



Information Evening Year 6 Parents

**Mr Pirbhai, Ms Sookun
Mrs Saad (Y6 residential)**

Aims for this session

- To consolidate your knowledge of the aspects of the national curriculum
- To learn how your child's attainment and progress will be measured
- To explore learning resources and ways to help your child

KS2 National Curriculum Tests dates for 2027

Monday 10th May 2027 – English GPS

Paper 1 – Grammar & Punctuation

45 minutes (50 marks)

Paper 2 – spellings

15 minutes (20 marks)

Tuesday 11th May 2027 – English Reading

1 hour (50 marks)

Wednesday 12th May 2027 – Mathematics Papers 1 & 2*

Paper 1 – Arithmetic

30 minutes (40 marks)

Paper 2 – Reasoning

40 minutes (35 marks)

Thursday 13th May 2027 – Mathematics Paper 3*

Paper 3 – Reasoning

40 minutes (35 marks)

**Children will not be allowed to use calculators or tracing paper for the mathematics papers*

English writing

Teacher assessed through out the academic year

Raw scores and scaled scores

A pupil's scaled score is based on their **raw score**. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly.

Tests are developed each year to the same specification, but because the questions must be different, the difficulty of tests may vary slightly each year. This means converting the raw scores pupils get in the tests into a **scaled score**, to ensure accurate comparisons of pupil performance over time.

Every scaled score will represent the same level of attainment for a pupil each year, so a pupil who scores 103, for example, in 2026 will have demonstrated the same attainment as a pupil who scores 103 in 2027.

A **scaled score of 100** will always represent the **expected standard** on the test. Pupils scoring 100 or more will have met the expected standard on the test.

Every year, panels of teachers set the raw score required to meet the expected standard on each test

Raw scores and scaled scores

Test	Number of marks available in the paper	Total number of marks available for the test – highest raw score
English reading	50 marks	50 marks
English grammar, punctuation and spelling Paper 1: questions	50 marks	70 marks
English grammar, punctuation and spelling Paper 2: spelling	20 marks	
Mathematics Paper 1: arithmetic	40 marks	110 marks
Mathematics Paper 2: reasoning	35 marks	
Mathematics Paper 3: reasoning	35 marks	

Raw scores and scaled scores

Raw score to scaled score conversion – 2025

Mathematics **58 marks scored out of a possible 110 marks** – national expectations met (scaled score of 100)
95/110 – working at higher expectations (scaled score of 110)

English, reading **28 marks scored out of a possible 50 marks** – national expectations met (scaled score of 100)
40/50 – working at higher expectations (scaled score of 110)

English, GPS **35 marks scored out of a possible 70 marks** – national expectations met (scaled score of 100)
54/70 – working at higher expectations (scaled score of 110)

Raw score to scaled score conversion – 2026

Mathematics **56 marks scored out of a possible 110 marks** – national expectations met (scaled score of 100)
94/110 – working at higher expectations (scaled score of 110)

English, reading **25 marks scored out of a possible 50 marks** – national expectations met (scaled score of 100)
39/50 – working at higher expectations (scaled score of 110)

English, GPS **34 marks scored out of a possible 70 marks** – national expectations met (scaled score of 100)
55/70 – working at higher expectations (scaled score of 110)

Children's attainment

**working towards
below scaled score of 100**

**working at the expected level
at or between a scaled score of 100 and 109**

**working at a higher standard
at or above a scaled score of 110**

Children's attainment will be shared along with the end of year reports

Reading

RAYAN RETRIEVER



- Can skim read texts to gather the general impression of what has been written.
- Can summarise and explain main points in a text.
- Can scan texts to locate specific information.
- Can refer to the text to support opinions and predictions.
- Is able to quote directly from the text to support thoughts and discussions.
- Can use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin.

ELIZA EXPLORER



- Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs.
- Can sometimes discuss how a text can affect the reader and the language the author has used to create those feelings.
- Can identify the author's choice of language and its effect on the reader in non-fiction texts.
- Can discuss the work of some established authors and knows what is special about their work.

