



Gusford Primary School

“Promoting Achievement and Success.”

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27 March 2017

Dear Parent/Carer

I am writing to inform you of the arrangements for the forthcoming Year 6 SATs tests, to be held in the week beginning **May 8th**. These are the National Tests for 11 year olds which enable schools to monitor pupil progress.

Attached is a timetable for the week. Please avoid making appointments during that week. If your child is ill, please contact the school on the morning of the test to inform us. However, please ensure your child attends if at all possible, even if it means them attending just for the test and then returning home.

To provide a positive start to the day, the school will be providing breakfast for Year 6 pupils each morning of the tests (further details will be provided nearer the time). All of the necessary equipment will be provided by the school. However, your child may wish to purchase their own black pen (no biros please).

Regarding revision, pupils need to continue with their 10-4-10 revision programme and carry out additional activities should they require them. The school is still selling the Rising Stars revision books (available on Parentmail). If you purchase these, start by asking your child to highlight the contents page according to their level of confidence (green = confident; orange = needs revision; red = find this difficult). This will give you a list of priority concepts.

The 'Vision2Learn' materials also come highly recommended (your child has a log-in for this already).

Recommended websites:

- www.bbc.co.uk/bitesize (KS2)
- www.mathszone.co.uk (plenty of interactive resources and games)
- www.mathsisfun.com (games and worksheets)
- <http://resources.woodlands-junior.kent.sch.uk> (interactive games)
- <http://teachingimage.com/> (free worksheets)
- <https://uk.ixl.com/math/year-6> (this gives specific Y6 objectives – if your child needs more reinforcement work on Y5 to gain confidence then move to Y6)

Also attached are some useful revision tips and resources which may help your child when revising.

Finally, we hope to prepare the children as well as we can whilst not creating an unnecessarily stressful atmosphere. We do remind the children that not everything rests on the tests, as the teachers will assess them as well, based on their performance over the year. We, like you as parents, just want them to do their best.

Please contact us if we can be of any help at all.

