

Year 6 Parent Presentation

2025-2026

Expectations

Table 1 Range of possible days and weeks of school missed in selected attendance bands over a full school year

Attendance Band	Range of possible days missed	Range of possible weeks missed
95-100%	0 - 9.5	0 – 1.9
90-95%	9.5 - 19	1.9 - 3.8
85-90%	19 - 28.5	3.8 - 5.7
80-85%	28.5 - 38	5.7 - 7.6 (approx. half a term)
60-65%	66.5 - 76	13.3 - 15.2
50-55%	85.5- 95	17.1 - 19
<50%	>95	>19

The importance of attendance – academic achievement, social and emotional development, well-being and wider development, future prospects etc.

Expectations

COLD CALLING

1 2 3 4 5



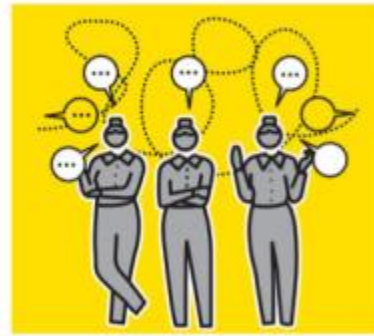
ASK THE CLASS
THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE
TO RESPOND



RESPOND TO THE
ANSWERS

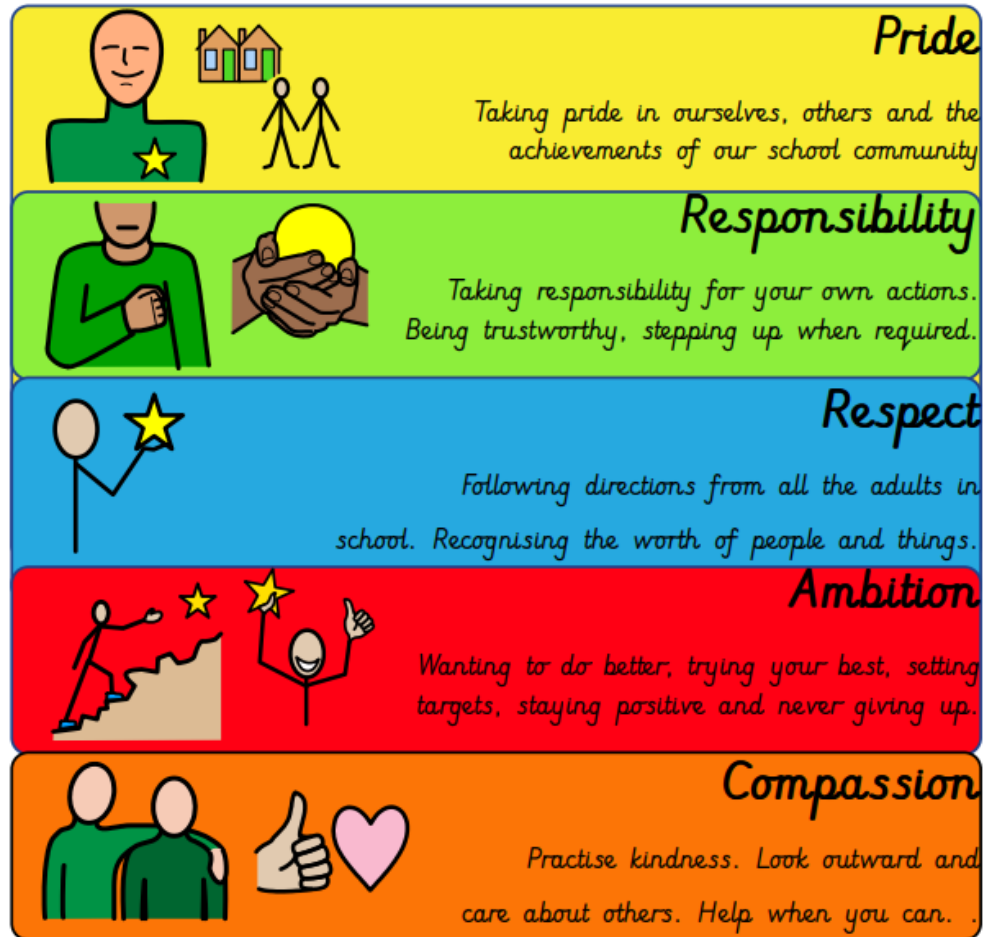


SELECT ANOTHER
STUDENT AND
RESPOND AGAIN

Cold calling – teaching strategies implemented across the school.

What were you thinking?

