Year 6 parent workshop

Welcome.

We will begin at 8:55 and end at 9:55.



Reading – Tests are out of 50

- Tests are often split into 3 booklets. - The parsnips text

17 Look at Harriet's answer beginning: *It's actually very appropriate...*

Find and **copy one** word that is closest in meaning to 'eat'.

_____

1 mark

18 Look at Harriet's answer to the question: ***Have there always been so many bats here?***

Find and **copy one** word which means 'a group of bats living together'.

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 marks

22 Draw **four** lines to match an amount on the left to a fact on the right.

thousands	people visiting the Congress Avenue Bridge each year
a few	bats living in one cave
ten	months baby bats need to develop before travelling
fifteen million	tonnes of insects eaten by bats each night

1 mark

5 Look at page 4.

What made Priya decide *to take a look* outside the tent?

Tick **one**.

- She heard hedgehog noises. ☐
- She heard Toby coughing. ☐
- She heard the engine stop. ☐
- She heard the noise from the road. ☐

4 Look at the paragraph beginning: *The sound died away...* to the paragraph ending: *...the other side of the valley*.

Number the following locations 1–4 to show the order in which Priya thought she heard the vehicles travel.

- the foot of the hill ☐
- the campsite ☐
- the cattle grid ☐
- the bridge ☐

1 mark

30 Look at page 8.

What **two** things made it hard for Innis to trust his own senses when he was looking for the wolf?

Tick **two**.

- how flat the land was ☐
- the fading light ☐
- how tired he felt ☐
- the weather ☐
- how fast he was walking ☐

1 mark

32 Look at the paragraph beginning: *The howl pierced the darkening sky...* to the paragraph ending: *...no wolves on Nin*.

Innis was worried by the two wolf howls.

(a) Write **one** piece of evidence that shows he was worried after the **first** wolf howl.

_____

1 mark

(b) Write **one** piece of evidence that shows he was worried after the **second** wolf howl.

_____

1 mark

From a different paper.

30 Choose the best group of words to fit the sentences.

Draw a circle around your choice.

(a) When Penelope saw the lady, she described...

why the lady was there.	**what she could see and smell.**	**who the lady was.**	**what she could touch and taste.**

(b) As soon as the lady went away, Penelope...

felt frightened.	**looked for her mother.**	**felt relieved.**	**looked for the lady.**

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

3 ma...

Qu.	Requirement
38	Look at the paragraph beginning: *Innis sat up...* to the end of the text. Innis meets the boy. What do you learn about the boy's personality? Give **two** things, using evidence from the text to support your answer. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 3 marks** for **two** acceptable points, at least **one** with evidence. **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence. **Award 1 mark** for **one** acceptable point.

Acceptable points (personality)	Likely evidence
1. he is unfriendly / rude / surly	• *unfriendly eyes* • *'What's it to you?'* • *strode off without another word* • *didn't bother to look at Innis whilst replying* • *he didn't look at him when he replied.*
2. he is independent / brave / calm	• *he was on his own* • *not concerned he might be walking towards the wolf* • *he didn't seem to be shocked that there was a wolf about.*
3. he is curious	• *the only questions asked were about wolves* • *'How far?'* • *'Where exactly?'* • *he stops when Innis mentions the wolf.*
4. he is mysterious / strange	• *he doesn't talk much* • *he wiped the snow off, turned and strode off* • *he appeared out of nowhere* • *he didn't tell Innis much about himself.*
5. he is secretive / defensive	• *he didn't tell Innis anything about himself* • *strode off without another word* • *'What's it to you?'*
6. he is determined / single-minded / self-centred	• *was only interested in the wolf* • *strode off without another word* • *he only paid attention to what he was interested in* • *he only interacted when he realised that Innis had useful information.*
7. he is untalkative	• *the boy didn't answer* • *'Where exactly?'* • *he asks short questions.*

33 Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

Give **two** impressions, using evidence from the text to support your answer.

1. _____

_____

_____

2. _____

_____

_____

This is the other way the last question can be presented to the children.