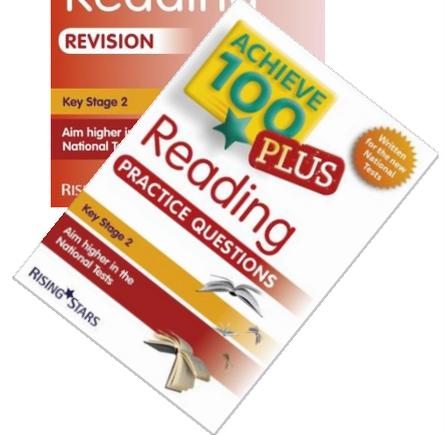
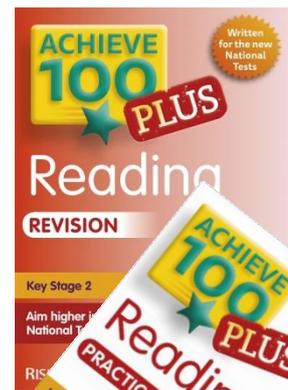
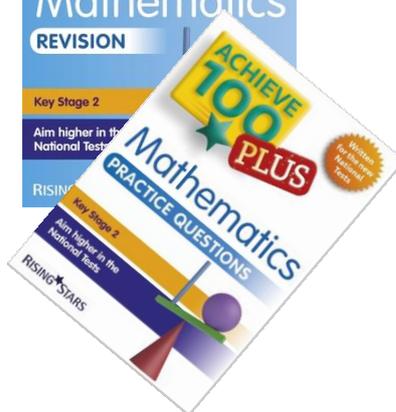
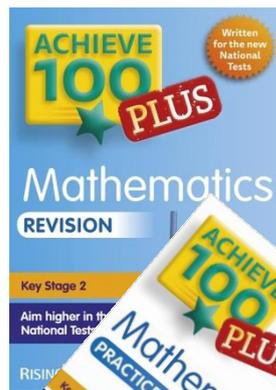
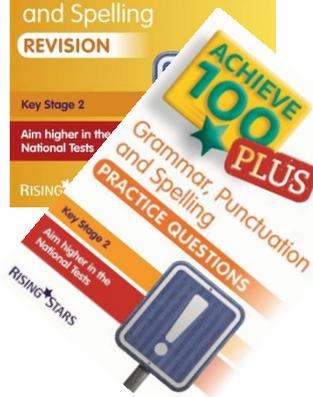
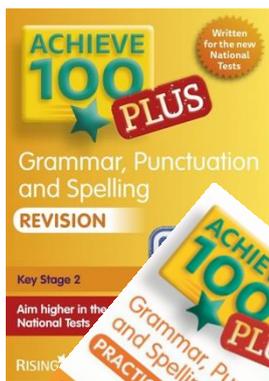
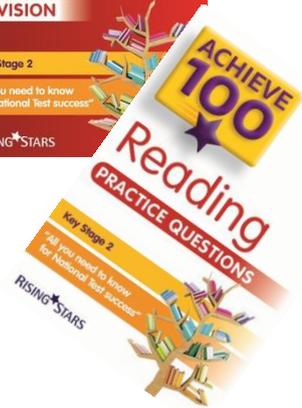
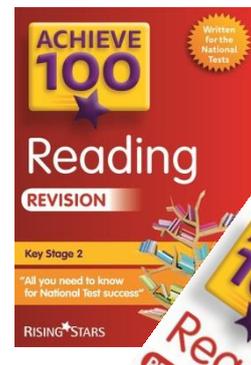
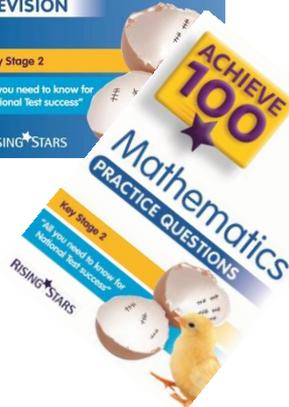
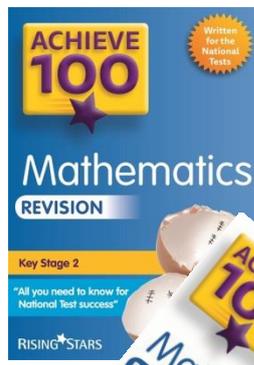
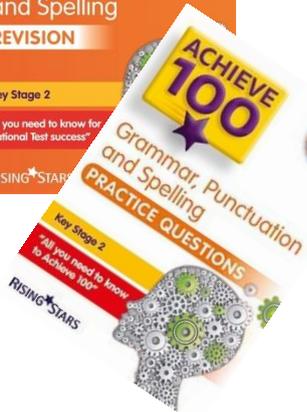
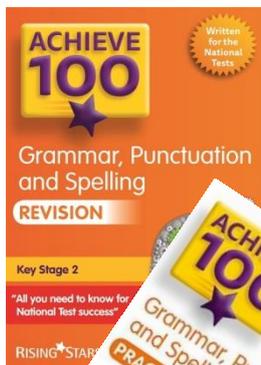
Yours faithfully

Ms. Headlam

Ms. Talbot

Miss. Haddock

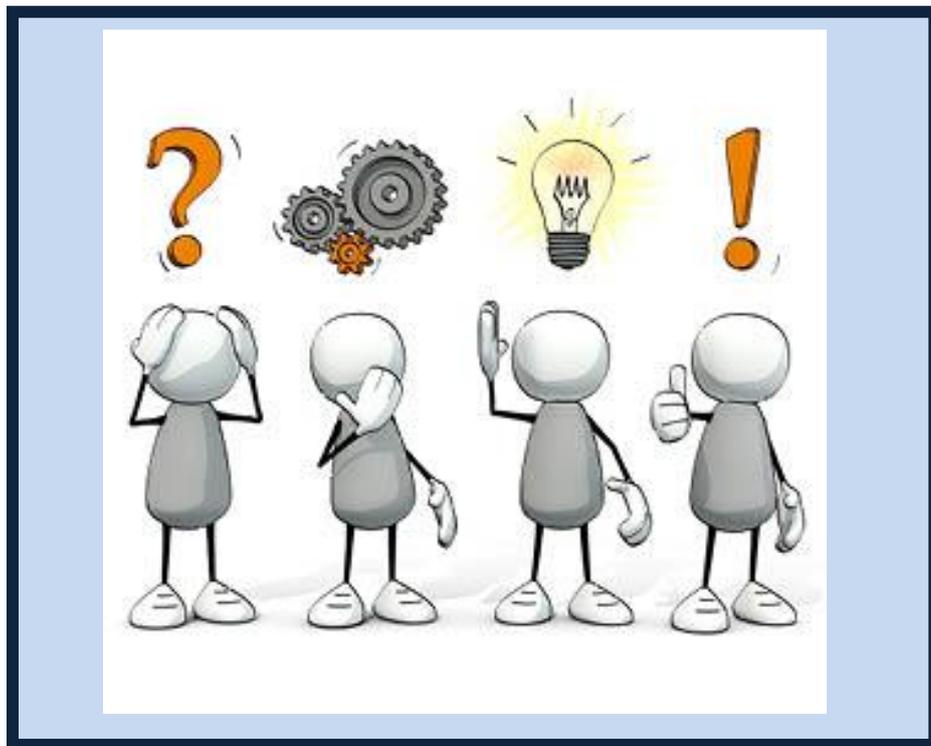
Available to order on Parentmail (£5.00 per book)
(100 PLUS suitable for pupils with great confidence in the subject)



