

Welcome to Year 6

A consultation for parents



Wodensfield
Primary School

Meet the Team



Mr Richards

Hello, I'm Mr Richards. I enjoy teaching the oldest children in school, especially about Science and English. In my spare time, I enjoy cycling, listening to music, going on holiday and walking my dog, Wilma.



Mrs Batchelor

Hello, I'm Mrs Batchelor. I enjoy teaching the oldest children in school, my favourite subjects are Maths and Computing. In my spare time, I enjoy reading, travelling and going to the cinema.



Mrs Mason

Hello, I'm Mrs Mason. I will be here to support the journey through Year 6. I love elephants and I like to crochet in my spare time. Looking forward to working with you!

Our Vision and Values



Wodensfield Vision and Values

Our school mission statement "AIM TO BE THE BEST YOU CAN" is at the heart of everything we do at Wodensfield.

School Vision Statement

- We believe in inspiring and empowering all children to become independent, lifelong learners.
- Enabling them to become confident citizens, who make a positive contribution in the wider world.

We will achieve this by offering an inspirational curriculum which engages, enriches and excites learners in a stimulating and nurturing learning environment.

School Values

Our school vision is underpinned by our values and behaviours.

- We believe that by listening and learning from each other; we will be **AIMING TO BE THE BEST WE CAN BE.**
- We have a collective responsibility; **TREATING OTHERS AS WE WOULD LIKE TO BE TREATED OURSELVES.**
- We work together as a team.
- We reflect on our actions in order to learn and improve.

Our School Rules

Our school rules reinforce our values and behaviours.

All members of our school community work together to demonstrate that we are:

READY RESPECTFUL & SAFE

These values and behaviours reflect the

"WODENFIELD WAY"

A well-educated Wodensfield pupil can...

By working together, we will ensure your child is equipped to embrace the opportunities awaiting them in every stage of their educational journey.



Transition to Y6 from Y5

- Transition details from year 5
 - Key information shared about the children
 - Targets shared
 - Last year's assessment shared
- Formative assessment process
 - On-going day-to-day assessment carried out to inform teaching
- Summative assessment process (NFER assessments and practice SATs papers)
 - Termly snapshot of where the children are

Yearly overview

Autumn	Spring	Summer
The Ancient Maya	Ancient Maya/The Victorians	The Victorians
South America	South America/Population	Population/Globalisation
Animals (including humans)	Electricity/light	Classification/Evolution and natural selection

8:40	8:50-9:20	9.20-	10:30-10:45		12.00-1.00					
Monday	Whole School assembly	Maths	PLAYTIME	Guided Reading	English	DINNERTIME	Science		3.00 Class Reader	
Tuesday	Guided Reading	English		Maths	Spellings		Aspire *PE kit needed		RE/PSHE (DM)	
Wednesday	PE *PE kit needed			Guided Reading	English		History/Geography		3.00 Class Reader	
	Maths									
Thursday	Guided Reading	English		Maths			Class Reader	Handwriting	A: Music (SB and IR)	
Friday	Praise assembly	Spelling test English	Maths		Class Reader	Art (DM)				
						Computing (KB)				

The School Week

Interventions in Year 6

- We aim to run a range of interventions in Year 6 to provide opportunities for catch-up and to support children's progress. These will primarily be focussed on Maths and English.
- These sometimes include children having to miss other aspects of the curriculum (but we aim to keep this balanced). Examples include:
 - Echo reading (to support fluent reading and comprehension)
 - Arithmetic
 - Greater depth writing
 - Small group session for children who may need more support
 - Breakfast Maths

Home-learning

Every week:

Spellings - tested every Friday.

Activities set on Education City for Maths and English.

Activities set on Mathletics.

Reading check.

Homework club is every Wednesday and Thursday lunchtime.

How can you support your child?

- Support with homework
 - Provide an appropriate space for home-learning (if possible)
- Reading at home
 - Talk about what they are/have read
- Provide time for Athletics and mental Maths
- Support with spellings
- Encouraging independence
 - Build their resilience and strategies for working through challenges
- Links to games on websites (Children> Useful links)

Secondary school applications

- [School Admissions Applications | City Of Wolverhampton Council](#)
- The online facility is open from 8 September 2023. You must apply by **31 October 2023**.
- All secondary schools in Wolverhampton provide numerous opportunities for you and your child to visit before expressing a preference.
- Applications should be made online, a Parent's Guide (in the download section) is available to help you make your application.
- Apply online here via the City of **Wolverhampton Parents Portal**.

