

Year 6 Parent Information Meeting

Thursday 22nd January 2026

Expectations in Year 6

'We are committed to giving your child the best all-round education that we can. We set high expectations in terms of behaviour and attitudes to learning and these, together with our core values, are reinforced throughout the day in every aspect of school life. We want our children to leave the school having achieved their full potential in terms of their learning, but also to be happy, confident individuals ready to embark on the next stage of their education.'

Haydon Abbey Website

Our aims for every child in Year 6:

- Support and drive towards reaching your child's full learning potential in End of Year 6 SATs assessments.
- Preparation for the academic and practical demands of Secondary School.

SATs Assessments

- A government requirement that all children undertake the Key Stage 2 SATs assessments in Year 6.
- All children will be assessed across several areas of the core curriculum:
 - Reading
 - SpAG (Spelling, punctuation and grammar)
 - Maths
 - Writing
 - Science (WTS or EXS) – Teacher Assessed based on understanding in class
- For most, children will be assessed according to ‘working towards the Year 6 standard’, ‘expected standard for Year 6’ or ‘greater depth’.

SATs Week

- Most assessments will be carried out during SATs week.
- This week is scheduled by the government each year and is a statutory requirement.
- All Year 6 children across the country complete the same assessments at the same time.

SATs Week 2024: Monday 11th May – Thursday 14th 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

SATs Week:

Monday 11th May 2026: Grammar, Punctuation and Spelling

Paper 1: Questions

- 45 minutes
- Adults are able to read the questions but not discuss or explain meaning
- Mainly tick box, underline/circle or multiple choice
- A small number of explain questions
- Assessing understanding of tense, formal tone and standard English, understanding of different word classes (eg: verb, nouns, adjectives etc) and advanced punctuation (; : - 0)
- Preparation in frequent grammar starters, Grammar Lessons and English lessons.

3

Insert a **semi-colon** in the correct place in the sentence below.

It was raining heavily she had lost her umbrella the week before.

7

Rewrite the underlined verbs in the sentence below so that they are in the **simple past**.

Oliver feels proud when he collects his medal after he wins the race.

11

Which sentence is the most **formal**?

Tick **one**.

The school would save so much money, wouldn't it?

☐

The school could end up better off financially.

☐

The school would benefit from the financial savings.

☐

It's a great idea to save school funds!

☐



SATs Week:

Monday 11th May 2026: Grammar,
Punctuation and Spelling

Paper 2: Spelling

- 20 statements will be read to the children.
- Children have to spell one key word per statement.
- Words can be taken from the Year 6 curriculum and/or the Year 5/6 spelling list.
- Words can also be chosen to link to a topic or because the examiners believe it will test a key area of spelling knowledge.
- Support through regular spelling lessons.
- Weekly spelling homework.

Spelling

1. Our dogs are _____ and full of energy.
2. The swans nested on an _____ in the lake.
3. We met a _____ writer.
4. The linen fabric had a rough _____.
5. It is important to stay safe on _____ media.
6. The school is _____ its minibus.
7. This bracelet is a _____ of our friendship.
8. Working hard will _____ our chance of success.
9. The dentist gave my teeth a thorough _____.
10. We go to the beach _____ in summer.



SATs Week:

Tuesday 12th May 2026: Reading

- 1 hour
- Children are expected to read 3 different extracts (possibly including fiction, non-fiction, poetry)
- Children are expected to respond to a range of comprehension questions to assess different areas of understanding.
- Children will read 1 text, respond to questions and then repeat.
- Small number of tick box or multiple choice.
- Most questions require the children to write a word, sentence or extended paragraph.
- A range of 1, 2 and 3 mark questions.
- Adults are not able to support with reading during this paper.
- Preparation in daily reading comprehension lessons. Quality texts are discussed daily when reading the class text and children are encouraged to read every night at home.

This is an extract from a story in which Louie shows her circus skills to her friend, Ned. This is the first time she has ever shown anyone her ability to walk across a tightrope.

The Girl who Walked on Air



I was ready. No one had ever watched me before. Jittery though I was, I trusted Ned to be straight with me. He saw all the acts go in and out of the ring, so he'd know a star turn if he saw one.

The rope was now about ten feet off the ground. Ned watched from the ground. He thought it was all one big prank. Right up until I kicked off my clogs, tied back my hair and asked him for a leg-up on the rope.

"You ain't getting up on that?" he said in amazement.

"Of course I am! Now help me up."

