

Welcome to Year 6

Information for parents at the start of a new school year



Wodensfield
Primary School



Headteacher's Welcome

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 your journey through Year 6. I love elephants and I like to crochet in my spare time. Looking forward to working with you!

Mrs Wright

Hi, I'm Mrs Wright. I love crafting and spending time with my grandchildren. I can't wait to support you in September.



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

“WODENSFIELD 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/Ancient Greeks	Ancient Greeks
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	English	DINNERTIME	Music (Alternate)		History/Geography	Class reader		
Tuesday	PE (PE kit needed)			English		WCReading	Science				
	Maths										
Wednesday	WCR	English		Maths		Class reader	Sport (PE kit needed)				
							RE/PSE (DM)				
Thursday	WCR	English		Maths			H/writing/ Spellings (DM in 6B)		Class reader	French (KB)	
										Forest (IR/SWr) (forest kit needed alternate weeks)	
Friday	Praise assembly	Spelling test English/Class reader	Maths		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:
 - Reading fluency (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:

Reading diary check - Monday

Activities set on SumDog for Maths - Monday

Spellings - tested every Friday.

Children will have log-ins for Purple Mash and TTRS for extra revision purposes.

Secondary school applications

- <https://www.wolverhampton.gov.uk/education-and-schools/school-admissions>
- The online facility is open from 10 September 2025. You must apply by **31 October 2025**.
- Secondary schools will be allocated from 3rd March 2026.
- 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)
 - St Regis Church of England Academy (in the download section)
 - The Royal School, Wolverhampton (in the download section)

Residential

Whitemoor Lakes

March 2026

Why Whitemoor?

Wednesday 18th March to Friday 20th March

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



Swimming in KS2

- From Monday 8th September, children in year 3 to 6 will have their swimming sessions here.
- Year 6 will swim every Friday.
- Children will swim in groups of 10 with two trained swimming instructors with lessons being around 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 Weeks

- Throughout the school year learning will be assessed in order for teachers to ensure the curriculum enables children to know more and remember more.
- A range of ongoing (formative) assessments and end of learning units (summative) assessments will be used to inform your child's next steps in learning.
- Pupils in Reception, Y1, Y2, Y4 and Y6 will also take part in National Assessments.

	Who?	What?	When?
Autumn	Reception	Baseline Baseline visit	First 2 weeks of term
	Yr 2-6	LA Optional Reading Fluency Assessment (Recorded Training and Materials to be made available for Reading Fluency Assessment)	15/9/25-29/9/25
	FS & KS1	CEW Phonics/RWI	Ongoing
Teacher Assessments to be uploaded by 21/11/25			

	Who?	What?	When?
Spring			
	Y1 to Y6	LA Optional Reading Fluency Assessment (New Materials made available for Fluency Assessment)	6/1/26-26/1/26
	Y3-5	Collins Reading assessment and White Rose termly assessment (Spelling/CEW)	w/c 9/3/26
Teacher Assessments to be uploaded by 18 th March 2026			

	Who?	What?	When?
Summer	Y6	SATs	w/c Monday 11 th May
	Y1	Phonics	w/c Monday 8 th June
	Y1 to Y5	LA Optional Reading Fluency Assessment (New Materials made available for Fluency Assessment)	2/6/25-onwards
	Y2	Own assessments (Old SATs?)	June 2025
	Teacher Assessments to be uploaded by 24 th June 2026		

SATs week

w/c 11th May 2026

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 11th May** ending on **Thursday 14th 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

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

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

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

3 marks

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.

Although he was wealthy, he was still unhappy.

He was still unhappy **although** he was wealthy.

A sentence where the subject receives an action by someone/something.

Passive - The house was cleaned by Miss Abraham.

Active - Miss Abraham cleaned the house.

Semi-Colon links closely related clauses instead of using a conjunction.

I enjoyed my run in the park this morning; I felt exhausted afterwards.

The cat sleeps in the basket; the dog sleeps on the bed.

Colon links clauses where the second clause explains more about the first.

Mr Ali was late for work: his alarm didn't go off.

Unaccompanied refugees are left to suffer: they are orphans due to the conflict.

Dash (normally used informally) indicates parenthesis within a sentence.

Mrs Ambris enjoyed her netball match – she played in defence.

My older brother can be funny at times – he can also be annoying.

Year 6

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.

You will need to bring the following: pyjamas for an overnight stay; slippers for the morning; and a swimming kit for the water activities.

A **re-formed** music group
His **long-standing** friend
Please **re-cover** the book.

. ? , ! ' ... " " - () : ;

Creating **cohesion** means 'tying' our words, phrases, sentences and **paragraphs** together, to ensure the text 'flows'.

This 'flow' can be accomplished by using **pronouns to avoid repetition** (Ali and Tom wanted the apple. They couldn't wait).

