

YEAR 6 PARENT GUIDE



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SATS

The KS2 SATs will take place from
Monday 10th May – Thursday 13th May 2027.

Monday 10 th	Tuesday 11 th	Wednesday 12 th	Thursday 13 th
GPS 1: Grammar and punctuation	Reading paper	Maths 1: Arithmetic	Maths 3: Reasoning
GPS 2: Spelling		Maths 2: Reasoning	

Following the Year 6 SATs meeting for parents on Tuesday 15th September, a copy of the slides and information shared is available on the Year 6 page of the school website.

GRAMMAR, SPELLING & PUNCTUATION

Ms Ruth Seagar continues to teach grammar lessons to our Year 6 children once per week. During this time, she covers content from across KS2, including Year 6 specific content, which will be tested within the first GPS paper.

In class, we use the knowledge and skills revised and introduced within Ms Seagar's lessons to further develop our writing.

We teach standalone spelling and handwriting lessons. Each week we cover one of the KS2 spelling rules. These words are then used for handwriting. In addition to teaching specific spelling rules, we also have 3 words from the Year 5 & 6 spelling list as our 'words of the week', which are used at the start of each English lesson and within our morning work activities.

Grammar Knowledge Organiser

Sophie Bartlett (@_MissieBee)

Word classes		
Category	Definition	Example
noun	a person, place, thing or feeling	<i>dog, school, happiness</i>
verb	shows an action or something happening	<i>run, was, think</i>
	regular	<i>walk → walked</i>
	irregular	<i>go → went</i>
	modal	<i>might, should, will</i>
	progressive	<i>She is walking to school.</i>
	perfect	<i>She has walked to school.</i>
	active	<i>The dog chased the cat.</i>
	passive	<i>The cat was chased by the dog.</i>
adjective	describes a noun	<i>blue, tall, happy</i>
conjunction	co-ordinating	<i>and, but, or</i>
	subordinating	<i>because, when</i>
pronoun	replaces a noun	<i>he, she, they, it</i>
	relative	<i>who, which, that</i>
	possessive	<i>his, hers, theirs</i>
adverb	describes how, when or where something happens	<i>quickly, yesterday, here</i>
preposition	shows where or when something is	<i>under, after, next to</i>
determiner	used before a noun to show which one or how many	<i>the, some, three</i>

Types of sentence		
Category	Definition	Example
statement	tells you something	<i>This is blue.</i>
question	asks something	<i>Is that blue?</i>
command	tells someone to do something	<i>Paint it blue.</i>
exclamation	shows strong feeling; starts with 'what' or 'how'	<i>How blue that is!</i>

Parts of a sentence		
Category	Definition	Example
subject	the person or thing doing the action in a sentence	<i>She ate a banana.</i>
object	the person or thing the action is done to	<i>She ate a banana.</i>
clause	a group of words with a verb (it could be a full sentence or part of one)	<i>he kicked a ball</i>
	main (or independent)	<i>he kicked a ball</i>
	subordinate	<i>because they were hungry</i>
	relative	<i>which are blue</i>
adverbial (fronted)	a word or phrase that tells us when, where or how something happens (sometimes at the start of a sentence)	<i>After lunch, we played.</i>
expanded noun phrase	a noun with extra detail added	<i>the small, fluffy kitten</i>

Grammar Knowledge Organiser

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Tense		
Category	Definition	Example
present	shows that something is happening now or happens regularly	<i>She walks to school.</i>
simple past	shows something that happened once	<i>She walked to school.</i>
progressive	shows something still happening (uses the helper verb 'is' or 'are' and verb ends in -ing)	<i>She is walking to school.</i>
perfect	shows something already completed (uses the helper verb 'had' or 'have')	<i>She had walked to school.</i>

Language		
formal	polite or proper language, often used in writing or serious situations	<i>Please submit this by Monday.</i>
informal	everyday, casual language used with friends	<i>Get it to me by Mon.</i>
Standard English	the correct way of writing English	

