

Year 6 Parents' Meeting

The Year 6 Team

6LJ: Mr Louis Jones, Miss Larner and Miss Vine
(PPA)

6NJ: Mr Neil Jones, Mrs Cornish, Miss Vine
(PPA and leadership release) and Mrs Morris
(additional leadership release time)

A typical week

	8:45-9:00	9:00-10:15	10:15-10:30	10:30-11:30	11:30-12:30	12:30-1:30	1:30-2:15	2:15-3:00	3:00-3:15
Monday	Early Work	Maths	P	Writing	Reading	L	PE (football) / Picture News / Oracy / Assembly		Class Novel
Tuesday	Early Work	Maths	L	Writing	Reading	U	RE	French	Class Novel
Wednesday	Early Work	Maths	A	Writing / Spelling	Geography	N	Science		Class Novel
Thursday	Early Work	Maths	Y	Writing	Reading	C	PE (hockey)	PSHE	Class Novel
Friday	Early Work - multiplication facts	Assembly / Maths		Writing	Reading	H	Geography	Art	Class Novel

Your children work very hard!

Subjects covered in the autumn

Science - electricity / light

DT - electrical circuits incorporated into a game

Geography - rivers

Computing/online safety - self image and identity & reputation / computing systems and networks

French - what's the weather like?

PSHE - being me / celebrating differences

RE - Hinduism

PE - football and hockey / fitness and tag rugby

Art - watercolours

Music - jazz

PE days and kit expectations

6LJ - Tuesday (field) and Friday (playground)

6NJ - Monday (field) and Thursday (playground)

PE kit is black PE shorts and black jogging bottoms or black leggings and trainers

A change of trainers for PE sessions on the field is essential once it is wet and muddy (or wear school shoes to change back into after PE)

R

Resilience

E

Empathy

S

Self-Awareness

P

Passion

E

Excellence

C

Communication

T

Teamwork

Homework

- Set Friday to be returned on Wednesday
- Reading (5 times per week - *at least*)
- Spelling (set weekly - do little and often)
- Maths (set weekly)
- TTRockstars (and *ad hoc* multiplication tables sheets)
- *SPAG and reading homework in the new year*

Reading homework

- Reading 5 times per week
- Always bring book in even if it hasn't all been read
- Reading should be pleasurable (not too tricky!)
- Reading should include a wide range of fiction and non-fiction books.
- As a class, we will read *Holes*, *Goodnight Mister Tom*, *High Rise Mystery* and a range of other texts. Please discourage your children from reading the named books ahead of time.

Who? What?

Where? When?

How?

Why?

Spelling homework

- Termly lists, additional spelling pattern exercises and words to learn from earlier lists/expectations
- Children should practise these spellings in preparation for end of term assessments. *Little and often.*

Look, cover,
write, check

Underline
tricky letters

Tick each
letter

Write a
sentence

Make up a
mnemonic

Use
different
colour pens

Year 5 and 6 spelling lists

Year 5 Word List

Here are the words from the Year 5 word list that we will practise each half-term.

Often, children can spell most of a word; they only need to practise a small part. The words below have the common 'tricky bits' highlighted. When practising spellings, it can be helpful to remind children to focus on these parts.

Autumn 1

ancient
ap + preciate
bargain
cu/ri/o/si/ty
determined
dic/tion/a/ry
disastrous
explanation
physical
var/i/e/ty

Autumn 2

ac + cording
ap + parent
com + munity
equip
equip + ment
equip + ped
ex + aggerate
language
res/taur/ant
sac/ri/fice
soldier
symbol
system
vege/ta/ble

Spring 1

achieve
aggressive
com/pe/ti/tion
con + science
conscious
cor + respond
des/per/ate
harass
hindrance
light/ning
mischiev/ous
necessary ⇧
nuisance

Spring 2

amateur
con/tro/ver/sy
develop
environ + ment
neighbour
persuade
profession
re + commend
sincere
sincere + ly
suggest

Summer 1

de + finite
especial + ly
ex + cellent
forty
fre/quent + ly
oc + cur
op + portunity
relevant

Summer 2

govern + ment
i/den/ti/ty
parlia + ment
re + cog/nise

Rare GPCs (Spring 1)

bru <u>i</u> se	gu <u>a</u> rant <u>e</u> ee
im + mediate	immediate + ly
veh <u>i</u> cle	y <u>a</u> cht 

Year 5 and 6 spelling lists

Year 6 Word List

Here are the words from the Year 6 word list that we will practise each half-term.

