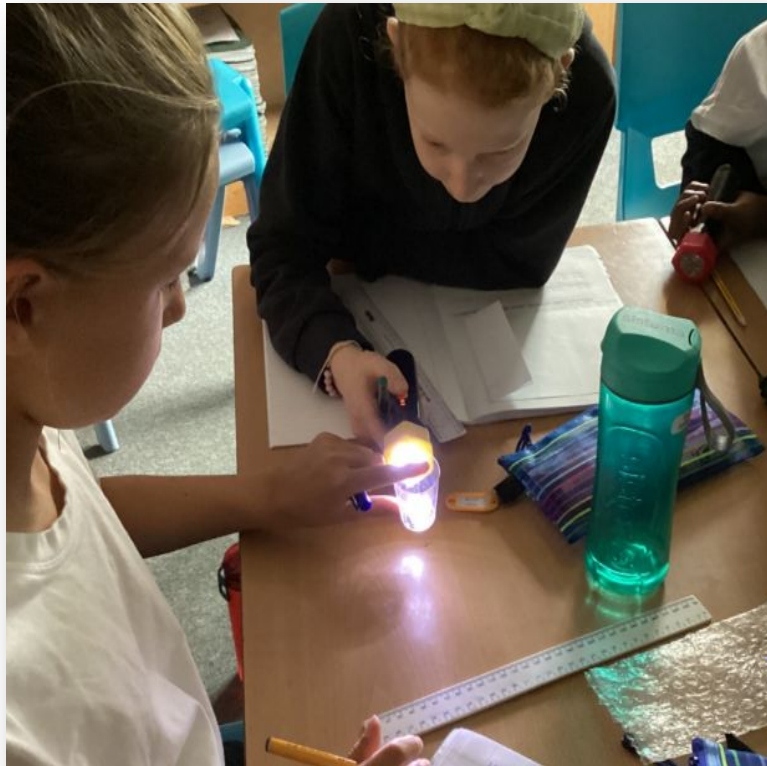


# Year 6 Parent Information Evening

Thursday 6<sup>th</sup> November 2025



# Our aims for tonight:

- Procedures around Year 6 SATS
- How to support your child at home
- Opportunity for questions

## Key stage 2 tests

The statutory [key stage 2 tests](#) are timetabled from Monday 11 May to Thursday 14 May 2026:

Date	Activity
Monday 11 May 2026	English grammar, punctuation and spelling Papers 1 and 2
Tuesday 12 May 2026	English reading
Wednesday 13 May 2026	Mathematics Papers 1 and 2
Thursday 14 May 2026	Mathematics Paper 3

Mock SATs opportunities in school – provisionally wks commencing 8<sup>th</sup> December and 9<sup>th</sup> March

38

Circle the **modal verb** in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

1 mark

49

Circle the three **prepositions** in the sentence below.

After the game, Omar and Alisha walked home with their  
grandparents, who lived across the road.

1 mark

33

What **word class** do the underlined words belong to?

You can have an apple or an orange for your snack.

Since it is sunny, you can eat your snack outside.

Although I prefer oranges, apples are easier to eat.

\_\_\_\_\_

45

What is the grammatical term for the underlined words in the sentence below?

The new paintbrushes are in the box.

\_\_\_\_\_

1 mark

# SPaG Test (Spelling, Punctuation and Grammar)

Which sentence starts with an **adverbial**?

Tick **one**.

She is feeling tired, so Kal is going to her room.

After dinner, Kal is going to her room.

Arun told me that Kal is going to her room.

I wonder when Kal is going to her room.

---

1 mark

Underline the **relative clause** in the sentence below.

After her dance class, Jamila has a strawberry milkshake, which she buys from the local cafe.

---

1 mark

3

Draw a line to match each word to a **suffix** to make four different words. Use each suffix only once.

Word	Suffix
social	ish
relation	al
child	ise
season	ship

1 mark

39

Add a **prefix** to the underlined word to make its antonym. Write the whole word in the box.

Aisha had a very mature attitude to life.

3

The prefix re- can be added to the root word play to make the word **replay**.

Tick the meaning of the word **replay**.

Tick one.

- to play together
- to play later
- to play again
- to play badly

1 mark

5

Draw a line to match each **prefix** to the correct word to make a different word. Use each prefix only once.