Expectations



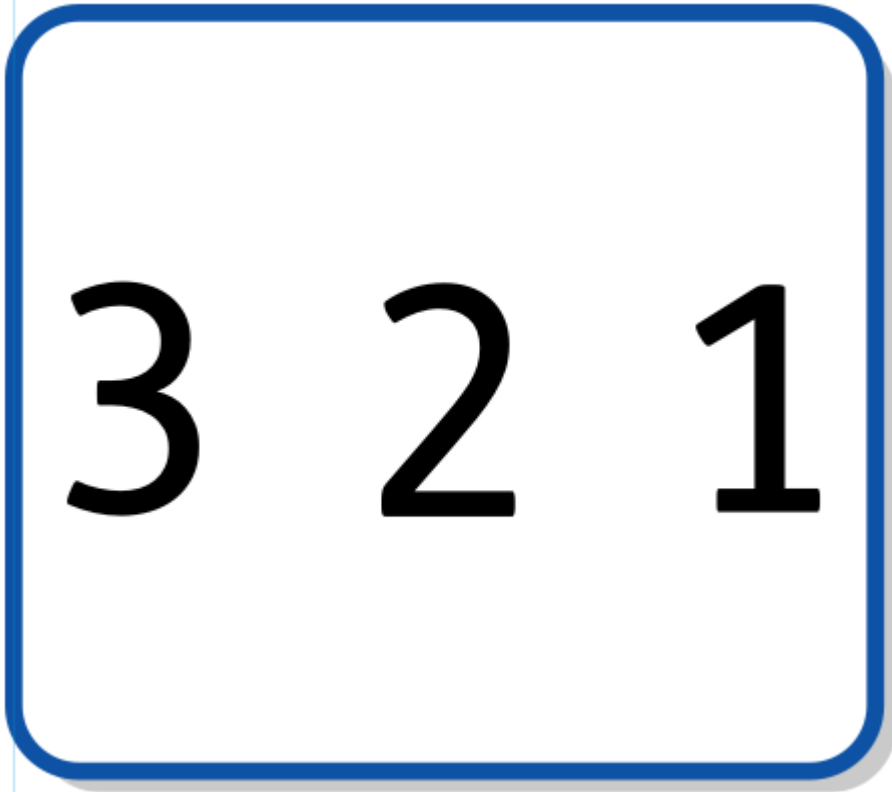
Our core values – these have a central role within both our classroom and school.

Expectations

Monday		Tuesday		Wednesday		Thursday		Friday	
9.00-9.15	Assembly	9.00-9.15	Handwriting	9.00-9.15	Handwriting	9.00-9.15	Handwriting	9.00-9.15	Reading
9.15-9.30	Spelling Test	9.15-9.30	English	9.15-9.30	Reading	9.15-9.30	Reading	9.15-9.30	
9.30-10.00	Grammar	9.30-10.00		9.30-10.00		9.30-10.00		9.30-10.00	9.30-10.00
10.00-10.55	English	10.00-10.55	PE	10.00-10.55	English	10.00-10.55	English	10.00-10.55	Break
10.55-11.10	Break	10.55-11.10	Break	10.55-11.10	Break	10.55-11.10	Break	10.55-11.10	Arithmetic Test
11.10-11.30	Arithmetic/ Times Tables	11.10-11.30	Arithmetic/ Times Tables	11.10-11.30	Arithmetic/ Times Tables	11.10-11.30	Arithmetic/ Times Tables	11.10-11.30	Maths
11.30-12.20	Maths	11.30-12.20	Maths	11.30-12.20	Maths	11.30-12.20	Maths	11.30-12.20	Lunch
12.20-1.10	Lunch	12.20-1.10	Lunch	12.20-1.10	Lunch	12.20-1.10	Lunch	12.20-1.10	Computing
1.10-1.40	Spellings	1.10-1.40	Science	1.10-1.40	History/ Geography	1.10-1.40	Spellings	1.10-1.40	
1.40-2.15	RE	1.40-2.15		1.40-2.15		1.40-2.15	PSHE	1.40-2.15	1.40-2.15
2.15-3.00	Music	2.15-3.00	French	2.15-3.00	Spellings	2.15-3.00	PE	2.15-3.00	Art/DT
3.00-3.20	Library	3.00-3.20	Assembly	3.00-3.20	Assembly	3.00-3.20	Assembly	3.00-3.20	Assembly
3.20-3.25	Home	3.20-3.25	Home	3.20-3.25	Home	3.20-3.25	Home	3.20-3.25	Home

