



D'EYNCOURT

PRIMARY SCHOOL

At D'Eyncourt, we aim to be our BEST..



Be Kind and Caring



Excel In Learning

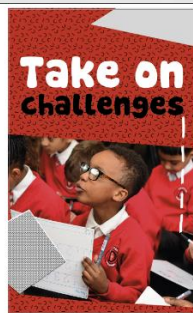
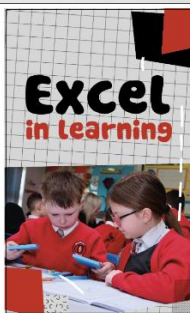


Show Respect



Take on challenges

WELCOME TO YEAR 6



YEAR 6

Year 6 is a very busy year for your child: it is their final year at D'Eyncourt; they need to choose secondary schools; there are exciting visits (including a residential stay) and of course, SATs.

SATs are standardised assessment tests administered by primary schools in England to children in Year 6 to check their educational progress. They are one marker used by the government, and parents/carers, of the quality of the education at a school.

We want to make sure that the process of the SATs is as easy and as smooth as possible for your child. We do not want any children to worry about the upcoming assessments and we are always here if you or your child have any concerns.

YEAR 6

In Year 6 in May children will sit their KS2 SATs in:

- *English Reading*
- *English Grammar, Punctuation and Spelling*
- *Maths*

READING

- The expectation is that children need to be reading to a high standard with the focus on understanding and analysis of the text.
- There is the need to show that children can read whole novels confidently and fluently, including reading aloud with intonation.
- Children need to:
 - Explain and justify their opinions based on the text.
 - Retrieve information from non-fiction/fiction.
 - Understand complex vocabulary.
 - Summarise main ideas, identify key details and use quotations.
 - Evaluate how the author uses language and consider the impact on the reader.

HOW WILL MY CHILD BE TESTED?

English reading

1 hour (including reading time) 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 to understand its 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?

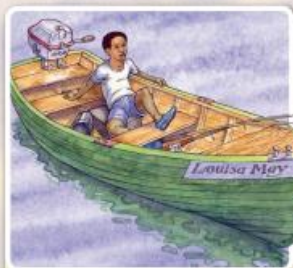
There are usually three texts (a mixture of fiction, non fiction and poetry) getting increasingly more difficult.



Gaby to the Rescue



Swimming the English Channel



An Encounter at Sea

Reading Booklet

2017 key stage 2 English reading booklet

Retrieval - the answers are located in the text

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

This is a vocabulary question - looking at the meaning of a word

29

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

What does this description suggest about the boat?

_____ 1 mark

A black shape, much, much bigger than the biggest dolphin, showed about five metres from the boat. It was like a polished rock. On its rounded side was a slit like a flattened S, bigger than a man's two clenched fists, with a raised lip around it. As Michael watched, astonished, not understanding what he was seeing, the lips pinched together, the hole closed, and the black shape sank rapidly beneath the sluicing water.

An Encounter at Sea

It was hot. Really hot. There wasn't the slightest breeze to cool the skin or make even a baby-finger crease on the surface of the sea. The *Louisa May* floated like a toy sitting on a glass table.

For the first time in over a week, Michael hadn't seen a dolphin all day. He was two miles offshore now, motoring along his daily survey course. The *Louisa May* pulled the reflection of the sky and the island into pleats behind her, and the *putt-putt* of her engine was lost in the big, quiet stillness of the afternoon.

Michael shut off the outboard motor and stopped. He leaned over the side to scoop up a bucket of seawater to cool himself, and looked down. Long fingers of sunlight slanted into the clear water, shifting slightly in arcs of radiating lines, and were swallowed up at last into the perfect blueness of the depths.

He poured the water over himself, savouring the delicious coolness.



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.

This type of question requires a longer answer using evidence from the text to support. We teach the children to make a point, add evidence and explain their reasons (PEE)

_____ 3 marks

WRITING/SPAG

There is no writing test but the children will be teacher assessed in their writing. There is though a 'SPaG' test, testing the children's understanding of spelling, punctuation and grammar.

