Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

Year 6 Expectations and End of KS2 Assessments

‘Secondary Ready’

- **Responsibilities** – House Captains, BP Buddies, Y6 jobs
- **Personal organisation** – responsibility for belongings, equipment, Maths in groups, different teachers
- **Independence** – walking to school, conversations with adults, empowering them to cope with playground issues
- **Growth mindset in lessons** – how to solve some problems for themselves

Approach to Learning

- Discuss end of year assessment with children
- Awareness of levels – WTS, EXS, GDS
- Personal targets and areas for development – these will be different for each child

Classroom expectations

- Encouraging a mature approach to learning
- Reflective about work produced
- Vocabulary
- Spellings
- Handwriting
- Times tables
- Independence

Homework expectations

- Homework will be set on **Google Classroom** – Maths and English.
- Set on a Friday to be handed in the following Wednesday – homework ‘catch up’ will happen on Wednesday lunchtime.
- No homework will be set during holidays

Maths expectations:

- At least 45 Minutes of Maths Whizz and achieve 3 progressions

- Practice Times Tables – TTRS

- Complete the Maths based homework on current learning in the classroom

English expectations:

- To read every night for at least 15 minutes.
- Practice weekly spellings (these will be on Google Classroom and Weekend Words)
- Some children will have separate spellings in blue books, these children should focus on these spellings only.
- Complete a writing task based on current learning in the classroom.

Marking of homework

- Homework will be marked through comments on Google Classroom by the teacher.
- Google Classroom is not monitored during the evenings or weekends. If children have questions about their homework, they should speak to their teacher as soon as possible.
- Concerns around homework should be emailed to the school office.

End of KS2 assessments - SATs

Scaled Scores

- 100 will always represent the ‘national standard’.
- Each pupil’s raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- When the scaled score is given, it is given in a range from 80 to 120.
- It is not possible to score above 120, although some children may not reach the threshold for the lowest scaled score of 80. In this case, a mark of ‘N’ will be awarded.

Scaled Scores

- A scaled score of 100 or more is meeting the national standard.
- A child who achieves the ‘national standard’ (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- Each pupil receives:
  - a raw score (number of raw marks awarded);
  - a scaled score in each tested subject;
  - confirmation of whether or not they attained the national standard.

Scaled Score Examples

On publication of the test results in July:

- a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test;
- a child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age;
- a child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below the expectation for their age.

Higher-Attaining Pupils

- There are no separate tests for higher achieving pupils; however, a scaled score above 110 would show that a child is working above the national standard.
- Instead, each test will have scope for higher-attaining pupils to show their strengths.
- This means that some questions towards the end of the tests may be more difficult for many children but they should be encouraged to attempt as much of the test as they are able to.

The tests

- Week commencing 11th May 2026

Monday 11th May	Punctuation, Vocabulary and Grammar (45 minutes) Spelling (approximately 15 minutes)
Tuesday 12th May	Reading (60 minutes)
Wednesday 13th May	Maths: Paper 1: Arithmetic (30 minutes) Maths: Paper 2: Reasoning (40 minutes)
Thursday 14th May	Maths: Paper 3: Reasoning (40 minutes)

- All tests are externally marked.
- Writing will be teacher assessed internally

How the week will run

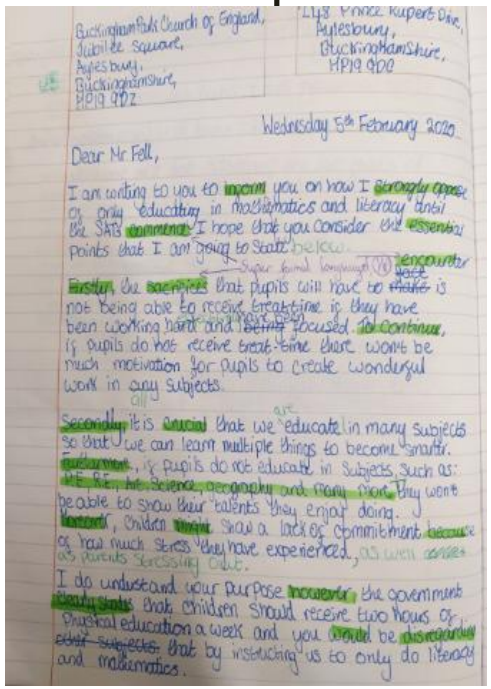
- Morning routines at home – breakfast club
- Smaller groups = less distractions/more focus
- All testing takes place in the morning
- More relaxed afternoons
- Absence on the day
- Adult support
- Access arrangements

