



# **Pensby Primary School**

## **Year 6K**

**Wednesday 13<sup>th</sup> September 2017**

# **WELCOME**

**Teacher: Mr Klausen  
Teaching Assistants:  
Mrs Jones and  
Miss Whitty**



## **‘Year 6K Welcome’, September 2017**

### **Changes for the academic year 2017-2018?**

#### **New National Curriculum** (Details can be found on [www.gov.uk](http://www.gov.uk))

A new National Curriculum was introduced in 2014. As a result, the Standards and Testing Agency (STA) is changing the tests so that they assess the New Curriculum. Pupils took the new tests *for the first time in May 2016*. These tests were revised for the 2016-2017 academic year following some national controversy over the ‘new SATs’ and a recent change of Secretary of State for Education.

#### **Scaled Scores**

As part of the National Curriculum review, levels have been abolished. The Government is changing the way the tests are reported. In 2016 and 2017, they used scaled scores to report National Curriculum test outcomes. Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. On the new scale, 100 will always represent the ‘national standard’.

#### **Interpreting scaled scores**

A pupil’s scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil’s raw score will be translated into a scaled score using a conversion table. 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 the next phase of their education. The old national curriculum levels are not relevant to the new national curriculum. However, in order to provide schools with some indication of the new standards, in a broad sense, at KS2 this will roughly equate to an old level 4b. Otherwise levels and scaled scores will not be comparable.

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#### **What is Year 6?**

Year 6 is a fantastic year to work in and to be taught in. This is because we can have lots of fun whilst learning. The children in Year 6 are much more independent, allowing for a greater scope of teaching and learning techniques. The children in Year 6 are also given a lot more responsibility around the school as well as being ‘Buddies’ to the Reception children. Year 6 is also the final year of Primary School and the one year they will remember for many years to come.

#### **Expectations**

A high attendance percentage is important; a week off school could mean that a whole genre of writing has been missed. Good punctuality is vital. Children must be in school on time – work starts at 8:40am!

Often the work in Year 6 is given a very specific and tight time scale. This can be very demanding; however, with concentration and effort it can be achieved. Children who do not give 100% during lessons are expected to give up their play time/Stacey Time to complete their work to a high standard. To help with this, please ensure your child has a sensible bedtime routine.

#### **Assessment**

Each half term we will be conducting formal style assessments for Maths, Reading, Writing and Grammar, Punctuation and Spelling. These will be similar to the new SATs tests and will help to inform future planning and be used to support our online reporting system.

## Testing (SATs)

Year 6 is synonymous with SATs tests. It is our job to make sure that the children are prepared for them. This year is going to be another challenge. There have been changes to the tests every year for the past few years, and this year will be no exception. The Mathematics tests were completely re-designed to reflect the content of the New Curriculum and there is talk of introducing an online times tables test too. There is a greater emphasis on formal written methods and reasoning.

The tests are normally in the second week of May, the timetable looks something like this...

| Monday                     | Tuesday                    | Wednesday  | Thursday  | Friday      |
|----------------------------|----------------------------|------------|-----------|-------------|
| Reading Test<br>60 minutes | Grammar and<br>Punctuation | Arithmetic | Reasoning | 'Party Day' |
| Assembly/Break Time        |                            |            |           |             |
|                            | Spelling                   | Reasoning  |           |             |

There are no tests in the afternoon.

Writing is teacher assessed and moderated by the Local Authority and with other schools. There is currently no requirement for school to administer Science tests.

We DO NOT give the children every past paper as a test. This is counter-productive and they are now largely irrelevant. We will however use some past papers in the Autumn and Spring terms for both familiarity and to gauge current attainment. This helps us to plan and prepare session tailored to the needs of the children.

We also use past papers for homework and classroom activities, such as for Guided Reading or Writing tasks.

### Breakfast = Brain Food

During the test week in May 'Bacon and Sausage Butties' are available to buy from 8:15 in the school hall. They are accompanied by a drink of either water, tea or juice. Cereals and toast are also available. It is vital that the children get a good start to the day and it is also an excellent way to make sure that they are in on time! SATs Breakfast is one of the highlights of the week.

## Work Structure

Whilst the children are registered, we will check Homework Diaries and address any issues (i.e. with homework). Work starts from 8:40am with some maths reasoning/number/calculation tasks to complete. The children will generally be organised into anywhere from 3 to 8 small groups for Writing, Guided Reading, Science and Maths. These groups will change constantly throughout the year as some children find different areas of each subject easier/harder.