Continued...

- You are allowed to express a preference for five schools. Due to the popularity of Wolverhampton schools, you are encouraged to use all five preferences.
- We recommend that you apply to more than one school. You are not given priority if you have only chosen one school and may be given any Secondary school.
- In addition to the online application, if you are applying to the following school's you are required to complete an additional Supplementary Information Form. The form should be completed and returned direct to the school.
 - Our Lady and St Chad Catholic Academy (in the download section)
 - St. Peter's Collegiate School (in the download section)
 - St Edmund's Catholic Academy (in the download section)
 - The Royal School, Wolverhampton (in the download section)

Residential

Whitemoor Lakes
11-13th March 2024

Why Whitemoor?

11th -13th March, 2024

A three day **Action Plus** stay will include full board accommodation, arrival from 11:30am, in time to make their own beds and then have their own **packed lunch**. The first meal with us being dinner at 6pm on the night of arrival, through to lunch at 1pm before departure on the last day of your stay.



Why Whitemoor?


WHAT SKILLS CAN MY GROUP DEVELOP?


 Communication

 Independent Thinking

 Knowledge

 Leadership

 Numeracy

 Physical

 Resilience

 Social

 Teamwork

 Time Management

We believe that **learning outside the classroom** is essential to a well-rounded education. Our courses focus on engaging students , providing enjoyable learning, and helping to develop life skills, such as:

- Learning to work together as a team
- Achieving personal and team goals
- Increasing self esteem and confidence
- Conquering fears
- Trying new and exciting activities
- **Experiencing living away from home**
- Respecting and valuing each others abilities
- Revealing undiscovered strengths



Wodensfield
Primary School



What Your Trip Will Include

- Full board accommodation
- Full activity programme
- Full holiday insurance
- Evening entertainment programme
- One dedicated multi-trained instructor per activity group (10-15 pupils per group) for the duration of your trip, helping students to reach their full potential through trust and support (4/5 groups)
- Achievement certificates at the end of the week



New this year - Swimming onsite

- After half term, from Monday 6th November, children in year 3 to 6 will have their swimming sessions here.
- They will swim more than once per week. Once we have a schedule from our provider, we will share this with you.
- Children will swim in groups of 10 with two trained swimming instructors with lessons being 45 minutes in duration.



📷 Speedo Swim United ambassadors (back L-R) Anna Hopkin, Adam Peaty, Michael Gunning, Ellie Simmonds and Matt Richards launching the pop-up pool programme with children at Shireland Hall

Assessment Timetable

	Who?	What?	When?
Autumn	Reception	Baseline Baseline visit	First 6 weeks of term
	Y2-6	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 25/9/23
	FS & KS1	CEW Phonics/RWI	
Teacher Assessments to be uploaded by 1/12/23			

	Who?	What?	When?
Spring	Y1	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 19/2/24
	Y2 and 6	NFER (Tests 2) (Reading and Maths paper)	w/c 19/2/24
	Y3-5	Collins Reading assessment and White Rose termly assessment (Spelling/CEW)	w/c 19/2/24
Teacher Assessments to be uploaded by 15/3/24			

	Who?	What?	When?
Summer	Y6	SATs	w/c 13/5/24
	Y1, 3-5	NFER (Tests 2) (Reading and Maths paper) (Spelling/CEW)	w/c 20/5/24
	Y1	Phonics	TBC
	Y2	Own assessments	June 2024
	Teacher Assessments to be uploaded by 21st June 2024		

SATs week

w/c 13th May 2024

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 13th May** ending on **Thursday 16th May**.
- The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling)
 - Spelling, punctuation and grammar (paper 2: Spelling test)
 - Reading
 - Maths (paper 1: Arithmetic)
 - Maths (paper 2: Reasoning)
 - Maths (paper 3: Reasoning)

SATs are not about Year 6 in isolation.

- The week of SATs is not an assessment of Y6. It is a reflection of the curriculum across all of Key Stage 2 (Years 3, 4, 5 and 6).
- We will sell SATs revision guides early in the Spring term.

Spelling, Punctuation and Grammar: Paper 1

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

There will also be a spelling test of 20 words (from across Years 3-6)

Spelling, Punctuation and Grammar: Paper 1

Example questions:

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

8

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music _____ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

1 mark

Spelling, Punctuation and Grammar: Paper 2

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

Reading:

There is one reading test that lasts for **60 minutes**.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of **non-fiction, fiction and/ or poetry**.

The test covers the following areas (known as Content Domains):

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Predict what might happen from details stated and implied;
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of words and phrases;
- Make comparisons within the text.

