



WELCOME TO YEAR 6

2020 - 2021

**Miss Ford, Mr Pearce,
Mr Hartley & Miss Kendall**



YEAR 6 THIS YEAR...

- It has been a rather strange year, one that we have never experienced before! However, now we have entered a new 'normal' it is time to share some information with you.
- As we cannot hold meetings face to face at present, information for Y6 parents regarding SATs is here and if you need any further information or anything explaining then please do not hesitate to contact us at school by phone or email

year5and6@deyncourtprimary.com





THE FACTS...

- In September 2014, the New National Curriculum started.
- In May 2016, children were tested on the new curriculum for the first time.
- Lots has changed in recent years and you need to know so we can work together for the benefit of your child especially after the school closures and your child's time away from school.
- Please be assured that we will do anything we can to support your child this year reach their potential.





SO WHAT ARE THE CHANGES TO THE CURRICULUM THAT AFFECT MY CHILD?

Maths

- The expectation is higher and new topics introduced such as calculations using fractions, scale factors, more algebraic thinking and accurate presentation of numbers and calculations.
- The new tests also assume a complete knowledge of all times tables facts up to 12×12 and their inverse has been reached by the end of year 4.
- Greater emphasis on fluency (quick and efficient knowledge of maths facts) and reasoning (problem solving).





Reading

- Reading to a higher standard with the focus on analysis of text.
- Need to show that children can read whole novels confidently and fluently– including aloud with intonation.
- Explain and justify their opinions based on the text.
- Retrieve information from non-fiction.
- Summarise main ideas, identify key details and use quotations.
- Evaluate how the author uses language and consider the impact on the reader.





Writing

Again higher expectation in 3 areas:

- Grammatical understanding – knowing the terms, identifying and using grammar correctly.
- Spelling – writing accurately including the statutory words or Year 5 and 6.
- Independent writing – using correct grammar, punctuation and spelling with fluent, joined handwriting. Writing in the correct style with a wide range of vocabulary, sentence structure and using a variety of organisational techniques.






HOW WILL MY CHILD BE TESTED?

Maths

- Arithmetic test 35/36 questions in 30 minutes.

33	$0.9 \times 200 =$ 	<input data-bbox="1676 1110 1769 1202" type="checkbox"/> 1 mark
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$630 - 98.93 =$

$28 \quad 93\% \text{ of } 420 =$

$27.42 \div 6 =$

$29 \quad 9416 \div 12 =$

$$12 \overline{) 9416}$$

$93 \times 379 =$

$$\begin{array}{r} 379 \\ \times 93 \\ \hline \end{array}$$

$30 \quad \frac{3}{4} \times \frac{8}{7} =$

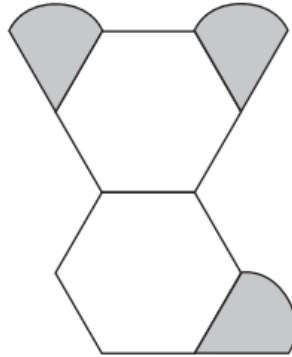


Your child will sit two 40 minute tests with word problem – ‘reasoning’ based questions. There is a new marking procedure which ensures the use of efficient methods.

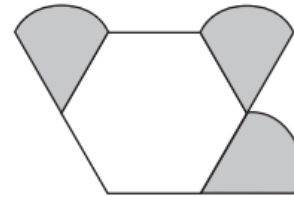
21

Amina is making designs with two different shapes.

She gives each shape a value.

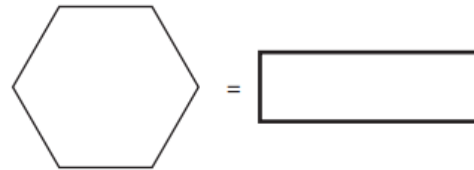


Total value is 147

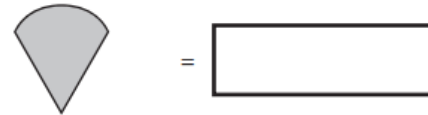


Total value is 111

Calculate the value of each shape.



1 mark



1 mark





23

The length of a day on Earth is 24 hours.

The length of a day on Mercury is $58\frac{2}{3}$ times the length of a day on Earth.

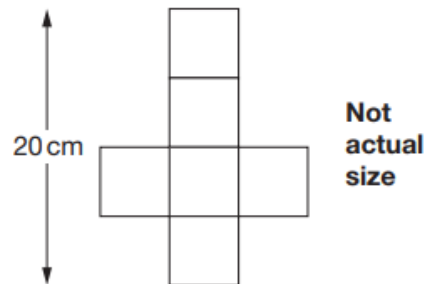
What is the length of a day on Mercury, in **hours**?

Show your method

2 marks

22

This is the net of a cube.



What is the **volume** of the cube?

cm³

1 mark





English reading

- 1 hour test
- Testing retrieval of information – who, what and when type of questions.
- Inference and deduction – why, how, use of language.
- Why is a particular word used and meaning in context.
- Opinion and reasoning – what do you think and why? Using the text to justify an answer.
- Reasoning on authorial choices e.g.– How does the author create suspense?





