g.  $\times 100$  or lining up calculations

Later combined with both reasoning papers to give an overall mark out of 110



<b>1</b>	$40 + 1,000 =$	<div></div> 1 mark
	<div></div>	

<b>2</b>	$707 + 1,818 =$	<div></div> 1 mark
	<div></div>	

<b>3</b>	$\frac{4}{6} + \frac{3}{6} =$	<div></div>
	<div></div>	

# Reasoning

2 papers

40 minutes each

35 marks for each paper

Later combined with the arithmetic paper to give an overall mark out of 110



2

Circle the number that is **10 times** greater than nine hundred and seven.

9,700    907    9,007    970    9,070

1 mark

3

Write the missing numbers to make this **multiplication** grid correct.

×	<input type="text"/>	<input type="text"/>
<input type="text"/>	63	54
<input type="text"/>	56	48

1 mark

# Strategies we are using in school

Regular mini quizzes that help revise concepts and skills already taught

Revision sessions

Test techniques

Small group intervention – short term boost to plug gaps

Full SATs papers to build stamina and identify gaps/weaknesses

Mock SATs week

A broad and balanced curriculum



# Strategies you can use at home

Read every day (with a particular focus on vocabulary)

Read a variety of genres

Practise times tables to assist with speed and fluency

Continue to recap areas of arithmetic

Continue to support homework tasks

Go over weekly spelling rules and the 100 words from the Year 5/6 spelling list

Support with any additional tasks your child would like to do

Celebrate mistakes and use them as learning opportunities

Make sure your child still has time to relax at home and not overdo the learning



# Read, Read, Read!



Questions to ask your children linked to the areas they will be tested on at the end of Key Stage 2

**2a:** give/explain the meaning of words in context.  
**Question starters to ask:**  
 What does this word/phrase/sentence tell you about the character/mood/setting?  
 By writing this way what effect has been created?  
 How has the author made you feel?



**2d:** Make inferences from the text. Explain and justify these with evidence from the text.  
**Question starters to ask:**  
 What do you these words mean and why has the author chosen to use them?  
 Can you explain why?  
 Which words give you the impression that?



**2b:** Retrieve and record information/ identify key details from fiction and non fiction.  
**Question starters to ask:**  
 Where and when does the story take place?  
 Where in the text would you find?  
 Which part of the story best describes?



**2e:** Predict what might happen from the details stated and implied  
**Question starters to ask:**  
 Can you think of another story with a familiar ending/opening/theme?  
 Why did the author choose this setting?



**2c:** Summarise the main ideas from more than one paragraph.  
**Question starters to ask:**  
 What is the main point in this section of text?  
 Recap[ what has happened so far in 20 words.  
 Which is the most important point in this paragraph?



**2f:** Explain and identify how information is related and contributes to the meaning of the whole text.  
**Question starters to ask:**  
 What is similar/different about these 2 characters?  
 How could this part of the text be improved?  
 Explain how a character's feelings change throughout the story.





Any questions?





# Attendance

Every child is entitled to a good quality education in this country, they are entitled to be in school every day.

It is your right as their adults to have the support you need from us to enable this to happen.

We have a legal obligation to follow up on attendance, to ensure that you are getting the support you are entitled to and that your children are getting the education they are entitled to.



Any questions?





Writing

Current attainment	Below EXS	Target attainment	EXS
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To get closer to my target in February mocks I will:

Maths

Current scaled score	97	Target scaled score	101
Current attainment			

To get closer to my target in February mocks I will:

Other things I would like to help me get secondary ready

We are so excited to work with you to ensure that you are ready for secondary school. To help you ensure you are ready, we have set everyone individual targets for attendance, reading, writing and maths. Together we will work to ensure that you achieve your individual goals or get as close as possible.

To begin, each of you will have a meeting with me so that we can talk about what you want to achieve and to set some targets to help you take the next step forward. You've got this!

Remember, shoot for the moon, even if you miss, you will end up amongst the stars.

Attendance

We know that pupils who attend school every day achieve higher than those who do not. Therefore, it is important to attend school every day.