Conjunctions to link ideas and **adverbs and adverbials to convey time, place or reason**. Eventually, they agreed to share the apple because they wanted to stay friends.

Handwriting

- At the end of the last school year, we introduced a new handwriting scheme called Letter-joins.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

There will be individual pupil logins so that handwriting will be part of our home learning offer. This will enable parents to support handwriting at home.



WALT write a narrative independently

Francis

Quetico was a peaceful park that was near the borders of Minnesota, Minnesota and Canada with a grossy environment with most of it occupied with trees as tall as a 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 chirruping and the sizzle of the scorching camp-fire. She slid into her boots and ~~walk~~ strolled through the muddy ground and ^{headed} towards the broken pier and onto a rowing boat ^{leaves branches} sitting on the calm waters. The trees ^{branches} were arms, sneaking in the shadows, ^{trying} to reach out for her. After she walked across the rickety, unstable dock, ~~at~~ Francis ~~for~~

Tuesday, 4th June, 2024

Spoof review of Whitemoor Lakes

Whitemoor Lakes Outdoor Education Centre
Putrid! A horror! Never going again! post by Lilac butterfly, 3/7/21

A break from school? Well how could I resist? Whitemoor Lakes is advertised as the "ultimate" and "ideal" backdrop for enjoyment, adventure and fun. Looking ~~to~~ through the brochure, anyone would get a rush of excitement at the chance of staying here. The centre claims to provide: a multitude of new, life skills activities to acquire new, life saving skills; top quality rooms accompanied with ensuite giving ~~a~~ tranquility to all ages; a stress free dining experience with nutritious and appetising hot meals ~~including~~ consisting of all dietary requirements; and a fully furnished lounge with the best of amenities. I never ^{know} heaven was a place on earth!

I thought wrong!! Firstly Firstly, the warm, welcoming arrival we had been promised ~~to~~ was an utter shambles. Firstly, arriving at the centre was a completely ~~a~~ nightmare. As soon as we got off the coach, the "supposedly" nice staff could be seen tossing and hurling our luggage with such violence! Unsurprisingly, the suitcases were damaged beyond repair! Approaching the entrance of the building, a rude receptionist "welcomed" us: she snapped and threw ^{the} keys violently aggressively towards us!! MY EYES!! To make matters worse, we had to wait an entire HOUR ~~to~~ for the promoted tour. After FINALLY, an employee suggested nothing good about the thrust

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

×

836

27

Show your method

2 marks

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> <div><div><div>•</div><div><div>836</div><div>×</div><div>27</div><div>5852</div><div>16720</div><div>22602</div><div>(error)</div></div></div><div>OR</div><div><div>•</div><div><div>836</div><div>×</div><div>27</div><div>5612</div><div>16720</div><div>22332</div><div>(error)</div></div></div></div>	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> <div><div><div>836</div><div>×</div><div>27</div><div>5852</div><div>1672</div><div>7524</div><div>(place value error)</div></div></div>

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,

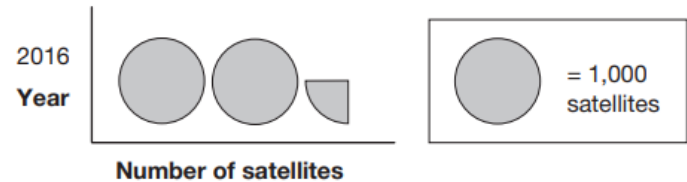
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

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

19

Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.




Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?

Show
your
method



beads

beads

3 marks

Mental Health and Wellbeing

- We know that for children to succeed academically their mental health and wellbeing is vital.
- At Wodensfield all staff are committed to supporting your child to be the best they can be.
- Our curriculum aims to encourage children to develop the skills, knowledge and understanding they need to understand their feelings and be resilient to the challenges they encounter.
- We work with the Reflexions team who offer group and one to one support if needed.
- Together with uour child's class teacher and teaching assistants, Miss Jamieson and Mrs Meakin is also available to offer pastoral support. Mrs Cowdrill is the school SENDCo.
- Mrs Wright-Jones is the school's Mental Health and Wellbeing lead.
- Parenting Smart: mental health advice for parents : Mentally Healthy Schools



Online Safety

- It's important to stay up to date with how we can help children navigate their lives online.
- Most of the popular social media services require users to be at least 13 years of age, including WhatsApp and TikTok. If you choose to allow your child on an age restricted app then it must be monitored frequently.
- **Parent and child workshop with Patrick Flynn from Online Behaviours on 13th November.**



Our digital ambassadors release a half termly newsletter which can be found on our website.

Phones at school

- We understand that in Year 6 some of the children walk home.
- Therefore, children often bring phones to school for safety reasons.
- If a child needs their phone in school, we need written permission from parents/carers.
- Phones are collected as children arrive and handed out as they leave by the Y6 staff.



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:
- 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?