

Year 6  
Coffee and Conversation  
Parents Information Talk



Monday 1st September

*Mr Langford*

# Agenda



To tell you about what happens in Year 6

To share our expectations and standards, and information about the curriculum

To give you information about the Kent Test and the SATS

To provide information about supporting your child through the transition process

To inform you of the end of year arrangements

To answer any queries you may have

# Year 6 Teaching Team



**Mr Langford**



**Mrs Gomez**



**Mr Humphries**

# Year 6 Learning Environment



## Year 6 Classroom



# School Uniform



Our school uniform is an important part of Egerton's identity because it reinforces who we are as a community and contributes to the feeling of pride the children have for their school. We are keen for Year 6 to be our role-models for the rest of the school.

Jumper: royal blue sweatshirt or cardigan with logo

Top: white polo-shirt

Bottoms: grey skirts, pinafore dresses, long trousers or shorts

Socks/Tights: white or grey socks, or grey tights

Shoes: black school shoes - trainers are not permitted

Summer term only - blue gingham dresses may be worn in warmer weather with white socks

Top: royal blue PE t-shirt with logo

Bottoms: navy PE Shorts/Skort

Shoes: Trainers

Drawstring bag for PE kit

Please come and see us if there are concerns about school uniform. We want children to be able to carry out their roles of responsibilities.

Egerton School Uniform Page

<https://www.egerton.kent.sch.uk/school-uniform/>



# How is Year 6 different to Year 5?

The structure of the day will be very similar to Year 5

Children will have to be more independent.

Children will be given more responsibilities

Children will be completing their SATS assessments

Children will be getting ready to attend secondary school



# Roles and responsibilities

House Captains

Library Monitors

Rights Respecting Leader

Eco Leader

Worship Monitors

*Worship Leaders*

House Captain speeches Tuesday 9<sup>th</sup> September  
All roles announced on Monday 15<sup>th</sup> September





# Leaving school independently

- You may request for your child to leave the school independently. This is a privilege only for Year 6.
- A form will be sent out after this meeting to complete if you would like your child to have this opportunity
- Please make sure your child knows where they should go after school or that you have an agreed meeting place.
- In instances of poor behaviour, you may be asked to collect your child from school.

# What information can you share about the Kent Test?



- Kent Test takes place on Thursday 11<sup>th</sup> September
- Please make sure your child is aware of this and is prepared
- It is not a pass or fail - it determines which school will be most suitable for your child.
- Results are shared **Thursday 16<sup>th</sup> October**
- Do not worry or panic about the results - come and speak to us
- You can appeal when school places are issued in March 2026
- You have time between October and March to consider if you wish to appeal and to support your child to develop the skills needed to attend a grammar school
- Consider a secondary school with a grammar stream.
- Your appeal will be heard by an independent panel team

Kent County Council  
Kent Test Information:  
<https://www.kent.gov.uk/education-and-children/schools/school-places/kent-test>

# Parent Appeal



- Go to the grammar school website - they normally have information about the appeals process.
- Ensure your child continues to work hard in school, has good attendance and it may be helpful for your child to complete additional home learning as evidence.
- The panel will expect to see strong evidence why you are appealing for that school.
- The panel, who will hear your appeal, is independent of the school and the local authority. It consists of three people who are familiar with education in the area.

Kent County Council  
Kent Test Information:  
<https://www.kent.gov.uk/education-and-children/schools/school-places/kent-test#tab-3,5>

**The panel will expect to see strong evidence to support an appeal.**

# What information can you share about applying for secondary school?



- Visit the school during the open evenings and during the day
- Talk to others
- Read the Ofsted reports and find out what the school offers
- Consider what is best for your child and compare schools
  
- Involve your child in the decision process but try to avoid allowing your child to make the final decision.
- Apply by the end of October online (by 31<sup>st</sup> October)
- Name four schools
  
- If you have any concerns, come and speak to us

Kent County Council  
Admissions Criteria:  
[Link for admission criteria](#)



# What are the SATS?

SATS (Standard Assessment Tests) are used to assess your child's attainment at the end of KS2 and these are used to make sure your child is making the expected progress on their learning journey

The results are used by primary and secondary schools

Children will sit SATs test in GPS (1 paper), reading (1 paper) and maths (3 papers).

Children do not sit a writing test. Instead, their written work undertaken throughout Year 6 is moderated by trained writing moderators or other Year 6 teachers across Kent.

The key stage 2 tests are timetabled from Monday 11<sup>th</sup> May to Thursday 14<sup>th</sup> May 2026



# What is the expected standard?

In 2025, children needed to achieve these percentages to reach the expected standard:

Reading - 56% (Higher Standard 80%)

Maths - 53% (Higher Standard 86%)

Grammar, Punctuation & Spelling - 50% (Higher Standard 77%)



# Are the SATS important?

The KS2 SATS show the progress your child has made in English and maths throughout their primary education.