97.3% – 100%	Best chance of academic success
96.2% - 97.2%	Risk of underachievement
95% - 96.1%	Serious risk of underachievement
90% - 94.9%	Severe risk of underachievement
0% - 89.9%	Extreme risk – Persistent Absentee

Current attendance	85%	Target for attendance in Spring Term	100%
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To get closer to my target I will:

Reading

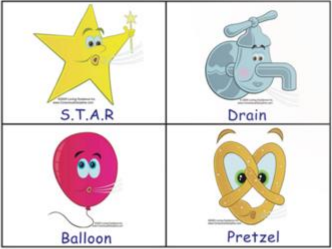
Current scaled score	85	Target scaled score	101
Current attainment			

To get closer to my target in February mocks I will:

There are so many things that you can do to help you to be even more secondary ready.

1. Practise your self-regulation techniques, including using the Zones of Regulation

Sick	Calm	Frustrated	Mad/Angry
Sad	Happy	Worried	Mean
Tired	Focused	Silly	Yelling/Hitting
Bored	Ready to Learn	Excited	Out of Control
Blue	Green	Yellow	Red
What Zone Are You In?			



2. Make sure that you get enough exercise and sleep



3. Make time to practise the skills that you have already learnt at home as well, use the resource online too.



# How is this going to help?

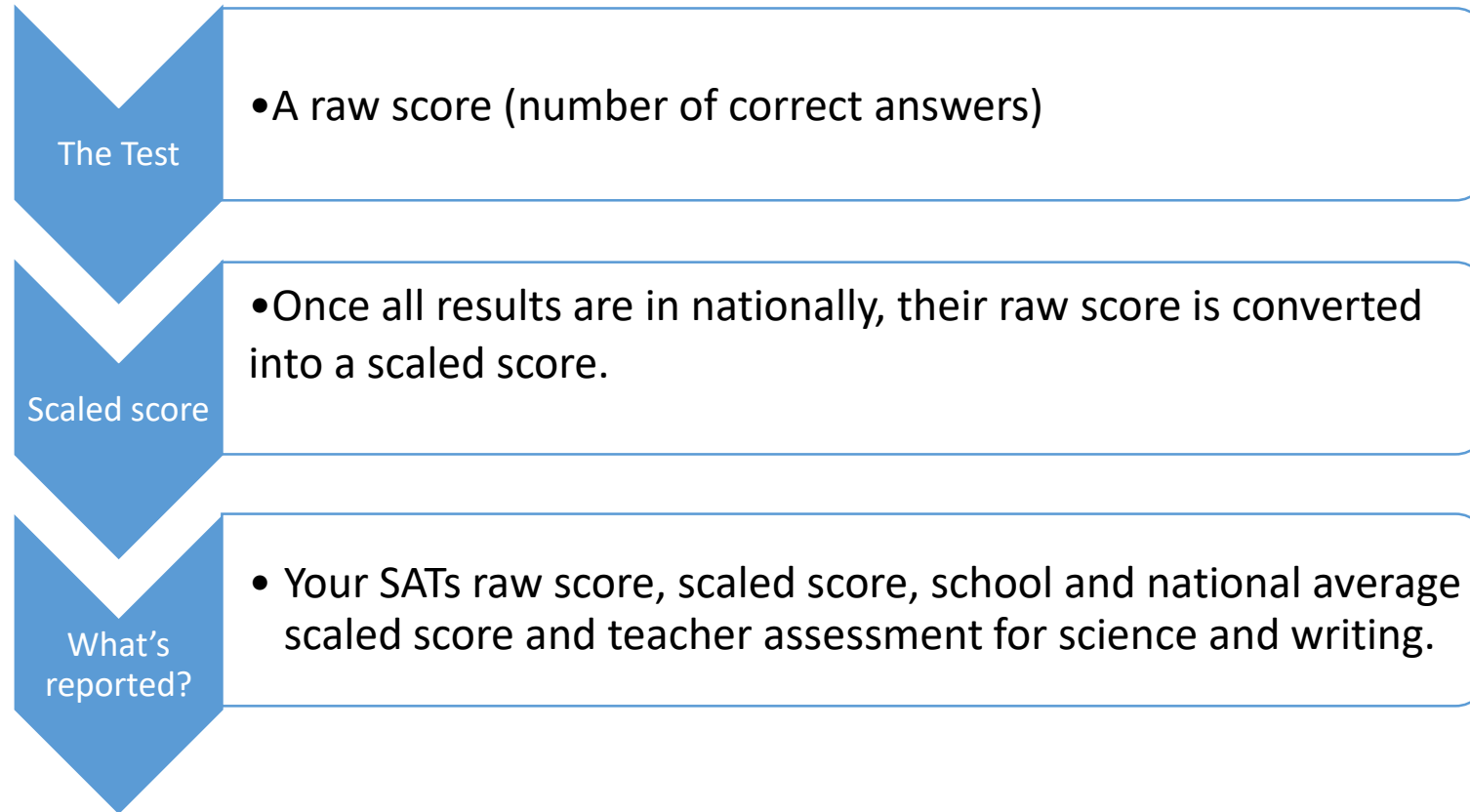
- Target
- Compete against yourself
- Compare gap to target (if you want to)
- Decide on your actions