"It isn't safe, Louie. You can't just get up on the rope and ... well ... do it. It's a proper skill. It takes years of practice!"

"Yes," I said. "I know."

I could've told him about my scrapbook. About Blondin*, my hero. At that while he, Ned Bailey, had been snoring away in his cosy bed, I'd been practising every morning for as long as I could remember. But I wanted him to see it for himself.

*Charles Blondin was a French tightrope walker and acrobat who was famous in the 1800s

"Help me up," I said.

So he cupped his hand for my foot and on the count of three he heaved me upwards. I moved onto the rope till I lay flat across it. Slowly, I eased myself into a crouching position. Now I was a lot taller than Ned. The thought made me giggle. Or maybe it was just my nerves.

"I've got a bird's-eye view of the top of your head," I said. "Now step back and watch."

"Shouldn't I stay here? Just in case you fall?"

"You're a pea-brain, Ned. Course I won't fall."

My mind went quiet. I stood up slowly, counted to ten and then stepped ahead. The entire world had shrunk right down on either side of this rope and me. It made me feel wonderfully light.



Arms out to the side, I took a step forward. Then another foot, sliding forward along the rope. When I reached the middle, the rope began to sway. Not badly, but enough to make me steady myself. I didn't have a balance pole; I made do with outstretched arms. Bending my knees a little helped too. Slowly, surely, I kept moving, the rope always a part of me. As it grew still again, I spun on one foot like a dancer. Below me, Ned breathed in sharp. Eventually, at the other side, I leaned on the tree trunk and grinned down at him.

"What d'you reckon?"

His mouth hung open. "Do it again," he said. "Blimey, Louie! Do it again!"

The flames were there inside me. Now I'd started, I wanted more. More people, more cheers, more gasps of delight.

Focus, Louie.

A deep breath, a thought of Blondin and my mind cleared. I stepped out onto the rope, spread my arms and walked as if I was strolling in the park. Then I turned right round and did it all again. Finally Ned said, "You better come down."

Back on the ground, I felt suddenly shy in my too-big tunic and old tights. Ned seemed unable to speak.

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33

Look at page 11.

Find and **copy one** word that shows the hunters made Ruskin uncomfortable.

1 mark

34

Look at page 11.

How did the hunters know that there was a leopard in the forest?

Give **two** ways.

1. _____

2. _____

1 mark

39

Ruskin's personality made him different from the hunters he met in the forest.

Explain **two** ways in which his personality made him different from them, using evidence from the text to support each answer.

1. _____

2. _____

3 marks



SATs Week:

Wednesday 13th May 2026: Arithmetic

- 30 minutes
- Children will work quickly to respond to calculation questions
- Assessing accurate calculation:
 - Column addition and subtraction
 - Short and long multiplication and division
 - Mental calculation and times tables
 - Adding, subtracting, multiplication and division of fractions
 - Percentages
- Approximately 36 questions in 30 minutes
- Preparation with daily arithmetic revision and times table practise. Daily TTRS practise at home will help with this.

7	$6,600 \div 6 =$		☐ 1 mark
23	$90 - 56 \div 8 =$		☐ 1 mark
28	$2\frac{3}{8} - \frac{5}{8} =$		☐ 1 mark
30	$34 \overline{)986}$		☐ 2 marks
Show your method			



SATs Week:

Wednesday 13th May 2026 AND
Thursday 14th May 2026:
Reasoning

- Paper 2 and Paper 3
- 40 minutes
- Adults can read to the children but cannot define or explain meaning
- Maths skills are placed within word problems or presented in different ways.
- Preparation in daily Maths lessons and tuition.

