

Year 6 Family Learning



What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 13th May** ending on **Thursday 16th May**.
- The SATs papers consist of:

Monday	Tuesday	Wednesday	Thursday
GPS (45mins) Spelling (15mins)	Reading (60 mins)	Maths 1 (30 mins) Maths 2 (40 mins)	Maths 3 (40 mins)

- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions.
- Each morning, the children will have a soft start to the day where breakfast will be provided.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked **externally**.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:

The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

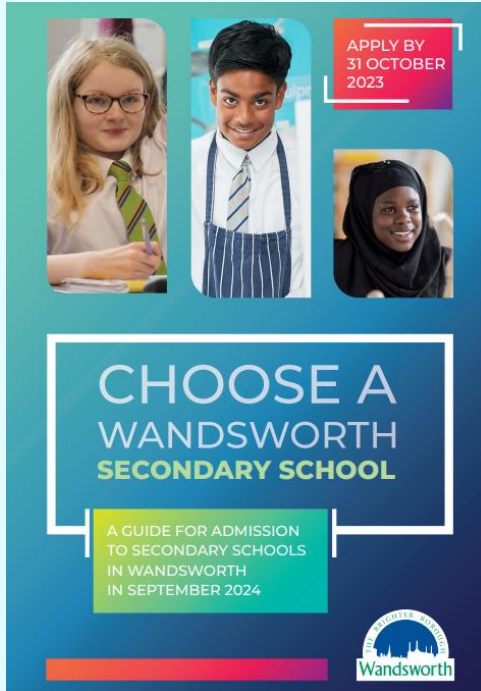
A scaled score of 100 or more shows the pupil is meeting the National Standard.



PGL



Payment	Date to be paid by	Total towards trip
£35	8 th September	£35
£45	29 th September	£80
£55	31 st October	£135
£55	30 th November	£190
£30	20 th December	£220
£25	31 st January	£245
£55	29 th February	£300
£50	25 th March	£350



'Year 7 Ready'

[Wandsworth How to Apply handout](#)

[Choose a Secondary School booklet](#)

[Wandsworth applying for a secondary school homepage](#)

How can I help my child to be 'Year 7 Ready'?

Build independence and trust

Give roles and responsibilities.

Guide time management

Give children the scope to
organise themselves.

High expectations.

Allow opinions and
encourage discussions.
Listen.

Be a role model.

Mould positive attitudes to
learning and allow for the
development of oracy skills.

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 detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

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



Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were travelling through the misty, murky moors ^{celebrating} celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags ~~appear~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King," the third ~~was~~ whispered creepily.

"But how can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis."

But the disgusting hags were no ~~there~~ ^{where} to be seen.

Suddenly Macbeth's messenger arrived ~~excited~~ ^{excited}, and bowed.

"Macbeth," he took a breath, "Thane of Cawdor."

Oh how he ^{Macbeth} started to scheme!



When Macbeth got back to his home, he told his wife all ~~of~~ that had happened and to him that day, ~~and~~ how they started to plot!

"Come ~~on~~, "Lady Macbeth ^{grinned} ~~said~~ ^{sleepily}. "You know you want to."

"But he's the king," Macbeth said, unsure of ^{their} ~~his~~ plan to kill ^{the} king. "Would we get caught?"

"No," Lady Macbeth said giggling. "We won't, you might. But that's why I've got this," she said greedily holding up a jar of sleeping pills. "We'll ~~do~~ invite the king over for a celebration. While he's sleeping, ~~the~~ ^{we} drug the guards, you sneak into his room and do the dirty work and we plant it ~~on~~ the guards. Just think of the power."

"Ha. Ha. Ha - ~~years~~ years."

The next night, Macbeth and Lady Macbeth invited the king ^{to go to} ~~around~~ their ~~house~~ house; they had a glorious feast.

"Sleep now," Lady Macbeth mischievously ^{said to the king} ~~you~~ look very tired. ^{OK} The king yawned, as he slowly got into ^{an} ~~a~~ bed.

Sleepily, Duncan drifted into his final sleep.

Meanwhile, Lady ~~Macbeth~~ Macbeth was drugging the guards outside the king's ^{window} ~~door~~ door. Once the guards were sleeping, Macbeth sneaked into the room. He stared at the ^{like} ~~room~~ he was about to take for ~~five~~ ^{four} seconds, and thought, is this me? Has she climbed into my mind? He had so many questions. Then



suddenly, the dagger dropped into the king's wounded body. Woosh! Squish! Drip! Quickly, Macbeth pulled the bloody blade out of the ^{now} lifeless body. He tried not to get blood anywhere but he just couldn't help it! Flesh and blood dropped everywhere, as he tip-toed out like nothing happened...