Prefix	Word
inter	approval
dis	circle
semi	social
anti	action

1 mark

# English – glossary of terms

[https://assets.publishing.service.gov.uk/media/5a7c8e4ded915d48c24108e2/English\\_Glossary.pdf](https://assets.publishing.service.gov.uk/media/5a7c8e4ded915d48c24108e2/English_Glossary.pdf)

English – Glossary

Term	Guidance	Example
	<ul style="list-style-type: none"> <li>marking <a href="#">possessives</a> (e.g. <i>Hannah's mother</i>).</li> </ul>	
<b>article</b>	The articles <i>the</i> (definite) and <i>a</i> or <i>an</i> (indefinite) are the most common type of <a href="#">determiner</a> .	<i>The dog found a bone in an old box.</i>
<b>auxiliary verb</b>	The auxiliary <a href="#">verbs</a> are: <i>be</i> , <i>have</i> , <i>do</i> and the <a href="#">modal verbs</a> . They can be used to make questions and negative statements. In addition: <ul style="list-style-type: none"> <li><i>be</i> is used in the <a href="#">progressive</a> and <a href="#">passive</a></li> <li><i>have</i> is used in the <a href="#">perfect</a></li> <li><i>do</i> is used to form questions and negative statements if no other auxiliary verb is present</li> </ul>	<p><i>They <u>are</u> winning the match.</i> [<i>be</i> used in the progressive]</p> <p><i><u>Have</u> you finished your picture?</i> [<i>have</i> used to make a question, and the perfect]</p> <p><i>No, I <u>don't</u> know him.</i> [<i>do</i> used to make a negative; no other auxiliary is present]</p> <p><i><u>Will</u> you come with me or not?</i> [<i>modal verb will</i> used to make a question about the other person's willingness]</p>
<b>clause</b>	A clause is a special type of <a href="#">phrase</a> whose <a href="#">head</a> is a <a href="#">verb</a> . Clauses can sometimes be complete sentences. Clauses may be <a href="#">main</a> or <a href="#">subordinate</a> .  Traditionally, a clause had to have a <a href="#">finite verb</a> , but most modern grammarians also recognise non-finite clauses.	<p><i>It was raining.</i> [single-clause sentence]</p> <p><i>It was raining but we were indoors.</i> [two finite clauses]</p> <p><i>If you are coming to the party, please let us know.</i> [finite subordinate clause inside a finite main clause]</p> <p><i>Usha went upstairs to play on her computer.</i> [non-finite clause]</p>
<b>cohesion</b>	A text has cohesion if it is clear how the meanings of its parts fit together. <a href="#">Cohesive devices</a> can help to do this.  In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.	<i>A visit has been arranged for <b>Year 5</b>, to the <b>Mountain Peaks Field Study Centre</b>, leaving school at 9.30am. <b>This is an overnight visit</b>. <b>The centre</b> has beautiful grounds and a nature trail. During the afternoon, <b>the children</b> will follow the trail.</i>
<b>cohesive device</b>	Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create <a href="#">cohesion</a> .	<i>Julia's dad bought her a football. <b>The football</b> was expensive!</i> [determiner; refers us back to a particular football]

English – Glossary

Term	Guidance	Example
	<p>of <i>mouse</i> to <i>mice</i>.</p> <p>Morphology may be used to produce different <a href="#">inflections</a> of the same word (e.g. <i>boy</i> – <i>boys</i>), or entirely new words (e.g. <i>boy</i> – <i>boyish</i>) belonging to the same <a href="#">word family</a>.</p> <p>A word that contains two or more root words is a <a href="#">compound</a> (e.g. <i>news+paper, ice+cream</i>).</p>	<p>morphological make-up:</p> <p><i>unhelpful + ness</i></p> <ul style="list-style-type: none"> <li>where <i>unhelpful</i> = <i>un</i> + <i>helpful</i></li> <li>and <i>helpful</i> = <i>help</i> + <i>ful</i></li> </ul>
<b>noun</b>	The surest way to identify nouns is by the ways they can be used after <a href="#">determiners</a> such as <i>the</i> : for example, most nouns will fit into the frame "The ___ matters/matter."  Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other <a href="#">word classes</a> . For example, <a href="#">prepositions</a> can name places and <a href="#">verbs</a> can name 'things' such as actions.  Nouns may be classified as <b>common</b> (e.g. <i>boy, day</i> ) or <b>proper</b> (e.g. <i>Ivan, Wednesday</i> ), and also as <b>countable</b> (e.g. <i>thing, boy</i> ) or <b>non-countable</b> (e.g. <i>stuff, money</i> ). These classes can be recognised by the determiners they combine with.	<p><i>Our dog bit the burglar on his <u>behind</u>!</i></p> <p><i>My big <u>brother</u> did an amazing <u>jump</u> on his <u>skateboard</u>.</i></p> <p><i><u>Actions</u> speak louder than <u>words</u>.</i></p> <p>Not nouns:</p> <ul style="list-style-type: none"> <li><i>He's <u>behind</u> you!</i> [this names a place, but is a preposition, not a noun]</li> <li><i>She can <u>jump</u> so high!</i> [this names an action, but is a verb, not a noun]</li> </ul> <p>common, countable: <i>a book, books, two chocolates, one day, fewer ideas</i></p> <p>common, non-countable: <i>money, some chocolate, less imagination</i></p> <p>proper, countable: <i>Marilyn, London, Wednesday</i></p>
<b>noun phrase</b>	A noun phrase is a <a href="#">phrase</a> with a noun as its <a href="#">head</a> , e.g. <i>some foxes, foxes with bushy tails</i> . Some grammarians recognise one-word phrases, so that <i>foxes are multiplying</i> would contain the noun <i>foxes</i> acting as the head of the noun phrase <i>foxes</i> .	<p><i>Adult foxes can jump.</i> [<i>adult</i> modifies <i>foxes</i>, so <i>adult</i> belongs to the noun phrase]</p> <p><i>Almost all healthy adult foxes in this area can jump.</i> [all the other words help to modify <i>foxes</i>, so they all belong to the noun phrase]</p>
<b>object</b>	An object is normally a <a href="#">noun</a> , <a href="#">pronoun</a> or <a href="#">noun phrase</a> that comes straight after the <a href="#">verb</a> , and shows what the verb is acting upon.  Objects can be turned into the	<p><i>Year 2 designed <u>puppets</u>.</i> [noun acting as object]</p> <p><i>I like <u>that</u>.</i> [pronoun acting as object]</p>