10

Circle the two **prime** numbers that have a difference of 2

15

17

19

21

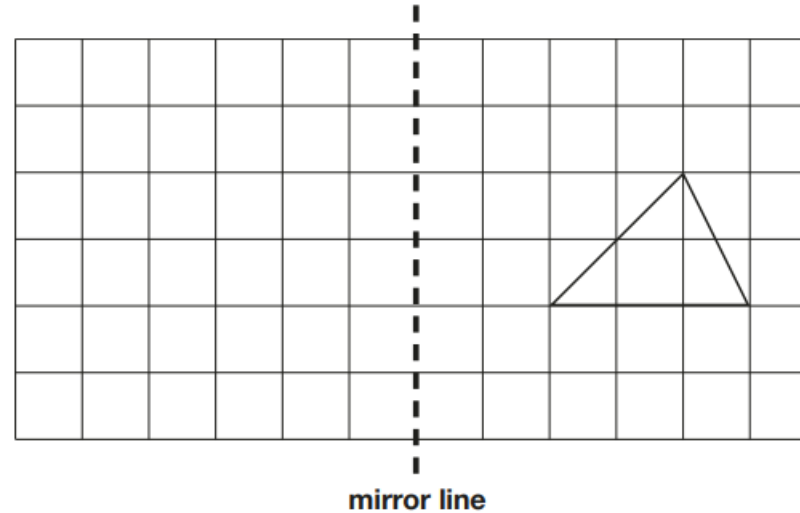
23

25

1

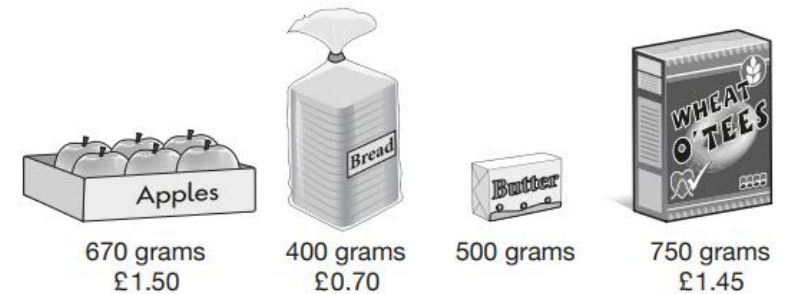
1

Here is a triangle on a grid.



Draw the reflection of the triangle in the mirror line.

Use a ruler.



Chen pays for the four items with a £10 note. The price of the butter is not shown.

She receives £3.85 change.

What is the price of the **butter**?



Haydon Abbey School

We plant
the seeds and
help them grow

- [illegible]

[illegible]

Tuition

- Supportive small group work before or after school.
- Focus on specific skills increasing the children's confidence in that particular area.
- If your child has given you a letter, please encourage them to attend.

- Letters need to be returned to school by Friday 23rd January
- Tuition will start W/C 26th January – next week.