Section 3: A Traveller in Time

Qu.	Requirement	Mark
33	Think about the whole text. What impressions do you get of Penelope as she describes her unusual experience? Give **two** impressions, using evidence from the text to support your answer. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Acceptable points:** **1.** curious **2.** imaginative **3.** confused **4.** unafraid **5.** solitary / content with her own company **6.** observant **Award 3 marks** for **two** acceptable points, at least **one** with evidence, e.g. • *1. She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.* [AP2 + evidence] *2. That she is good at noticing things that go on.* [AP6] • *1. I think she is just a curious girl who wants to know everything that is going on.* [AP1] *2. She is very confused. 'I never felt them touch me and this gave me a curious sensation.'* [AP3 + evidence] **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence, e.g. • *1. Brave because she did the right thing in the situation.* [AP4] *2. She was a person who definitely kept herself to herself.* [AP5] • *1. She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'* [AP4 + evidence] **Award 1 mark** for **one** acceptable point, e.g. • *1. She likes to find out about other people.* [AP1]	**Up to 3m**

Maths papers

- There are three papers:
- Arithmetic 1

- Reasoning 2

- Reasoning 3

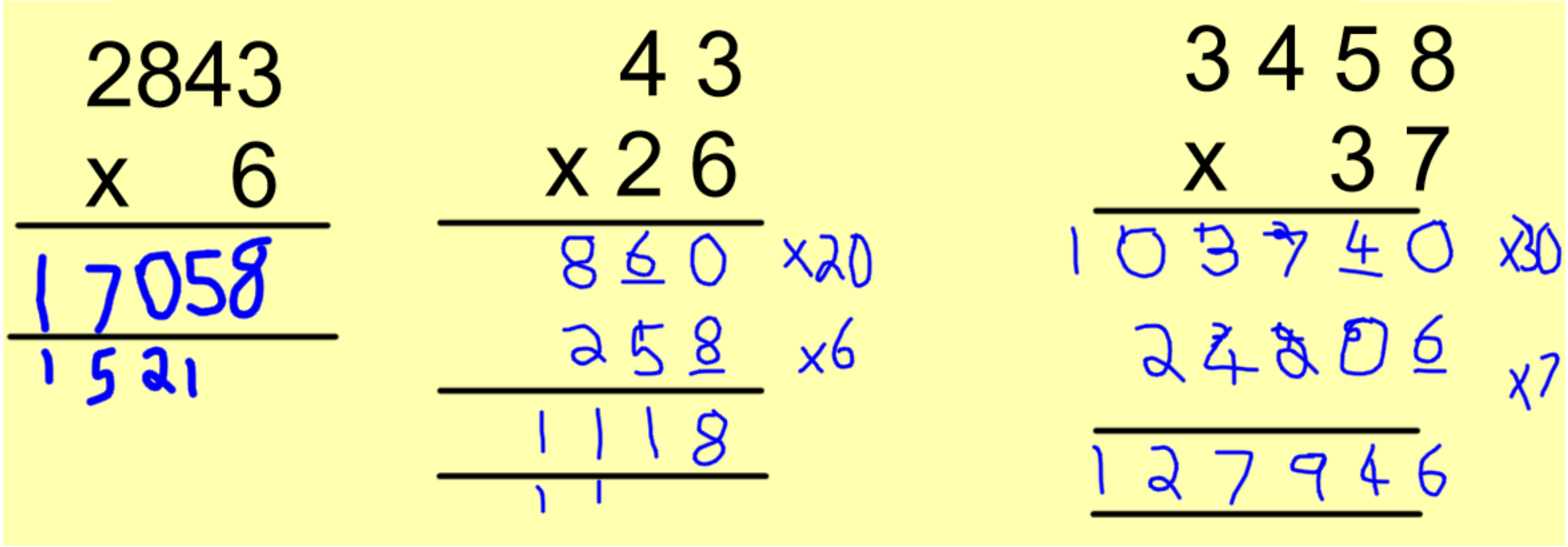
SATS - Key Stage 2 Arithmetic (mathsbot.com)

Autumn 2 week 6 home learning has the link.

Arithmetic

- Fractions – adding, subtracting, multiplying, dividing, fraction of amount. Plus, converting between mixed and improper.
- Percentages of amount
- Multiplying by 10, 100 and 100
- Use of column addition and subtraction

Long multiplication



Short and long division:

$$
\begin{array}{r|l}
7 & 4^{4}8^{6}3\ 7 \\
\hline
 & 0\ 6\ 9\ 1
\end{array}
$$

$$
\begin{array}{r|l}
17 & 4\ 8\ 3\ 7 \\
\hline
 & 0\ 2\ 8\ 8^{-1} \\
 & 3\ 4\ \downarrow \\
 & \overline{1\ 4\ 3} \\
 & 1\ 3\ 6\ \downarrow \\
 & \overline{\quad 1\ 3\ 7} \\
 & \quad 1\ 3\ 6
\end{array}
$$

17
34
51
68
85
102
119
136

Reasoning paper. – More explain questions





Adam buys **6** bags of white balloons.

Chen buys **3** bags of red balloons.