Writing

Genres:

- Letter writing
- Creative story writing
- Newspaper Articles
- Diary entries
- Factual Report writing

- No formal assessment of writing. Teacher's make a judgement on whether a child's writing across the curriculum is at, above or working towards the 'age related expectation'.



Wednesday 5th February 2020

Dear Mr Fell,

I am writing to you to inform you on how I strongly oppose of only 'educating' in mathematics and literacy until the SATs commence. I hope that you consider the essential points that I am going to state below.

Firstly, the barriers that pupils will have to make is not being able to receive breaktime if they have been working hard and being focused to continue, if pupils do not receive breaktime there won't be much motivation for pupils to create wonderful work in any subjects.

Secondly it is crucial that we educate in many subjects so that we can learn multiple things to become smarter. Furthermore, if pupils do not educate in subjects such as: P.E., Art, Science, geography and many more. They won't be able to show their talents they enjoy doing. Moreover, children might show a lack of commitment because of how much stress they have experienced, as with exams as parents stressing out.

I do understand your purpose however the government strongly state that children should receive two hours of physical education a week and you should be discouraging other subjects that by instructing us to only do literacy and mathematics.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first 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, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.[2]

Grammar, Punctuation & Spelling

- **Grammar, punctuation and vocabulary**: 45 minutes, short answer questions including some multiple choice **(50 marks).**
- **Spelling**: 20 words, approximately 15 minutes. Words given in context **(20 marks).**

- Marks for these two tests are added together (70 marks) to give a total for grammar, punctuation and spelling.
- Pass mark is roughly 37 marks (just over half).

Sample Questions

- Punctuation question
- Multiple Choice

1 Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing	☐
I wonder what time the next train arrives	☐
Did she play tennis on your team last year	✓
He asked if he could use my pen	☐

1 mark

Sample Questions

- Grammar question
- Multiple Choice

7 Circle the correct word in each box to complete the sentences in **Standard English**.

Pass me [them / those] cartons, please.

You sang that song very [good. / well.]

We always [did / done] our homework on time.

1 mark

Sample Questions

- Grammar question
- Short written answer

19 What kind of **clause** is underlined in the sentence below?

If they could afford to, the ancient Romans ate well.

Subordinate clause

1 mark

Sample Questions

- Grammar question
- Multiple choice

40 Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.	✓	
Fish are eaten by otters.		✓
Usually, otters are playful creatures.	✓	

Sample Questions

2. There was enough food for everyone.

3. My little brother is in reception class.

4. Playing in the snow made my fingers numb.

5. We learned how to do division in mathematics.

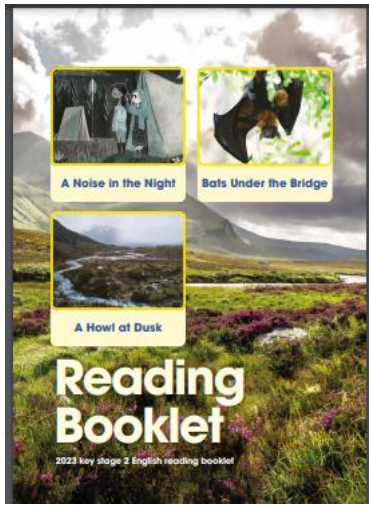
6. Charlie sighed with relief.