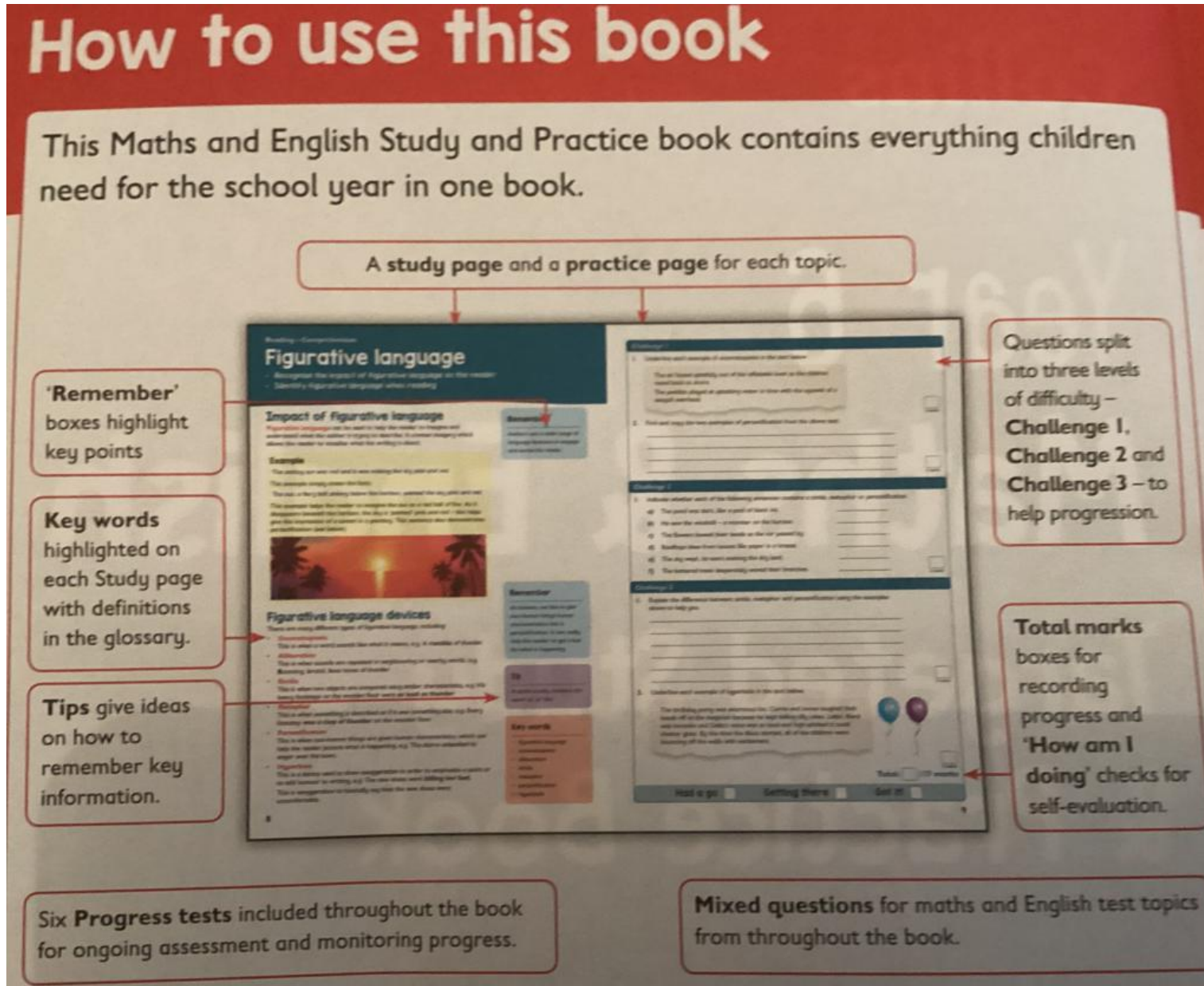
Homework



- Daily reading, to an adult as much as possible. This should be recorded in your child's reading record.
- Daily Times Table Rockstars and spelling (only needs to be 5 minutes each per day).
- Weekly spelling test practised 2 times using the look, say, cover, write, check method in spelling books.
- 1 piece of written homework to be completed in the Year 6 Maths and English Study and Practice Book – approximately 20-30 minutes.
 - New homework to be set every Friday. Children will make a note of the next task in their workbook. A list of tasks will also be listed in the weekly newsletter.
 - Completed homework to be brought into school by Wednesday of the following week.
 - Children will mark it in class and answers discussed with the class teacher on the Friday.
 - Work is to be completed in the book using a black/blue pen (English) or pencil (Maths).
 - Lines are to be drawn with a ruler.
 - Children should present their work as neatly as possible – high handwriting and spelling expectations.
 - If children are finding a task challenging, we encourage them to bring in their work BEFORE the deadline so we can help.
 - If children are finding it challenging and have worked hard for 20-30 minutes, please just make a note of this in their workbook to let us know.



How children should approach the workbooks:



- 1) Use the contents to find this week's homework task.
- 2) Read the information page on the left hand side. The 'Remember' and 'Tips' boxes are very helpful!
- 3) Use the glossary to look up the meaning of key words.
- 4) Complete the questions on the right hand side in their neatest handwriting.
- 5) The questions get progressively harder. Complete as many questions as possible.
- 6) Homework should take approximately 20-30 minutes.

Parent support with homework



- Children may find written homework a little daunting.
- Please can you help your child develop good home learning habits and find an appropriate working environment.

We are encouraging the children to work in:

- 1) A calm, quiet space
- 2) At a desk or kitchen table
- 3) Turn off TVs and other devices
- 4) Give their mobile phone to an adult.

- Children should complete focused work for 20-30 minutes. After this time, please stop them and reassure them that their teacher is happy that they have completed enough. Please just make a note of their efforts in their workbook so the class teacher is aware.
- We hope that children will begin to complete tasks with increasingly independence but you will probably need to sit and remind them of how to approach the task for the first few weeks. (Tips on previous slide)
- If they are finding it challenging, they should:
 - Reread the information on the left hand side of the page.
 - Ask an adult at home for help if possible (please make a note of this so class teachers are aware).
 - Encourage your child to speak to their teacher before the Wednesday deadline.

Why we set homework

Homework tasks will revise and recap skills that we have explored in class, embedding learning and supporting with preparation for SATs.

- The setting of homework and high expectations of home learning will help children develop skills and good habits required for Secondary School.
- Children will begin to take ownership of their own learning and develop independence.
- Children will develop organisational skills and a sense of responsibility.
- Children will continue to develop resilience when approaching a challenging task and begin to recognise who, how and when to ask for help when unsure.



Thank you for your continued support!

Any questions?