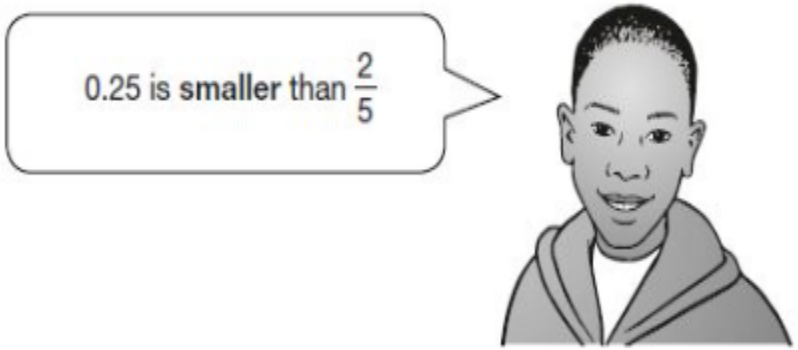
Adam says,

'I have four times as many balloons as Chen.'

Explain why Adam is correct.

1 mark

Adam says,



Explain why he is correct.

1 mark

Reasoning paper. – multistep problems

Amina posts three large letters.

The postage costs the same for each letter.

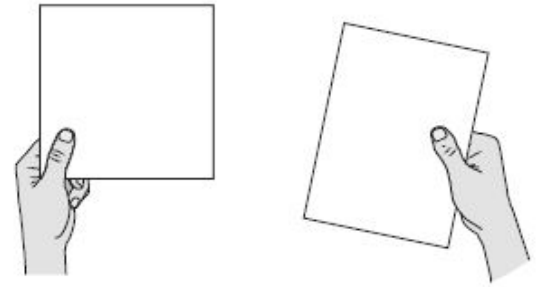
She pays with a £ 20 note.

Her change is £14.96

What is the cost of posting **one** letter?

Show your method

£



A square tile measures 20 cm by 20 cm.

A rectangular tile is 3 cm **longer** and 2 cm **narrower** than the square tile.

What is the **difference in area** between the two tiles?

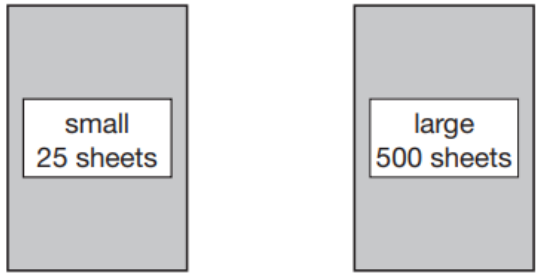
Show your method

cm²

Reasoning paper. – Last questions paper 3

25 There are 25 sheets of paper in a small pack.

There are 500 sheets in a large pack.



How many small packs make one large pack?

1 mark

The mass of the paper in the large pack is 2.4 kilograms.

What is the mass of **one sheet** of paper, in **grams**?

Show your method

g

2 marks

26 This formula is used to estimate the mass (in kilograms) of young children.

mass = 2 × (age in years + 5)

Stefan's sister is 4 years of age.

Use the formula to estimate her mass.

kg

1 mark

The mass of Megan's brother is 16 kilograms.

Use the formula to estimate his **age**.

years

1 mark

Reasoning paper. – Last questions paper 3

22 Megan uses these number machines to calculate how many diagonals different shapes have.

	number of vertices			number of diagonals
triangle	3	× 0	÷ 2	0
quadrilateral	4	× 1	÷ 2	2
pentagon	5	× 2	÷ 2	5

Complete the number machine for the **octagon**.

octagon 

1 mark

23 Write the missing **decimals**.

One has been done for you.

a	b	$\frac{a}{b}$
1	4	0.25
3	20	
5	8	

Maths, Reading and SPAG papers + Marks scheme from 2023

Maths

Reading

SPAG

You can look up other year’s papers too but please do not look up 2024. We do this later in the year and if your child has already done it, it will give false data and this could have a big negative impact on your child.