17. Bella was an adventurous girl.

18. The architect designed the new building.

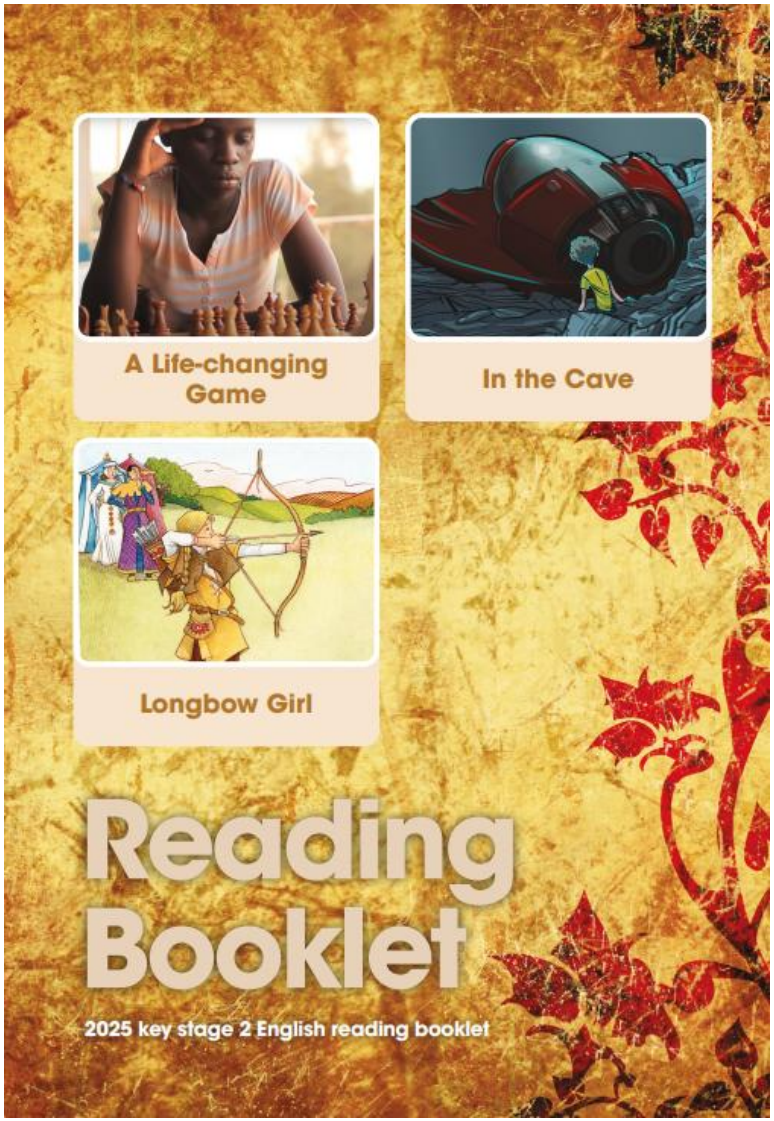
Reading

- Single test paper with three unrelated reading texts. 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading. Texts will be a combination of non-fiction, fiction and/or poetry.
- Inference, deduction and authorial choices
- Multiple choice, selected response; short answers, extended response or explanation.
- Pass mark is roughly 27 marks (just over half marks).



2025 paper

- 3 texts
- ‘A life changing game’ non-fiction (600 words)
- ‘In the Cave’ fiction (550 words)
- ‘Longbow Girl’ fiction (700 words)



2025 national curriculum tests

Key stage 2

English reading

Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

1 How did Phiona make money for her family?

A Life-changing Game

Lots of children dream of becoming famous. Some want to be celebrated for their singing, dancing or acting, others for being athletes. This is the story of Phiona Mutesi, a girl who shot to international fame for doing something quite different: playing chess.

A challenging upbringing

Phiona's life used to be very different from how it is now. She grew up in a family which lived in Katwe, a very poor neighbourhood in a country called Uganda. At the age of nine, Phiona had to drop out of school, even though she was still unable to read or write, as her family could no longer afford to send her. She started selling maize and vegetables in a street market to support her family.

Relate the phrase 'make money' (in the question) to 'no longer afford' and 'support' (in the text), as opposed to just searching for the word 'money'.

26 What impressions do you get of Tom's and Geoff's personalities?

Write **one** impression for **each** boy, using evidence from the text to support each answer.

	Impression	Evidence
Tom	_____	_____ _____ _____
Geoff	_____	_____ _____ _____

3 marks

In the Cave

Tom peered nervously into the darkness.

