



# Headteachers Three Steps

to help every  
Year 6 child show  
what they have  
really achieved

All schools want their children to do well in the end of KS2 tests in May and to show what they have achieved during their time at school.

We know we don't need to tell you that there is a strong correlation between achievement levels in KS2 tests and achievement levels at GCSE for the same pupils, so helping as many as possible to succeed in Year 6 will also improve their chances of success later in their lives.

The period from April to early May is a key time when children can be given the right experiences and teaching, and can be equipped with the know-how and the confidence to succeed.

We know how busy you are at present and we thought it would be helpful to bring together in one place the essential steps to take, along with references to the materials that are most useful for supporting pupils, teachers, parents and school leaders during this time.

As well as emphasising the importance of **maintaining high quality teaching** *right up to the tests*, there are still three key leadership actions worth taking to help ensure the test week in May is a positive experience for all. These are set out below and there are links to materials which can be downloaded. We hope you find them a useful resource in preparing for the first half of the summer term:

- Give Year 6 teachers an opportunity to do the quick review of children's strengths and weaknesses (printed overleaf) in the light of key skills which are important to demonstrate in the tests. Use the review to help create a **personalised pathway of teaching and revision** – especially for children working at level borderlines.
- Use your regular newsletter or other communications with **parents/carers** to give them sensible advice on how best to help ensure their Year 6 child does their best. The Primary Framework site has a range of advice and contains text which you can use in your newsletter. There are links to the Primary Framework on the other side of this poster.
- Allocate as much **Teaching Assistant** support as you can to Year 6 in the weeks prior to the tests to help with the personalised teaching and revision work. We know this makes a real difference for children working at level borderlines.

Finally – in the period following the KS2 tests, increasing numbers of schools are ensuring that children in Year 5 make good progress into Year 6 by introducing them to some regular timetabled sessions with their Year 6 teacher prior to the summer. This gives children and teachers an opportunity to get to know each other so they can hit the ground running in Year 6 and minimise the learning loss that so many children experience over the summer between year groups.

# Year 6 teachers

# Four Steps

to help your  
Year 6 children  
succeed in May

### How well can your Year 6 children...?

Step 1. Use these review questions to run through the areas each child most needs to focus upon.

#### Reading

- Read and summarise an extended piece of text?
- Use deduction and inference to develop understanding about the text?
- Provide evidence from the text?

#### Writing

- Quickly plan a piece of writing?
- Write an extended text showing awareness of text cohesion and links between and within paragraphs?
- Use a range of sentence openings and vary sentences for effect?
- Identify the main features of different text-types and use these appropriately in a writing task?
- Write and punctuate a range of differently structured sentences?

#### Mathematics

- Recall number facts quickly, derive those they cannot recall?
- Carry out mental calculations, use a calculator correctly?
- Identify fractions of a whole, interpret decimal numbers and percentages?
- Use a written method of calculation for all four operations accurately and check for mistakes?
- Interpret scales with different intervals and numbering?
- Interpret data from tables, bar charts, line graphs?
- Draw and measure straight lines and angles accurately?
- Identify, describe and use properties of common 2-D shapes and 3-D solids?
- Use coordinates and complete shapes on a grid?
- Draw lines of symmetry, complete symmetrical shapes?
- Identify the calculations needed and then solve one-step and two-step word problems?
- Explain their methods in words and writing and show their working when solving a problem?

### Are you continuing to...?

Step 2. Use these review questions to analyse the approaches you are planning to use during this time – especially with pupils working at level borderlines.

#### Literacy

- Demonstrate the effective writing techniques in shared writing?
- Run guided writing sessions focusing on target areas with teacher intervention at the point of writing?
- Provide regular feedback to children on progress and next steps?
- Support children to transfer and apply their range of reading skills and stamina through the use of an extended text?
- Provide opportunities for children to discuss their responses to texts and the writers' techniques?