This year we will be ensuring we complete a 'daily write'. We will look for opportunities to write every day. When writing we will often work in smaller separate groups. Sometimes we may separate boys and girls, or work in pairs or groups of four. We are lucky enough to have the space to be very flexible and creative in the way that we arrange the class. It may be the case that a group of 8 children need extra help so these may be taught in the library whilst the remaining children work in the classroom.

Mrs Jones, Miss Whitty and I will work with each of the different groups of children at different times. This will enable the children to benefit from a wide range of teaching styles and for us to get to know each child in the class. We will be planning and preparing the lessons together and evaluating them too, sharing the work we have done with each child and using this to inform future planning and support. For other subjects/topics the children may be working in friendship groups.

As the SATS draw near we are lucky enough to have additional support from Mrs Brown, Mrs Thomas and some other teachers and teaching assistants, this enables us to work in even smaller groups and really help to get the best out of each child.

## Homework/Homework Books

Homework will be sent home on a Monday to be returned the following Wednesday then on Wednesday to be returned on Friday and finally on Friday to be returned on Monday. The new style blue homework/reading record needs to be brought into school every day. We will provide every child with a plastic wallet to keep their homework books clean and dry. *Mrs Jones and Miss Whitty will be available each morning to help any child who is struggling with their homework.*

To support with homework, we have purchased additional revision books for each child. These are Spelling, Grammar, Punctuation, Arithmetic, Geometry, Measures and Statistics, Number, Ratio and Algebra, Reading (Books 1, 2 and 3), Comprehension, 10 Minute Maths, 10 Minute GPS and 10 Minute Reading. They are produced by CGP and have proven to be a valuable asset over the past couple of years in preparing the children for their transition to Secondary School. Their RRP totals £53.90 per child (that's £1724.80 for the whole class). We are asking for a contribution of £8 towards the cost of the books. Without your help we would not be able to provide the children with this amazing resource. This is to be paid via Tucasi (scopay.com) and is listed as 'Study Books'. Thank you in advance!

- **Homework Diaries/Reading Record** – your child will bring their new style of homework diary home each day. In it they will write what their homework is and record what they have read. After listening to your child read, please add a few comments about their progress in their reading record, this really helps us to see how they are getting on. It is vitally important that you hear your child read at home as often as you can and that they bring their book into school each day. Your child may choose to read to themselves at home instead of to an adult. If they do, an adult should talk to them about what they have read to check their understanding. Children may choose to read a book from home if they wish. Please make sure you sign it once they have completed their homework/reading to a high standard and return it to school each day. In addition to this, we will put all the information you need on the class page of the school website (this is normally updated three times a week).
- **Espresso** – We now have home access to Espresso! Your child can now log in at home and read any of the online books, watch any of the excellent instructional videos or read about the topics we have been leaning about at school. It is a fantastic resource! Just search online for 'Espresso' then login using the *Username: student22587*, and *Password: pensby*
- **Spelling Homework** – When learning spellings, it is important that new words are used in the correct context to help secure understanding. When learning new spellings we will investigate the rules and patterns within the words and the spellings will also be written in sentences and paragraphs to ensure the children have a full understanding of their meaning. In addition, we have purchased an additional spelling study book for every child.
- **Writing Homework** – Some weeks we will send home a short writing task to be completed with the support of an adult (or older sibling) at home. This gives parents/carers the perfect opportunity to sit with and talk to their child about their writing. We are trying to encourage the children to spend time thinking and talking about their writing, before putting pen to paper. It is also an ideal opportunity for parents/carers to model writing for their child, something that is sadly lacking in today's technological age! The children's end of year writing scores are determined by all the writing they have done whilst in Year 6, so every piece they produce is very important.
- **Grammar and Punctuation Homework** – Year 6 will be tested on their understanding of grammar and punctuation in their end of year SATs tests. We have purchased study books for each child to be used at home and in school. We strongly advise parents/carers to support with these tasks at home, as they can be quite difficult.
- **Big Write** – your child will often produce finished pieces of writing in a Big Write style lesson. These are lessons that give the children the skills to improve their own writing through self-assessment, sharing of work and fun, learning games.
- **Red Pen Response** – Sometimes you may see some green tabs sticking out of your child's work, this means that they have some 'red pen response' to do. It simply means they have been given a piece of work to finish or an additional task to complete. They must complete it in red pen then we will check it and mark it for them.
- **Times Tables** – These are very important and should be learnt by heart. Each week the children will have a range of times tables activities (including a 'Times Tables Race', 'One Minute Multiplications') to develop their rapid recall. Often these are conducted during our Morning Maths sessions. As with spelling, times tables need to be 'over learnt'. We will also be testing the children each week on their times tables to make sure they are secure before the tests in May.