Words		
synonym	a word that means the same or nearly the same	<i>big and large</i>
antonym	a word that means the opposite	<i>hot and cold</i>
prefix	letters added to the start of a word to change its meaning	<i>unhappy</i>
suffix	letters added to the end of a word to change its meaning	<i>careful</i>
word family	a group of words that come from the same root word	<i>help, helpful, helpless</i>

Punctuation			
Category	Definition	Example	
capital letter	used at the start of sentences or for proper nouns	<i>I live in London.</i>	
full stop	used to end a sentence	<i>This is my cat.</i>	
question mark	used to end a question	<i>How are you?</i>	
exclamation mark	used at the end of an exclamation, or to show strong feeling	<i>What a beautiful day!</i>	
apostrophe	for a contraction	can't = cannot	
	to show possession	Amir's book	
comma(s)	in a list	apples, bananas, oranges	
	in dialogue	She said, "Hello!" "I don't know," he said.	
	in a sentence	After lunch, we played.	
	double	The boy, who was tall, read a book.	
		The boy (who was tall) read a book.	
brackets	used in pairs as parentheses to show extra information in a sentence		
dash(es)	single	She threw the ball - it went really high.	
	double	The boy - who was tall - read a book.	
colon	used to join two main clauses when the second main clause explains the first main clause, or before a list	<i>It was dark: the lights had been turned off.</i>	
semi-colon	used to join main clauses when two main clauses are closely related, or list expanded noun phrases	<i>I was hungry; there was nothing to eat.</i>	
hyphen	used to join words, or parts of words	well-known	
inverted commas	used around dialogue (speech)	"Hello!" she said.	

Year 5 and 6 Statutory Spellings

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

Below is the schedule for 'words of the week':

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Week 1</u> Secretary Recommend Lightning	<u>Week 1</u> Existence Attached Interrupt	<u>Week 1</u> Accompany Controversy Ancient	<u>Week 1</u> Bruise Achieve Environment	<u>Week 1</u> Aggressive Exaggerate Guarantee	<u>Week 1</u> Appreciate Communicate Determined
<u>Week 2</u> Accommodate Amateur Competition	<u>Week 2</u> Desperate Interfere Thorough	<u>Week 2</u> Average Dictionary Harass	<u>Week 2</u> Neighbour Physical Vegetable	<u>Week 2</u> Occupy Suggest System	<u>Week 2</u> Convenience Environment Explanation
<u>Week 3</u> Conscious Curiosity Develop	<u>Week 3</u> Nuisance Restaurant Twelfth	<u>Week 3</u> Parliament Vehicle Soldier	<u>Week 3</u> Sufficient Definite Available	<u>Week 3</u> Cemetery Awkward Bargain	<u>Week 3</u> Programme Sincerely Temperature
<u>Week 4</u> Foreign Frequently Identity	<u>Week 4</u> Necessary Prejudice Especially	<u>Week 4</u> Community Apparent Criticise	<u>Week 4</u> Privilege Controversy Hinderance	<u>Week 4</u> Excellent Conscience Committee	<u>Week 4</u> Marvellous Criticise Existence
<u>Week 5</u> Leisure Mischievous Muscle	<u>Week 5</u> Government Disastrous Profession	<u>Week 5</u> Familiar Opportunity Variety	<u>Week 5</u> Immediately Pronunciation Individual	<u>Week 5</u> Sincere Equip Critic	<u>Week 5</u> Achieve Conscious Necessary
<u>Week 6</u> Occur Persuade Queue	<u>Week 6</u> Signature Stomach Recognise	<u>Week 6</u> According Embarrass Category		<u>Week 6</u> Equipped Equipment Language	<u>Week 6</u> Sacrifice Thorough Average
<u>Week 7</u> Relevant Rhyme Rhythm	<u>Week 7</u> Forty Yacht Correspond				<u>Week 7</u> Community Rhyme Rhythm
<u>Week 8</u> Sacrifice Shoulder Symbol					

These words of the week were introduced to children in Year 5 following the same schedule. This has allowed them to revisit the words in Year 6, using it as an opportunity for revision.

Link to English Appendix 1: Spelling from the National Curriculum

https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf

It is important that children understand the spelling rules and how to apply these accurately.

Below is a detailed breakdown of when we cover each of the spelling rules in Years 5 and 6.