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m

Reading

Example questions: Based on text 3: Music Box

32 What impressions do you get of Piper's house?

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

Impression	Evidence

3 marks

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"><thead><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr></thead><tbody><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none">there are widening cracks in the planks in the ceiling</td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at</td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove</td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none">the storm coming outside is dangerous</td></tr></tbody></table> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none">there are widening cracks in the planks in the ceiling	2. it is small / tiny	<ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at	3. it is warm / cosy	<ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i>	4. it is untidy / cluttered	<ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	<ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove	6. it is isolated	<ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i>	7. it is safe	<ul style="list-style-type: none">the storm coming outside is dangerous	Up to 3m
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Writing

- Over the year, the children will produce a range of written work (primarily in their English lessons). These will be a mixture of fiction, non-fiction and poetry pieces.
- Teachers will assess each child's piece and produce an overall judgement in June.
- An external moderator may visit our school to quality assure our judgements.
- Children need to evidence a range of skills in their written work. They also need to be able to evidence neat, joined handwriting and a good grasp of the spelling rules.
- Reading is one of the best ways to support your child's writing.

WALT write a narrative independently.

Francis

Quatico was a peaceful park that was near the borders of Minnesota, Minnesota and Canada with a grassy environment with most of it occupied with trees as tall as a ^{mountain} mountain. It was the place implied it was small; you can go days and days without seeing another soul. The golden sun would stare at the grassy fields and the calm and clear lake. However, the park was isolated after what happened to a girl named Francis.

Francis was a reckless girl ^(with black, long hair) who was desperate to break new ground and be alone. One stormy night, Francis left her tent to the sound of crickets chirping and the sizzle of the scorching camp-fire. She slid into her boots and ~~walked~~ strolled through the muddy ground and ^{headed} towards the broken pier and onto a rowing boat ~~at~~ sitting on the calm waters. The ^{tree's branches} trees branches were arms, sneaking in the shadows, ^{trying} to reach out for ^{Francis} her. ^{After} After she walked across the rickety, unstable dock, ~~at~~ Francis ~~was~~

Maths:

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes)
- Paper 2: Reasoning (40 minutes)
- Paper 3: Reasoning (40 minutes)

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks**. If children score well in the arithmetic it places less pressure on the reasoning papers.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations), percentages of amounts and calculating with decimals and fractions.

Example question:

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	2 marks
	<p>Show your method</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 10px auto;"></div>	

Qu.	Requirement	Mark	Additional guidance
23	<p>Award TWO marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$ 	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

1 mark

11 $= 87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

15 $60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

1 mark

18 $20\% \text{ of } 3,000 =$

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

1 mark

Maths Papers 2 & 3 (Reasoning)

Paper 2 and paper 3 will have a total of 35 marks each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from across all of key stage 2 including,

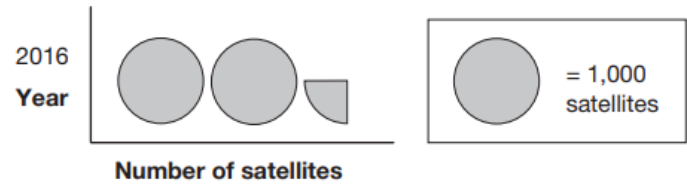
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Papers 2 & 3 (Reasoning)

Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

1 mark

Every Day at Wodensfield Matters Attend to Achieve



School starts at
8.40am
The register closes
at 8.50am.
Learning starts at
8.50am

Every Minute Counts

LATENESS = LOST LEARNING

(Figures below are calculated over a school year)

5 Minutes late each day	3 days lost!
10 Minutes late each day	6.5 days lost!
15 Minutes late each day	10 days lost!
20 Minutes late each day	13 days lost!
30 Minutes late each day	19 days lost!

How can you encourage and help your child to be ready to come to school in the morning?



Make sure they understand the importance of good attendance and punctuality



Discuss any problems they may have at school- inform their teacher about any concerns or difficulties. (See contact details)



It really helps to have everything ready for school the night before (bag packed, clothes ready, etc)



Make any appointments (Dentist, GP) for after school where possible



Make sure they have a good healthy breakfast

Communication is key

- Ways to get in touch:
- Email: Class teacher Y6teacher@wodensfield.org
- Telephone: 01902 556350 to make an appointment to speak to the classteacher or a member of the Senior Leadership Team
- Attendance: 01902 556350- select attendance option
- Email: office@wodensfield.org

Any questions?