Targets	Date set	Evidenced (date)		
I can write for a range of purposes.				
I can use paragraphs to organise ideas.				
I can describe settings and characters in narratives.				
I can use devices to structure non-narrative writing e.g. headings, subheadings, bullet points.				
I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.				
I can spell most words from the Year 3/4 list.				
I can spell some words from the Year 5/6 list.				
I can write legibly.				
I can write effectively for different purposes and choose language which shows good awareness of the reader.				
I can describe settings, characters and atmosphere in narratives.				
I can use dialogue in narratives that develops characters and advances the action.				
I can select vocabulary and grammatical structures that reflect formal/informal styles.				
I can use passive, modal and contract verb forms, when appropriate.				
I can use a range of devices to build cohesion e.g. **conjunctions, adverbials, pronouns, synonyms**, within and across paragraphs.				
I can use verb tenses consistently and correctly throughout my writing.				
I can use the range of punctuation taught in KS2 e.g. inverted commas and other punctuation for direct speech, commas to mark clauses and clarify meaning, commas after fronted adverbials, apostrophes for possession and brackets/dashes/commas for parenthesis.				
I can spell most words from the Year 5/6 list.				
I can write legibly in joined handwriting when writing at speed.				
I can write effectively for a range of purposes and audiences, drawing on what I have read as models for my own writing.				
I understand the difference between spoken and written language and can choose the appropriate form when writing.				
I can show confident and conscious control over levels of formality in my writing by making choices in the vocabulary and grammar I use.				
I can use the range of punctuation taught in KS2 correctly e.g. semi-colons, dashes, colons, hyphens, and use this punctuation precisely to enhance meaning and avoid				

Working towards Y6 (WT)

Age related expectations (ARE)

Above ARE Y6 (GD)

I can use the range of punctuation taught in KS2 e.g. inverted commas and other punctuation for direct speech, commas to mark clauses and clarify meaning, commas after fronted adverbials, apostrophes for possession and brackets/dashes/commas for parenthesis.

“Where are you going?” asked the small child.

The small child asked, “Where are you going?”

I went to the cinema yesterday morning.

Yesterday morning, I went to the cinema.

Sarah watched TV while eating her dinner.

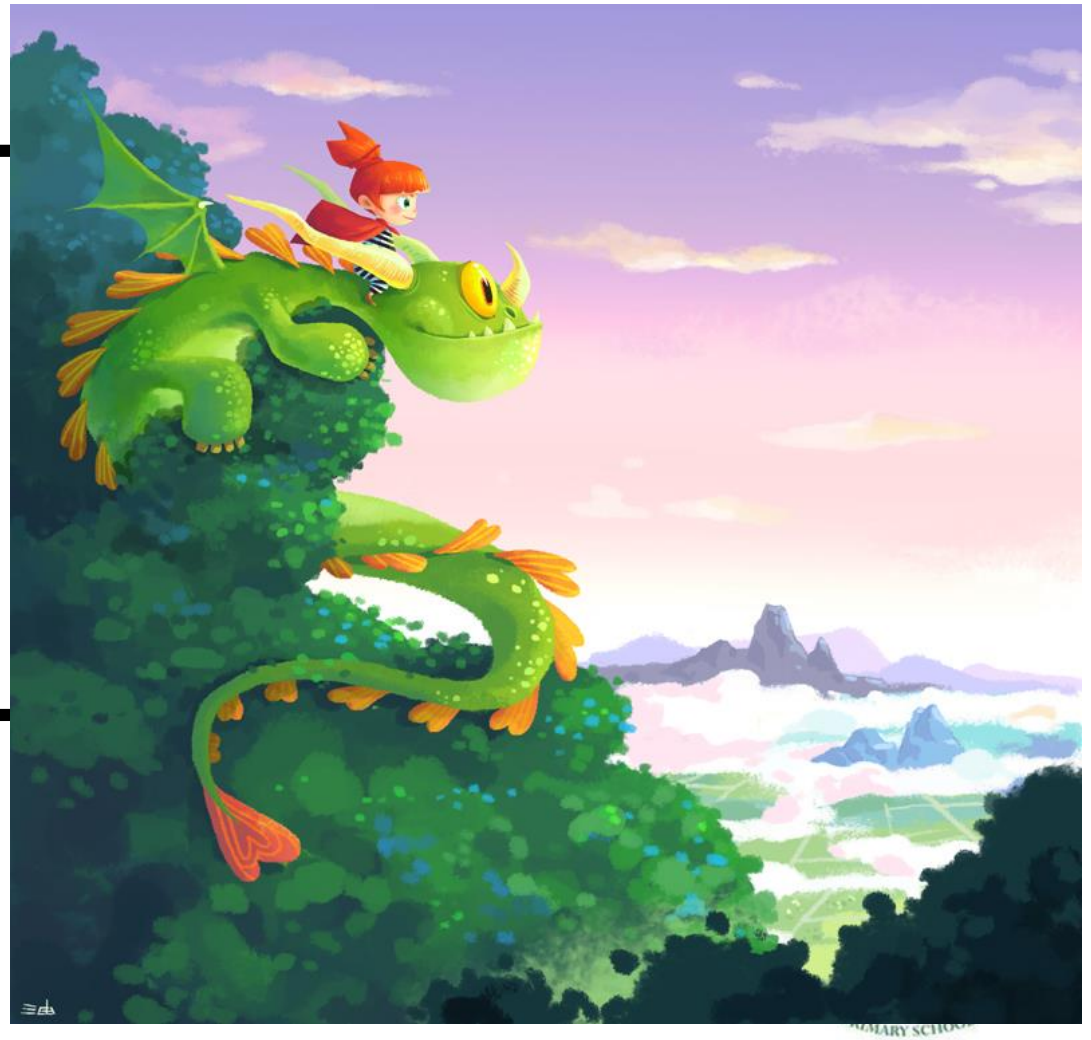
While eating her dinner, Sarah watched TV.