Year 5:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Words with endings that sound like /shuhs/ (spelt with -tious or -ious)	Words with Silent Letters	Creating nouns using 'ity' suffix	Words with an /or/ sound spelt 'or'	Letter strings 'ough'	Unstressed vowels in polysyllabic words
Words with the short vowel sound /i/ spelt with y	Words with Silent Letters	Creating nouns using 'ness' suffix	Words with /or/ sound spelt 'au'	Letter strings 'ough'	Adding verb prefixes de- and re-
Words with the Long Vowel Sound /i/ Spelt with 'y'	Modal verbs	Creating nouns using 'ship' suffix	Convert nouns and adjectives into verbs using suffix 'ate'	Adverbials of time	Adding verb prefix over-
Homophones and Near Homophones	Words that end in 'ment'	Homophones	Convert nouns and adjectives into verbs using suffixes 'ise'	Adverbials of place	Convert nouns or verbs into adjectives using suffix -ful
Homophones and Near Homophones	Adverbs of Possibility and Frequency	Homophones	Convert nouns and adjectives into verbs using suffixes 'ify'	Words with an /ear/ sound spelt 'ere'	Convert nouns or verbs into adjectives using suffix -ive
	Year 5 & 6 words	Homophones	Convert nouns and adjectives into verbs using suffixes 'en'		Convert nouns or verbs into adjectives using suffix -al

Year 6:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Synonyms	-able endings	Adding a suffix to words ending in -fer	-cial ending	Nouns and verbs	Synonyms for said
Homophones	-able endings where the root words endings in 'e'	I before E	-tial ending	Nouns and verbs	Synonyms for size
-ant and -ancy endings	-ably endings	I before E exceptions	Soft 'c' sound	'ou' or 'ow'	Synonyms and antonyms for mood
-ent and -ency endings	Word families	Word families	Word families	-ible endings	Synonyms and antonyms for volume
Prefixes and hypens	Word families	Word families	Word families	-ibly endings	Synonyms and antonyms for temperature
Hypens and compound adjectives	Prefixes micro- and mini-	Year 5 & 6 spelling words	Year 5 & 6 spelling words		Synonyms and antonyms for walked and ran

READING

Content Domains: English reading test framework – 2016

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Questioning – stem sentences:

Created by Rachel Clarke, Director: Primary English Education Consultancy Limited, 2015

2a: Give/explain the meaning of words in context

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme, e.g. good over evil, weak over strong, wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues, e.g. social, moral, cultural? Could this happen in this story?
- Which other author handles time in this way, e.g. flashbacks, dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Who do you think this information is for?

2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?

- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?
- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

Reading Skills:

Reading skills continue to be developed throughout KS2 and remain a key focus in Year 6 in preparation for the KS2 SATs reading paper. In class, we follow the Master Readers approach, which includes working on questions that cover the content domains listed above. We also practise the following skills, which are required to access the texts and questions successfully:

- Fluent reading and pace – reading smoothly and at an appropriate speed to manage longer texts within the time allowed.
- Skimming and scanning – skimming texts to gain an overview and scanning to quickly locate key information linked to questions.
- Retrieval – finding and selecting relevant information directly from the text.
- Inference – using clues from the text to infer characters' thoughts, feelings and implied meanings.
- Vocabulary in context – using surrounding words and phrases to work out the meaning of unfamiliar vocabulary.

- Summarising – identifying key ideas and main points rather than focusing on minor details.

How to increase pace of reading:

At home, this can be supported by encouraging regular reading of increasingly longer texts and gradually increasing the amount read in one sitting. Alongside this, practising reading at a steady pace — for example, through short, timed reading activities — can help increase reading speed, while maintaining comprehension.

