

Year 6 Parent Workshop

Here is all of the information presented at our Year 6 workshop. In addition, there are also some calculation videos which you may find useful along with any documents which we have referenced. These can all be found on the school website, under Children – Class Pages – Workshops – [Year 6 Parent Workshop](#).

As always, if there is anything we haven't covered or you have further questions, please don't hesitate to contact us.



SATs

SATs are an important part of Year 6, but we believe it is even more important that children enjoy their final year of primary school and leave feeling ready for high school. We will do plenty of preparation in the lead up to the tests, including taking practice papers and learning test technique, but we ensure the children continue to have a broad and balanced curriculum alongside this.

When we do discuss SATs, we emphasise that all children need to do is stay calm and do the best that they can do, without comparing themselves to others, because their best will always be good enough.

This year the SATs tests will be held in the week commencing **10th May 2027** (Monday-Thursday). They are held in the Year 5/6 block and we take over all four classrooms, with all desks in rows facing the front. In addition, we will be holding a mock SATs week in the week commencing 15th March 2027. We have done this previously and found it very beneficial for the children as they get to see how the classrooms will be laid out and it eases any potential anxieties around the week itself.

The tests comprise of:

- 1 SPAG (Spelling, Punctuation and Grammar) Paper (45 minutes) – plus a spelling test
- 1 Reading Paper (1 hour)
- 3 maths papers
 - 1 Arithmetic Paper (30 minutes)
 - 2 Reasoning Papers (40 minutes each)

Breakfast Club: In the week of SATs, children are invited to a breakfast club before school. This is an opportunity to meet with their friends and have something to eat, in a relaxed, informal environment to help prepare them for the test. A reminder letter will be sent out about this nearer to the time. Whilst the mornings of SATs week are understandably focused on the tests, we give the afternoons over to more creative or physical activities, to allow children an opportunity to wind down after each of the papers.

Access Arrangements: Over the course of the year, we will be determining any children who may need additional support when sitting the tests. There are criteria which children have to meet in order to qualify for these access arrangements, but they can include extra time, a reader (for all papers except reading), brain breaks and papers printed on coloured paper if children already access this in class. We will make you aware nearer the time of any access arrangements which your child qualifies for.

CGP Books: In the next few weeks, your child will be bringing home a set of CGP SATs Buster books. These will form part of their homework requirements from now until SATs. A document detailing which tests are to be completed each week will also be sent home and can be accessed on the school website under the homework section. We have used these books for several years now and have found them to be very beneficial in giving the children regular short-burst test practice. Any misconceptions can then be picked up in class.

Illness: Please try to ensure your child is in school during SATs week. We understand that children get ill, but it is very important that they take all tests. If your child is unwell during the week of the tests, please contact school as soon as possible to discuss arrangements.

Results: These generally come through in July and will be sent out once we have received them. All high schools tend to group children differently, and prioritise SATs results to different extents, but alongside this, in the summer term, we will have conversations with high schools about each individual child. During these conversations we inform them about the child's day-to-day performance in class, their strengths and areas for development, their interests and skills. Their anticipated performance in SATs is just one element of the wider discussion.



Spelling, Punctuation and Grammar (SPAG) Teaching

We do some standalone SPAG lessons and also integrate this work within other areas of the curriculum, to ensure children understand key concepts and terminology in readiness for their SATs, but are also able to apply these within their writing. Children will also be continuing their Writing Magic sessions, in which children practice their SPAG skills daily. There are 4 short activities focusing on handwriting, spelling, punctuation and sentence structure. We believe this regular daily practice will build the automaticity children need to support their writing at length in other lessons.

Children are expected to know how to spell all of the words from the 3/4 and 5/6 word lists (see documents on the website) by the end of Year 6. However, they do not need to have memorised them all. Children will have been introduced to all of the words during their time in Key Stage 2 and must then make use of the word lists available to them to support their own spelling.

Spelling is about deciphering the code of the English language and understanding how letters are used to represent different sounds, so we continue to build on phonics learning from Key Stage 1, using a programme called Sounds and Syllables. The words are first said in a spelling voice, then broken into their syllables so that the sounds within each syllable can be more easily identified. We may also spend time exploring the morphology (units of meaning within words) and etymology (the origins of words). Our focus is on developing children's spelling abilities, rather than seeing if they can memorise specific words for a test.

