

WELCOME TO OUR YEAR 6 PARENT INFORMATION EVENING

17th SEPTEMBER 2025



The purpose of this evening:

Curriculum, Assessment & Reporting

Pastoral Care & SATs

Pupil Welfare and Safeguarding

Expectations and Promoting Positive Behaviour

Question and Answer





WORK HARD. BE KIND



Work Hard – Be

- Be **P**unctual.
- Know and respect your classroom **R**outines.
- Arrive to lessons **E**quipped to learn.
- P**resent your work in line with your subject guidelines.
- Be an **A**ctive learner and peer role model.
- Be **R**eady to learn, present and relish challenge.
- Use your classroom time **E**ffectively.
- D**evelop your subject knowledge in every lesson.

2 Black Handwriting Pens
Sharpened Pencil
Ruler
Red Pen
White Board Pen
Pencil Case

Be Kind -

When we speak we consider...

- Is it **T** rue?
- Is it **H** elpful?
- Is it **I** nspiring?
- Is it **N** ecessary?
- Is it **K** ind?

When we act we...

- T**reat others the way we want to be treated.
- W**elcome and support others, offering our friendship..
- I**nclude everyone and show compassion to others.
- C**hallenge any behaviour we don't like and report it to staff.
- E**mpathise and show **KINDNESS.**

Pastoral Care

Year 6 tutors



Mrs Piggott



Mrs Lacy



Miss Parfitt



Mrs Stitch



Mr May
Year 6 Pastoral Lead



Pupil Welfare, Attendance and Safeguarding

- Pastoral Mentoring – 1:1 or in small group settings
- Youth Pastor
- BIG Award & THINK TWICE
- ELSA – Emotional Literacy Support
- Mental Health Support (SPACE)
- Archbishops Young Leaders Award



Our Curriculum



Academic Curriculum

25 Lessons Per Week

Primary and Secondary Model

Cross Curricular Thematic and Skills Links

Catch Up / Intervention

Revision Master Classes

Writing/Reading Focus

Extended Learning

Online Learning Programmes

Challenge Days

Balanced Homework

NTP

Elective Curriculum

Extra-Curricular Offer - Trips and Visits

After School Provision

School Representation / Ambassadors

Student Voice / Council

Events, Performances
& Competition

Anti-Bullying

Wellbeing Pupil Ambassadors

'The Big Award'

Charity Work

Celebration Assemblies

Enhancement Curriculum

Mentoring / Buddy System

Collective Worship
& Assembly Programme

Careers Education

PSHE/RSE Programme

SMSC

Wellbeing

Relationships and Sex Education

Health Education & Promotion

Topical Issues
Local, National and International Exploration

Commemoration, Celebration &
Remembrance

Intrinsic Curriculum

Attitude to Learning

House System

Learning Routines

High Expectations

SLC

British Values
Citizenship / Values in Action

Character Education

Shared Whole School Christian Values

Thankfulness

Justice

Endurance

Compassion

Koinonia

Trust

Academic Curriculum

Subject Hours Per Week												
Year Group	Art	Computing	DT	Drama	English	Humanities	Mathematics	MFL	Music	PE	PSHE	Science
5	1	1			7	3	6	1	1	2	1	2
6	1	1			7	3	6	1	1	2	1	2
7	1	1	1	1	4	4	4	2	1	2	1	3
8	1	1	1	1	4	4	4	2	1	2	1	3

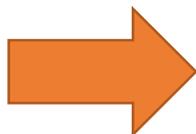




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Maths

At Hugh Sexey Church of England Middle School, our children understand that maths is an important part of everyday life and will equip them with skills they need for their futures. Our sequence of learning is broad, balanced and allows children to develop an enjoyment and enthusiasm for maths, where learners are given opportunities to celebrate their skills in a variety of creative ways, encouraging them to apply new knowledge both in and out of context. Drawing from the key principles from the Teaching for Mastery 'Big 5 Ideas', all children are given opportunities to explain their reasoning and problem solve with the rich tapestry of aspirational and diverse tasks and activities that promote high level thinking. Children feel supported through the use of concrete, pictorial and abstract resources and teaching strategies to help them gain confidence, self-belief and allows all learners to engage with the curriculum, irrespective of ability.