WRITING

Writing Genres:

- Instructions – clear steps that explain how to do something or how something works.
- Recounts – writing that retells events or experiences, including diary entries, personal experiences, and reports.
- Non-chronological reports – factual writing organised by topic rather than time, often using headings and subheadings.
- Letters – writing for a real purpose, including formal and informal letters, with attention to audience and tone.
- Persuasion – texts that aim to convince the reader, such as adverts, leaflets or arguments, using reasons and persuasive language.
- Biographies – factual accounts of someone's life, focusing on important events and achievements.
- Balanced arguments – writing that presents both sides of an issue, for example in speeches or letters.
- Newspaper reports – factual recounts of events, written in the style of journalism with a headline, opening, and structured paragraphs.
- Narratives – stories that entertain or engage the reader, including adventure, mystery, historical or imaginative tales, with developed characters and settings.

KS2 Expectations:

Based on the end of KS2 Statutory assessment. In order to achieve working at end of KS2 expectations, children must meet all areas of the 'working at the expected standard' sheet.

Working At the expected standard:

The pupil can write for a range of purposes and audiences	
-	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use of 1 st 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 and synonyms) within and across paragraphs
-	Use verbs tenses consistently and correctly throughout their writing
- Use a range of punctuation taught at key stage 2 mostly correctly:	inverted commas
	commas for clarity
	Using brackets, dashes or commas to indicate parenthesis
	semi-colons
	dashes
	colons to introduce a list
	hyphens
	punctuating bullet points consistently
-	Spelling correctly most words (Year 5 and 6 spelling list) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
-	Maintaining legibility in joined handwriting when writing at speed

In order to achieve greater depth, all of the 'working at' statements must apply, in addition to all of the greater depth statements.

Working at Greater Depth within the expected standard:

The pupil can write for a range of purposes and audiences

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

Importance of handwriting:

In order to achieve end of KS2 expectations in writing, children need to demonstrate consistently joined up handwriting.

We have regular handwriting sessions in the classroom to support with number formation and joining letters.

At home, children could practice writing out their spelling words using joined handwriting.

MATHS

- School calculation policy:

A copy of the school calculation policy can be found on the Priory Rise School website:

https://www.prioryrise.milton-keynes.sch.uk/docs/Year_4/Maths_calculation_policy.pdf

KS2 Addition

The fundamentals of columnar addition are already established by the end of Year 2, so from Year 3 onwards this method is consolidated in order for children to become efficient with adding increasingly larger numbers. Pupils are also expected to now become fluent with the recall of single digit addition facts, allowing the individual calculations in each step to be quickly solved. In Year 4 children are introduced to decimals and connect this with their understanding of place value. As they move into upper KS2, they will begin to include decimal points in the columnar addition method in order to add numbers with up to 3 decimal places.



Concrete

'Place value counters' are used to represent each digit. Children's understanding of place value will now be secure enough to no longer need to see the comparative size of 100s, 10s or 1s.

Pictorial

Each column is added from right to left beginning with units. If exchanging is required this is noted underneath. Children can draw a pictorial representation to further support their understanding.

Abstract

$$\begin{array}{r} 2634 \\ + 4517 \\ \hline 7151 \end{array}$$

Because this number has no hundredths or thousandths, 0 is used as a place holder.

Decimals

Using base ten equipment to represent a 'unit' being broken down by powers of ten allows children to fully visualise the place value and relative size of each decimal place.

Decimals

$$13.6 + 5.578 = 19.178$$

Using a pictorial representation ensures children use reasoning to think clearly about the calculation. This bar model allows children to estimate that the answer will be less than 20.

Decimals

$$\begin{array}{r} 13.600 \\ + 5.578 \\ \hline 19.178 \end{array}$$

It is imperative that every decimal point is in line to ensure the correct digits are added together.

Language

It is important that children maintain an understanding of the overall calculation; for this reason pupils will always refer the relevant place value of each column when adding. E.g. in this example: "4 units add 7 units makes 11 units. 3 tens add 1 ten (and then add the exchanged ten carried over from the units) makes 5 tens. 6 hundreds add 5 hundreds makes 11 hundreds..." and so on.

KS2 Subtraction

As with addition, the fundamentals of columnar subtraction are in place by the end of Year 2. From Year 3, pupils work on consolidating their understanding of the method in order and build up to becoming confident in subtracting increasingly larger numbers. Pupils are also expected to now have developed fluency with subtraction facts within 20 so that they efficiently process each calculation. Pupils are introduced to decimals in Year 4 and this is worked into columnar subtraction through their secure understanding place value.