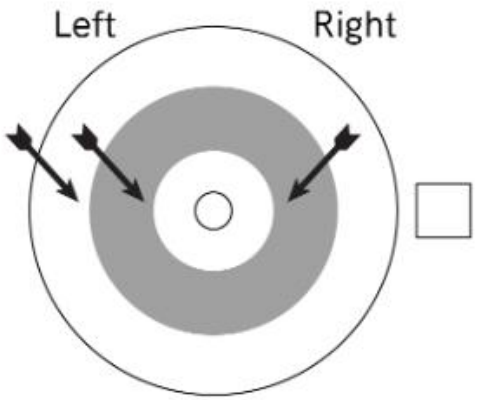
'It's just a rock. They're all rocks, you can…'

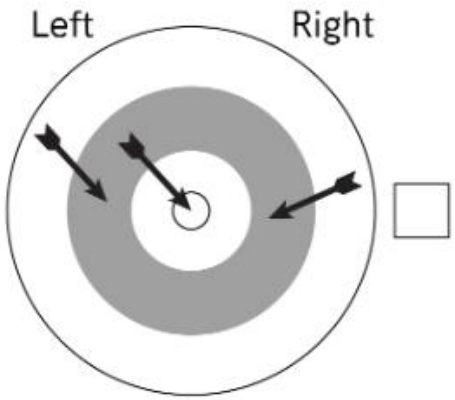
He stopped. The rock Geoff was pointing to was a different colour to those around it, and had a curiously regular shape. As they walked towards it, they could see that, whatever it was, it certainly wasn't a rock.

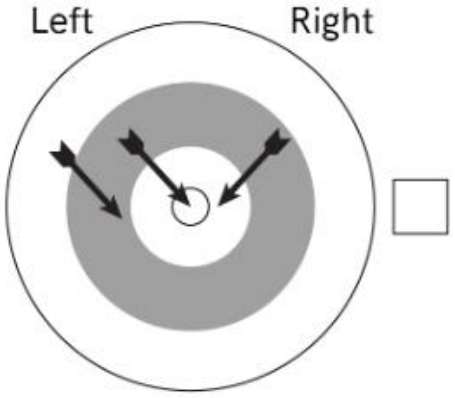
31 Read the paragragh beginning: *Merry took her stance...* to the paragraph ending: *...She was sure of it.*

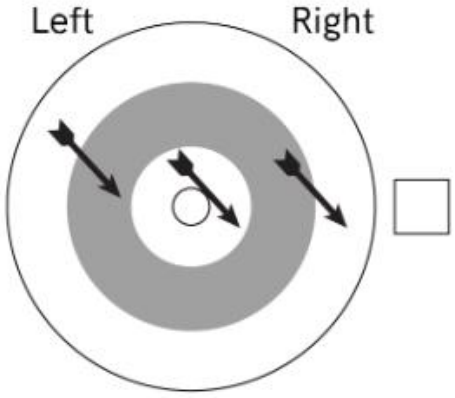
Which target shows where Merry's arrows landed in the **first round** of the competition.

Tick **one**.









1 mark

Read the text, understand the text, picture it in your head and then identify the correct image.

Merry took her stance, then, listening to the commands of the marshal, she nocked* her arrow, bent from her waist, marked the target, drew back her bow and loosed. The crowd had fallen silent. The only sound she could hear was the whisper of her bowstring and the hiss of her arrow. It seemed to take long seconds to fly home to its target. Merry saw it hit and lodge in the black ring, just left of the white centre.

She chose another arrow, let fly. It lodged in the black ring again, just to the right of the white centre. Then she took out her third arrow, aimed, loosed. Inner white! She was sure of it.

2018 Questions

This was the last poem set!

Poetry Text

- Literal retrieval
- **Vocab understanding**
- **Inference skills**

She came. And I still vividly recall
The shock that I received when she appeared
That dark cold day. Huge grannie was so small!

22 *She came. And I still **vividly recall**...*

What do the words *vividly recall* mean?