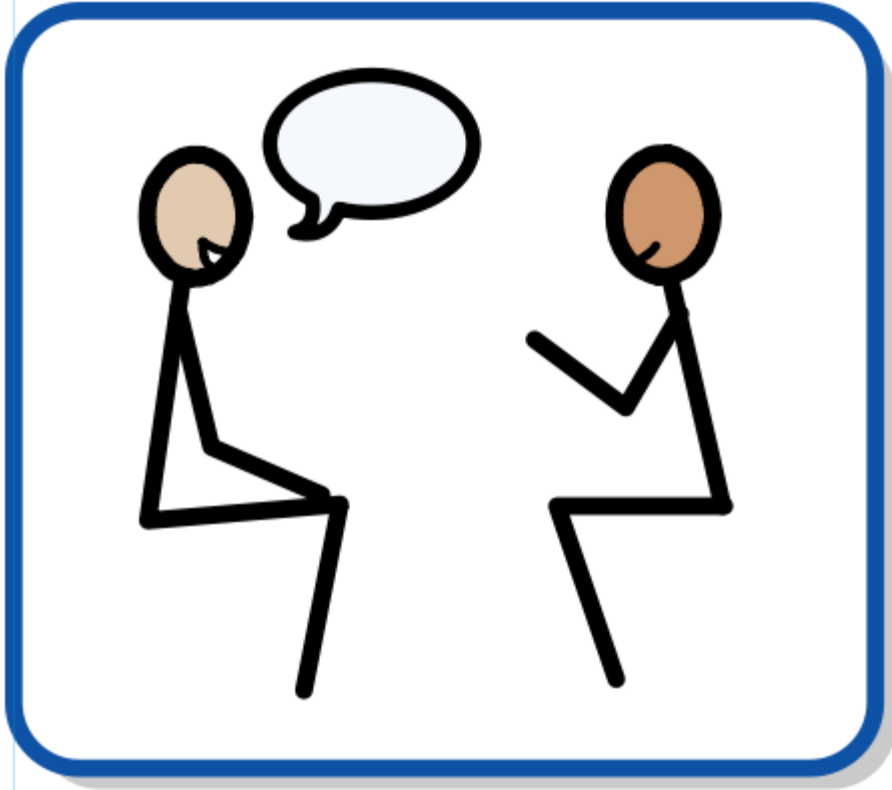
Respecting all adults – Miss Boden & Mrs Rogers; Mrs Brown (*Monday pm*)

Expectations



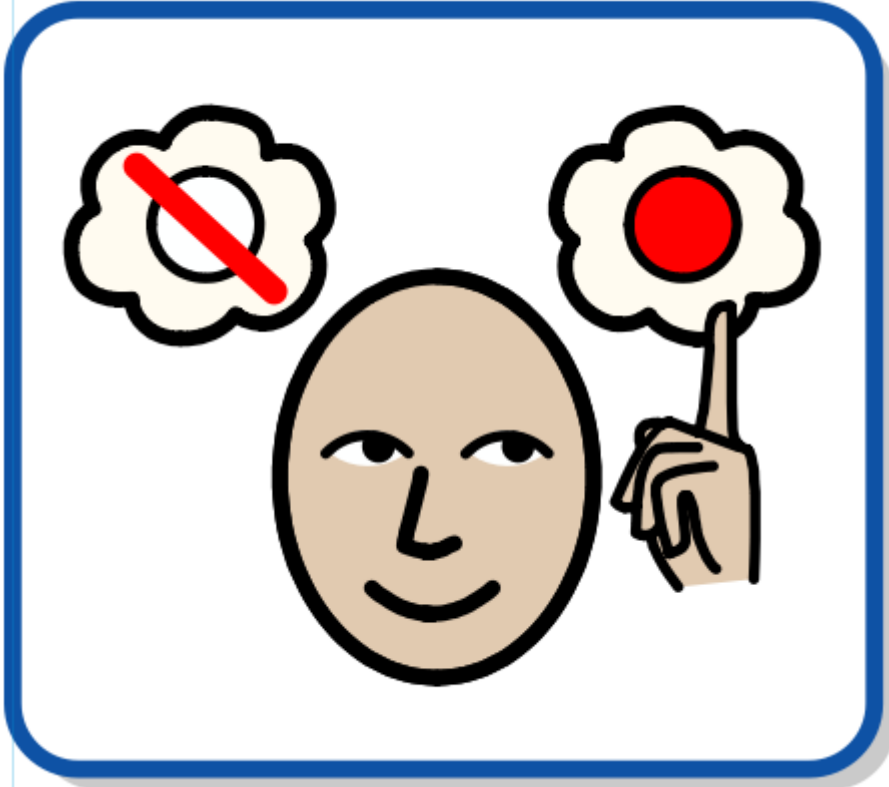
3, 2 and 1 – recognising the signal and taking responsibility to respond.

Expectations



Resolving conflicts – the children take on further responsibility.

Expectations



Choices and consequences – what a child decides to do *and* the result of their choice.