[Curriculum Overview](#)

[Road Map](#)

[Year 5 Progress Ladder](#)

[Year 6 Progress Ladder](#)

[Year 7 Progress Ladder](#)

[Year 8 Progress Ladder](#)





Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Thankfulness	Justice	Endurance	Compassion	Koinonia	Trust
Year 5	Number & Place Value	Number Facts & \times/\div:	Geometry & Multiplication & Division	Multiplication & Division	Fractions	Number & Place Value & Geometry
Key Concepts/ideas	Place Value Decimal fractions	Money Negative numbers	Short multiplication and division Area and scaling	Calculations with decimal fractions Factors, multiples, primes & volume	Add, subtract & multiply fractions Find fractions of amounts, equivalence and FD equivalence	Converting units Angles
Sequence of Learning	<p>Place Value</p> <ul style="list-style-type: none"> - Read, write and interpret numbers to 1,000,000. - Find more or less of a number (powers of 10). - Compare and order numbers to 1,000,000. - Round to the nearest 10, 100 and 1000. - Round within 1,000,000. - Roman numerals to 1,000. <p>Decimal Fractions</p> <ul style="list-style-type: none"> - Understand tenths and hundredths. - Round decimal numbers to the nearest integer & tenth. - Convert cm to m and vice versa. - Add and subtract decimal numbers. 	<p>Money</p> <ul style="list-style-type: none"> - Know that a penny is hundredth of £1 - Add & subtract money. - Find change, when purchasing one or several items. <p>Negative Numbers</p> <ul style="list-style-type: none"> - Read & write negative numbers. - Use negative coordinates. 	<p>Short multiplication and division</p> <ul style="list-style-type: none"> - Multiply & divide up to a 3-digit number by a 1-digit number. <p>Area and scaling</p> <ul style="list-style-type: none"> - Calculate the area of squares, rectangles & rectilinear shapes. - Compare & describe lengths. - Compare & describe measurements (mass/capacity/time). - Use division to solve comparison & change problems. 	<p>Calculating with decimal fractions</p> <ul style="list-style-type: none"> - \times/\div integers & non-integers by 10/100/1000. - Convert units of measure. - \times 1-digit numbers by fractions. <p>Factors, multiples, primes & volume</p> <ul style="list-style-type: none"> - Understand & calculate volume. - Explain & identify prime & cube numbers. - Find factors (and prime & common factors) of numbers. 	<p>+ - \times Fractions</p> <ul style="list-style-type: none"> - Add & subtract fractions. - Multiply fractions by whole numbers. - Multiply mixed numbers by an integer. <p>Find fractions of amounts, equivalence and FD equivalence</p> <ul style="list-style-type: none"> - Find equivalent decimals and fractions. - Find fractions of a whole. - Find the whole, when a part is known. - Order & compare fractions. 	<p>Converting units</p> <ul style="list-style-type: none"> - Convert units of measure - Solve problems involving different units. - Convert between miles and kms. - Convert between units of time. <p>Angles</p> <ul style="list-style-type: none"> - Compare angles. - Understand acute, obtuse & reflex angles. - Estimate & measure angles.



Road Maps

Ready to enter Year 7

English

T6-Tuesday by David Wiesner

Narrative writing
Journalistic writing inspired by the events of the story

T4- Arthurian Legends

Exploration of narrative poetry
Narrative writing including character description

T2 "Alma"

Narrative writing inspired by the short film
Using figurative language to engage the reader

Year 6 Journey Map

T5 - Harry Potter by J.K. Rowling

Persuasive writing: advertising an establishment in Diagon Alley
Formal letter writing
Review writing
Non-chronological report

T3- Just So Stories by Rudyard Kipling

Creating a detailed setting description
Narrative writing: using dialogue to advance action and convey character
Using literary language in our own writing to engage the reader

T1-Holes by Louis Sachar

Retrieving information from the text to create a non-chronological report
Exploring features of journalistic and diary writing

Ready to Enter Year 7

End of Year 6 Assessment

T6 - Developing & Securing Mastery
How have you developed alongside the 4 markers?
Marker 1 - Acquiring & Developing
Marker 2 - Securing & Applying
Marker 3 - Evaluating & Performing
Marker 4 - Knowledge & Understanding

Mix things up

T4 - Take inspiration from the Lionesses as we have girls football!
Dance will provide an opportunity to explore and embrace performance and rhythm.
Traditional games provide whole health related fitness. How have you improved and how will they help other activities?

