

Upper Key Stage 2 expectations

PIRTON SCHOOL

6TH OCTOBER 2023

Purpose

- Knowledge, skills and experiences
- Learning behaviours
- Ready and excited for the next steps in their journey
- Secondary school ready

Pirton 6 Learning Behaviours

Ready - Adults are prepared and confident. Children are motivated to learn and know what is expected of them. There are high expectations and a shared vision for the school.

Responsible - Adults and children look after each other and themselves in order to create an atmosphere of trust. Everyone speaks politely and looks after school property.

Reflective - Adults reflect on own practice and demonstrate life-long learning. Children are given opportunities to think and develop a mindful approach to school.

Respectful - Pupils and adults interact politely and with regard for the other person. Feelings and emotions are expressed clearly with the desire to seek a resolution.

Resourceful - Adults model resourcefulness and children use strategies and past experience in current lessons. Challenges are overcome in a calm and purposeful manner.

Resilient - Adults and children to show determination at times of challenge. There is a sense of unity and purpose in learning that is inclusive and celebrates all achievements.

Supporting your child

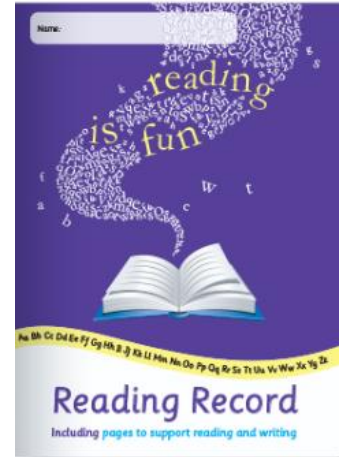
Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Home-learning is based on what the children are learning in school- support this as much as you can.
- Attend any meetings at school (or read any literature sent home).
- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete home-learning or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.

Reading – Parent Partnership

1. Build reading into your child's daily routine: read every day.
2. Be a great reading partner with your child!
3. Bring books everywhere.
4. Be enthusiastic!
5. Use technology together.



Reading

- At least three entries a week in reading records, however we encourage children to read daily at home.
- Older children are encouraged to **record in their own reading records** but we expect **all children to read to adults** regardless of their reading ability or age.
- Comics, recipes, leaflets, poems, magazines.
- Access, at least fortnightly, to a library where they can choose a book for pleasure.
- Support children to select age-appropriate texts and talk about reading choices.

Guidance for reading records

Reading Records will be taken in weekly to monitor children's reading journey.

Anyone writing in the Reading Record needs to include the name of the text and the pages that were read.

Adults in school will always write in green pen.

Children can give their book a mark out of 10 and explain why they have given this score.

Filling in the word boxes at the bottom of the pages will greatly support your child's reading development. These consist of:

- Tricky words, or words to practise
- Tricky words, or new words I have learned

Comments you could write in the reading records

- Jack used evidence from the text to give his impression of the character.
 - Jack read this book/page with expression and meaning.
- We talked about the meaning of the word _____ and Jack gave some examples of synonyms and antonyms.
- Jack made a link between the themes of this text and _____.
- Jack discussed why he felt the author presented the information on this page in this way.

Reading- encourage detailed responses with evidence.