English – Glossary

Term	Guidance	Example
	phoneme may be represented in writing by one, two, three or four letters constituting a single <a href="#">grapheme</a> .	
<b>phrase</b>	A phrase is a group of words that are grammatically connected so that they stay together, and that expand a single word, called the 'head'. The phrase is a <a href="#">noun phrase</a> if its head is a noun, a <a href="#">preposition phrase</a> if its head is a preposition, and so on; but if the head is a <a href="#">verb</a> , the phrase is called a <a href="#">clause</a> . Phrases can be made up of other phrases.	<p><i>She waved to <u>her mother</u>.</i> [a noun phrase, with the noun <i>mother</i> as its head]</p> <p><i>She waved <u>to her mother</u>.</i> [a preposition phrase, with the preposition <i>to</i> as its head]</p> <p><i>She waved <u>to her mother</u>.</i> [a clause, with the verb <i>waved</i> as its head]</p>
<b>plural</b>	A plural <a href="#">noun</a> normally has a <a href="#">suffix</a> – <i>s</i> or <i>-es</i> and means 'more than one'. There are a few nouns with different <a href="#">morphology</a> in the plural (e.g. <i>mice, formulae</i> ).	<p><i><u>dogs</u></i> [more than one dog]; <i><u>boxes</u></i> [more than one box]</p> <p><i><u>mice</u></i> [more than one mouse]</p>
<b>possessive</b>	A possessive can be: <ul style="list-style-type: none"> <li>a <a href="#">noun</a> followed by an <a href="#">apostrophe</a>, with or without <i>s</i></li> <li>a possessive <a href="#">pronoun</a>.</li> </ul> <p>The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a <a href="#">determiner</a>.</p>	<p><i><u>Tariq's</u> book</i> [Tariq has the book]</p> <p><i>The <u>boys'</u> arrival</i> [the boys arrive]</p> <p><i><u>His</u> obituary</i> [the obituary is about him]</p> <p><i>That essay is <u>mine</u>.</i> [I wrote the essay]</p>
<b>prefix</b>	A prefix is added at the beginning of a <a href="#">word</a> in order to turn it into another word.  Contrast <a href="#">suffix</a> .	<i><u>overtake</u>, <u>disappear</u></i>
<b>preposition</b>	A preposition links a following <a href="#">noun</a> , <a href="#">pronoun</a> or <a href="#">noun phrase</a> to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time.  Words like <i>before</i> or <i>since</i> can act either as prepositions or as <a href="#">conjunctions</a> .	<p><i>Tom waved goodbye <u>to</u> Christy.</i></p> <p><i>She'll be back <u>from</u> Australia <u>in</u> two weeks.</i></p> <p><i>I haven't seen my dog <u>since</u> this morning.</i></p> <p>Contrast: <i>I'm going, <u>since</u> no-one wants me here!</i> [conjunction: links two clauses]</p>

# Spelling

11. Each person's fingerprint is \_\_\_\_\_.
12. I found a \_\_\_\_\_ in my bicycle tyre.
13. The rain became \_\_\_\_\_ heavier during the day.
14. The \_\_\_\_\_ fixed Mum's car.
15. I like most flavours of ice cream, but my \_\_\_\_\_ is for chocolate.
16. \_\_\_\_\_ is one of the main food groups.
17. Giant pandas have \_\_\_\_\_ appetites.
18. We acted out a \_\_\_\_\_ in drama.
19. The \_\_\_\_\_ recommended a pair of glasses.
20. A \_\_\_\_\_ is a type of dried fruit.

**Spelling 11:** The word is **unique**.

Each person's fingerprint is **unique**.

The word is **unique**.

**Spelling 12:** The word is **puncture**.

I found a **puncture** in my bicycle tyre.

The word is **puncture**.

**Spelling 13:** The word is **steadily**.

The rain became **steadily** heavier during the day.