PRICE: £5.00 each

GUSFORD YEAR 6

REVISION PACK 2017



Reading

What is required of the children?

The reading test is an hour. During the test pupils are expected to read a series of texts (which get progressively more difficult) and answer questions about these.



How can I help my child?

It is difficult to actually 'revise' for the reading test but some of the things you can do with your child are:

Speed Reading: the amount of text to read in the time is challenging. Try to regularly set your child time challenges e.g. can you read this chapter in 10 minutes? Then ask a few questions about the text to ensure that they have understood it.

Practise 'find and copy': the children are expected to be able to locate specific words or phrases in a text to exemplify something. For example, *'Find and copy a phrase which suggests the character is scared'*.

Drawing inferences (being a 'Reading Detective'): this requires pupils to read between the lines and work things out for themselves. For *example 'What was the weather like during this chapter? How do you know?'* – the author may not have said it was cold but the pupils can infer that it is cold because the character was wearing a thick coat and the text mentioned 'numb fingers'.

Summarising: the ability to summarise in a limited number of words reflects good understanding of the text. Read a chapter and challenge your child to summarise it in 50 words or less.

Quoting and using text references: read an extract from a fiction book and discuss the plot and characters. Ask them to give their opinion of a character and back it up from the text, either by referring to a particular event or by quoting an extract.

Non-fiction features: browse through a non-fiction book. Can your child identify and explain the purpose of the following:

- ⊕ Bullet points
- ⊕ Sub-headings
- ⊕ Captions
- ⊕ Hyperlinks to websites
- ⊕ A glossary

Does your child know the meaning of the following:

- ⊕ A phrase
- ⊕ A clause
- ⊕ A simile
- ⊕ A metaphor
- ⊕ Personification (the technique of making inanimate objects seem alive e.g. the wind howled)

Please also refer to the Upper Junior booklet of reading ideas and activities which you should have received previously.

SPaG

Class teachers will assess the pupils' writing against the new 'Expected Level' over the course of the year so there is no actual test for writing composition. However, the children will sit the 'Spelling, Punctuation and Grammar' test (SPaG). This will assess vocabulary, grammar, spelling and punctuation.

This is very much a skills-based test, requiring children to identify and/or understand some of the following: nouns, adjectives, adverbs, pronouns, prepositions, conjunctions and articles. In addition they will need to distinguish between different types of sentence e.g. statements, questions and commands, as well as understanding multi-clause sentences and the types of clause which these contain. Aspects of punctuation include: inserting inverted commas (speech marks), using apostrophes (for contractions e.g. didn't or possession e.g. the boy's bag), understanding the placement of colons and semi-colons as well as brackets.

Again, the recommended websites and Rising Stars materials cover all of the above and more.

How can I help my child?

Practise spelling rules using the various websites or please ask for additional worksheets to help with this. If your child finds it difficult to learn spellings try:

- ⊕ Visual cues e.g. use a highlighter to identify the letter string or the tricky parts (this helps the child picture the parts of the word)
- ⊕ Using syllables: clap out the separate syllables to avoid missing unstressed vowels e.g. ho/spi/tal (stress the 'a' as you clap to remember it when spelling the word)

Handwriting needs to be joined up, fluent and legible: practise this at home (this could be combined with writing out spellings).