AMINA ANALYST



- Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity.
- Is beginning to identify differences between some different fiction genres.
- Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraphs or chapters in fiction.
- Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.

DAWUD DETECTIVE



- Can use clues from action, description and dialogue to help establish meaning.
- Can work out the meanings of ambitious words and/or phrases in context.
- Is beginning to explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
- Can sometimes explain different characters' points of view.
- Can identify the point of view from which a story is told.
- Is beginning to recognise how a character is presented in different ways and respond to this with reference to the text.
- Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act.

Reading regularly is vital in order to develop your child's comprehension skills

WHY READ 20 MINUTES AT HOME?

Student A Reads

- ❖ 20 minutes per day.
- ❖ 3,600 minutes per school year.
- ❖ 1,800,000 words per year.



- ❖ Scores in the 90th percentile on standardized tests.

Student B Reads

- ❖ 5 minutes per day.
- ❖ 900 minutes per school year.
- ❖ 282,000 words per year.



- ❖ Scores in the 50th percentile on standardized tests.

Student C Reads

- ❖ 1 minute per day
- ❖ 180 minutes per school year.
- ❖ 8,000 words per year.



- ❖ Scores in the 10th percentile on standardized tests.

Fact retrieval question

3

Read the paragraph beginning: '*What have you found?*'

What had Mandy done with the leaves?

Tick **one**.

covered the ground with them

☐

moved them to make a small hole

☐

kicked them into the air

☐

piled them up high

☐

1 mark

'What have you found?' James ran over and skidded to a halt beside her. His trainers sent up a spray of leaves. He pushed his glasses back up his nose and looked down at the little hollow Mandy had made in the leaves.

Inference question

7

Read the paragraph beginning: *Mandy knew it...* to the paragraph ending: *...no footholds at all.*

How can you tell Mandy was concentrating hard?

1 mark

Mandy knew it would be the best solution. The owl wouldn't survive for long out in the open, that was for sure. But how on earth were they to reach the nest?

'We'd need a ladder.' Mandy tucked a strand of hair behind her ear. Her brows knitted together over her eyes in a thoughtful frown. 'Or maybe I could climb up?' she said, not sounding at all sure. She was pretty good at climbing trees, but this one had a tall, straight trunk with no footholds at all.

Vocabulary knowledge

25

*...because of the achievements of brave, **pioneering** pilots who flew in some of the first powered planes.*

The word *pioneering* tells us that the pilots...

Tick **one**.

flew aeroplanes for many years.

☐

were not very good at flying.

☐

could perform tricks and stunts when flying.

☐

tested out a new way of travelling.

☐

1 mark

Early air travel

Before the aeroplane was invented, travelling over long distances was very difficult and took much longer than it does today. It wasn't until 1903 that the first successful plane was invented. Later, the period between 1918 and 1939 was considered a golden age of flying. This was because of the achievements of brave, pioneering pilots who flew in some of the first powered planes.

Spellings - example

Word list – years 5 and 6

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

bargain

bruise

category

cemetery

embarrass

environment

equip (–ped, –ment)

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

guarantee

harass

hindrance

identity

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

rhythm

sacrifice

secretary

shoulder

committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience"	language	sufficient
conscious"	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Refer to complete spellings list:

[The national curriculum in England - English Appendix 1: Spelling](#)

Extract 2025 spellings test

1. There was a brave _____ in the story.
2. The children walked home _____ the park.
3. We were _____ for our hard work.
4. I enjoy reading _____ stories.
5. After a few days, the seeds _____ shoots.

Qu.	Spelling	Mark	Content domain reference
1	knight	1	S60 – words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	through	1	S59 – words containing the letter string <i>ough</i> S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
3	rewarded	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
4	adventure	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
5	developed	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable

Extract 2026 spellings test

- 16.** My football coach says that I have a lot of _____.
- 17.** The _____ was strict but fair.
- 18.** The children were asked to be quiet during _____.
- 19.** The broken pavement was quite _____.
- 20.** Bats are _____ animals.

