



Year 6

Tregoze Primary School

# Aims of Year 6

- o Our main aim in Year 6 is for the children to have the best year ever and for to help them become children **secondary ready**:
  - We work hard to encourage them to become more organised and independent. It is their responsibility to remember their homework each week and to hand in their reading records.
  - We champion them as individuals and build their confidence to help them to understand their strengths and why they are unique.
  - We teach them to be accountable for their behaviour and understand that mistakes are part of shaping them to be the person that they are.



# Standard Assessment Tests (SATs)

- o The children will sit tests set by the government in May 2022. This will consist of three Maths papers, two SPAG paper and one reading paper.
- o We work hard all year to make sure that the children are prepared and ready to sit the tests.
- o Although we want the children to try their best, the outcome will not dictate anything about secondary school. We will speak to the school ourselves to give them a teacher assessment that reflects their learning and understanding in class.

# Results

- o The SAT papers are sent away and marked externally. We normally receive the results in July.
- o For each subject your child will receive a result:
  - WTS (working towards the expected standard)
  - EXS (working at the expected standard)
- o They will also receive a standardised score. Anything above 100 means that your child has achieved the expected standard. If your child achieves more than 110, they are working at the higher standard (Greater Depth.)
- o We will send a sheet home with their results that explains this to you in greater detail.



# Mathematics

$$1034 + 586$$

$$472 - 9$$

$$2.5 - 0.05$$

$$1.28 \times 100$$

$$50\,000 - 500$$

$$1440 \div 12$$

$$2331 \div 37$$

$$12 - 6.01$$

$$54 \times 23$$

$$15.4 - 8.88$$

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

$$17 \times 1.5$$

- o The children will complete three papers:
  - One arithmetic paper (30 minutes)
  - Two papers on reasoning and problem solving (40 minutes)

These are examples of some of the questions that the children will need to answer in the arithmetic paper. To complete the paper in time they will need to use efficient mental methods where appropriate

# Place Value

- o Place value is the value of each digit that appears in a number.
- o Understanding place value helps you to work out the value of a number. For example, in the number 627, the 6 is 600 (hundreds), the 2 is 20 (tens) and the 7 is 7 (units, or ones in other words). Digits can be the same, but place value depends on where digits are in a number.
- o It is really important that the children know the value of each digit in a number ranging from millions to hundredths.
- o Having a secure understanding of place value is fundamental and provides the essential number knowledge needed to complete calculations, including addition, subtraction, multiplication, division, and fractions.

# Times Tables

- o These need to be learnt by heart and we cannot emphasise enough their importance. Knowing them will help in all areas of maths
- o If you child does not know their times tables fluently, please practise with them as often as you can.
- o The trickiest tables are 6,7,8
- o Lots of fun games on Internet (BBC times table grid game, beatbox timestables)
- o Times Table resource cards that we have are fantastic!



# Column Addition

- o 2536
- o +1787
- o 4323  
1 1 1

- o This includes decimals and adding more than four digit numbers



# Column Subtraction

o  $5^3 4^1 3$

o  $\underline{- 339}$

o  $\underline{204}$

- o This includes decimals and subtracting up to 2 four digit numbers

# Long Multiplication

o 43

o X32

o 86

o 1290

o 1376

- o This includes multiplying a 4 digit by a 2 digit number



# Short Division

For trickier tables we encourage the children to write the times table down the side of their page. They need to be able to convert remainders in the answer into a decimal and a fraction.