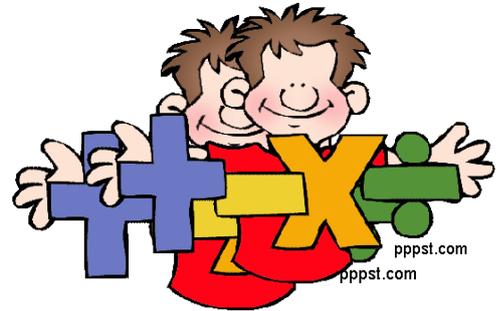


Mathematics

What is required of the children?

The Mathematics test consists of:

- ⊕ Paper 1 arithmetic 30 minutes
- ⊕ Paper 2 reasoning 40 minutes
- ⊕ Paper 3 reasoning 40 minutes



The arithmetic paper

This is based on calculations with no context and assesses the pupils' ability to use standard written methods of addition, subtraction, multiplication and division. Furthermore, pupils need to be able to add/subtract/multiply and divide fractions and calculate percentages. Practising multiplying and dividing by 10, 100 and 1000 would also be beneficial.

The reasoning papers

These consist of contextual questions where children need to read the information carefully and make decisions as to how to solve the problem (sometimes with 2 or 3 stages).

How can I help my child?

Maths is a subject in which some focused revision can really make a difference. Again, please refer to your child's personal targets as these identify the specific areas where more revision is required. The websites referenced at the beginning, and the Rising Stars study guides, are recommended for revision of specific aspects of maths. Below is some general guidance for pupils for the maths tests:

Multiplication facts

As you know these underpin many mathematical concepts. Ensuring that your child can recall these **instantly** will really boost their confidence. A next step is to see if they can apply these to more challenging examples e.g:

If $4 \times 6 = 24$ then $4 \times 60 = 240$ or $0.4 \times 6 = 2.4$

General guidance for the pupils would be:

Read the question twice and underline key information

When you have found the answer - read the question back:

- a) have you answered it?
- b) is your answer reasonable?

If you need to change digits, cross ALL of them out and rewrite clearly above. If the marker is unsure it will be marked wrong.

Explaining ideas - remember to include clear mathematical vocabulary and the data to support your point e.g. '*James is right because his section represents 20 matches won (1/4 of 80) whereas Katie's only represents 15 matches (1/2 of 30). Therefore James won more matches.*'

Guidance on calculations

The arithmetic paper specifically assesses written methods of calculation but the children will also need to use these in context on the reasoning papers.

For any calculation:

- ⊕ Estimate first
- ⊕ Make sure numbers are transposed correctly from the question to the section where you are calculating e.g. 789 in the question but the child writes 798 when writing the calculation
- ⊕ Make sure digits are lined up correctly according to place value
- ⊕ Calculate
- ⊕ Check – refer to estimate – does it seem reasonable?
- ⊕ Pay attention to the units of measurement required for the answer e.g. the question may refer to kilogrammes (kg) but the answer needs to be in grams(eg3g)

Trial and improvement - start with an educated guess, write down your attempts and use the answers from these to 'home in' on the right answer.

Decimals - remember to compare place value of each digit e.g 0.5 is bigger than 0.465 (don't be caught out by the number of digits after the decimal point).

Guidance on shape, space and measures

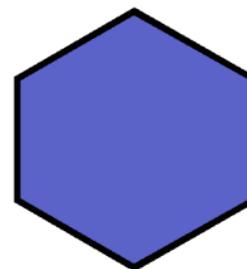
Remember to use a ruler and a sharp pencil for mathematical diagrams.

Practise measuring and drawing angles and lines.

When interpreting graphs and diagrams, use a ruler to draw lines ON the graph/diagram to improve accuracy.

Pie charts - remember to check what overall number the whole pie stands for.

Scales/measures - write in missing values ON the scale to check you have understood the value of each interval correctly. Remember - sometimes the scale is in one unit e.g. grammes but the answer has to be converted e.g. to kg.



Shapes – make sure you know how to use a mirror to reflect shapes (tracing paper is no longer allowed).

Time – it is very important that you are clear about whether you are being asked for a specific time (What time does ...?) or how long something lasts for (How long does?).

- ⊕ If it is a specific time it should be written either as a 12 hour clock time e.g. 2.30pm or 24 hour clock time 14:30
- ⊕ If it is a duration it should be written in hours and minutes e.g. it lasted 2 hrs and 30 minutes (not 2.30)

**If you finish early go over the paper and IMPROVE-
challenge yourself to find some more marks!**