16	potential	1	S54 – endings which sound like /fəl/
17	examiner	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
18	registration	1	S42 – the suffix <i>-ation</i>
19	hazardous	1	S46 – the suffix <i>-ous</i>
20	fascinating	1	S51 – words with the /s/ sound spelt sc S38 – adding suffixes beginning with vowel letters to words of more than one syllable

Extracts from G&P test 2026

3

Draw a line to match each word to the correct **suffix**.
Use each suffix only once.

Word

develop

outrage

weak

power

Suffix

ness

less

ment

ous

1 mark

3
G6.3

Award 1 mark for all **four** matched correctly.

1m

Word

develop

outrage

weak

power

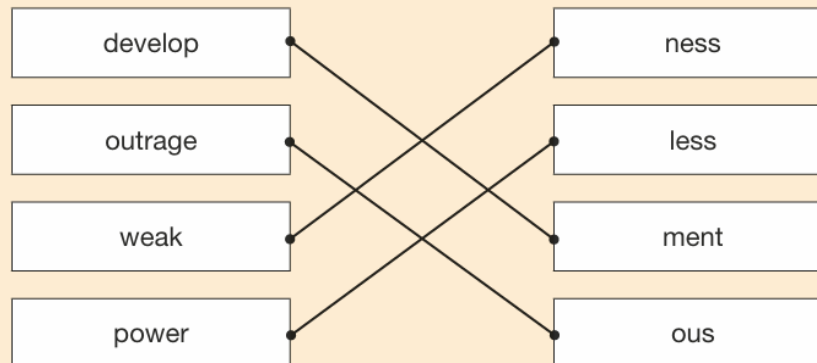
Suffix

ness

less

ment

ous



Extracts from G&P test 2026

27

Insert a **semi-colon** in the correct place in the sentence below.

The lovely county of Cornwall has a long, rugged coastline its
secluded coves provide safe, sheltered harbours.

1 mark

27 G5.11 G3.1	Award 1 mark for a semi-colon correctly inserted. The lovely county of Cornwall has a long, rugged coastline; its secluded coves provide safe, sheltered harbours.	1m
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Extracts from G&P test 2025

7

Circle the correct **verb form** in each underlined pair to complete the sentences below using **Standard English**.

We was / were going on a school trip to a concert.

The musicians did / done a sound check before the show.

1 mark

7
G7.1

Award 1 mark for both correct.

We was / were going on a school trip to a concert.

The musicians did / done a sound check before the show.

1m

Extracts from G&P test 2025

28

Explain why the word they makes the meaning of the sentence unclear.

When Kate and Ravi met the other tennis players, they were excited.

1 mark

Qu.	Requirement	Mark
28 G1.5	Award 1 mark for a response explaining that it is unclear who <i>they</i> refers to, for example: • <i>You don't know who 'they' is referring to; you don't know if it is the tennis players or Kate and Ravi.</i> • <i>Because we don't know who 'they' are.</i> • <i>It doesn't clarify who they are referring to by 'they'.</i>	1m

Supporting reading, spellings and G&P

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.

Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary

Practise weekly spellings together

All reading is valuable – it doesn't have to be just stories. Reading can involve anything: a chapter from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV menu guides.

Visit the local library - it's free!

Mathematics - arithmetic

The arithmetic test will judge your child's knowledge and understanding using the four operations. Accuracy and speed in calculations are both very important.