10

Look at page 5.

What are **three** ways the cat shows it does not enjoy Gaby trying to rescue it?

1. _____

2. _____

3. _____

2 marks

11

She resettled on the branch, considering her options.

What does *considering her options* mean in this sentence?

Tick **one**.

thinking about what to do

changing her mind

looking at it from the cat's point of view

wishing her mother was there

1 mark





29 ...like a toy sitting on a glass table.

What does this description suggest about the boat?

1 mark

33 Look at page 9.

How is the whale made to seem mysterious?

Explain **two** ways, giving evidence from the text to support your answer.

3 marks





English– grammar and spelling (SPaG)

- Tested with SPAG tests
- Two tests: one for grammar, punctuation and vocabulary. 45 minutes (50 marks)
- e.g. identifying a feature like subordinate clauses, or correct use of grammar such as apostrophes, synonyms, colons and semicolons and prepositions.
- Spelling - Spelling rules and statutory word list – 20 questions.(20 marks)





15

Which sentence uses **capital letters** correctly?

Tick **one**.

We are going to see a Play by Shakespeare.

There is a new Doctor at the local Hospital.

There is a Class Visit to the museum next week.

He is trying to swim the English Channel.

_____ **1 mark**

16

Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk _____ it was a lovely day.

_____ **1 mark**



47

Rewrite the sentence below in the **active**.
Remember to punctuate your answer correctly.

The vital clues were discovered by the detective.

48

Rewrite the underlined verbs in the sentence below so that they are in the **present progressive** form.

Jim learns French at school. He plans to ski in the Alps in the spring.

↓

↓

1 mark

50

Circle the **adverb** in the sentence below.

Of all the toys in his large collection, Karl's little brother liked the cuddly rabbit best.

1 mark





English writing

- Teacher assessment only – not a separate test.
- This is the writing they produce in their English lessons but also across the curriculum – so in History, Geography and Science.
- There are ‘pupil can’ statements which children need to show they can do. Teachers have to show evidence that a pupil can do these in all (or most) of their writing.



Engulfing Rose, a blanket of silence floated into the valley. Elsewhere, gunfire clung to the air with a hardness like no ^{stee} other. Around where Rose stood, there were a number of gnarled, bent trees that resembled crouching witches. A splintering fence post lay uprooted on the ground beside her. Attached to it was a length of barbed wire that lay in pieces along the ground. Dismal and unloved, a wasteland stretched out beyond her. Two shadows darted between the trees, stopping close to where she stood.

Alert, the soldiers crouched as they dashed from tree to tree. Their eyes flew around their sockets, taking in the surroundings. Jumping over stumps and fallen branches, they stopped, poised, guns in hand, ready to shoot. The priority, they had been told, was to stay silent; if they did not, heaven help them. For one moment, their swivelling, scanning eyes found Rose. They stared at her for a second; then, deciding that she could do no harm, turned away.



Science?

- Teacher assessment only – not a separate test.
- Every two years a sample of schools are asked to take a test – we have been among the schools chosen in previous years.
- The results of these tests are not revealed to us but are used to gain a nationwide view of how science is being taught and assessed across the country.
- Science tests may be bought back in the future...





MARKING AND RESULTS

- The tests are sent away for independent marking.
- The previous national curriculum levels have been scrapped, and instead children will be given scaled scores.
- You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the expected standard or not. A scaled score of 100 is the expected standard.





HOW CAN I HELP MY CHILD?

- Listen to your children read regularly and ask them questions about what they have read.
- Make sure children complete their homework on time.
- Get to school on time in the morning.
- Attendance - ensure your child is in school as much as possible so they don't miss too much (if there are school bubbles that need to isolate, work will be provided via the website)
- Communicate with us if there are any problems or worries that you or your child may have.
- Booster sessions will be set up via Microsoft Teams – watch this space!
- Visit www.bcbitesize (google BBC Bitesize KS2 SATs)





- Spelling and Handwriting
- The year 5/6 spelling list and spelling rules are available on our website. Children are learning these spellings and the spelling rules in school. However, you may find the resources useful for revision purposes.
- Handwriting is also important and is taught during lessons. However, children could also practice this at home to improve legibility and fluency.
- Times tables.
- Children by year 6 need to be confident with their times tables and number facts. Practising these with your children and playing games involving times tables can increase speed and aid other areas of maths.





- Revision guides
- Revision guides are available in shops to buy. If you wish to purchase make sure they are relevant to the New Curriculum. Look for New Curriculum/New 2020/21 SATs.
- We will be selling some revision guides in school after half term. We will send out letters nearer the time if you are interested.
- Visit D'Eyncourt Primary website! www.deyncourtprimary.org
- See what your children are doing in their lessons and keep up to date with newsletters and on look on Twitter/Class Dojo!





SATS 2021 DATES

- Week Commencing : **Monday 10th May 2021**
- More information regarding the structure of the week and Breakfast Clubs will follow nearer the time.





If you have any questions, please
email
year5and6@deyncourtprimary.com