Within both writing and SPaG there are high expectations in all 3 areas:

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

HOW WILL MY CHILD BE TESTED?

English - Grammar and spelling (SPaG)

Tested with SPaG tests.

Two tests: one for grammar, punctuation and vocabulary. 45 minutes (50 marks)

Includes: identifying word classes or parts of a sentence like subordinate clauses or adverbials, checking the correct use of grammar such as apostrophes, synonyms, colon's and semicolons and prepositions.

Spelling - Spelling rules and statutory word list -20 questions (20 marks)

.

5

Which **verb form** completes the sentence?

After Disha _____ her medal, she gave a television interview.

Tick **one**.is collecting ☐had collected ☐has collected ☐was collecting ☐

11

What is the **word class** of the underlined words in the sentence below?The girl brought a sandwich and an apple to eat for lunch.Tick **one**.adjectives ☐adverbs ☐determiners ☐nouns ☐

1 mark

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.

1 mark

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

Spelling 15: The word is **excellent**.

The school provided an **excellent** education for its pupils.

The word is **excellent**.

Spelling 16: The word is **generous**.

Generous people give to charity.

The word is **generous**.

Spelling 17: The word is **chorus**.

Everyone sang the **chorus** loudly.

The word is **chorus**.

Spelling 18: The word is **tongue**.

I burnt my **tongue** on the hot soup.

The word is **tongue**.

Spelling 19: The word is **accidentally**.

Sarah **accidentally** spilled water all over the table.

The word is **accidentally**.

Spelling 20: The word is **deceive**.

The criminal tried to **deceive** the police.

The word is **deceive**.

These are typical spellings that could be asked during the spelling test. The word is read alone, then in a sentence, then read alone again.

In our weekly spellings, we use a similar frame so when it comes to May, it won't be a surprise!

WRITING - NO TEST

- Teacher assessment only - not a separate test.
- This is the writing the children produce in their English lessons but also includes any writing across the curriculum so in History, Geography, RE and Science.
- There are 'pupil can' statements which children need to show they can do in their writing. The child's writing is assessed to be either working towards the expected standard, working at the expected standard and working at greater depth.
- For some pupils working below the standard of key stage 2 but who are engaged in subject specific study, they will be assessed in writing using the pre-key stage standards. Our SENDCO will speak to any parents and carers of children who are working below the standard of the tests to explain the process to them.

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

- These are the 'pupil can' statements which are used to assess the children's writing.
- Teachers have to show evidence that a pupil can do these in all (or most) of their writing.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

This morning, 4th April in the year of our Queen 1866, I proceeded to the African grasslands (Kenya) in search for new examples of fauna and flora. May I say, I was astonished to meet the chameleons, which have only been seen once before in 1632!

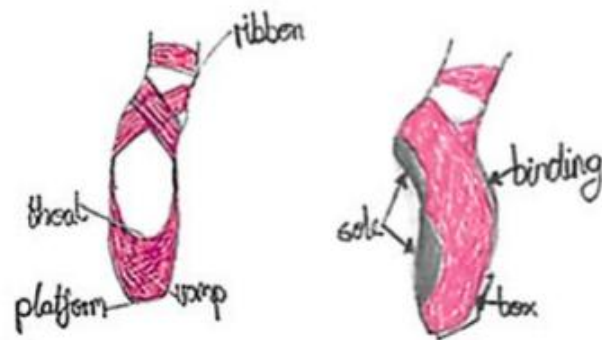
As the sun rose, I managed to keep calm whilst standing amongst the most deadliest species of plant on this grassland. Interestingly, the plant was named the Octaria Gun Plant because when threatened, it shoots out poison darts. Following this, I was alarmed to witness the venomous plant instantly kill a defenceless creature ~~from~~ just one touch. The most shocking aspect from this tragic death, was the permanent pain of the animal.