24

$$15.4 - 8.88 =$$

25

$$13 \overline{) 33016}$$

Show
your
method

$$\begin{array}{r}
 \text{tenth} \\
 \text{hundredths} \\
 \begin{array}{r}
 15.40 \\
 - 8.88 \\
 \hline
 6.52
 \end{array}
 \end{array}$$

$$\begin{array}{r}
 \text{long division} \quad \text{short division} \\
 \begin{array}{r}
 13 \overline{) 33016} \\
 \underline{- 26} \\
 341 \\
 \underline{- 39} \\
 26 \\
 \underline{- 26} \\
 0
 \end{array}
 \end{array}$$

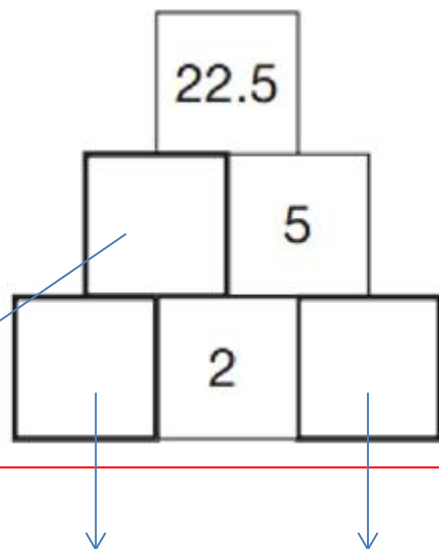
Mathematics - reasoning

The reasoning tests will judge your child's problem solving skills.

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



Answer:

4.5

Answer:

2.25

Answer:

2.5

Handwritten calculations on grid paper showing the inverse strategy for finding the missing numbers in the pyramid:

$$\begin{array}{r} 4.5 \quad \checkmark \\ 5 \overline{) 22.5} \end{array}$$

Recheck

$$\begin{array}{r} 2.25 \quad \checkmark \\ 2 \overline{) 4.5} \end{array}$$

Inverse strategy

$$2 \times 2.5 = 5 \quad \checkmark$$

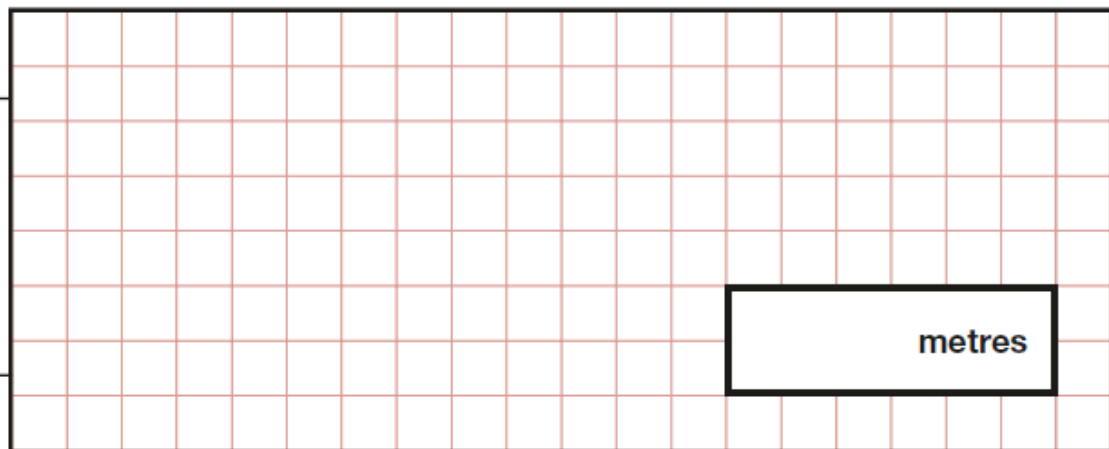
Mathematics - reasoning

Jacob cuts 4 metres of ribbon into **three** pieces.

The length of the first piece is **1.28** metres.

The length of the second piece is **1.65** metres.