On the morning of their coronation, Lady Macbeth and Macbeth hired someone to kill Banquo, as he knew Lady Macbeth and Macbeth had killed the king. Macbeth hired someone because he couldn't take the excruciating pain of ruining Macbeth and Banquo's friendship. In gear of their own lives, King Duncan's sons ran away! After their coronation the Macbeth and Lady Macbeth trudged back to the misty murky rooms where Macbeth and the late Banquo saw the cackling witches. Suddenly three ugly hags appeared, the same ugly hags that read the prophecy.

"Beware Macduff!" the first witch cackled.

"Beware man born by no woman!" the second witch spat.

"Beware Birnam Woods!" the third hag whispered gently.

With gear of Macduff, Macbeth and his army charged at Macduff's country mansion and killed every soul inside. Luckily for Macduff, he was on a trip and resided at home, but sadly, Macduff's wife and children were at the mansion



and died. When Macduff found out he was full with rage and wanted to take revenge. While Macbeth was at Macduff's mansion, Lady Macbeth committed suicide with regret. Surprisingly when Macbeth found out he wasn't full of sorrow - he was happy! In fact, he didn't even care! He was more distracted by the fact that he kept on seeing Banquo's ghost!

Macbeth found out, by his messenger, that Macduff wasn't killed and was furious. So furious that he ~~went~~ charged - once again - to into Birnam Woods with an army, even though the witches told him to beware. So Br. Seelby got Macbeth, his army ran away because they were afraid. So Macbeth ran triumphantly to Macduff's country mansion alone. When he got to Macduff's home, Macduff and Macbeth battled, ~~alone~~ each swinging a sword, throwing a punch. The goal for Macbeth was power, but the goal for Macduff was vengeance. Macbeth thought he could ~~not~~ beat Macduff but Macduff was the one who could defeat Macbeth, according to the prophecy. Suddenly, Macduff seeing his sword, aimed at Macbeth's neck and 'Chop! Woosh! Squish! Pip!' Macbeth was dead! Macduff ^{bleeding} walked back to the castle with Macbeth's head in his hands.

"Rejoice!" Donalbain, ^{one of} King Duncan's sons, shouted happily.
"Hail King Malcolm!" ~~another~~ ^{the oldest} one of King Duncan's
sons laughed.
Everybody was celebrating ^{because} ~~as~~ Prince Malcolm became
King Malcolm.
"Yay!" a person dressed in green yelled.
No More Death or Murder. Justice had been done.

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]



Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he crept across the landing. As his heart raced he stared into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit. Suddenly a THUD!... He raced down the creaking stairs—even the seventh one that makes an earsplitting creak noise. He could see the white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. Then she He could feel pair of eyes watching her in the darkness. Who was it? Had he been seen? His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

“Ewan!” echoed a voice.

Snaking Downstairs

I lay under the covers, staring at the ceiling, my stomach empty. Slowly I get out of bed and crept towards my door. The handle shimmered in the darkness, urging me to turn it. My hand quivered as the brass handle turned and made a ‘click’. I jumped. Shadows crept across the landing while I nibbled at my nail. My parents’ room’s door creaked and I bolted down the stairs—including the seventh one that makes an earsplitting thud when you step on it. I stared at the human-eating fridge and my legs turned to jelly as I tiptoed towards it.

I reached out and...



Dear Red House Books

Thank you for your invitation. I am really thrilled to have been chosen to attend the Red House Children's Book Awards in London next term. I have visited your website to find out more about the Award Ceremony, which sounds interesting and exciting.

Sophie McKenzie is one of the shortlisted authors for the Older Readers' award. I have read "Split Second" which I thought was a thrilling story: in fact, it is a real page-turner and I have recommended it to several friends. Switching between the perspectives of each of the two main characters helps the reader discover their own separate, imaginary worlds. Reading the story, it is easy to become confused by all the different strands, but the author helps the reader start fitting them together like a jigsaw, even though the characters themselves can't yet see the whole picture.

Attending the award ceremony will give me the chance to discuss my love of books with children from other schools; I know that I will enjoy socialising and chatting to people I haven't met before. I am also very proud to have been chosen for this role and look forward to representing my school at the event.

As you can probably tell, reading books and visualising every detail is important to me. Meeting some of the authors who bring my favourite characters to life makes this invitation even more special. I really love the fact that this book award is voted for by children; that must really matter to the authors!

Overall, the day sounds amazing and I can't wait for it to arrive.

Yours sincerely,

Fxxxxxx Dxxxxxx