KS2 SATS introduce formal examinations including GCSEs and A-Levels

SATS results are used by secondary schools for academic streaming and for future grade predictions.



# Writing, reading and dyslexia

## Dyslexia

Recommendations and strategies are applied to the whole class.

It helps those that need the support and does not harm others.

Children are expected to apply strategies and methods without adult support or guidance during independent writes.

*Children are allowed to seek support from other children, dictionaries and previous work.*

- Font used are dyslexia-friendly
- Coloured backgrounds on PowerPoint slides
- Off white hand-outs
- Use bullet points or number information.
- Visuals really help to secure understanding.
- Recapping key words also helps.
- Text is sufficiently large.
- Label classroom resources and keep clutter to a minimum.
- Provide handouts to reduce copying from the board.
- Structured timetables.



# Writing, reading and dyslexia

Writing is moderated with other Year 6 teachers, county moderators and in some cases with secondary school teachers

There are three outcomes if children are working on the KS2 curriculum:

- **Below the expected standard**
- **At the expected standard**
- **Working at greater depth**

Good presentation and a good understanding of the genre.

Neat, joined  
and legible  
handwriting

Carefully  
selected  
vocabulary

Descriptive  
and engaging  
narratives

Coherent and  
well written  
sentences

Correctly  
punctuated  
sentences  
. A , ' : ; ( )

# Expectations and the Year 6 curriculum



We have high expectations of our Year 6 Class and we will be supporting them to reach their full potential throughout the year

How can this be achieved?

- Positive attitude towards learning
- Positive role-models for others in the school
- High quality curriculum
- Curriculum Maps
- Weekly arithmetic assessments to improve fluency
- Termly assessments to inform planning
- High quality reading books
- Daily reading comprehensions



# Home Learning

Children will be regularly set maths, reading and grammar homework.

The work set will match the ability of the child.

The work set will take a short amount of time each week.

It will allow you to see the type of questions children are expected to be able to answer.

The work set is for the children to complete and we do not expect adults to complete the work. Please do contact us with concerns about the learning.

We do expect the home learning to be completed.

Completed arithmetic tests and SATS practice tests will be sent home periodically. Please use these to support your child's learning.

Stage 4 "Grammar Hammer" Skill Check 1  
 Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1. and 2. Choose the prefix which forms a noun when added to the given word (in bold).  
 super **anti** auto **man** super **anti** auto **pilot**  
 7. Underline the correct homophone to use in this sentence. 8. Underline the correct homophone to use in this sentence.  
 He bought a Loose / cheap car. I Loose / passed the test.

3. Underline the word with the correct spelling. 4. Underline the word with the correct spelling.  
 found found found found fraction fraction fraction  
 5. and 6. Underline the word to put in alphabetical order. (You may have to use the first, second or even third letter of the word.)  
 leg frog fly fall

7. Underline the answer for the word in bold to make a word family.  
 big huge weird enormous tiny  
 10. Write a compound to connect the two words (underline or connect); this is a compound sentence.  
 My friend invited me to a party I do not want to go.  
 11. Write a sentence using and to create a complex sentence.  
My friend invited me to a party, I do not want to go.

12. Underline the best verb to complete the sentence. 13. Underline the best verb to complete the sentence.  
 He has went / gone out to play. She went / gone to the party.  
 14. Write the past tense of this verb. 15. Write the past tense of this verb.  
 walk throw

16. Underline the best preposition to complete this sentence.  
 A tree was / blow / down the storm. (before/during/after)  
 17. and 18. Underline the Present continuous that help tell us more about when an action happened.  
 Earlier, ... It is likely, ... Possibly, ... Later that day  
 19. and 20. Underline the appropriate past tense a man starting with a consonant or a vowel sound.  
 a / an horse a / an elephant

21. Underline the substantive parts in this sentence.  
 The wind was so cold that I put on a coat.  
 22. and 23. Put under the sentence using the appropriate do to show emphasis or possibility.  
 I don't like Da's new car. I don't find Amy's book.  
 24. and 25. Put under the direct speech in these sentences and insert correct speech marks and punctuation.  
 Where's? asked the bus driver. I was, please, the passenger answered.

Total: Red (0-9) Yellow (10-19) Green (20-25)

Maths Key Skills Stage 5: Skill Check 1  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract. B: Multiply, Divide and Fractions. C: Measure and Problem Solving.

1. What is the value of the 4 in this number? 1,348,567. 11. Which is a common factor of 12 and 20? 3 4 5 6 10. 21. Megan and Joe are sharing a pizza. Megan eats 25% of the pizza. Joe eats  $\frac{1}{2}$  of the pizza. What fraction of the pizza is left? 22. How many centimetres are there in 3.7 metres?