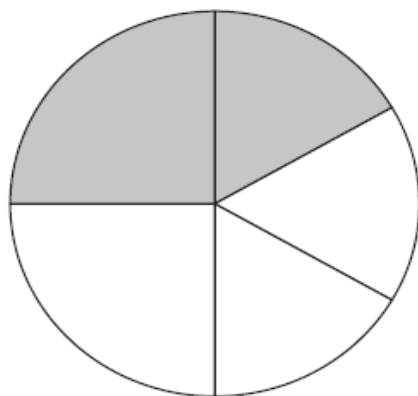
Work out the length of the third piece.



$$\begin{array}{r} 4\text{m} = 400\text{ cm} \quad \checkmark \text{ units of measurement} \\ \begin{array}{r} 3 \overline{) 400} \\ - 128 \\ \hline 272 \\ - 165 \\ \hline 107 \end{array} \quad \checkmark \text{ conversion} \\ 107\text{ cm} \\ \hline \text{convert } 107\text{ cm to m} \\ 1.07 \end{array}$$

Mathematics - reasoning

In this circle, $\frac{1}{4}$ and $\frac{1}{6}$ are shaded.



What fraction of the whole circle is **not** shaded?

$$\frac{1 \times 3}{4 \times 3} + \frac{1 \times 2}{6 \times 2}$$

$$\frac{3}{12} + \frac{2}{12} = \frac{5}{12}$$

Shaded

so $\frac{7}{12}$ unshaded.

Supporting mathematics

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

Writing expectations

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 correctly¹ (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 expected standard

This first person recount of a school 'Viking Day' provides a straightforward chronological account of a special event at school. Written for a familiar audience (the children's parents), it is an example of informal writing, appropriately interspersed with simple personal comments and observation (*It was really fun; this really loud horn that I'm pretty much certain the whole school heard*), perhaps lacking the consistent tone that would be seen in the writing of a child working at greater depth.

An appropriate level of detail provides the intended reader with a clear picture of the day's events: the description of the 'Viking', the Viking words and clothing, and the activities in which the writer participated.

[C]

Morgan's vocabulary choices are accurate, but they lack the precision and breadth that would be expected in the work of a pupil working at greater depth (*very long; really funny; really fun; really hard; very interesting*).

[C]

Cohesion is further supported through synonymous references to the same subject (a

Viking Day

When I walked into the hall, I turned my head and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~welcome~~ welcoming, of ~~course~~ course, but had a lot of weapons ~~are sure~~ surrounding him. The first words he said were **GO AR!** I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, fur, runes and by the fact that it was Viking day.

Firstly, he told us to turn around. We saw some tunics, ropes, head scarves and hats. We had ~~the~~ to put these on, starting with a tunic. Then we sat down again, and he told us about the Vikings and that people had completely got them wrong. The man's name was Gary, and he was **really funny**. Suddenly DONG!! The bell rang for playtime. During break everyone was looking at us, obviously, because we were wearing head scarves, tunics and ropes.

After break **the man** told us more about the

The opening paragraph successfully engages the reader and creates a sense of intrigue by deliberately withholding information (*When I walked into the hall, I turned my head and saw the most peculiar sight*).

[C]

Direct speech is not punctuated here.

[GP]

The text is organised chronologically over 4 paragraphs. Straightforward adverbials provide a sense of cohesion, steering the reader through the day's events in sequence (*When I walked into the hall; Firstly; During break; After break; After lunch; At the very, very end*). Confident use of pronouns that refer back to a preceding clause (*It was Viking language. I knew this by...; He also told us... It was really fun*) further supports the overall cohesion of the writing.

[C] [GP]

us some Viking legends and stories, in which he included the fur skins of animals. It was really fun. After lunch we did a load of activities

including making oil lamps out of clay, learning to fight with a spear and ~~making~~ drawing a board game on a piece of cloth with charcoal (which was

really hard). ~~and the~~ Gary kept on blowing this really loud horn that I'm pretty much certain ~~that~~ the whole school heard. But then the day came to an end and we had to give Gary back our tunics and pack away. Then Gary let us ~~answer~~ ~~some~~ ask a few questions, some of which ~~were~~ had very interesting answers.

At the very, very end Gary told us how to remember all the things we learnt about: sailors, farmers, raiders, settlers, traders and crafters - and that was the end of the day.