Behaviour

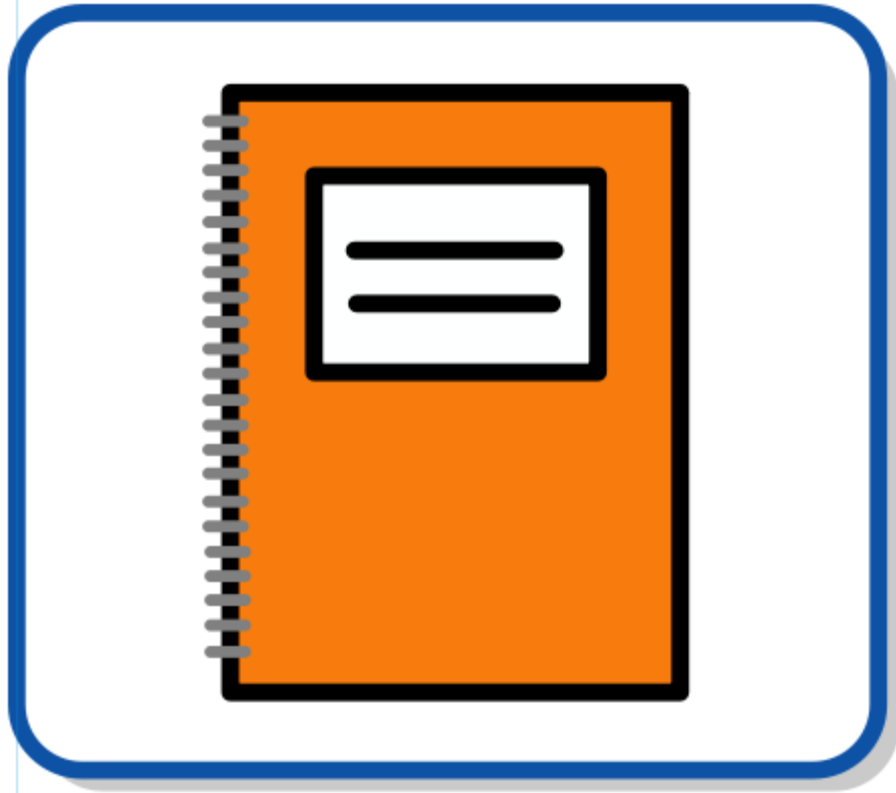
★	Verbal Praise	
★	Non-Verbal Praise	
★	School Value Stickers	
★	Celebration Assembly Certificates	
★	Dojo Points	
★	Work on Display	
★	Newsletter	
★	Praise from the Senior Leadership Team	
★	House Points	
★	Extra Responsibility	

1		Behaviour Reminder
2		Verbal Warning
3		Verbal Reminder of Consequences
4		Reflection Area
5		Reflection in another Class
6		Sent to Senior Leadership
7		Sent to Headteacher

	Pride Taking pride in ourselves, others and the achievements of our school community
	Responsibility Taking responsibility for your own actions. Being trustworthy, stepping up when required.
	Respect Following directions from all the adults in school. Recognising the worth of people and things.
	Ambition Wanting to do better, trying your best, setting targets, staying positive and never giving up.
	Compassion Practise kindness. Look outward and care about others. Help when you can.