The word is **steadily**.

**Spelling 14:** The word is **mechanic**.

The **mechanic** fixed Mum's car.

The word is **mechanic**.

**Spelling 15:** The word is **preference**.

I like most flavours of ice cream, but my **preference** is for chocolate.

The word is **preference**.

**Spelling 16:** The word is **protein**.

**Protein** is one of the main food groups.

The word is **protein**.

**Spelling 17:** The word is **substantial**.

Giant pandas have **substantial** appetites.

The word is **substantial**.

**Spelling 18:** The word is **scenario**.

We acted out a **scenario** in drama.

The word is **scenario**.

**Spelling 19:** The word is **optician**.

The **optician** recommended a pair of glasses.

The word is **optician**.

**Spelling 20:** The word is **currant**.

A **currant** is a type of dried fruit.

The word is **currant**.

# How we support your children in school...

- Grammar is embedded through our writing journeys
- Retrieval practice e.g. Remember, Remembers and weekly 10 min SPaG quizzes – CPG books
- Practice SPaG papers through the year – normalise the experience
- SPaG questions form part of the children's weekly homework – new for Autumn

2

(Long date)

A) Which sentence is punctuated correctly?

Tick one.

The Horntail has one of the longest fire-breathing ranges (up to fifty feet) of all dragon species.

The Horntail has one of the longest fire-breathing ranges (up to fifty feet of all) dragon species.

The Horntail has one of the longest fire-breathing ranges up to (fifty feet) of all dragon species.

C) The prefix **mis-** can be added to the word **treat** to make the word **mistreat**.

What does the word **mistreat** mean?

Tick one.

to treat again

to treat quickly

to treat incorrectly

to treat before

**REMEMBER  
REMEMBER**

B) Complete this sentence with a suitable subordinating conjunction.

\_\_\_\_\_ the Niffler is gentle and even affectionate at times, it can be destructive and should never be approached.

D) What is the word class of the underlined word in the sentence below?

This elusive beast is only found with great difficulty since it is able to make itself invisible when threatened.

Tick one.

conjunction

adverb

verb

determiner

LI Use dialogue to advance action in a first person narrative		
Audience:	Viewpoint:	Form:
Purpose:	Inform	Entertain Persuade Discuss
Success Criteria	I think I have achieved:	My teacher thinks:
Accurate speech punctuation		
Dialogue used to advance action		
Noun phrases to describe		
Fronted adverbials for cohesion		
My target:		

# How you could help at home...

- Support with completing spelling homework looking at rules and patterns.
- Support your child to access Spag.com weekly and complete grammar homework
- Revise the Year 3/4 and 5/6 spelling words
- CPG year 6 SPAG books – WH Smiths/Amazon



## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

## Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (-ped, -ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

## Year 6 Spelling Homework

Date Set: Friday 29<sup>th</sup> September

Date of Spelling Test: Friday 6<sup>th</sup> October

Spelling Rule: Words ending 'ous'

Look, Say, Cover	Write and Check – Day 1	Write and Check – Day 2	Write and Check – Day 3	Write and Check – Day 4	Write and Check – Day 5
envious					
poisonous					
famous					
furious					
adventurous					
enormous					
dangerous					
mysterious					

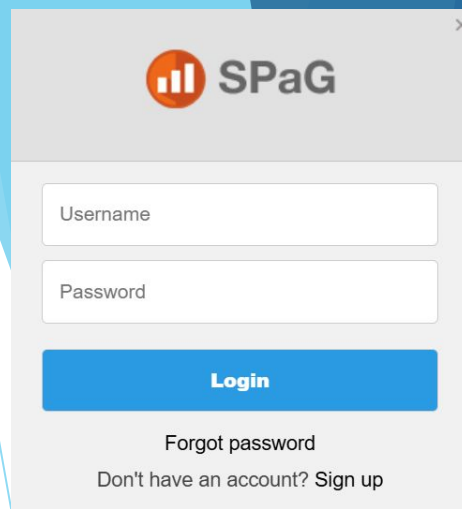
Please fill in the grid above, using 'Look, Say, Cover, Write, Check' over 5 separate days.

Next, each word needs to be written into a sentence below (one spelling word per sentence):

1)

# SPaG.com

- Login details sent home on Friday
- Weekly grammar quizzes will be uploaded targeted to cohort needs



1  
Show Answer OFF

There is a mistake with the punctuation in the sentence below. Copy and correct the sentence.

Jack's dad won the mens' race.

1 mark

1  
Show Answer OFF

Add the **suffix** ise or en to these words to create new verbs and write them in the table.  
One has been done for you.

Word	Verb
length	lengthen
real	<input type="text"/>
tough	<input type="text"/>
fossil	<input type="text"/>

1 mark

1  
Show Answer OFF

Tick one box in each row to show whether the underlined word is a **noun** or a **verb**.