Often, children can spell most of a word; they only need to practise a small part. The words below have the common 'tricky bits' highlighted. When practising spellings, it can be helpful to remind children to focus on these parts.

Autumn 1

average
awk\ward
embarrass
leisure
muscle
rhyme
rhythm
shoulder
thorough

Autumn 2

con\ven\ilence
cri\ti\cise
inter + fere
interr + rupt
pre + judice
pri\vilege
programme
pro\nun\ci\la\tion

Spring 1

ac + commodate
ac + company
at + tached
avail + able
category
exist + ence
fa\mi- lar
foreign
govern + ment
in\di\vidu\al
oc + cupy
queue

Spring 2

ce\me\te\ry
com + mittee
com + municate
marvell + ous
sec\re\ta\ry
sig\na\ture
sufficient
twelfth

Maths homework



- Maths homework will be set on a Friday to be returned the following Wednesday.
- This will be based on what the children have been learning in class or in previous terms.
- The purpose of it is to practise what has already been taught.

Times tables

- Times tables need to be practised little and often.
- TTRockstars and supporting worksheets.
- Children should be able to recall them quickly up to 12×12 (by the end of Year 4).

Year 6 – the final year of primary school

Secondary readiness

The SATs (week commencing Monday
10th May 2027)

Secondary school applications

- Please be aware of the key dates and do read the guidance available for this process
- Gloucestershire's *Secondary School Admissions Information and Guidance Booklet for 2027*
- Research the schools
- Choose your preferred schools
- Apply for a school place (closing date for school applications - midnight Friday 31 October 2026)

National Curriculum Tests ('SATs')

- A measure of each child's progress from the end of Key Stage 1
- An indicator of the school's performance (attainment and progress).
- An indicator of each child's future performance.
- *We will provide a rounded curriculum that is balanced against the need to prepare the children for the tests.*
- *Our aim is to have each child as ready as possible for the challenges of secondary school.*

So what do these tests look like?