Preposition phrases function adverbially, adding detail and specification, supporting the description of these unusual activities.
[GP] [C]

Brackets used effectively for parenthesis, commenting on the activities and giving a personal opinion.
[GP] [C]

The ending to the final paragraph is somewhat abrupt, underlining the difference between Morgan's current writing and the structural decisions and detail that are more likely to be evident in the writing of a pupil who is closer to 'working at greater depth'.
[C]

Spelling is mostly correct. *Traiders*, *completly* and *charchol* are the only errors. Handwriting maintains legibility and fluency with letters appropriately joined. Minor edits and corrections, made at the point of writing, improve clarity, accuracy and vocabulary choices.
[T]

Handwriting maintains legibility and fluency with letters appropriately joined. Minor edits and corrections, made at the point of writing, improve clarity, accuracy and vocabulary choices.
[T]

Commas and brackets for parenthesis are used correctly, as are commas for clarity, including after fronted adverbials. A colon is correctly used to introduce a list and a dash is used to mark the boundary between independent clauses.
[GP]

Morgan: evidence check

The following tables show how Morgan's work has met the 'pupil can' statements across the collection for 'working at the expected standard', as well as how they have not yet shown sufficient evidence for 'working at greater depth within the expected standard'.

There is no expectation for teachers to produce such tables, or anything similar. These simply help to illustrate where Morgan's work has demonstrated the 'pupil can' statements in these 6 examples.

As stated in the framework guidance, individual pieces of work should not be assessed against the framework.

End-of-key stage 2 statutory assessment – working at the expected standard							
Name: Morgan	A	B	C	D	E	F	Collection
The pupil can:	Short story	Recount	Letter	Short story	Balanced argument	Science investigation	
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	✓	n/a	n/a	✓	n/a	n/a	✓
integrate dialogue in narratives to convey character and advance the action	✓	n/a	n/a	✓	n/a	n/a	✓
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 and synonyms) within and across paragraphs	✓	✓	✓	✓	✓	✓	✓
use verb tenses consistently and correctly throughout their writing	✓	✓	✓	✓	✓		✓

Name: Morgan	A	B	C	D	E	F	Collection
The pupil can:	Short story	Recount	Letter	Short story	Balanced argument	Science investigation	
• use the range of punctuation taught at key stage 2 mostly accurately (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 handwriting when writing at speed	✓	✓	✓	✓	✓	✓	✓

End-of-key stage 2 statutory assessment – Working at greater depth within the expected standard

Name: Morgan	A	B	C	D	E	F	Collection
The pupil can:	Short story	Recount	Letter	Short story	Balanced argument	Science investigation	
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 writing 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 accurately (e.g. semi-colons, dashes, colons and hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity					✓		
(No additional statements for spelling or handwriting)							

Writing expectations

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]

Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~creeped~~ crept across the landing.

As his heart raced he stared into the darkness; he could hear the fridge urging him on – willing him to move.

Now the stairs. The tricky bit. Suddenly a THUD!... He raced down the creaking stairs – even the seventh one that makes an earsplitting ~~noise~~ creak. He could see the ~~re~~ white rectangle straight ahead of him. Then he opened it.

He took a quick glance and saw the chocolate digestives. ~~Then she~~ He could feel a pair of eyes watching ~~her~~ him in

the darkness. Who was it? Had he been seen...? ~~My~~ His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice

A series of short phrases in quick succession creates a sense of urgency and excitement, echoing Ewan's thoughts as he sneaks downstairs. The structure of the scene and the language employed mirror that from scenes in adventure or ghost narratives, applied here to a more humorous context.

[GP]

The selection of verb forms – past and present tense – distinguish between the past tense narrative and the current state of the seventh stair, placing the reader at the heart of the action.

[GP]

Frankie takes care to remove the agent from this section, not sharing to whom the 'pair of eyes' belong and making use of the past perfect passive form (had he been seen...?) in order to build tension.