Sentence	Noun	Verb
Every day, we have to <u>answer</u> questions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Are you coming to the <u>park</u> later?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
That is the wrong <u>answer</u> .	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
When you arrive, <u>park</u> your bike over there.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

1 mark

# Reading

## Key stage 2

### English reading

Reading answer booklet

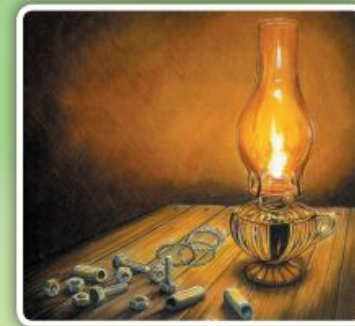
First name					
Middle name					
Last name					
Date of birth	Day		Month		Year
School name					
DfE number					



The Park



Fact Sheet:  
About Bumblebees



Music Box

# Reading Booklet

2019 key stage 2 English reading booklet

# Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

## Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.

At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.



## What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

## Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!



## Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

## Did you know that bumblebees have smelly feet?

Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

## Things you can do to help

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

## Why not try planting these?



Geranium



Lavender



Wild rose

## Energy drink for bees

If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.



## Act now

You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee Kind gardening web page, visit: [www.bumblebeeconservation.org](http://www.bumblebeeconservation.org)

2a	2b	2c	2d	2e	2f	2g	2h
Give / explain the meaning of words in context.	Retrieve and record information / identify key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify / explain how information / narrative content is related and contributes to meaning as a whole.	Identify / explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
<b>Total</b>	<b>6</b>	<b>15</b>	<b>3</b>	<b>24</b>		<b>1</b>	<b>1</b>

**1** According to the text, Madagascar is well known for its range of weird and wonderful wildlife.

This suggests...

Tick **one**.

it is very difficult to find your way around the island.

tenrecs are the most famous animals on the island.

there are lots of unusual animals on the island.

streaked tenrecs live all over the world.

          
1 mark

# Summarise

18 Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

Write the name of the section:

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

# Make inferences

27 Bumblebees are very important to the human race.

Give **two** ways they are important.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

15 Look at the section headed: **Save our bees.**

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

# Fact retrieval

14 What is the name of the organisation that produced this fact sheet about bumblebees?

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

# How language affects meaning

26 Give **one** example of the use of humour in the fact sheet.

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

# Meaning of words in context

21 Look at the section headed: **Things you can do to help.**

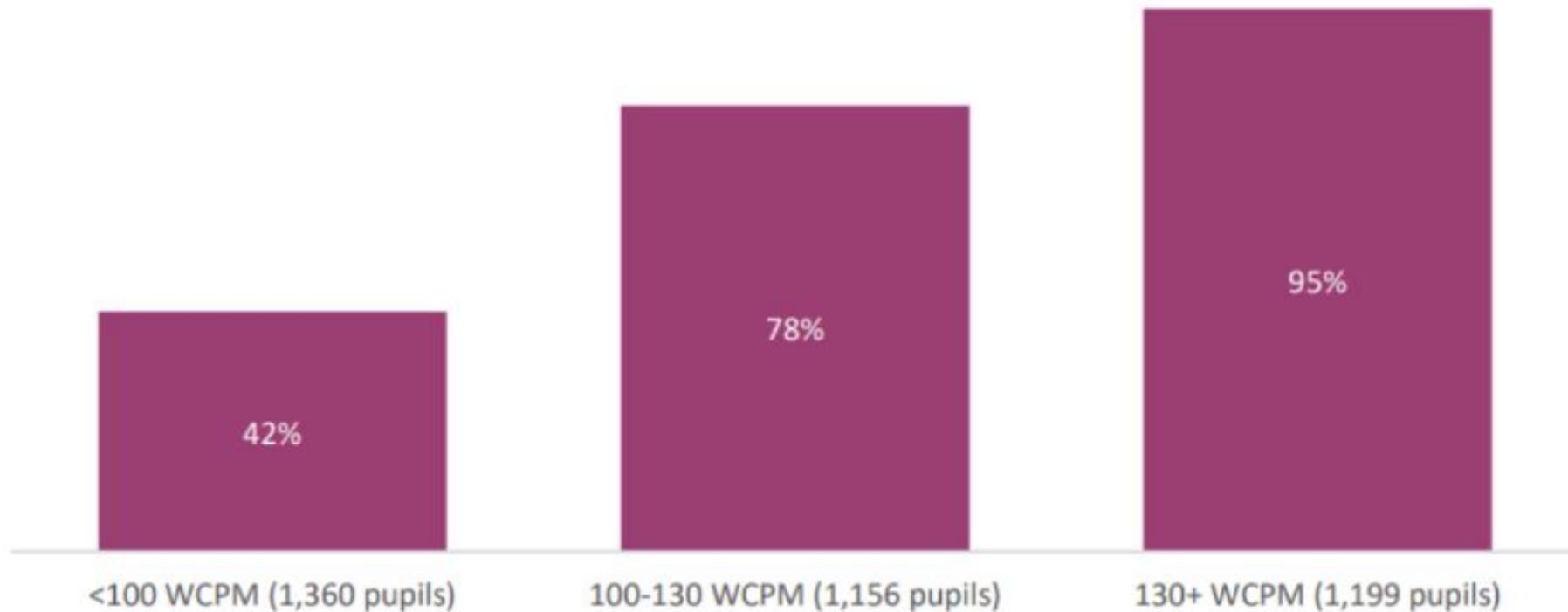
Find and copy **one** word that shows how essential flowers are to bees.

