



KS2 Year 6 tests will be held in the week beginning Monday 8th May 2023.

Please note that these dates will be confirmed nearer the time due to the potential Bank Holiday for the King's Coronation.

This summer term children in Year 6 will be sitting tests in English and Maths which will reflect the national curriculum expectations at the end of key stage 2.

In the week of the year 6 tests, we would like to offer all year 6 pupils a soft start to the school day with classrooms opening from 8:30am.

Please provide your child with a healthy snack or breakfast before attending school. Additional fruit and breakfast bars will also be provided.

Date	Test Paper
Monday 8th May	English grammar, punctuation and spelling papers 1 and 2
Tuesday 9th May	English reading
Wednesday 10th May	Paper 1 arithmetic test. Mathematics: Paper 2 reasoning
Thursday 11th May	Mathematics: Paper 3 reasoning

Please go to our website - children's hut/ year 6

<http://www.hovejuniorschool.co.uk/childrenyear6> to see the Year 6 Test Workshop Guide and grammar glossary with example test papers.

In the week beginning May 8th, the children will take a Maths, Reading and SPAG paper:

Maths:

Children will sit **3** papers in Maths:

- Paper 1: **arithmetic**, 30 minutes
- Papers 2 and 3: **reasoning**, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 will involve a number of question types, including:

- Multiple Choice
- True or False
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

Reading:

The reading test will be a single paper with questions based on three passages of text. **Your child will have one hour, including reading time, to complete the test.**

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer

SPAG:

The grammar, punctuation and spelling test will consist of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

- **Selected response**, e.g. 'Identify the adjectives in the sentence below'
- **Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Writing Assessment: Your child's teacher will assess their writing composition, so your child's result for English writing will be a judgment of their work across Year 6. This is moderated both internally and externally with other schools and the local authority.

Further Information:

- Teacher assessments will be passed on to secondary schools so they can be used in planning for Year 7 teaching.
- Pupils who are ill on the day of a KS2 SATs test will be able to sit it within five days.
- The following subjects will continue to be teacher assessed: English writing and science.
- Maths, SPAG and reading papers will continue to be marked externally.

The **English grammar, punctuation and spelling test** has been introduced as part of the KS2 tests for Year 6 pupils.

What will it be examining?

The test will include questions that assess the following elements of the English curriculum:

Sentence grammar through both identifying and writing sentences that are grammatically correct

Punctuation through identifying and writing sentences that are correctly punctuated

Vocabulary through identifying and writing sentences in which a word is used correctly

The test will consist of two papers.

English grammar and punctuation

Paper 1 requires multiple choice or short sentence answers, covering areas such as using connectives (because, despite, however, etc.), using pronouns (I/me) correctly, capitalising the correct words in a sentence and explaining why, putting the correct punctuation into a given sentence, writing sentences that illustrate two different meanings of the same word (such as 'present'), identifying the verb/noun/adjective/clauses in a sentence, and using plurals correctly. For example:

Q: Which ending would make the word lazy an adverb?

A: laziness/lazily/lazier

Correct answer: lazily

Spelling Test

Paper 2 is a spelling test, where children will have to spell words dictated by the examiner (presented within sentences). For example:

The spelling is **television**.

Sarah turned on the **television** to watch her favourite cartoon.

The word is **television**.

What skills and knowledge do children need?

We have been working on the children's technical understanding of how the English language works. So as well as being able to spell words correctly and punctuate well, they need to grasp the meaning of grammatical terms such as noun, verb, adjective, prefix, pronoun and adverb, know what phrases and clauses are and how to use them, understand what connectives are and how they work, know how to turn a question into a command, and so on.

There are plenty of ways to help your child revise for the test, too:

Copy some sentences from a book and get them to underline either the main or subordinate clause.

Write down some unpunctuated sentences for your child to punctuate correctly.

Call out a word and ask your child to tell you a synonym (a word that means the same) or an antonym (a word that means the opposite).

When writing letters or emails, encourage your child to add an adjective or adverb to a sentence (e.g. 'Thank you for my wonderful birthday present')

If your child asks you a question, ask how he would rephrase it as a command (e.g. 'Can you make me a drink?' becomes, 'Make me a drink!')

Make spelling part of everyday life! Try a few **unusual strategies to improve your child's spelling, put a few teachers' spelling tricks** to the test or **play some great spelling games**.

Encourage your child to read a variety of texts – fiction, information books, comics, newspapers, magazines, etc – to broaden their vocabulary.

**Help them to learn to read and spell the
50 most common misspelt words**

Alcohol	Although	Autumn
Beautiful	Because	Beginning
Believe	Business	
Chocolate		
Daughter	Definitely	Design
Environment		
February	Forty	
Guard		
Happened	Health	Height
Imaginary	Interest	
Knowledge		
Listening		

Marriage	Material	
Necessary		
Parallel	People	Permanent
Physical	Process	
Receive	Remember	Research
Saturday	Secondary	Separate
Sincerely	Soldier	Stomach
Straight	Strength	Success
Surprise		
Tomorrow	Technology	
Wednesday	Weight	Women

Year 6 Word List

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	Disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (-ped, -ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	