Boys netball. Follow the lead of the England team in the Commonwealth games. Continue to develop passing skills and keeping possession.

Year 6 1st Assessment

T2 - Assessors are using the 4 PL markers introduced in year 5
Marker 1 - Acquiring & Developing
Marker 2 - Securing & Applying
Marker 3 - Evaluating & Performing
Marker 4 - Knowledge & Understanding

Identify the areas of strength for you

Sticks and Cones

T4 - Our boys' basketball team really well together!
- Boys Rugby - further improved passing skills. We aim to move into the top end of challenge levels. Further understanding of rules and set pieces.
- Girls Rugby - developing understanding of game play and tactics. Further improve stick control and keeping possession.
- Games for understanding - Explore and understand games. Continue to improve concepts of team games.

PE & Games

If its water your waiting for!

T5 & 4-4M goals and sports days form a big part of the summer term. This will involve in 2 of the summer activities, including striking and fielding, net and badminton, athletics and swimming.

Add additional tasks to your setting reports!
Stay active and continue to enjoy learning and being active!

Year 6 Mid Term Assessment

T4 - Have you progressed throughout the year?
Marker 1 - Acquiring & Developing
Marker 2 - Securing & Applying
Marker 3 - Evaluating & Performing
Marker 4 - Knowledge & Understanding
Start to consider areas that you would like to develop.

New Year Goals

T2 - Continue to develop team working skills in football and Netball. We aim to work as part of a team and know your role in different positions/roles.
Explore your creative side with Dance!

Health related fitness will provide you with an opportunity to develop balance, stamina and

Transferable Skills

T2 - Use the skills taught in term 1 as the transition to the next unit of activities.
Girls Rugby, Boys Hockey, Gymnastics
The boys' netball can be refined and improve the elements.

Demonstrate teamwork with a partner in gymnastics.

Year 6 Journey

Ready to enter Year 7

Religion, Philosophy and Ethics

+ Maria Gomez
+ Christian outreach in deprived areas
+ LEFRA fundraiser
Links with: Values in Action
Builds on: Y5 Jesus and the Parables

+ Life and times of Jesus
+ Lessons from the parables
+ Parables in the modern day
Links with:
Builds on:

+ Recognise and articulate suffering
+ Mindfulness Meditation
+ Young Minds charity

Links with: Y6 Learning about Buddhism, Wellness Ambassadors
Builds on: Y5 Buddhism

+ The life of Prince Siddhartha
+ 4 Noble Truths, Eightfold Path, 5 Precepts
Links with: Y6 Himalayas and Ganges
Builds on: Y5 Islam (5 Pillars), Y5 Christianity (10 Commandments)

+ Features and function of a synagogues and worship
+ Jewish rites of passage and celebration
+ Jewish Immigration
Links with: Y7 Beautiful Britain (Geog)
Builds on: Y5 Islam, Y6 Judaism,

Year 6 Journey Map

The Change-makers
Maria Gomez

Jesus and the parables

Finding my inner peace

Learning about the lives of Buddhists

Learning about the lives of Jewish people

Classroom Assessment Language & Parent Communication

Working Towards

Developing towards the expected standard

Secure

Working at expected standard

Greater Depth

Working beyond the expected standard

Parent Evenings

13th & 16th October - KS2 Meet the Tutor Evening

12th January – Face to Face KS2 Parents' Evening

15th January – Online KS2 Parents' Evening

20th April – Face to Face KS2 Parents' Evening

23rd April – Online KS2 Parents' Evening

Reports

17th December - Autumn Interim Reports (Insight)

1st April - Spring Interim Reports (Insight)

16th July - End of Year Full Report



Classroom Assessment Language & Parent Communication

Reading, Writing and Maths Autumn and Spring Interim Reports

Objectives Report

Assessment	Description
0	Taught, but not yet understood
1	Some evidence, but not yet secure
2	Objective secured
3	Working at greater depth

Reading

Y6 EXS

Word Reading

I can use my knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency.

3

Comprehension

I can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.

3

I can draw inferences from my independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions.

3

I can usually read 'between the lines' when independently reading an age-appropriate text and draw on my experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.