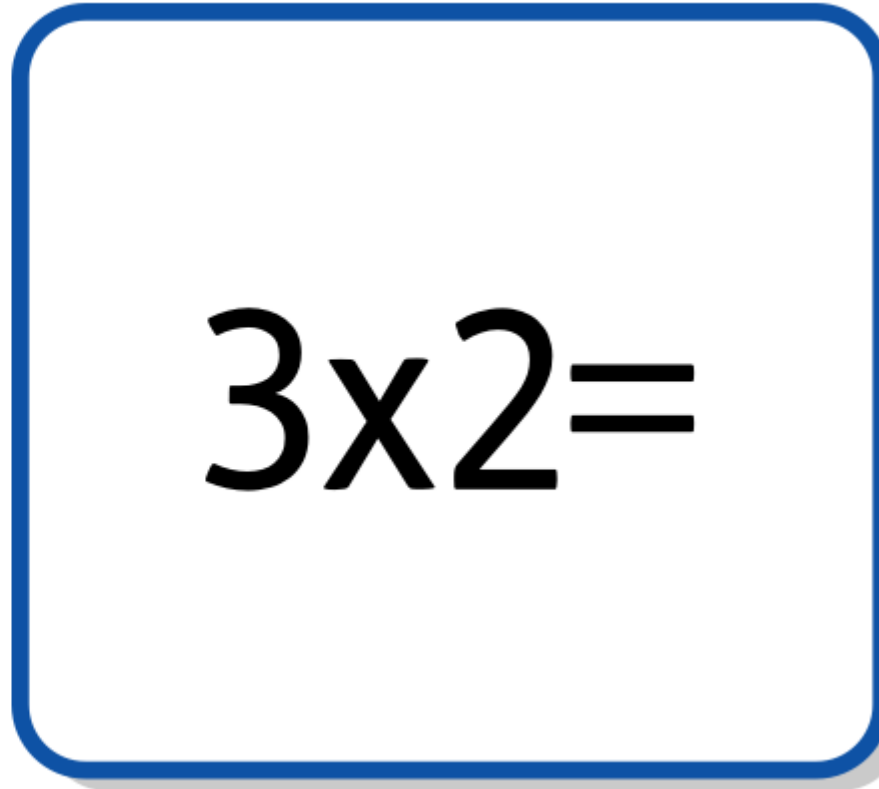
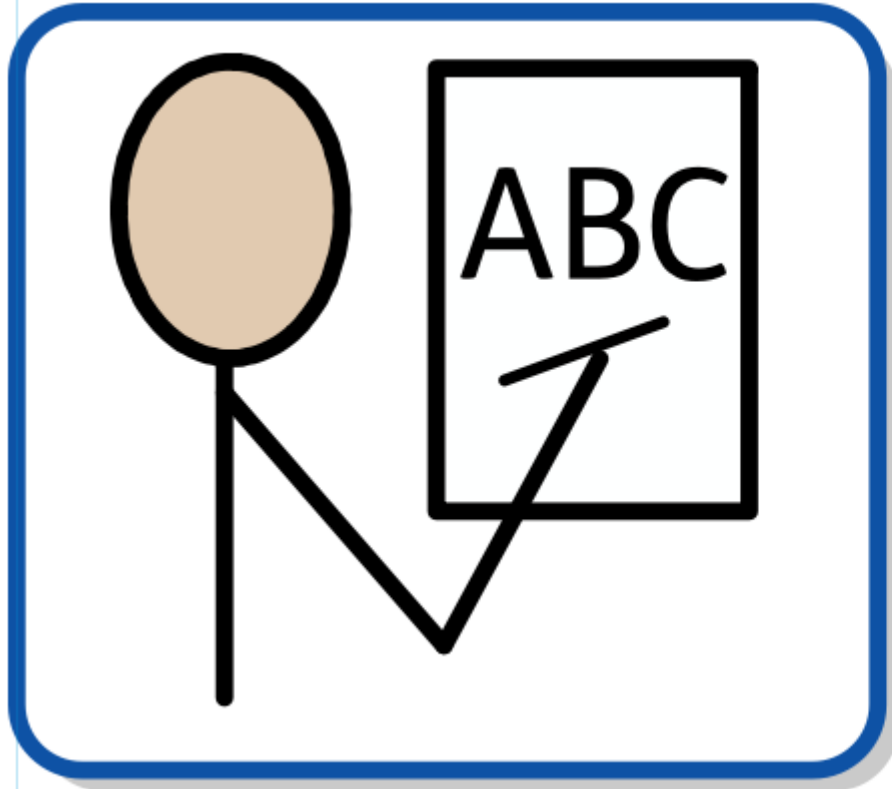
Ambition	Compassion	Helpful	Homework
Pride	Respect	Responsibility	Working hard

Expectations



Home link books – the children's responsibility.

Reminders



TTRS and Spelling Shed logins are in the front of their home-link books.

A spelling overview for the half-term can be found in their home-link books.

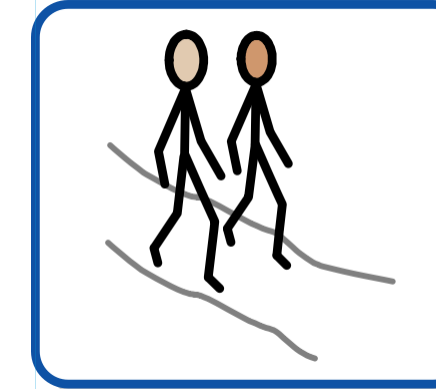
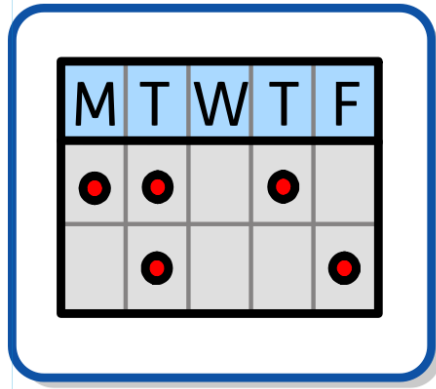
Reminders

The school day – 8.40am to 3.25pm.

Walking to/from school – written permission must be given.

Going to the park.