[GP]

Appropriate choice of vocabulary supports an informal, conversational tone, reflecting the likely age of the protagonist and the humorous situation.

[C]

Working at greater depth

Frankie: evidence check

The following tables show how Frankie's work has met the 'pupil can' statements across the collection for 'working at greater depth within the expected standard'.

There is no expectation for teachers to produce such tables, or anything similar. These simply help to illustrate where Frankie's work has demonstrated the 'pupil can' statements in these 6 examples.

As stated in the framework guidance, individual pieces of work should not be assessed against the framework.

End-of-Key stage 2 statutory assessment – working at greater depth within the expected standard							
Name: Frankie	A	B	C	D	E	F	Collection
The pupil can:	Narrative	Description	Explanation	Newspaper report	Diary	Letter	
• 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 writing and choose the appropriate register	✓	n/a	n/a	✓	✓	✓	✓
• 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 accurately (e.g. semi-colons, dashes, colons and hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	✓	✓	✓	✓	✓	✓	✓
(No additional statements for spelling or handwriting)							

Supporting writing

Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.

Write together – be a good role model for writing.

Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.

Supporting your child

Reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!

Ensure your child has the best possible attendance at school.

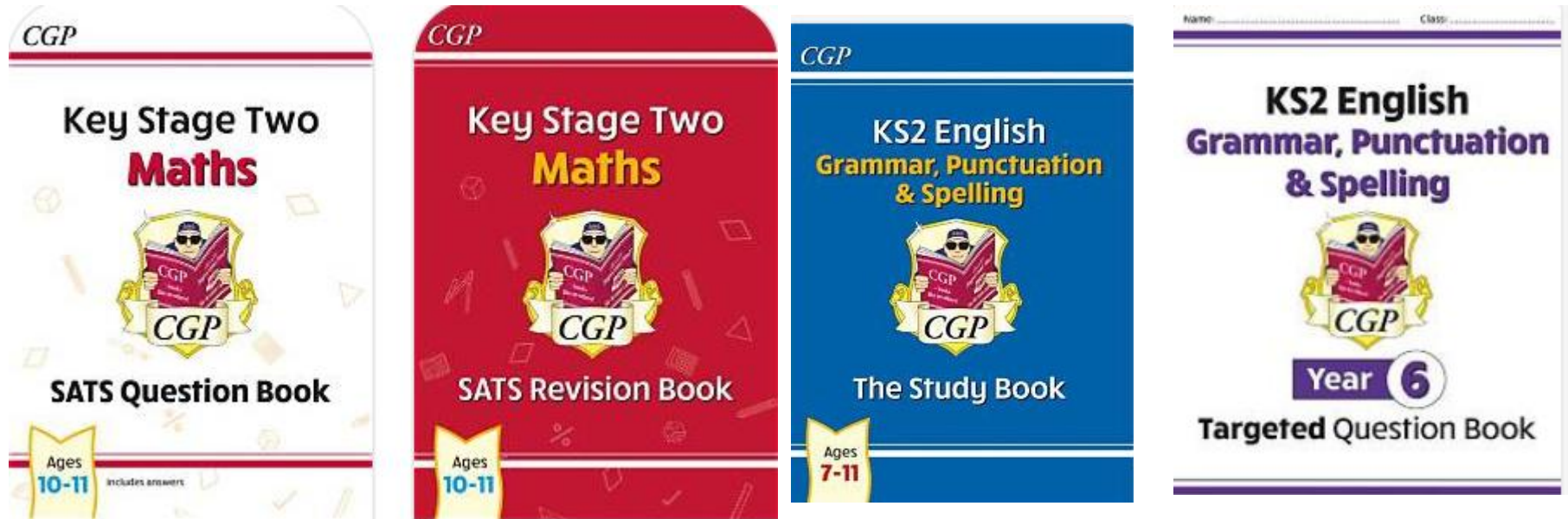
Support your child with any homework tasks

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

Year 6 workbooks



Year 6 pupils will be given a set of workbooks to complete over a 20 week period

Study Book – Grammar, Punctuation and Spellings (home learning)

Study Book – Mathematics (home learning)

This is accessible for parents as well

A home learning schedule will be shared on Google Classroom

Work Book – Grammar, Punctuation and Spellings (classwork)

Work Book – Mathematics (classwork)

Year 6 – 7 Transition

Parents and Carers are advised to attend Open Mornings and Evenings for different High Schools/ Secondary Schools. This includes for children with additional needs.