Section 3: A Howl at Dusk

Qu.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give two things, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <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>	Up to 3m														
<table><tr><th>Acceptable points (personality)</th><th>Likely evidence</th></tr><tr><td>1. he is unfriendly / rude / surly</td><td><ul style="list-style-type: none">unfriendly eyes'What's it to you?'strode off without another worddidn't bother to look at Innis whilst replyinghe didn't look at him when he replied.</td></tr><tr><td>2. he is independent / brave / calm</td><td><ul style="list-style-type: none">he was on his ownnot concerned he might be walking towards the wolfhe didn't seem to be shocked that there was a wolf about.</td></tr><tr><td>3. he is curious</td><td><ul style="list-style-type: none">the only questions asked were about wolves'How far?''Where exactly?'he stops when Innis mentions the wolf.</td></tr><tr><td>4. he is mysterious / strange</td><td><ul style="list-style-type: none">he doesn't talk muchhe wiped the snow off, turned and strode offhe appeared out of nowherehe didn't tell Innis much about himself.</td></tr><tr><td>5. he is secretive / defensive</td><td><ul style="list-style-type: none">he didn't tell Innis anything about himselfstrode off without another word'What's it to you?'</td></tr><tr><td>6. he is determined / single-minded / self-centred</td><td><ul style="list-style-type: none">was only interested in the wolfstrode off without another wordhe only paid attention to what he was interested inhe only interacted when he realised that Innis had useful information.</td></tr></table>			Acceptable points (personality)	Likely evidence	1. he is unfriendly / rude / surly	<ul style="list-style-type: none">unfriendly eyes'What's it to you?'strode off without another worddidn't bother to look at Innis whilst replyinghe didn't look at him when he replied.	2. he is independent / brave / calm	<ul style="list-style-type: none">he was on his ownnot concerned he might be walking towards the wolfhe didn't seem to be shocked that there was a wolf about.	3. he is curious	<ul style="list-style-type: none">the only questions asked were about wolves'How far?''Where exactly?'he stops when Innis mentions the wolf.	4. he is mysterious / strange	<ul style="list-style-type: none">he doesn't talk muchhe wiped the snow off, turned and strode offhe appeared out of nowherehe didn't tell Innis much about himself.	5. he is secretive / defensive	<ul style="list-style-type: none">he didn't tell Innis anything about himselfstrode off without another word'What's it to you?'	6. he is determined / single-minded / self-centred	<ul style="list-style-type: none">was only interested in the wolfstrode off without another wordhe only paid attention to what he was interested inhe only interacted when he realised that Innis had useful information.
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Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence

3 marks

Spelling

Each week, the children will be given a spelling rule to practise. This is based on what we have been exploring, revisiting and teaching in class.

They will also be given some words from statutory spelling lists for them to learn to read, understand, spell and use within their own writing.

Spelling tests are being completed in children's home-learning books. This will give you an indication of how your child is doing and if there are any further words you could support them with learning.

Find and agree strategies that work for your child.

These spelling words/patterns/rules are taken from the national curriculum and will also directly link with the words children will be tested on at the end of KS2.

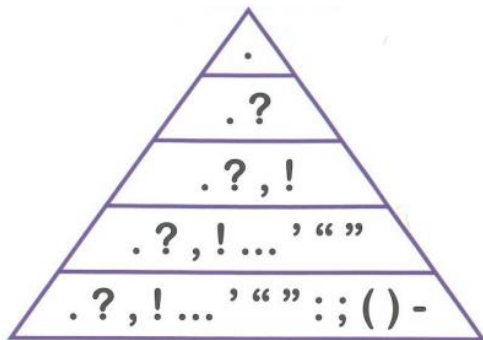
[The national curriculum in England - English Appendix 1: Spelling \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/primary-school-spelling-lists-2018.pdf)

National Curriculum Word List for Years 5-6

You are expected to know these words by the end of Year 6. Tick ✓ each word when you know the meaning **M** and when you know the spelling **Sp**.

accommodate	M Sp	correspond	M Sp	identity	M Sp	queue	M Sp
accompany	M Sp	criticise	M Sp	immediate(ly)	M Sp	recognise	M Sp
according	M Sp	curiosity	M Sp	individual	M Sp	recommend	M Sp
achieve	M Sp	definite	M Sp	interfere	M Sp	relevant	M Sp
aggressive	M Sp	desperate	M Sp	interrupt	M Sp	restaurant	M Sp
amateur	M Sp	determined	M Sp	language	M Sp	rhyme	M Sp
ancient	M Sp	develop	M Sp	leisure	M Sp	rhythm	M Sp

Punctuation



Questions About Your Book

Try asking yourself some of these questions to check that you are understanding what you are reading.