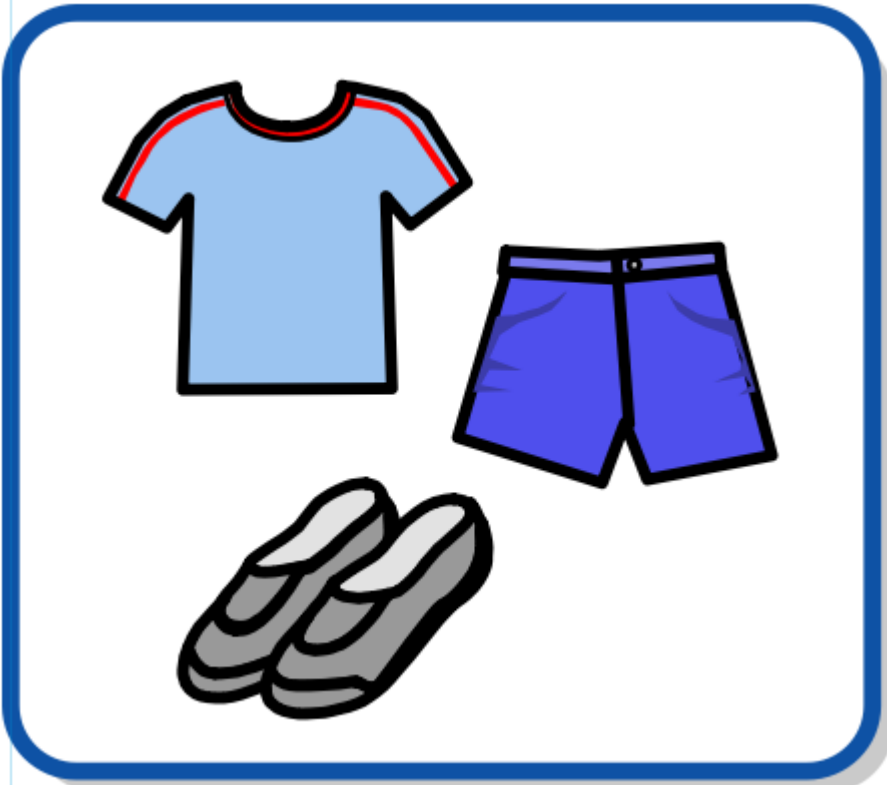
Mobile phones – must be handed in, must be switched off when at the gate.



Reminders

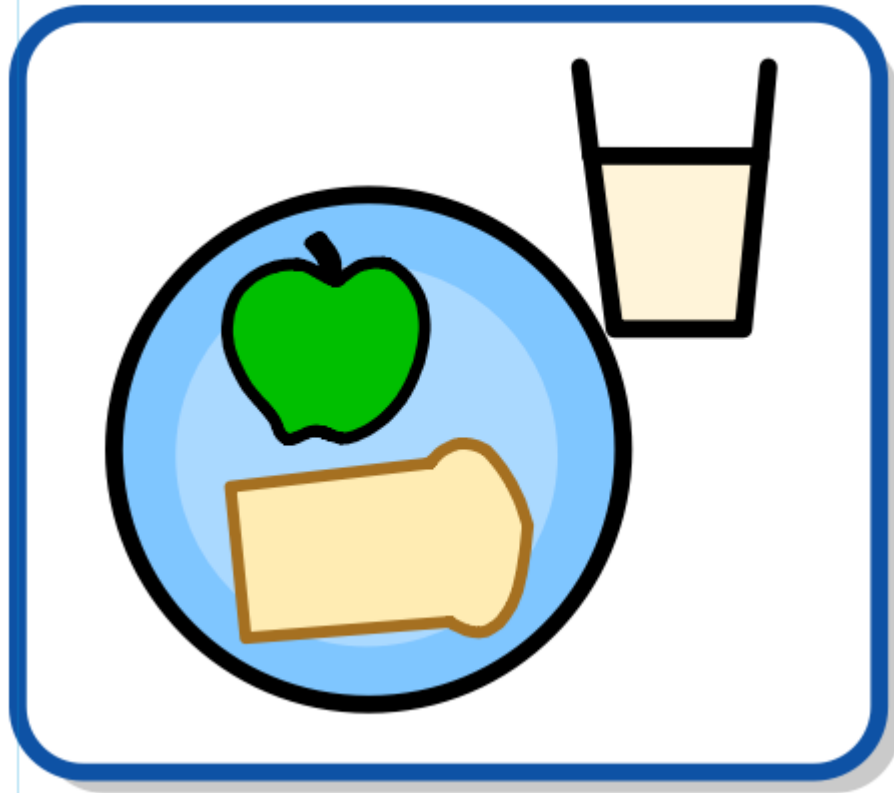
Safety – PE kit to be worn on a Tuesday and a Thursday. Earrings/religious jewellery reply slip to be returned.

Swimming – Tuesday mornings, summer 2.



Reminders

School meals – complete on SCOPAY for the ½ term.