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

2 marks

# Words correct per minute and the KS2 test

Figure 8. Percentage of 3,623 pupils achieving Age-Related Expectations in KS2 Reading paper by WCPM band



It was so **unusual** in Uganda at that time, there was no word for it in Phiona's

40

'We have an **outright** winner,' he declared.

Which of the following is closest in meaning to *outright*?

Tick **one**.

lucky

predictable

disappointing

clear

17

Look at page 6.

He was **beckoning** to Tom, and staring intently in front of him.

Which word is closest in meaning to *beckoning*?

Tick **one**.

signalling

reacting

replying

walking

3

How can you tell that people in Uganda were **not** familiar with chess?

1 mark

9

Read the paragraph beginning: *Robert spotted Phiona's potential...*

**Find and copy one** word which tells us Phiona did well in chess.

1 mark

1 mark

27

Look at page 7.

*Reluctantly, Geoff sat back and thought about it.*

What does this suggest about the way Geoff felt?

Tick **one**.

He wanted to think about it.

He was worried about the button.

He didn't agree with Tom.

He had decided to press the button.

1 mark

1 mark

# How we support your children in school...

- Reading lessons 4 times a week - learn to read
- Fortnightly library sessions – promote love to read
- Practice Reading papers through the year – normalise the experience, support building confidence with timed conditions
- Promote weekly completion of Reading diary and Reading homework



Homework - October Half term: Windrush Child - Chapters 6, 7, 8, 9, 10 and 11.

Chapter 6 - What reason was given to Leonard about why he was not allowed a passport?

\_\_\_\_\_

Chapter 7 - How did Leonard know he and Winston would be great friends? (p.43)

\_\_\_\_\_

Chapter 8 - Find a copy a word on page 47 that means the same as a boat.

\_\_\_\_\_

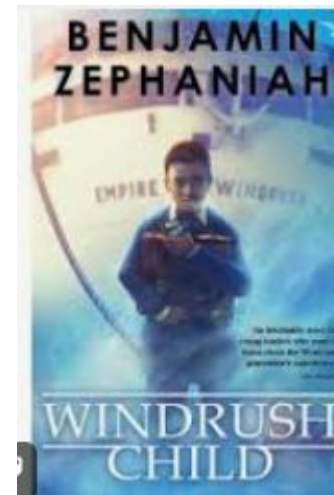
Chapter 9

Write down three impressions Leonard had about England in Chapter 9.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_





**35**  $4\frac{2}{3} - 1\frac{6}{7} =$

1 mark

**16**  $3^3 =$

1 mark

# Maths - Arithmetic

**17**  $101 \times 1,000 =$

1 mark

**23**

$$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$$

Show your method

2 marks

**6**  $2.7 + 3.014 =$

1 mark



# How we support your children in school...

- Times Tables Rockstars
- Daily Fluency starter & Apply your Mind tasks in lessons
- Practice Reasoning and Arithmetic papers through the year – normalise the experience, support building confidence with timed conditions
- Arithmetic questions will form part of homework later in the year



## Task 3 – Apply your Mind

Spot and explain the error then solve correctly.

$$23.7 + 5.76$$

$$\begin{array}{r} 23.7 \\ + 5.76 \\ \hline 8.13 \\ 11 \end{array}$$

## Task 6 – Apply Your Mind

A and B are integers.