Concrete

Again, 'place value counters' are used to represent each digit.

Pictorial

The correct representation of 45 is made with counters.

There are not enough units to subtract 7 so a ten counter is exchanged for 10 unit counters to create 30 and 15.

We can now subtract the correct amounts and find the answer (28).

Abstract

$$\begin{array}{r} 45 \\ - 17 \\ \hline 28 \end{array}$$

Exchanging is noted by striking through.

If there is nothing to exchange, pupils need to go up to the next column, and exchange again (ensuring they record this now as 9).

Language

As with addition, it is important that children refer the relevant place value of each column when subtracting. E.g. in this example: "5 units subtract 7 units doesn't work, so I exchange a ten to make 15 units subtract 7 units: that's 8 units. I now have 3 tens left, take-away 7 leaves 2 tens. The answer is 28."

KS2 Multiplication (2 of 2) - Columnar

It is expected that pupils learn efficient formal calculation methods and in Year 4 children will be introduced to columnar multiplication. Pupils need to be fluent with their times table facts and be able to think abstractly about multiplication. Pupils begin by using the 'expanded' method, whereby no exchanging of place value will be required and then progress to the compact layout, allowing their method to be more efficient. Long multiplication refers to multiplying by more than 1 digit and it is vital that pupils understand the significance of using 0 as a place holder.



Concrete & Pictorial

$$26 \times 6 = 156$$

Pupils continue to use place value counters to support their understanding. It is vital at this stage the units are calculated first so that no confusion occurs when exchanging is required.

Abstract

Compact

$$\begin{array}{r} 26 \\ \times 6 \\ \hline 156 \end{array}$$

In the compact method the 2 calculations are combined straight away. Pupils may find it easier to think of 20×6 as $2 \text{ tens} \times 6 = 12 \text{ tens}$.

Long multiplication

$$\begin{array}{r} 26 \\ \times 6 \\ \hline 156 \end{array}$$

First calculate 6×6 . The 3 tens are noted underneath the tens column.

Next calculate the tens. $6 \times 2 = 12$ so there are now 12 tens. Add the 3 that were exchanged and there are 15 tens altogether.

Decimals

$$2.3 \times 5 = 11.5$$

So long as pupils think about columnar multiplication as the top number multiplied by the bottom number, they can work with decimals without changing their method.

Decimal points must line up.

KS2 Division (2 of 2) - Long Division

In Year 6, children will need to use long division to solve more complicated division problems where the divisor is a 2 or more digit number. Long division is, in essence, an expanded way of representing bus-stop division where each time a multiple of the divisor is found, it is subtracted from the original amount and this is recorded below (rather than exchanging into the new column). Being more methodical in this way allows the calculation to be broken down and the process understood more clearly.



Concrete & Pictorial

$$5664 \div 16 = 354$$

$3 \times 16 = 48$

$5 \times 16 = 80$

$4 \times 16 = 64$

Abstract

$$5664 \div 16 = 354$$

By looking at the key fact family, we know that 3×16 is 48, so 3 groups of 16 fit into 56.

The remainder of 8 is shown by subtracting the 48 from 56.

The 6 tens and 4 units are 'brought down' to show that, after subtracting 4 thousands and 8 hundreds, there is 864 left.

5 x 16 = 80 so 5 groups of 16 are recorded at the top and 80 is subtracted from 86.

4 x 16 = 64

We have subtracted down to 0 so the division is complete. There are 354 groups of 16 in 5664.

Key Fact Family

2 x 16 = 32
3 x 16 = 48
4 x 16 = 64
5 x 16 = 80
10 x 16 = 160

Pupils quickly jot down the key multiples of the divisor to help them in each step, a good starting point is 2x, 3x, 4x, 5x, and 10x

- Arithmetic:

Duration: 30 minutes.

Questions: 36 questions, fixed response (just numbers, no word problems).

Marking: Most are 1 mark, but long multiplication/division are 2 marks.