Arithmetic Question Examples

36 questions to answer in 30 minutes

1	7		7	1	4

			4	7	8	1
×					2	3

$$\frac{3}{4} - \frac{3}{8} =$$

$$37.8 - 14.671 =$$

$$\frac{4}{5} \div 4 =$$

$$\frac{1}{4} + \frac{1}{5} + \frac{1}{10} =$$

$$\frac{5}{8} \div 2 =$$

$$45\% \text{ of } 460 =$$

$$7\% \text{ of } 500 =$$

$$2\frac{1}{3} + \frac{5}{6} =$$

$$15\% \times 1,000 =$$

$$\frac{2}{6} - \frac{1}{8} =$$

$$0.9 \times 200 =$$

5	9		2	2	4
			2		

$$1\frac{1}{2} \times 57 =$$

Arithmetic Question Examples

$$40 + 1,000 =$$

$$\frac{4}{6} + \frac{3}{6} =$$

$$505 \div 1 =$$

$$2.7 + 3.014 =$$

$$167 \times 4 =$$

$$4,912 - 824 =$$

$$50 + (36 \div 6) =$$

$$\frac{4}{6} \times \frac{3}{5} =$$

Maths Reasoning Questions

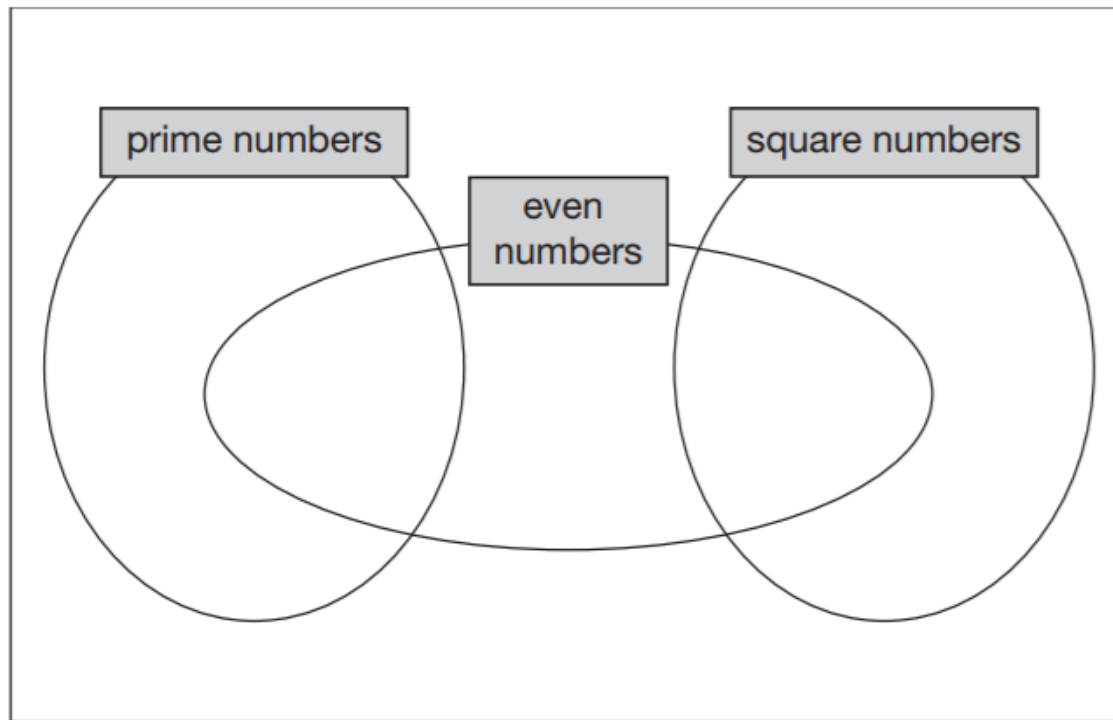
Write each number in its correct place on the diagram.

16

17

18

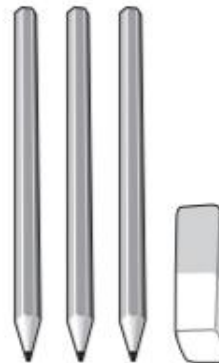
19



6 pencils cost **£1.68**



3 pencils and 1 rubber cost **£1.09**



What is the cost of **1 rubber**?

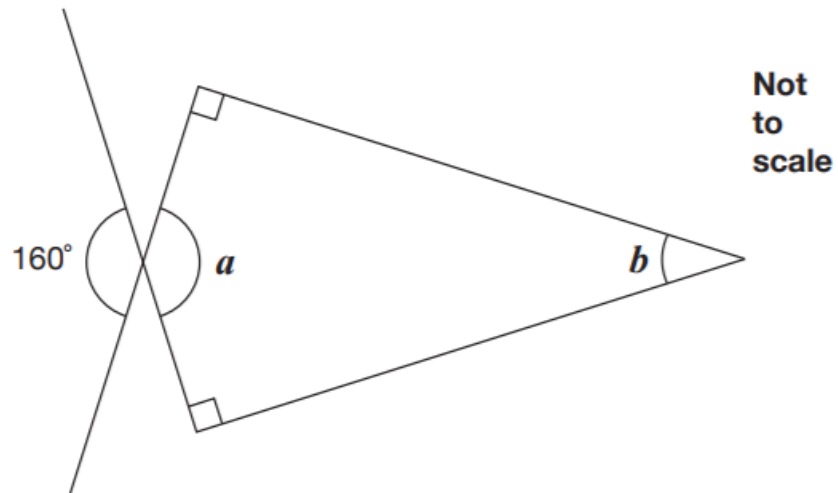
A packet contains 1.5 kg of oats.



Every day Maria uses 50 g of oats to make porridge.