$$A = 300,000 \text{ to the nearest } 100,000$$

$$B = 300,000 \text{ to the nearest } 10,000$$

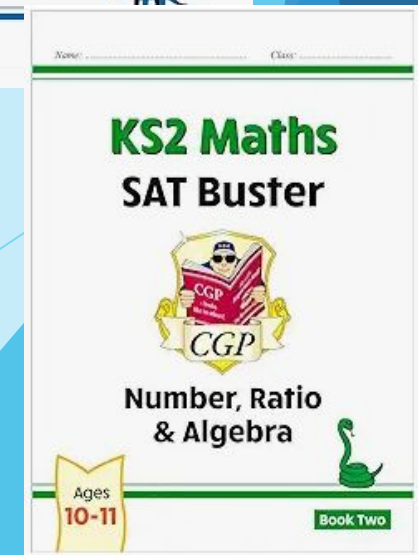
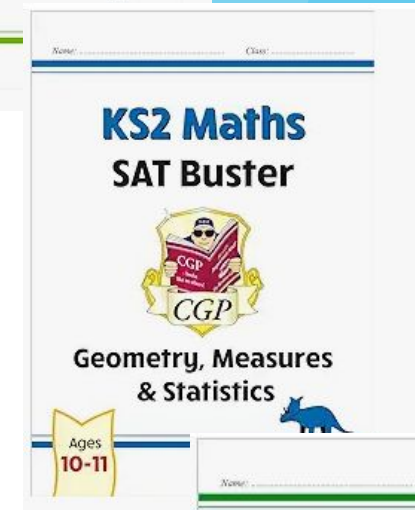
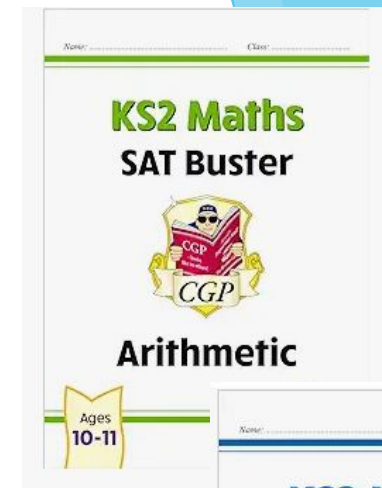
- What is the greatest possible value of  $A + B$ ?
- What is the smallest possible value of  $A + B$ ?
- What is the greatest possible value of  $A - B$ ?

## Fluency

- $307 \div 1 =$
- $48 - 2.5 =$
- $3.8 + 2.49 =$
- $430,010 = 400,000 + \underline{\hspace{2cm}} + 10$
- $79 \times 6 =$
- $2,536 - 458 =$
- $1\frac{2}{5} - \frac{4}{5} =$
- $\underline{\hspace{2cm}} - 100 = 1,635$

# How you could help at home...

- Times Tables games
- Support with completing maths homework later in the year
- CPG year 6 Maths books – WH Smiths/Amazon
- CPG packs of papers for further support
- Have a go at a maths / arithmetic paper yourself (under timed conditions!) so you know the types of questions that come up.



# Writing

## Working at the expected standard

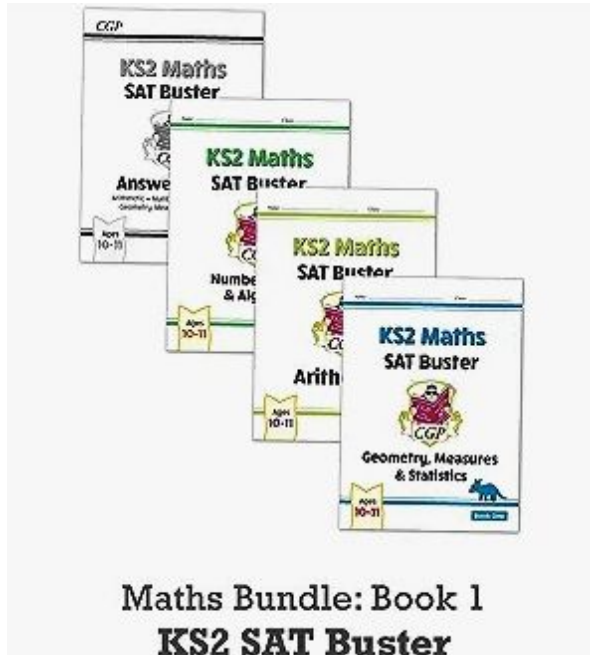
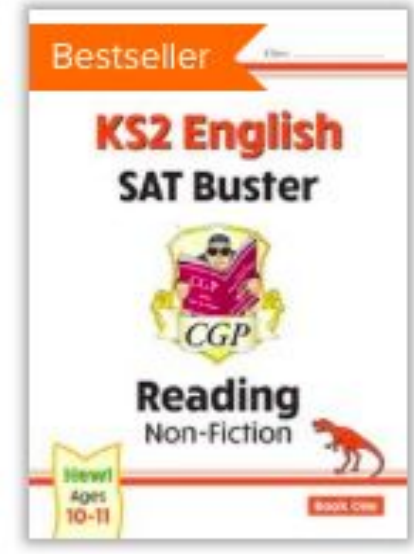
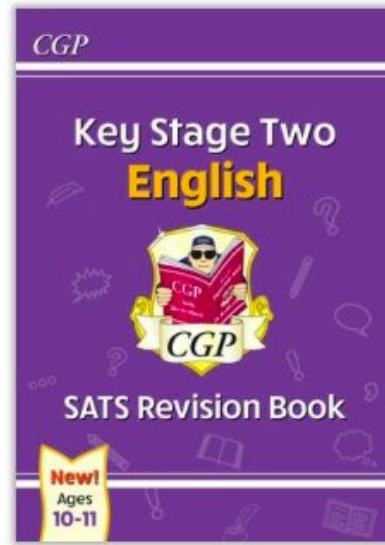
The pupil can:

- 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<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

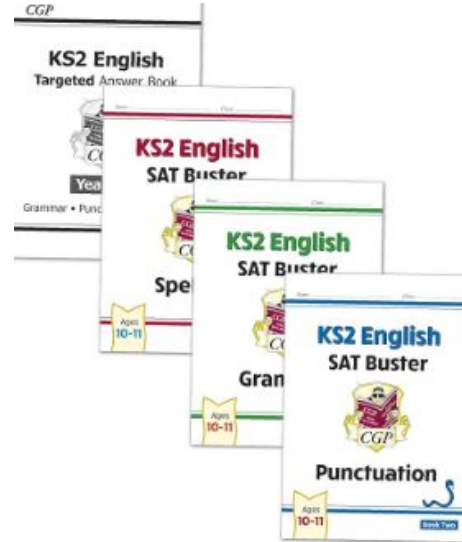
## LI Use dialogue to advance action in a first person narrative

Audience: Readers of Erika's Story		Viewpoint: The Mother (Esther)		Form: 1 <sup>st</sup> person narrative	
<b>Purpose:</b>		<b>Inform</b>	<b>Entertain</b>	<b>Persuade</b>	<b>Discuss</b>
<b>Success Criteria</b>			<b>I think I have achieved:</b>	<b>My teacher thinks:</b>	
Dialogue to advance action (and convey character)					
Language choices to convey mood and character					
Fronted adverbials for cohesion					
Accurate speech punctuation					
<b>My target:</b>					

Date Set	<b>My Targets</b>  <b>Use parenthesis to add detail and mark this with a range of punctuation as appropriate (brackets, dashes or commas)</b> <i>Example: The Occamy's primary method of defence (commonly only used by the adult of the species) is to attack with its sharp beak and claws.</i>	Date Achieved 
23.9.25		<input type="checkbox"/> Date: <input checked="" type="checkbox"/> Date: <input type="checkbox"/> Date:



Maths Bundle: Book 1  
**KS2 SAT Buster**



SPaG Bundle: Book 2  
**KS2 SAT Buster**

# Recommended CPG books

# SATs Breakfast – a true highlight!

Monday, Tuesday, Wednesday and Thursday of the official SATs week in May 2026.

A fun and calm start to the day with friends eases any worries and puts them in the best possible mindset to do their best.



# Some really important messages



Just KEEP  
doing your BEST  
...your BEST  
is ALWAYS  
ENOUGH



# Supporting with Year 6 homework....

## Homework 7.11.25

Zara Chambers • 8 Nov

100 points

Hello Year 6

Your homework for this week is:

>Grammar - your homework has been assigned on SPaG.com. There is one test to complete on relative clauses and another on apostrophes and plurals.

- To log in:
  - Visit [www.spag.com](http://www.spag.com)
  - Click on the Login button (top right of the page)
  - Sign in using the username and password we sent home in your letter on Friday

> Reading: Keep up your daily reading of 20 minutes a day. **Don't forget to add it in your reading record and bring it in on a Thursday.** 📖

Windrush Child - chapters 13, 14, 15 and 16.. Please answer the questions linked to the chapters. The reading needs to be done by Monday reading lesson and the questions answered by Friday.

> Times Tables:

Practice your times tables throughout the week, aiming for at least 3-4 times of practice. You can practice them on Times Table Rockstars or with your parents asking questions.

> Spelling:

Your spelling homework task is attached and our test on these words will be next Friday.

**This homework can be completed on Google Classroom**

- **the documents are shared so you have your own copy and you can 'turn in' or 'hand back' at the end.**  
Have a super weekend.  
Miss Chambers 🙋, Mrs Coking 🙋, Mrs Richardson 🙋 and Mrs Milligan 🙋



CH13,14,15 and 16 Homework...  
Google Docs



CH13,14,15 and 16 Homework  
Google Docs



Year 6 Spelling Homework A...  
Google Docs

Lost my Login Letter


## Google Workspace for Education / Times Table Rock Stars - Request login details reminder

Have you lost your Hiltingbury Junior School Google Workspace for Education or Times Table Rock Stars login letter?

Fill out the form below to ask for a replacement letter.

Click Submit once to send to school.

Your replacement letter will be given to you at school.

Dear Parent or Guardian of 

Your child's school is now using SPaG.com – a website with online punctuation and grammar quizzes and activities. Your child's teacher will assign work for your child and your child should login to complete it.

Your child can access SPaG.com at home and school using their own unique username and password.

To log in:

- Visit [www.spag.com](http://www.spag.com)
- Click on the Login button (top right of the page)
- Sign in using the username and password below

Username	<input type="text"/>
Password	<input type="password"/>

ANY  
QUESTIONS  
?