#### Mathematics

- Introduce problems for children to tackle independently and then share and compare their methods with others?
- Demonstrate approaches to reading questions and annotating in ways that help children to answer them?
- Compare different scales, tables and graphs illustrating how to interpret information and answer questions?
- Provide contexts for calculations that involve time, measure and money?
- Rehearse recall skills and mental calculation strategies?
- Give practice at calculating to strengthen estimation skills, written methods, use of calculators, checking processes?
- Provide opportunity for children to discuss their mathematics to refine their explanations?
- Give children questions that reflect the pitch and expectations of level 4?

### Are you planning to help children to succeed in May by...?

Step 3. Use these prompts to gauge which approaches may best prepare particular children to cope with and perform confidently in test conditions.

#### Literacy

- Giving children experience of what 15 mins/20 mins/40 mins feels like?
- Discussing the 1, 2 and 3 mark questions and expectations for the answers?
- Teaching children to skim, scan and summarise to get an overview of the complete reading paper?
- Ensuring the children realise that there is a real audience for their reading and writing responses, even if it's only the tester?

#### Mathematics

- Giving children regular practice in answering 5, 10 and 15 second mental questions?
- Setting part of a test in a given time, introducing time constraints and an understanding of the pace required?
- Discussing methods and strategies orally, working in groups to refine recording and precision?
- Reading a test with children and discussing which questions they can answer straight away and those for which they will need more time?
- Promoting accuracy: in the use of a ruler and protractor when measuring and drawing; recording working and annotating diagrams or graphs; and reading scales?

### What materials will help you?

Step 4. Use the list of resources and links to get hold of the most recent and highly-effective materials we think will cover most of your needs.

#### What materials will help in literacy?

- Year 6 timeline and associated support materials [www.standards.dcsf.gov.uk/primaryframework/literacy/planning/Year6/timeline/](http://www.standards.dcsf.gov.uk/primaryframework/literacy/planning/Year6/timeline/)
- Year 6 Revision units [www.standards.dcsf.gov.uk/primaryframework/literacy/planning/Year6/rev/](http://www.standards.dcsf.gov.uk/primaryframework/literacy/planning/Year6/rev/)
- Additional text-based units to support moving L3 to L4 in reading [www.standards.dcsf.gov.uk/primaryframework/literacy/planning/Year6/text-based/](http://www.standards.dcsf.gov.uk/primaryframework/literacy/planning/Year6/text-based/)
- Revision Units from 5/6 materials [www.standards.dcsf.gov.uk/primaryframework/literacy/planning/Year6/rev/](http://www.standards.dcsf.gov.uk/primaryframework/literacy/planning/Year6/rev/)
- Booster Units from 5/6 materials [www.standards.dcsf.gov.uk/primaryframework/literacy/planning/Year5/text-based/](http://www.standards.dcsf.gov.uk/primaryframework/literacy/planning/Year5/text-based/)
- Grammar for Writing [www.standards.dcsf.gov.uk/primaryframework/library/Literacy/publications/](http://www.standards.dcsf.gov.uk/primaryframework/library/Literacy/publications/)
- FLS materials [www.standards.dcsf.gov.uk/primaryframework/library/Literacy/inclusion/](http://www.standards.dcsf.gov.uk/primaryframework/library/Literacy/inclusion/)

#### What materials will help in mathematics?

- Overcoming barriers in mathematics – helping children move from level 3 to level 4 (00695-2007PCK-EN)
- Year 6 timeline and associated support materials [www.standards.dcsf.gov.uk/primaryframework/mathematics/planning/Year6/timeline/](http://www.standards.dcsf.gov.uk/primaryframework/mathematics/planning/Year6/timeline/)
- Pitch and expectations – Year 6 [www.standards.dcsf.gov.uk/primaryframework/mathematics/planning/Year6/resources/](http://www.standards.dcsf.gov.uk/primaryframework/mathematics/planning/Year6/resources/)