As the day carried on, I proudly stood next to the rare chameleons (only seen once before in 1632) which were all dressed alike and beautiful. I cannot say how extraordinary it was, to watch them all change their bright colours on their scaled skin; wine-red, astral-blue, buttery-yellow, emerald-green and so many more colours which I didn't know existed. My colleague, who inspired me to come on to join him on this journey and risk my life to find this animal

How Pointe Shoes Came To Be

Have you ever wondered why ballerinas look so beautiful and graceful on stage? Keep on reading to find out about what makes the Nutcracker you saw at Christmas the magical story that it is.

Pointe shoes are what make dancers different and beautiful. With their pink satin and silky ribbons, these shoes have been around since 1795. They were invented to make ballerinas look weightless when dancing, so they started spinning, balancing and jumping en pointe (on the tips of their toes). They are traditionally worn by women for a beautiful *pas de deux* (a solo dance with one man and one woman) but in some ballets men go en pointe too. There is an all male ballet company called Les Ballet Trockadero that had a very famous production of Swan Lake featuring men dancing en pointe as the female swans.



A diagram showing all the technical parts of a modern pointe shoe.

Engulfing Rose, a blanket of silence floated into the valley. Elsewhere, gunfire clung to the air with a hardness like no other. ^{steep} Around where Rose stood, there were a number of gnarled, bent trees that resembled crouching witches. A splintering fencepost 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 stooped, 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.

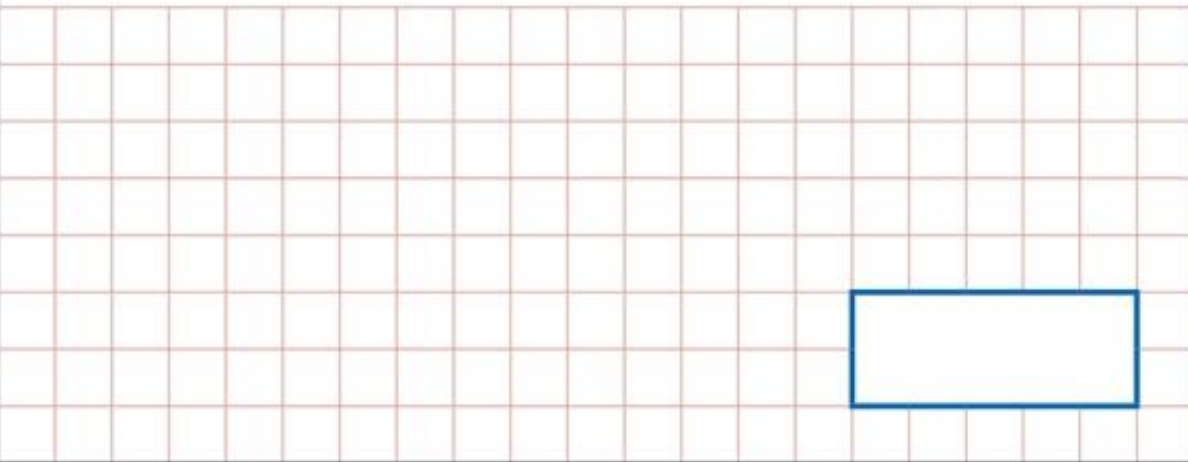
MATHS

- The expectation is high and children need to have a secure understanding of the four rules of numbers.
- The curriculum includes: multi-step calculations using fractions, finding ratio and scale factors, using algebraic thinking and all requires the accurate presentation of numbers and calculations.
- The tests 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.
- Emphasis on fluency (quick and efficient knowledge of maths facts) and reasoning (problem solving).

HOW WILL MY CHILD BE TESTED?

Maths

Arithmetic test 35/36 questions in 30 minutes.