If parents/ carers have missed Open Mornings and Evenings, they can call the schools directly and book a individual time slots.

Deadline for Harrow applications 31st October
[eAdmissions](#)



Year 6 Residential

This academic year, we will be taking the Year 6 children to Willowbrook Farm in Oxfordshire.

This is UK's first halal and tayyab farm, which promotes responsible stewardship and sustainability.



Willowbrook
Hampton Gay
Kidlington
OX52QQ



Year 6 Residential

The dates booked are **Thursday 24th** and **Friday 25th** June (Thursday will be an overnight stay).

These have been approved by our Faith Advisor



Year 6 Residential

- There will be segregated glamping style tents for boys and girls
 - Facilities for wudu and salah
- Activities for all the children on the farm
 - Halal food and treats



Year 6 Residential

- We will have First Aid and Paediatric trained staff with children at all times
- There will be supervision for children throughout their time at the trip
- Parents and children will need to sign a pledge for excellent behaviour
- Parents are not invited to the Y6 residential

Year 6 Residential

What to pack...

- Light sleeping blanket (optional small pillow or cushion)
 - Sports, rough wear, trainers – 24/25th June
- Extra set of rough clothes children can wear during farm-based activities
 - Nightclothes
 - Light jacket for evening campfire
 - Toiletries (no makeup)
 - Small-travel prayer mat (optional turba)
 - Small journal and pen
 - Small overnight bag

**No phones, toys, games, money and any food items
from home**

Year 6 Residential

Tentative timetable

Proposed Schedule for Year 6 Residential 2026-2027 Willowbrook Farm - Oxford		
Day 1		
Activity	Time	Additional Information
Leave HPS	9.30 am	Coach to be booked by HM/SS
Arrival at WBF	11.30am	
Orientation H&S Talk Set up in tents	11.30am	Trip leaders will share pupil group information for activities and tent sharing
Lunch and prayers Pasta Bake *Cheese sauce or tomato sauce (TBC)	Group A lunch 12.30pm Group B prayers 12.30pm Group A prayers 1.00pm Group B lunch 1.00pm	Café – lunch Prayers – outdoor area Supervised by HPS and WBF
Farm work	Group A 1.30pm Group B 1.30pm	Supervised by HPS and WBF
Farm work	Group A 2.30pm Group B 2.30pm	Supervised by HPS and WBF
Leisure and tea break	3.30-4.30pm	Supervised by HPS staff only
Rest time in tents (Write up journals)	4.30-5.30pm	Supervised by HPS staff only
BBQ Dinner and prayers beef burgers and salads	Group A dinner 6.00pm Group B prayers 6.00pm Group A prayers 6.30pm Group B dinner 6.30pm	Supervised by HPS and WBF
Campfire, Marshmallows, Islamic story time	7.00-8.00pm	Supervised by HPS and WBF
Lights out	8.15pm	Supervised by HPS staff only

Costs breakdown:

Farm trip £120

Coach/ travel £30

Total cost per child £150

**Payment Schedule – payable on Arbor
Option 1**

Deposit - £30 (payable by Friday 23rd October)

Instalment 1 - £40 (payable by Friday 20th November)

Instalment 2 - £40 (payable by Friday 11th December)

Final payment - £40 (payable Friday 15th January)

Option 2

Deposit - £30 (payable by Friday 23rd October)

Full payment £120 (payable by Friday 20th November)

Thank you 😊

Questions