Key Content Areas in Arithmetic Papers:

- Number and Place Value: Understanding digit values, partitioning, multiplying/dividing by 10, 100, 1000.
- Four Operations:
 - Column addition and subtraction (with and without decimals/money).
 - Short and long multiplication (including 2-digit by 2-digit, 3-digit by 2-digit).
 - Short and long division (including answers with remainders or decimals).
- Fractions: Adding, subtracting, multiplying (whole by fraction, fraction by fraction), and simplifying.
- Decimals: Adding, subtracting, multiplying by whole numbers, rounding, and converting to/from fractions/percentages.
- Percentages & Money: Finding percentages, calculations with money.
- Order of Operations (BODMAS/PEMDAS): Applying rules for calculation order.
- Calculations with Measures: Applying operations to units like cm, m, kg, £.

- Reasoning:

Duration: 40 minutes per paper (Paper 2 & Paper 3).

Questions: Much wider range of questions and content, includes a variety of question types, contextual problems and multi-step questions.

Marking: Number of marks per question can range from 1 to 3 dependent on complexity.

Key Content Areas in Reasoning Papers:

- Number & Place Value: Roman numerals, scale factors, reading scales, money, decimals to fractions.
- Four Operations (with context): Word problems involving addition, subtraction, multiplication, division, often with remainders or multi-step solutions.
- Fractions, Decimals & Percentages: Converting, comparing, finding totals, solving problems in context.
- Algebra: Expressing missing number problems algebraically, generating number sequences.
- Geometry: Properties of 2D/3D shapes, lines (parallel, perpendicular, symmetry), angles (identifying, measuring, finding missing), nets of cubes, reflections, translations.
- Measurement: Time, money, length, mass, volume, perimeter, area.
- Statistics: Mean, median, mode, range, interpreting data from charts/tables.
- Position & Direction: Using coordinates, mapping.

The children's marks from all three tests are combined to calculate their overall score out of 110. All three papers will cover content from across the KS2 curriculum – Years 3–6.

- Times table knowledge:

Times table knowledge directly links to many areas within the Maths curriculum. We encourage children to continue to develop their quick recall of these facts, to support their understanding of questions and methods, in addition to aiding the speed in which they are able to respond to the questions in the SATs papers.

HOW TO HELP AT HOME

- Homework:

Weekly homework has been set and is available on Google Classroom throughout Years 5 & 6. Children are encouraged to complete these activities to support their school-based learning. Children are expected to read a minimum of 3 times per week at home and record this in their red home-school link book, which is handed in each week on a Monday.

- Revision:

At the February half term, all Year 6 children will receive a revision guide for GPS, Reading and Maths. They will use these revision guides to complete revision 3 times per week in the lead up to SATs. Children will be expected to complete this work at home, in place of the usual homework. This is an expectation that will be checked by teachers on a Monday, Wednesday and Friday morning each week. Once the revision work has been reviewed by the class teacher, children will be able to use the answers to mark their revision and note down what they need to go over. Children who have not completed their revision each week, will stay in to complete the work.

- Reading at home:

We encourage children to read at home with an adult and independently. This allows children the opportunity to engage in conversations about

what they have read and give them the opportunity to answer questions using the sentence stems provided. Daily reading further supports language acquisition, concentration skills, cognitive ability and developing speed of reading.

It is important that Year 6 children are reading age-appropriate texts that are targeted at their reading ability, to support them in accessing the KS2 SATs papers.

<https://literacytrust.org.uk/reading-for-pleasure/families/>

https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf

USEFUL LINKS AND RESOURCES

Maths Links:

MyMaths	https://www.mymaths.co.uk/
Hit the button	https://www.topmarks.co.uk/maths-games/hit-the-button
TT Rockstars	https://ttrockstars.com/
BBC Bitesize	https://www.bbc.co.uk/bitesize/subjects/z4mk+cw

Recommended Reading Lists:

https://www.lovereading4kids.co.uk/genres/lr12/featured-books-for-11-readers?sortBy=new-releases&page=1
https://www.booksfortopics.com/booklists/recommended-reads/year-6/
https://www.booktrust.org.uk/book-recommendations/booklists/17-books-set-in-year-6/
https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/year-6/
https://uk.bookshop.org/lists/top-100-recommended-reads-for-year-6