Communication

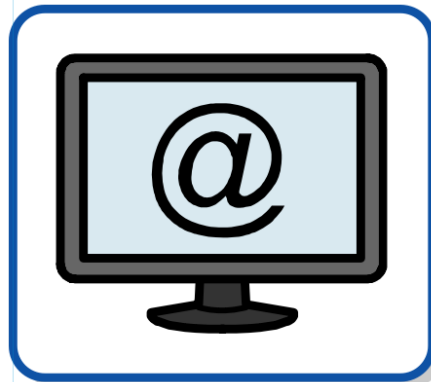
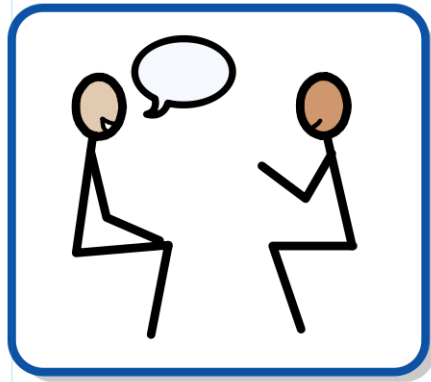
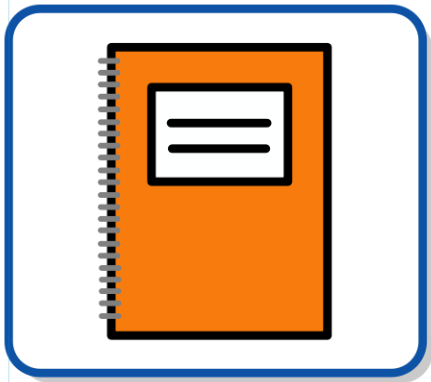
Home-link books – checked daily by Mrs Rogers.

Main school gate – Tuesday AM.

End of the school day – in the classroom.

In-person/telephone conversation.

Class Dojo.



Key Diary Dates

Harvest Festival: *Thursday 16th October 2025*

Parent Consultations: *Wednesday 22nd October & Thursday 23rd October 2025*

Key Stage Two Carol Concert: *Thursday 11th December 2025 (7pm)*

Key Stage Two SATs: *Monday 11th May 2026 to Thursday 14th May 2026*

Class Assembly: *Thursday 13th November 2025 (3.00pm)*

Bikeability: *Monday 12th January 2026*

Residential: *Monday 13th July 2026 – Friday 17th July 2026*

Year Six Production: *Monday 6th July 2026 (7pm) & Thursday 9th July 2026 (7pm)*

Assessment

- ▶ Assessed by teacher in all curriculum areas – Insight.
 - ▶ **Significantly Above** the expected standard for Year 6
 - ▶ **Above** the expected standard for Year 6
 - ▶ **Securely At** the expected standard for Year 6
 - ▶ **Just At** the expected standard for Year 6
 - ▶ **Below** the expected standard for Year 6
 - ▶ **Significantly Below** the expected standard for Year 6 (working within a lower year group)
- ▶ **Standard Assessment Tests (SATs)** – *Monday 11th May 2026 to Thursday 14th May 2026*
- ▶ Measure their progress and attainment
 - ▶ **Reading** (1 paper) (3 texts) (50 marks) (1 hour)
 - ▶ **Maths** (3 papers) (arithmetic – 40 marks – 30 minutes) (reasoning 1 & 2 – 35 marks each – 40 minutes each)
 - ▶ **Grammar, Punctuation and Spelling (GPaS)** (2 papers) (spelling – 20 marks – not timed) (grammar, punctuation and spelling – 50 marks – 45 minutes)

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

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

Working at greater depth

The pupil can:

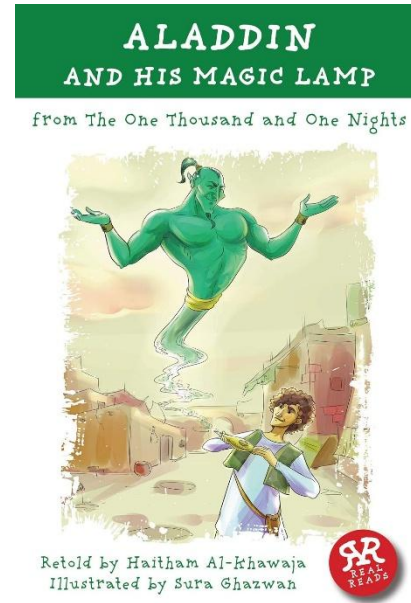
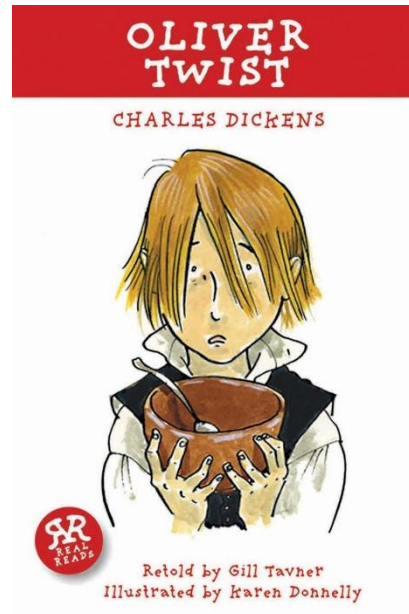
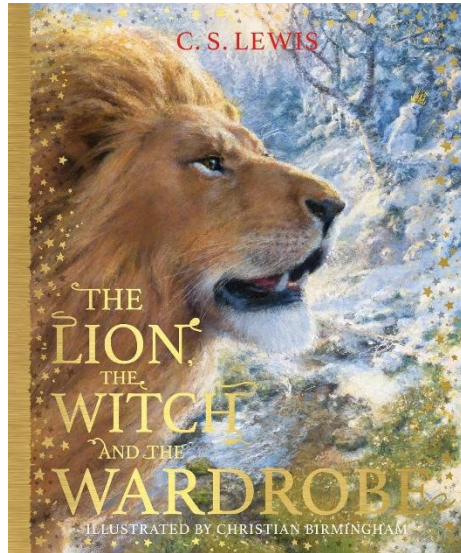
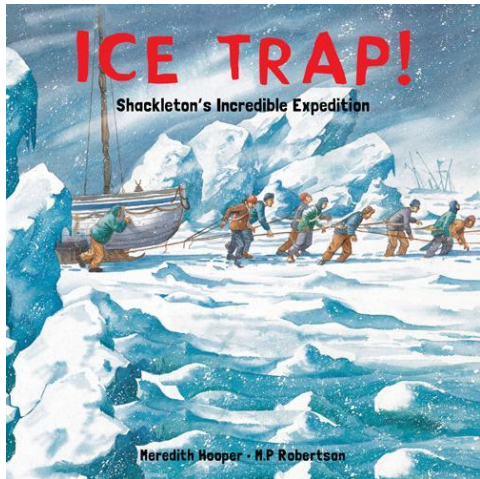
- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate 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 key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