- **Maths of the Day** – We have purchased access to a fantastic new resource called Maths of the Day. This encourages the children to be active with maths. The contents have been updated to fall in line with the New Curriculum.
- **Online Reporting** – This will go ahead again this year and your login details have not changed. We will inform you when any online data is available for you to view.
- **Uniform** – Please note that jewellery should not be worn at any time. Children must wear black footwear. Please make sure all uniform (including coats, hats etc...) is labelled.
- **PE Kits** – Will need to be in every Wednesday during term time. Please ensure that **all** your child's belongings are clearly labelled.
- **Water Bottles** – Please provide your child with a water bottle each day containing fresh water. The bottle must have the 'sports' type cap, that ensures the water will not leak out if the bottle is knocked over and must be clearly labelled.
- **eSafety** – please use the ThinkUKnow website for information and guidance on eSafety in your home. Do you know what your child is doing on their laptop/XBOX/smartphone/iPad/iPod Touch (any device that can access the internet)? Are they able to access unsuitable games/movies? Are they accessing websites (or social networking sites) that are inappropriate for their age? **NOTE:** you must be 13 or over to use Facebook.
- **Mobile Phones** – If your child needs to bring a mobile phone to school a consent form must be completed and authorised. Phones are taken to the school office in the morning and kept there until the end of the day. Phones must be switched off whilst on the school premises and must not contain any age inappropriate content (including games or apps).
- **Parking** – please note that parents are not permitted to park in the school car park at any time but may use the 'drop-off' point near the main entrance. Please use the one way system – in via Greenbank Drive and out onto Kentmere Drive. If other family members or friends collect/drop off your child, please make them aware of the parking/driving system.
- **Meet and Greet** – a member of staff will open the door to the poppy playground at 8:40am in the morning to allow the children to filter in to class, thereby easing congestion on the playground and around the school. The gates will be locked at 8:55am (for safeguarding reasons) and any late arrivals must report to the main reception, where they must wait until the Morning Maths lesson has finished. If your child misses their Morning Maths session they are expected to complete the task for homework that night. It is really important that your child arrives at school on time each day. **Home Time** - Many Year 6 children are allowed to walk home on their own. In this instance we would ask that you instruct your child to walk straight home and not to loiter in or around the school/local area for their own safety and your piece of mind. If collecting your child after school, please stay on the main playground and wait for them to come to you.
- **School Website** – We cannot stress how important the school website has become. It has developed greatly over the past year and (especially in Year 6) we utilise it as much as we possibly can! Each week we will write what we have been up to and include some photographs for you to view. We will also give you an idea what we are going to get up to the following week and include any documents or important information for you to access. We will also include any key dates of important events that are coming up. Our class page is updated at least three times a week, so please do check it as often as you can.

## Rewards

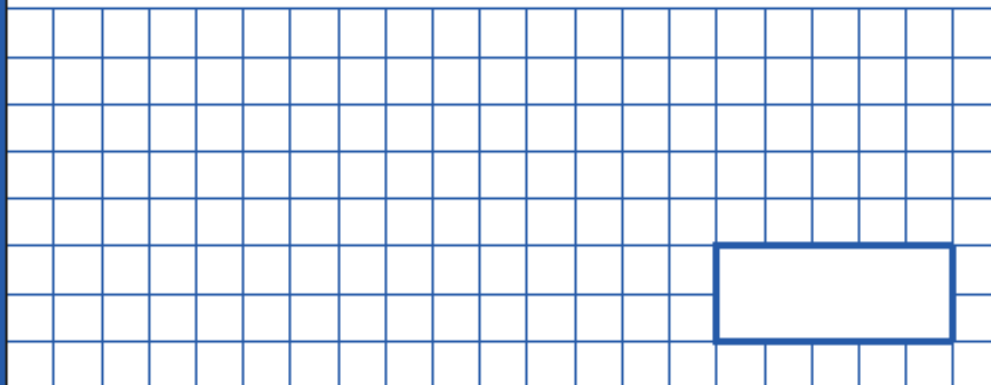
Despite all the pressures of tests, there are many fantastic rewards in Year 6. The Year 6 at Pensby Primary School are the most spoilt class of children I have ever worked with and rightly so, as they work so hard all year! These include extended use of the iPads, Nintendo DSi, SATs party, Charity Day, Oaklands, Leavers' Show and the PSA Day trip to New Brighton, to name but a few!