The adverbials have moved before the main clause verb.

The boy’s ball. The boys’ ball

The child’s ball. The children’s ball

James’s ball



Using commas to mark clauses

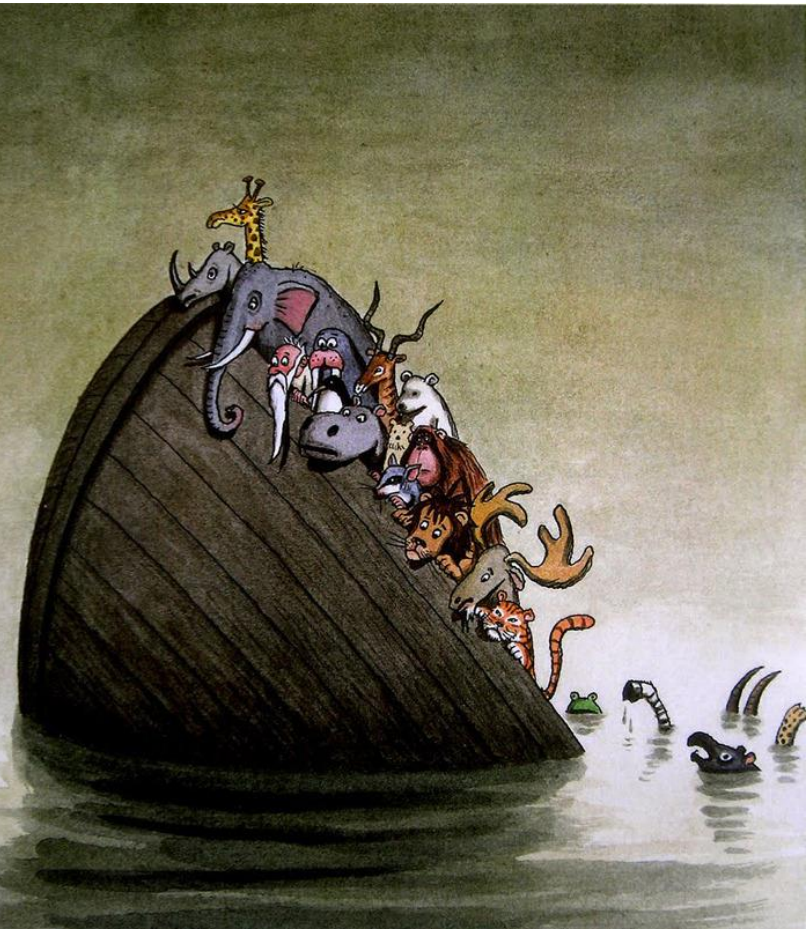
Sarah likes to play football but not basketball.

Sarah likes to play football, but Mohammed prefers to play basketball.

The game is almost over and we’re winning.

The game is almost over, my team are currently winning the game.

I can use the range of punctuation taught in KS2 e.g. inverted commas and other punctuation for direct speech, commas to mark clauses and clarify meaning, commas after fronted adverbials, apostrophes for possession and brackets/dashes/commas for parenthesis.



Frog, who_____, jumped in the water.

The boat (which_____) was full of animals.

Elephant – who _____ - struggled to hold on.

ARE: I can use passive, modal and contract verb forms, when appropriate.



Modal Verbs – probability words:
could, should, must, mustn't etc

Passive– when the subject of the sentence is having the action done to them but is more important.

The rabbit was fed by the child.

Contracted verb form– when two words are joined:
Can not = can't will not = won't I will = I'll it is = it's

Spellings

The spelling lists are know as common exception words usually.

Key words of the week.

YEAR 5/6

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

SATs WEEK

- Monday 12th May– SPAG
- Tuesday 13th May –Reading
- Wednesday 14th May – Arithmetic 1 and Reasoning 2
- Thursday 15th May –Reasoning 3
- Friday 16th May – Production auditions and park trip (weather permitting).