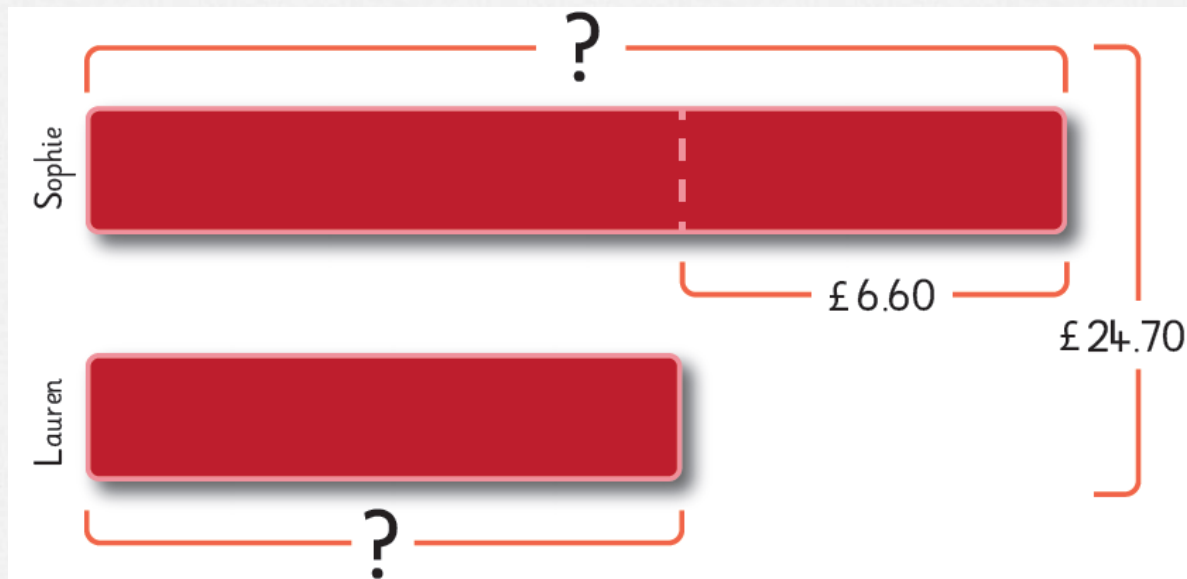
$$\begin{array}{r} 758 \text{ r}2 \\ 5 \overline{) 372942} \end{array}$$

e.g.  $758 \frac{2}{5}$  or

$$\begin{array}{r} 758.4 \\ 5 \overline{) 372942.20} \end{array}$$

# Bar Model

- Together, Sophie and Lauren had £24.70. Sophie had £6.60 more than Lauren. How much did Lauren have?
- HINT** We know that, if Sophie did not have the £6.60 extra, both girls would have the same.





# Reading

- o The children will sit a reading comprehension of 1 hour. There are 3 texts that they need to answer questions about.
- o Please listen to your child read as often as you can.
- o Ask them questions
  - Directly from the text (key points)
  - Inference questions (how does the character feel? How do you know?)
- o We are focusing on PEEL
- o Point (state your point)
- o Evidence (where is the evidence)
- o Explain (this means that...)
- o Link (Earlier in the book, I know that)

# Writing

- o This is teacher assessed and not a paper. We will assess each child's writing and give them a grade across a range of different genres.
- o They need to always plan what they are going to write.
- o Think about using a range of openers (using fronted adverbials, putting dependent clauses at the beginning of a sentence)
- o Think about using a range of punctuation (including semi colons, commas, dashes, brackets)
- o Think about using a range of conjunctions
- o Most importantly, they need to edit their writing. Do they have any words missing? Can they use a better word? Conjunction? Spellings!



# Spelling, Punctuation and Grammar (SPAG)

- o The children sit a spelling paper (this accounts for 20 out of 70 marks) and a grammar paper (the other 50 marks.)
- o SPAG sheet (we will be sending a sheet home after half term with the definitions of all the different types of words)
- o We will be sending home weekly grammar homework
- o Try to learn it with the children if you can. If they teach you, they are more likely to remember it.

# Our door is always open...

- o If you have any questions or concerns, please don't hesitate to contact us via Dojo or catch us in person after school (better than mornings)
- o Your support is so valuable and we can't thank you enough

Mrs Green, Mrs Richards and Mrs Daly