2. Write eight hundred thousand, three hundred and seven in digits. 12. Give two prime numbers between 1 and 10. 13.  $628 \times 12$  14.  $1,278 \div 100$

3. Round 247,599 to the nearest thousand. 15. What is  $2\frac{1}{2}$ ? 16.  $\frac{3}{4} + \frac{1}{8} =$  17. Find an equivalent fraction of  $\frac{5}{8}$ . 18. Write  $\frac{11}{5}$  as a mixed number. 19.  $\frac{2}{3} \times 21 =$  20. Round 2.37 to 1 decimal place. 21. Sarah gets on a train at 2.30pm. The train journey lasts 130 minutes. What time does Sarah arrive at her destination?

4. What is the missing number?  $837 \quad 937 \quad \square \quad 1,137$  5. What temperature is 15 degrees less than 6 degrees Celsius? 6. What number is represented by these Roman Numerals? DXXX 7.  $12,490 - 3,149 =$  8.  $24,829 + 83,592 =$  9. Complete this sum without written working:  $15,200 + 4,350 =$  10. I buy 2 CDs costing £8.95 each. How much change do I get from £20?

23. Calculate the perimeter of this shape. 24. Estimate the volume of this shape. Write a, b or c. a. 6 cm<sup>3</sup> b. 28 cm<sup>3</sup> c. 48 cm<sup>3</sup> 25. Sarah gets on a train at 2.30pm. The train journey lasts 130 minutes. What time does Sarah arrive at her destination?

Total (A) Total (B) Total (C)  
 Test Total (A+B+C) R (0-9) Y (10-19) G (20-25)

# My child doesn't like reading, is it really important?



Yes!

There is a lot you can do to help. Supporting your child will have a huge impact on your child's learning in school and is excellent for their wellbeing.

Encourage your child to read for at least 30 minutes three times a week.

Other ways to help your child:

- Read with your child
- Listen to audiobooks
- Put the subtitles on
- Read a variety of text types

Children who read for pleasure and on a regular basis:

- more likely to read above the level expected for their age.
- have significantly better mental wellbeing
- have good financial skills.
- say they feel more connected with the real world

(National Literacy Trust, 2017-2022)

# My child has come home upset What will you do about it?



Over the course of Year 6, your child or one of their friends may experience friendship issues, online or social media problems, concerns about the learning, feeling alone and misunderstood, overwhelmed...

Any concern will always be investigated and children will be supported.

We will be encouraging children to become more independent and learn how to ask for help and deal with social situations in order to develop their resilience ready for secondary school.

Please encourage your child to come and discuss any issues with us.

Please be aware children will lose privileges if they do continue to engage in behaviour that falls below the expected standard

Young Minds support link  
for young people

[https://www.youngminds.org.uk/  
young-person/my-feelings/](https://www.youngminds.org.uk/young-person/my-feelings/)

# How can I help to keep my child safe online?



Know the age restrictions for social media apps.

Monitor their activity online.

Discuss with your child who they are talking to and what they are talking about.

If something happens online do not encourage your child to retaliate.

Help to educate your child about being safe online.

Remind your child that posts can be shared or screenshots can be taken.

Restrict the amount of time your child is online.

Inform us if you are concerned.



# What can I do at home to help?

Be positive and help encourage your child to become more resilient

Ensure your child has good attendance

Restrict time online

Talk to your child about what they are learning in school - look at the newsletter and curriculum map

Get involved with their learning - practise skills together, visit museums/places of interest.

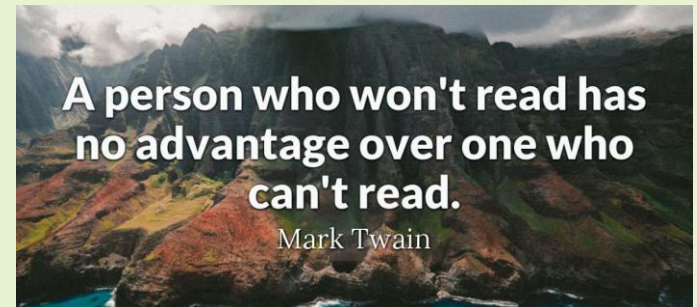
Encourage your child to read regularly

Practise times tables regularly

Arithmetic maths test

Any past papers completed

Complete any additional work sent home to support learning in class.



# Residential Trip - 3<sup>rd</sup> - 5<sup>th</sup> June 2026



Where: Manor Adventure - Norfolk Lakes, Norfolk.

The school has visited this site for the last five years.



# End of Year Arrangements



Children will take part in the Year 6 production. All children that want a speaking role can have a speaking role. Children that wish to have a main part need to have had very good attendance as well as being at school throughout term 6 for rehearsals. This is important as children will need to rehearse with the rest of year 6 and know stage directions, dances etc.

Children will be provided with autographs books instead of signing shirts

Leavers Worship will be held in the morning on Tuesday 21<sup>st</sup> July in the church and then in the school hall. Year 6 children will leave school before lunchtime on the final day

Information with more details will be sent nearer to the time

Thank you!



ANY  
Questions?