Over the course of Year 6, children will be both revising previously covered SPAG content and learning new content. There is a huge amount of vocabulary associated with this, so we have provided you with a link to a glossary of terms to support you at home. Our aim is to help children understand the terminology, as well as use the concepts accurately and confidently in their writing. We do this through a range of practical activities, as well as through modelled writing, where we demonstrate how to use specific words and structures, explaining our choices and how this affects the meaning of our work. Click [here](#) for the glossary.

Detail of SPAG content for Year 6 from National Curriculum

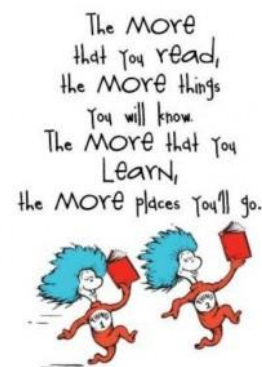
Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were</u> they to come</i> in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points



Reading

Across the school we do whole class reading, where we share a text as a whole class, unpicking it together and discussing language, authorial choices and meaning. All children will then be exposed to the same high-quality texts and the discussions around these, which will help to develop their comprehension skills and broaden their vocabulary. Any children who find the mechanics of reading trickier, will continue to have additional reading practice within the school day to improve their fluency – it is important children can read a minimum of 90 words per minute of an age-appropriate text. These activities, alongside test practice and technique sessions, help prepare children for their SATs tests.

Reading stamina is also key so we ask that you continue to support your child with reading at home by encouraging them to do it regularly – a daily 10 minutes as part of their homework expectation. It is important it doesn't become a battle and if your child is struggling to find something they enjoy reading, please speak to their teacher about this. As children are generally more independent readers by Year 6, they will probably prefer reading alone. However, you can still have discussions with them about the texts they are reading and help them to clarify unfamiliar vocabulary. There are some suggested questions in the front of the reading journal.



Please ensure your child's journal is brought into school every day. We cannot overemphasise the importance of continued and regular reading, as it is the foundation of everything else in school, so any support you can give with this will be beneficial to your child.

Handwriting

By the end of Year 6 children are expected to be able to *maintain legibility in joined handwriting when writing at speed* (National Curriculum).

If this is something which your child finds difficult, then there are things you can do to support them at home. Often difficulties arise because they don't have the necessary fine motor skills to enable them to control their writing tool. In the workshop section of the website, you will find some exercises which could be done at home to help with this. In addition, there are many other ideas on the website below, along with some very useful handwriting animations which show exactly how letters should be formed and joined. Frequent repetition of these patterns can help to train your brain and muscles out of bad habits.

<https://teachhandwriting.co.uk/route-c-letter-choice-3-ks2.html>



Maths

In Year 6 we continue to have 30-minute Number Magic sessions and 45-minute to 1 hour Maths sessions. All our teaching is aligned to our calculation policy (see separate document for details).

Lessons give children the opportunity to review prior learning, take on feedback from previous sessions, practise key concepts and apply reasoning skills through a variety of activities. Children are encouraged to use concrete materials or pictorial representations, such as bar models, to help them solve mathematical problems; we call this 'practise it.' We follow a structured model which allows all children to start with a 'do it' task, which means we start the journey together. Once completed, they can move onto 'twist it'; this allows the children to secure their learning and to focus on any misconceptions they may have, and finally, 'deepen it'; this is time for children to solve familiar and unfamiliar problems. This approach allows children to access all areas of Maths at a pace which suits them. We anticipate that all children will complete the 'do it' task and then move onto 'twist it' and 'deepen it' if they are ready to do so.

As we approach the SATs tests, we will do regular arithmetic and reasoning tests so that children know what to expect during SATs week. We will also provide them with lots of opportunities to work on SATs-style problems, discussing the best strategies for solving these.

Please see our accompanying videos for details of how to carry out the four operations in year 6.

Sex and Relationship Education

The purpose of Relationship, and Sex Education (RSE) is to provide knowledge and understanding of how the human body changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

The key aims of RSE are to:

- Provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood.

- Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage.
- Foster self-awareness and self-esteem.
- Develop a sense of responsibility and respect for themselves and others.
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- Understand the importance of mutual respect in a boyfriend/girlfriend relationship
- Develop understanding of body image and self-image and learn to celebrate what they like about themselves
- To develop strategies for keeping physically and emotionally safe online (including social media, the responsible use of ICT and mobile phones)

New changes for 2026/27

- Updated enhanced self-image, positive emotional language and personal hygiene content
- Added in lesson about breaking goals into manageable steps

As a school we use resources from 'Jigsaw', the mindful approach to PSHE, as our chosen teaching and learning programme and we tailor it to the children's needs. If you have any further questions, please speak to one of us.