3

Writing

Y6 EXS

In narratives, describe settings, characters and atmosphere

3

Integrate dialogue in narratives to convey character and advance the action

2

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

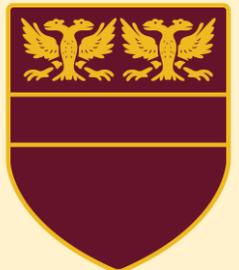
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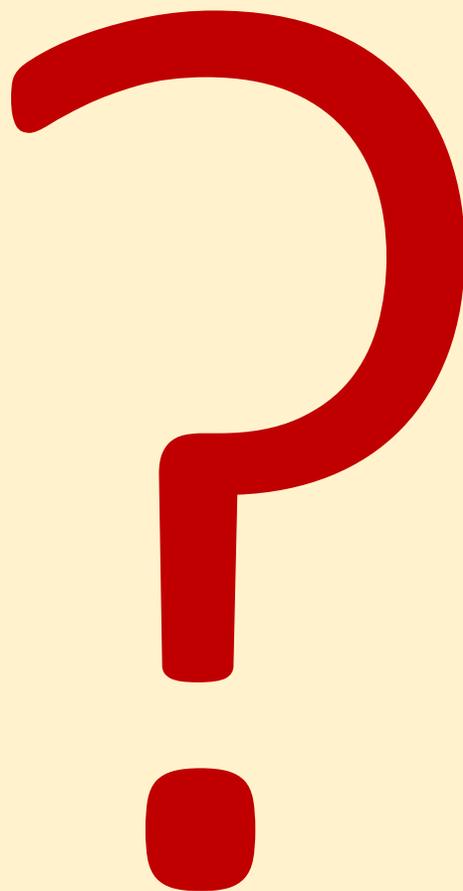
Use verb tenses consistently and correctly throughout their writing

2

Maintain legibility in joined handwriting when writing at speed. (2)

2





Parent Partnership

Raising the Bar

- High Standards (Role Models)
“catch them being good!”

Expectations

- WORK HARD. BE KIND. 

Share a concern

Home >> Pupils >> Share a concern

Share a concern

If you are concerned about a friend or situation, including something you have seen email and make a difference.

Name

Email

Message



Safeguarding

Safeguarding and Support for Families

Home >> Parents >> Safeguarding and Support for Families

If you are worried about a pupil, please direct your concern to our **Designated Safeguarding Lead (DSL)** Mr Matt Drew, via the school office. In his absence Mrs Harrison or Mr Tatterton (**Deputy Safeguarding Leads**) will be glad to help you.

Our **Safeguarding Governor**, Mrs Gemma Willcox, is also contactable via the school office.

If you have concerns about a child outside of school hours, please contact **Somerset Safeguarding Children's Partnership** on 0300 123 2224 or the **NSPCC helpline** on 0808 800 5000.



Somerset Safeguarding Children's Partnership
Advice and Support Available to Safeguard Children in Somerset

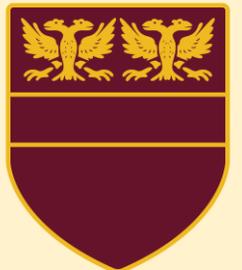


NSPCC
Link to email support and advice.

- Support for Families of Children with Additional Needs
- Supporting Emotional Health
- eSafety - Healthy Online Habits
- Importance of Good Sleep
- Proactive Parents & Carers - Practical Activities to Try at Home
- Calming Strategies
- Mindfulness



Wessex
Learning Trust
We Learn Together!



SATs week - w/c 11th May 2026

The external tests reflect the 2014 National Curriculum programme of study.

4 Days of Timetabled Testing

All pupils are entered unless: They are unable to communicate effectively or are working at KS1 levels or below.

Pupils will be tested for:

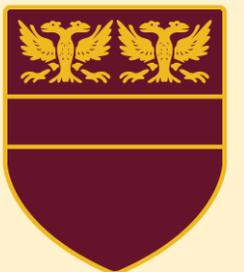
Reading

Grammar/Punctuation/Spelling (GPS)

Mathematics

Teachers will assess:

Writing



Pupil Preparation

Dates	Preparation
Sept 2025–May 2026	Class Work <ul style="list-style-type: none">• Pupils work through the National Curriculum in class and through home learning.• Mini tests, whole school scheduled data drops monitor and action whether interventions/support should take place in any certain subjects.
January 2026	Walk Through <ul style="list-style-type: none">• Pupils will be walked through example papers in a step by step manner to introduce how to correctly:• complete a test paper (with lots of tips and guidance)• sit in a test environment• maintain focus and silence for up to an hour
March 2026	Mock Week <ul style="list-style-type: none">• Pupils will practice taking all papers from a previous year to lower any anxieties, answer an concerns and practice test conduct
May 2026	SATs Week & Friday Fun Day!