33	$0.9 \times 200 =$  	 1 mark
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$630 - 98.93 =$

$27.42 \div 6 =$

$93 \times 379 =$

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

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

$29 \quad 9416 \div 12 =$

$$12 \overline{) 9416}$$

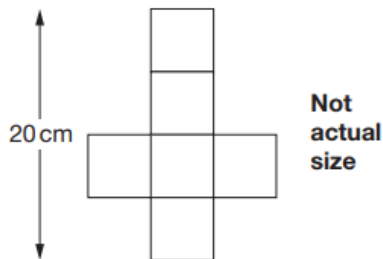
$30 \quad \frac{3}{4} \times \frac{8}{7} =$

Reasoning:

Your child will sit two 40 minute tests with word problem - 'reasoning' based questions. The marking procedure ensures the use of efficient methods. Marks are not given for inefficient methods.

22

This is the net of a cube.



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

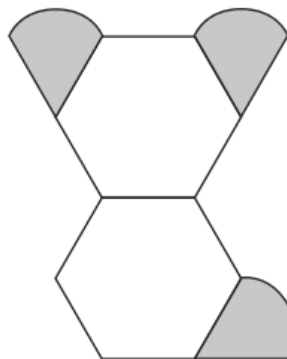
cm³

1 mark

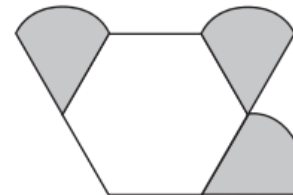
21

Amina is making designs with two different shapes.

She gives each shape a value.

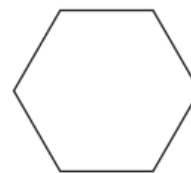


Total value is 147



Total value is 111

Calculate the value of each shape.



=

1 mark



=

1 mark

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

1 mark

This table shows the heights of three mountains.

Mountain	Height in metres
Mount Everest	8,848
Mount Kilimanjaro	5,895
Ben Nevis	1,344

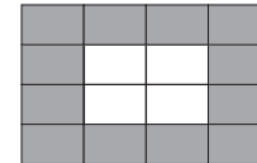
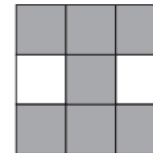
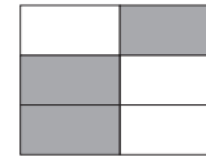
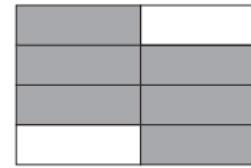
How much higher is Mount Everest than the combined height of the other two mountains?

Show your method

m

2 marks

Tick two shapes that have $\frac{3}{4}$ shaded.



1 mark

A cat sleeps for **12 hours** each day.

50% of its life is spent asleep.



Write the missing percentage.

A koala sleeps for **18 hours** each day.

[illegible]

% of its life is spent asleep.



1 mark

SCIENCE - NO TEST

- Teacher assessment only - not a separate test.
- Every two years a sample of schools are asked to take some tests - 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 brought back in the future...

MARKING AND RESULTS

- After the children have completed the papers, the tests are collected by the headteacher and securely stored until they are officially collected for independent marking. When the results are released, children are given scaled scores, rather than levels.
- 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. The scaled score ranges from 80- 120.
- A scaled score of 80- 100 means the child is working towards the expected standard.
- A scaled score of 100+ means the child is working at the expected standard.
- A scaled score of 110+ means the children is working at a higher standard (Greater Depth)

HOW CAN YOU HELP AT HOME?

- Listen to your child read regularly and ask them questions about what they have read.
- Make sure children complete their homework on time.
- Encourage children to use TTRS to practise times tables.
- 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.
- Communicate with us if there are any problems or worries that you or your child may have.
- Booster sessions have started on Tuesday and Thursday mornings.
- Visit www.bbc.co.uk/bitesize/primary (search BBC Bitesize KS2 SATs)

HOW CAN YOU HELP AT HOME?

- Spelling and Handwriting
- The year 5/6 spelling list and spelling rules are available on our website but there are copies to take away with you. 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 practise 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.

HOW CAN YOU HELP AT HOME?

- Revision guides
- Revision guides are available in shops to buy. If you wish to purchase any make sure they are up to date.
- We will be selling some revision guides in school later this year. We will send out letters nearer the time if you are interested in purchasing any.
- 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 Class Dojo.