Before you start

- Why did you choose this book?
- What do you think will happen in the story?
- If this is a non-fiction book, what do you hope to find out?

Halfway through

- What has happened so far?
- Who are the main characters?
- How do you think the main characters are feeling now?
- How would you describe the story so far?
(For example it could be funny or exciting.)



The Building Blocks of Sentences

Modal Verbs

Modal verbs are words like: will, would, can, could, should, might and must. They change the meaning of other verbs.

Examples: You should help your mother. We must follow the directions.

Conjunctions

Conjunctions usually connect words or clauses together inside a sentence.

Examples: and, but, or, when, because, although, if

Dave and his friend went outside.

They couldn't get to school because the snow was too deep.



Adverbs

Adverbs usually tell us information about 'how', 'when', 'where' or 'how much'. They can be used with verbs, adjectives or other adverbs.

Examples: He shouted loudly. The game was really exciting. She ran very quickly.

Maths LTP

Autumn term	<div>Year 5 - Number</div> <div>Place value</div> <div>VIEW</div>	<div>Year 5 - Number</div> <div>Four operations</div> <div>VIEW</div>	<div>Year 5 - Number</div> <div>Fractions</div> <div>VIEW</div>			
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Spring term	<div>Year 6 - Number</div> <div>Ratio</div> <div>VIEW</div>	<div>Year 6 - Number</div> <div>Decimals & percentages</div> <div>VIEW</div>	<div>Year 6 - Number</div> <div>Algebra</div> <div>VIEW</div>	<div>Y6 - Measurement</div> <div>Converting units</div> <div>VIEW</div>	<div>Year 6 - Measurement</div> <div>Perimeter, area & volume</div> <div>VIEW</div>	<div>Statistics</div> <div>VIEW</div>
Summer term	<div>Year 5 - Geometry</div> <div>Properties of shape</div> <div>VIEW</div>	<div>Y5 - Geometry</div> <div>Position & direction</div> <div>VIEW</div>	<div>Investigations & Consolidation</div>			

Multiplication/ TTRockstars

Why is multiplication so important?

Multiplication is an important maths skills that every child must master by the end of Year 6. Being confident in multiplication is shown to help fluency (speed and accuracy) in maths. It will help to:

- Increase speed and accuracy in mental maths.
- Understand other mathematical concepts (such as fractions, algebra and division) more easily.
- Be more confident in maths.

A study published by Ofsted (2022), says pupils without instant recall of multiplication tables struggle at maths.

Nick Gibb, the schools minister, said, “It is vital that all children can grasp and master arithmetic while they are still at primary school.

If we fail children at this early stage, the risk is they will never catch up.

Supporting your child

Further tips:

- Keep revisiting learning light. Going over key skills (multiplication facts, real world mental maths as you are shopping or cooking) is a good way to keep revisiting skills light.
- There are plenty of free or inexpensive Upper Key Stage 2 practice materials for parents available.
- If you're looking to support your child further with learning at home, there are lots of good websites with Upper Key Stage 2 revision resources.
- Think carefully about opportunities to develop independence and resilience.

What to do if you are worried about your child

Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Encourage your child to talk to their teacher

Try not to project your own anxieties or views about school or education

Advice for Upper KS2 children

- Listen to your teacher.
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Listen and read all the instructions and information you are given carefully. This can help you to avoid silly mistakes.
- Ask for help if you are not sure.
- Don't panic. There may be things you think you can't do. Take a deep breath. Relax!

“Stay focused in class so you don't have loads of extra studying to do at home!” – Year 7 pupil's advice.

Things to remember about SATs in Year 6

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year. Your school may be able to provide you with more detailed feedback.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

Further information

- Website
 - Newsletters
 - Timetable
 - Welcome PowerPoint
 - Curriculum overview
 - Calendar
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- Y6 SATs meeting Friday 10th November 2023