2 marks

23 Explain what the poet finds *weird* about his grannie in the last verse.

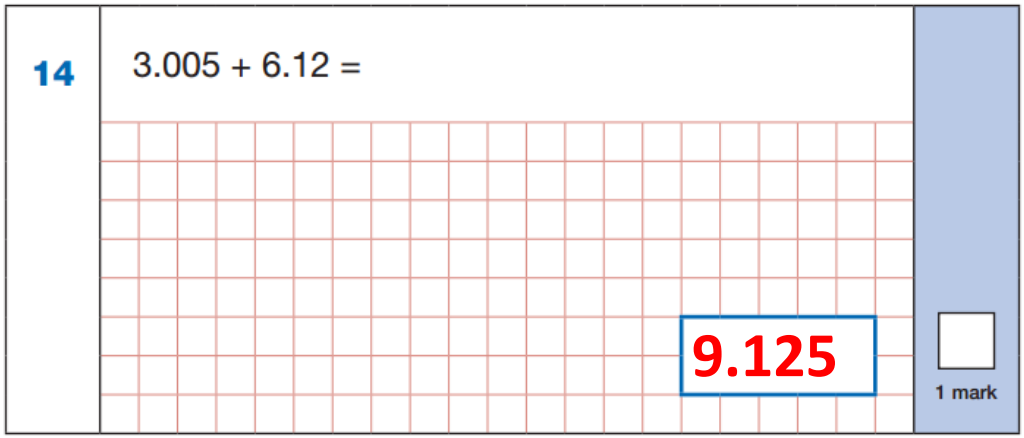
2 marks

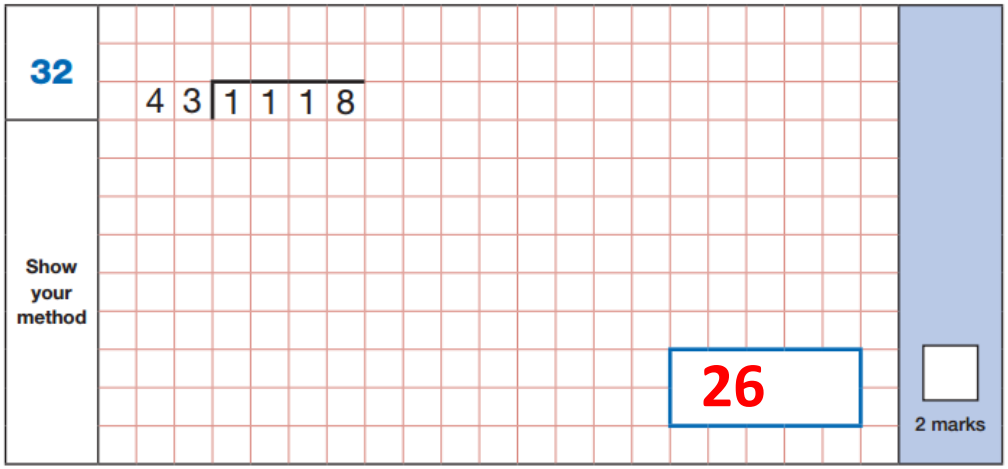
Mathematics

- Three tests
- Paper 1: Arithmetic, 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. 40 marks available.
- Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Sample Questions

Maths Paper 1: Arithmetic





2 Mark questions:
Both will be awarded for correct answer irrespective of method.
One for a correctly formal method will one arithmetical error.

Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

6 Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.

What is the correct time?

7 minutes to 9 or

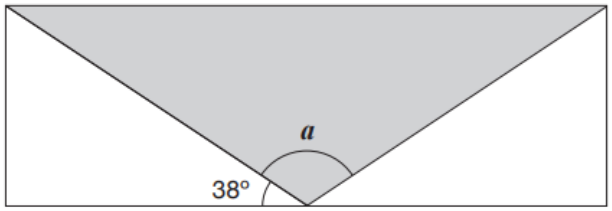
8:53

1 mark

Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

15 A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle a.

Show your method

3 8 x 2 = 7 6

1 8 0 - 7 6 = 1 0 4

a is **104** °

2 marks

How to Help Your Child

- Praise and encourage!
- Support and reassure your child that there is nothing to worry about and they should always just try their best.
- Ensure your child has the best possible attendance at school.
- Support your child with any home learning tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!
- Revision guides

How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!

How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

Any Questions

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