How many days does the packet of oats last?

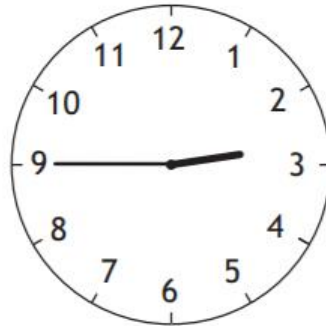
Calculate the size of angles a and b in this diagram.



$$a = \boxed{^\circ$$

$$b = \boxed{^\circ$$

A clock shows this time twice a day.



Tick the two digital clocks that show this time.

03:45

02:45

09:45

21:45

14:45

Olivia buys three packets of nuts.



She pays with a **£2 coin**.

This is her change.



What is the cost of **one** packet of nuts?

Lara had some money.

She spent £1.25 on a drink.

She spent £1.60 on a sandwich.

She has **three-quarters** of her money left.

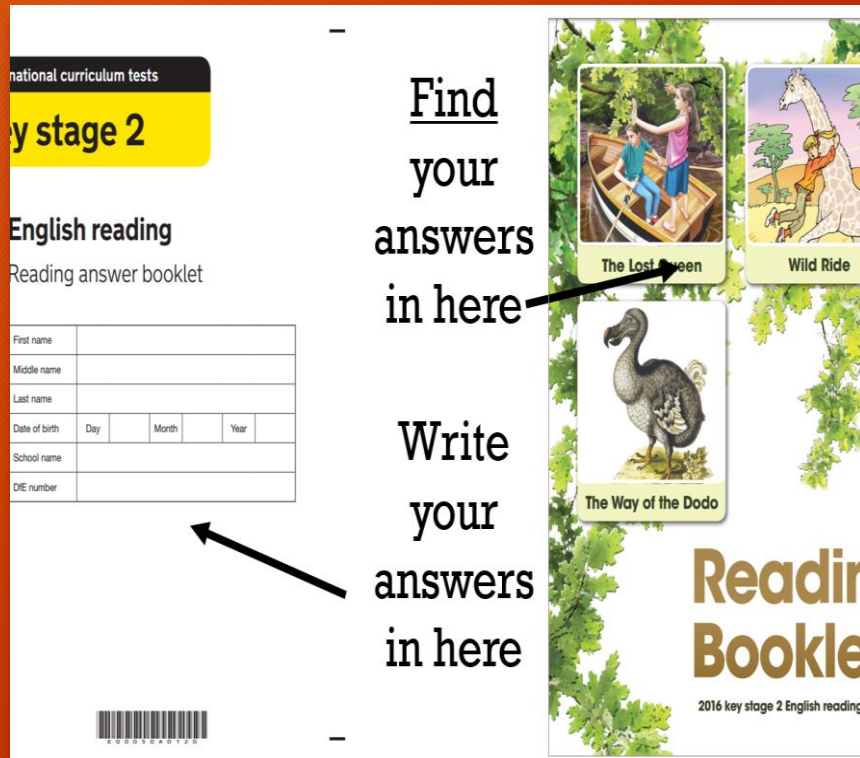
How much money did Lara have to **start with**?

Reading Test

One hour in which to read three texts and answer questions.

It is a challenge to complete in the time available.

However, by reading everyday and by reading a range of different texts (novels, poems, non-fiction books, newspapers, etc.) the children will be preparing themselves.



Grammar, Punctuation and Spelling

The 20 spellings from the 2017 assessment:
likely, straight, sensation, nervous, crumb,
probable, inspiring, substance, operation,
toughest, bruise, sensibly, violence, disobeyed,
thorough, monarch, sympathetic, originally,
percussion, coarse.

These tests should not be stressful.
Remember, pupils sit assessments
every term in all year groups.

Everybody is expected to persevere
and be the best they can be.

There is no writing test.
Writing is assessed by teachers and moderators.

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 correctly¹ (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 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

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]

And finally...

Please do come and see us if you have anything that you'd like to talk about concerning your child or telephone the school or email dunalley@dunalley.gloucs.sch.uk