Writing			
Current attainment	Below EXS	Target attainment	EXS
To get closer to my target in February mocks I will:			

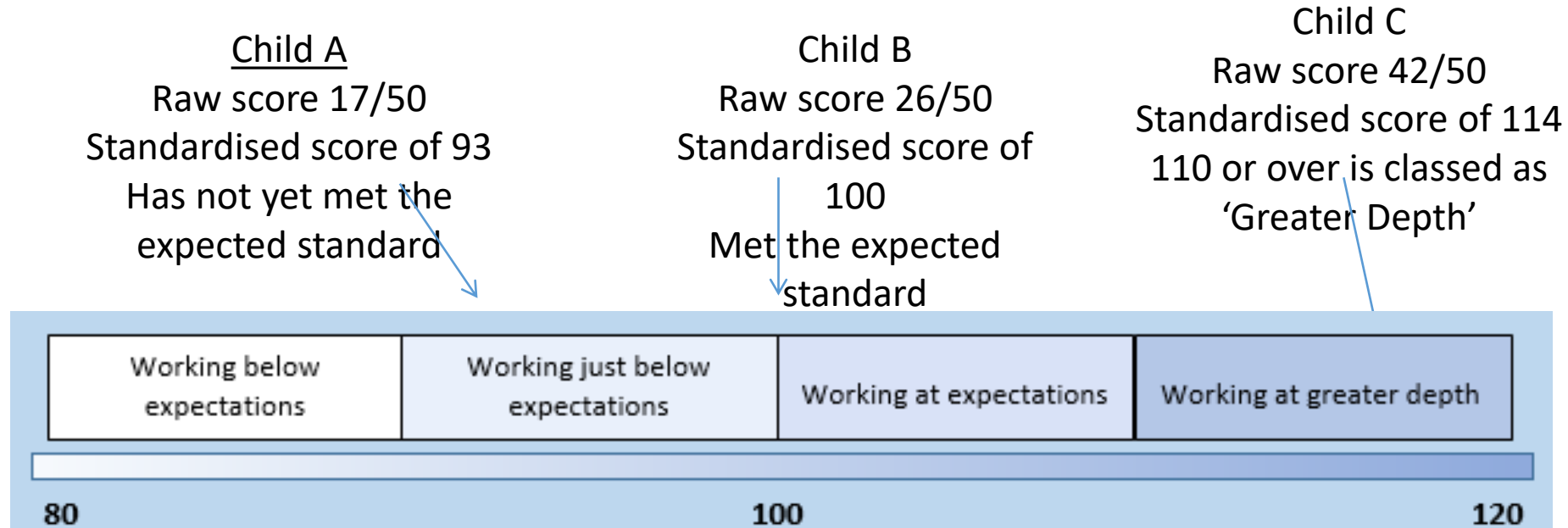
  

Maths			
Current scaled score	97	Target scaled score	101
Current attainment			
To get closer to my target in February mocks I will:			
Other things I would like to help me get secondary <u>ready</u>			

# How well did I do?



# Scaled Score



Meeting the expected standard indicates that the child is in a good academic position to access the KS3 curriculum as their KS2 curriculum knowledge and understanding is at a good standard.

Of course, some children will not meet the expected standard so we will endeavour to get them as close to this as possible as we will focus on their progress.

# More assessments?

Practice assessments

- Week beginning Monday 29<sup>th</sup> January 2024

Practice assessment

Before Easter holidays TBC

The real ones

- Week beginning Monday 13<sup>th</sup> May 2024





Any questions?