If you have any questions or concerns, please feel free to contact me at school.

Sample SATs Arithmetic Questions

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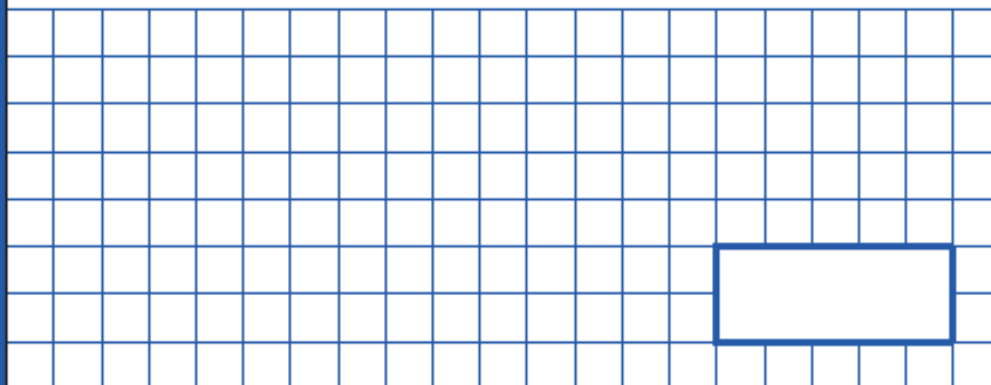
$$\frac{1}{4} \times \frac{1}{8} =$$



1 mark

27

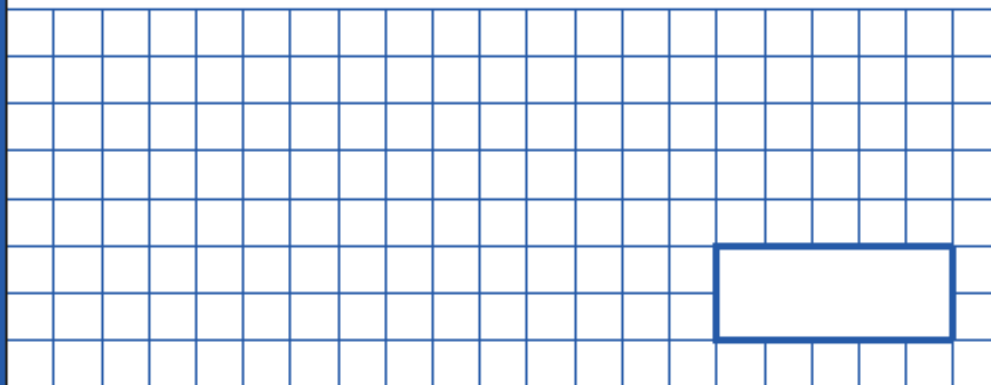
$$95\% \text{ of } 240 =$$



1 mark

28

$$234,897 - 45,996 =$$



1 mark

### Sample SATs Reasoning Questions

On Saturday Lara read  $\frac{2}{5}$  of her book.



On Sunday she read the **other** 90 pages to finish the book.

How many pages are there in Lara's book?

Show  
your  
method

pages

2 marks

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show  
your  
method

£

2 marks

## Sample SATs Grammar/Punctuation Questions

Which sentence is written in the **active voice**?

Tick **one**.

The book was returned to the library yesterday.

The assembly was held in the hall.

The bad weather led to the cancellation.

The floods were caused by the heavy rain.

\_\_\_\_\_  
1 mark

Which sentence is punctuated correctly?

Tick **one**.

The wind was blowing howling, actually, so we headed – for home.

The wind was blowing – howling, actually – so we headed for home.

The wind was blowing, howling – actually – so we headed for home.

The wind was blowing howling actually – so we headed for home.

\_\_\_\_\_  
1 mark



This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

# *The Lost World*

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

## Sample SATs Reading Questions

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

*...in a flash...* (page 6)

What does this tell you about the burning of rocks in space?

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\_\_\_\_\_ 1 mark

*Find out when a meteor shower is due and arrange to go star spotting with an adult...*

In this sentence, the word *arrange* is closest in meaning to...

Tick **one**.

set out.

meet.

pack up.

plan.

\_\_\_\_\_ 1 mark