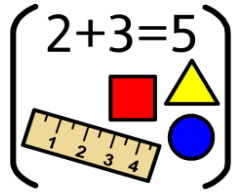
Writing & Reading



Fiction & non-fiction.

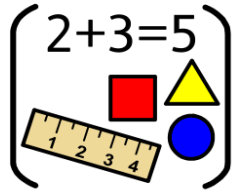


Maths



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW		Number Addition, subtraction, multiplication and division VIEW				Number Fractions A VIEW		Number Fractions B VIEW		Measurement Converting units VIEW	
Spring term	Number Ratio VIEW	Number Algebra VIEW	Number Decimals VIEW	Number Fractions, decimals and percentages VIEW	Measurement Area, perimeter and volume VIEW	Statistics VIEW						
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW		Themed projects, consolidation and problem solving VIEW							

Maths



Week 1 Test

1	$2,380 - 10 =$		11	$453 + 8,899 = 653 +$	
2	$16 \div \square =$	2	12	$554 \times 12 =$	
3	$2 \times 2 \times 1 \times 5 =$		13	$6 \times \square \times 100 =$	7,200
4	$29,000 - 6,938 =$		14	$\frac{3}{10} \times 3 =$	
5	$3 \times 12 =$		15	$\frac{1}{3} \div 3 =$	
6	$690 \div 3 =$		16	$\frac{7}{10}$ of 140 =	
7	$22,489 + 8,510 =$		17	$6\frac{1}{3} + 5\frac{1}{4} =$	
8	$317 \times 10 =$		18	$7\frac{2}{10} - 4\frac{1}{2} =$	
9	$7 \times 8 + 2 \times 6 =$		19	$3,509 \div 11 =$	
10	$\frac{3}{12} + \frac{4}{12} =$		20	$\frac{1}{4} + \frac{1}{2} \times \frac{1}{5} =$	

Homework

- ▶ Homework grid
- ▶ **Spellings** – 10 spellings per week; Year 6 curriculum words; accessed on Spelling Shed; 3 games per week; overview for the half-term (set Monday, tested Monday)
- ▶ Homework is set on a **Friday** and due the following **Thursday**
- ▶ **Grammar** – 1 quiz set per week based on the week's learning on Spelling Shed
- ▶ **Reading** – 3x per week; school/home/library books; recorded in home-link book; reading raffle
- ▶ **TTRS** – 3x per week; accessed on website
- ▶ **Maths Practice Journal** – pages set every week; handed in on a Thursday

- ▶ All logins found in the front of the home-link book
- ▶ Rewards
- ▶ Homework club – Friday lunchtime

Year 6 Residential – Bowles

- ▶ Monday 13th July – Friday 17th July
- ▶ £45 deposit
- ▶ Ten instalments of £47 (due by the 1st of each month from July 2025 to June 2026, excluding August 2025)
- ▶ Final payment of £40
- ▶ Activities/food included
- ▶ Dropping/collecting your child (Monday, 11:30am to Friday, 1:30pm)
- ▶ Pocket money
- ▶ Possible activities:
 - ▶ Skiing; rock climbing; kayaking; leap of faith; raft building; team building; scrambling; archery; orienteering; high ropes.

Thank you!

Any questions?