



# YEAR 6 PARENTS' MEETING

WEDNESDAY 9<sup>TH</sup> NOVEMBER 2016

## NEW NATIONAL CURRICULUM 2014

- Children first introduced to New Curriculum expectations in Year 4
- Higher expectations than previously
- More emphasis on securing knowledge in Maths – adding breadth and depth to the curriculum rather than moving forward
- Second year that children will be tested on the new curriculum

## Testing 2016

- Nationally 53% children achieved expected standard and 5% achieved greater depth in Reading/Writing/Maths

## Testing 2017

- Tests take place in the week beginning 8<sup>th</sup> May
- No level 6 tests – all children sit the same tests
- Higher levels will be tested within the new tests

## Reading Test

- 3 texts to read (approximately 1500 – 2000 words)
- Increasingly complex with very advanced reading level by the end
- 50 marks – 1, 2, 3 mark questions
- Much more of a focus on vocabulary
- Pass mark was 21/50 – greater depth was 36/50

## SPaG Test

- 50 marks for grammar and 20 for spelling
- Tested on full range of complex grammar
- Children need to know grammatical terms
- Pass mark 43/70 expected standard and 61/70 for greater depth

## Maths Test

- 110 marks total – 40 marks arithmetic paper, 70 marks reasoning/problem solving (2 papers)
- 60 marks for expected standard, 98 marks for greater depth



# Examples of tests



## Results

- Children will receive a raw score for each test
- This will be converted into a scaled score – 100 will be the 'expected level'
- Children achieving a score of 100 will have reached expected level and be deemed 'secondary ready'

## Teacher Assessment

- For Reading and Maths – assessed as meets or does not meet the national standard
- Writing is Teacher Assessed – below expectations, working towards expectations, meets national expectations and working at greater depth



# Examples of assessment criteria

## Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

## Preparing children for the National Curriculum Tests/ becoming 'Secondary ready'

- Encouraging regular reading of different text types
  - asking questions
- Alan Peat sentences to help with writing
- Nrich to challenge children and add greater depth to the curriculum
- Grammar glossary and revision of terms
- Spag.com
- Spelling practice

## Year 6

Autumn Narrative	Imagine 3 examples Some; Others sentence 3 bad – (dash) question? When; when; when; then
Autumn Journalistic writing	Then and now Emotion – consequence What!
Autumn Imagery poems	
Spring Narrative	Irony sentence Emotion – Consequence Tell: show 3; examples This is that sentence
Spring Biography	Emotion, consequence In short, sentence AKA sentence Tell: show 3; examples Then and now
Spring Classic Poetry	Personification of the weather

<p><b>clause</b></p>	<p>A clause is a special type of <u>phrase</u> whose <u>head</u> is a <u>verb</u>. Clauses can sometimes be complete sentences. Clauses may be <u>main</u> or <u>subordinate</u>.</p> <p>Traditionally, a clause had to have a <u>finite verb</u>, but most modern grammarians also recognise non-finite clauses.</p>	<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><u>If you are coming to the party,</u> please let us know.</i> [finite subordinate clause inside a finite main clause]</p> <p><i>Usha went upstairs <u>to play on her computer.</u></i> [non-finite clause]</p>
<p><b>cohesion</b></p>	<p>A text has cohesion if it is clear how the meanings of its parts fit together. <u>Cohesive devices</u> can help to do this.</p> <p>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.</p>	<p><b>A visit</b> has been arranged for <u>Year 6</u>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. <b>This is an overnight visit.</b> <u>The centre</u> has beautiful grounds and <i>a nature trail</i>. During the afternoon, <b><u>the children</u></b> will follow <i>the trail</i>.</p>
<p><b>cohesive device</b></p>	<p>Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create <u>cohesion</u>.</p>	<p><i>Julia's dad bought her a football.</i> <u>The football</u> was expensive! [determiner; refers us back to a particular football]</p>