Your voice.



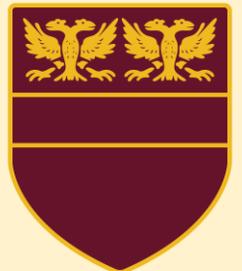
Hugh Sexey
C of E Middle School

YEAR 6 PARENT INFORMATION BOOKLET

EVERYTHING YOU NEED TO KNOW
TO SUPPORT YOUR CHILD WITH
THEIR END-OF-KEY STAGE
STATUTORY TESTS.



2025 - 2026





Pupil Resources



PUPILS

Pupil Resources



KS2 Reading SATs Resources

- Year 5 Fiction Reading Comprehension
- Year 5 Non-Fiction Reading Comprehension
- Year 5 - Top 100 Recommended Reads
- Year 6 Fiction Reading Comprehension
- Year 6 Non-Fiction reading Comprehension
- Year 6 - Top 100 Recommended Reads

KS2 Writing Resources

- 100 Writing Prompts
- Pictures to Inspire Writing
- Useful Websites for Writing

KS2 Maths SATs Resources

- Weekly XP Booklet - QUESTIONS only
- Weekly XP Booklet QUESTIONS and ANSWERS**
- Place Value
- Addition and Subtraction
- Multiplication and Division
- Multiplication and Division Problems
- Multiplications and Division Problems 2
- Mixed Operations
- Negative Numbers
- Multiples, Factors and Primes 2
- Understanding Fractions

What can I do to help?

- Ask your child to demonstrate and explain what they have done in lessons
- Set the right environment
- Use the 'Independent Learning Resources' area on our website to review topics and skills covered during school time.

MAKE MATHS REAL

Using money - spending and working out the change.

Time – 12 hour and 24 hour – reading, planning, intervals, analogue and digitals

Explore times tables and division facts – games, rhymes, tapes, flashcards.

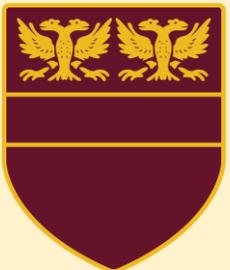
KS2 SPELLINGS

READING FOR PLEASURE

Read with and to your children, ask questions about the content, highlight and discuss key words

Talk about the book you enjoy.

Demonstrate to your children that you read too.



Year 6 SATs Timetable – May 2026

Monday 11th May - Grammar, Punctuation (45 Minutes) & Spelling (15 minutes)

Tuesday 12th May - Reading Paper (1 hour)

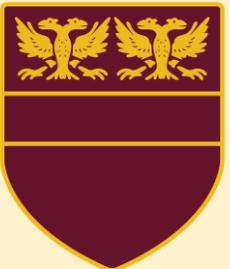
Wednesday 13th May – Maths Paper 1 (30 mins) & Maths Paper 2 (40 mins)

Thursday 14th May - Maths Paper 3 (40 mins)

Standard Assessment Test (SAT)	Maximum Raw Score	Raw Score	Maximum Scaled Score	Scaled Score	Outcome
Grammar Punctuation and Spelling	70 (50 + 20)	3-35	120	80-99	Developing (Working Towards)
		36-54		100-109	Secure (Expected)
		55-70		110-120	Greater Depth (Mastering)
Reading	50	3-27	120	80-99	Developing (Working Towards)
		28-41		100-109	Secure (Expected)
		42-50		110-120	Greater Depth (Mastering)
Mathematics	110 (40 + 35 + 35)	3-57	120	80-99	Developing (Working Towards)
		58-94		100-109	Secure (Expected)
		95-110		110-120	Greater Depth (Mastering)

Writing – Teacher Assessed.

Evidenced through pupil exercise books. The writing aspect is sometimes moderated externally, dependent on centre selection each year. Outcomes will be reported to you at the end of the year, along with the SATs results.



Dates for your diary...

Trips and Visits	
Harry Potter studio trip	Tuesday 16 th June & Wednesday 17 th June
Residential Activities	3 rd – 5 th June



