



Burford  
Primary School

*'Respect, Aspire, Achieve'*

# BURFORD PRIMARY SCHOOL

YEAR 6 NATIONAL CURRICULUM TESTS



## WHAT ARE THE NATIONAL CURRICULUM TESTS?

At the end of key stage 2 (Year 6) , all children will be assessed by sitting national curriculum assessments in mathematics, reading and spelling, punctuation and grammar. Children will also be 'teacher assessed' in writing and science.

These tests and their teacher assessments in writing and science are used to monitor progress at primary school and are provided to secondary school.

## WHEN WILL THEY TAKE PLACE?

- Tuesday 9<sup>th</sup> May – English Grammar, Punctuation and Spelling – Paper 1 and Paper 2 (spelling)
- Wednesday 10<sup>th</sup> May – English reading paper
- Thursday 11<sup>th</sup> May – Mathematics Paper 1 (arithmetic) and 2 (reasoning)
- Friday 12<sup>th</sup> May – Mathematics Paper 3 (reasoning)

## WHEN WILL THEY TAKE PLACE?

- All tests will take place in the morning.
- All children are encouraged to join us for breakfast at school (the children will help choose a menu closer to the time) from 7:45 a.m.
- Year 6 children will have their breakfast in the classroom in a relaxed environment
- We will provide free of charge breakfast club for siblings
- Tests will begin at around 9:15 a.m. once the children have settled and are ready

# GRAMMAR, PUNCTUATION AND SPELLING

- This involves two tests; one on grammar and punctuation (45 minutes) and the other on spelling (not strictly timed)
- <https://www.gov.uk/government/publications/key-stage-2-tests-2022-english-grammar-punctuation-and-spelling-test-materials>

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

The suitcase was heavy the box was lighter but more awkward to carry.

Circle the two words that are **synonyms** of each other in the passage below.

The school will supply all meals during the trip. If parents wish to provide children with additional drinks, they may do so.

The till printed the \_\_\_\_\_.

# ENGLISH READING PAPER

- This paper consists of a separate reading and answer book. Children have an hour to read and answer 35 questions on three different texts, which become increasingly difficult. Most questions (22 out of 50 marks) were on making inferences last year, followed by fact retrieval (19 out of 50). Children may also be asked to give the meaning of words, to summarise more than one paragraph or make predictions.
- <https://www.gov.uk/government/publications/key-stage-2-tests-2022-english-reading-test-materials>

# ENGLISH READING PAPER

This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

## A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.

She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full floating skirts which took all the



### Questions 24–35 are about *A Traveller in Time* (pages 10–11)

24 Look at the first paragraph, beginning: *Ours was a steep...*

Penelope's description of the stairway makes it seem...

Tick **one**.

damp and dark.

cramped and unsafe.

old and dusty.

stylish and never used.

1 mark

25 Why did Penelope like sitting in the stairway?

---

---

1 mark

# ENGLISH READING PAPER

- Children are encouraged to manage their time within the assessments. Those who find reading trickier will want to spend 20 minutes on each, focusing on questions they can answer quickly, those who finding easier should be moving on to a 15, 20, 25 minute to tackle the more challenging text with time.
- 3 mark answers – need to give evidence!

Think about the whole text.

How is a mysterious atmosphere created?

Give **two** ways, using evidence from the text to support your answer.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 marks

#### Acceptable points:

1. time or movement stops / absence of sound
2. the lady's unexpected appearance / her disappearance
3. her mother's unusual / evasive reaction to Penelope's questions
4. sudden return to normality
5. the lady being a stranger to Penelope
6. Penelope being on her own when she sees the lady
7. the lady's unusual clothes / her effect on Penelope
8. the lady's strange or unearthly features

**Award 3 marks** for **two** acceptable points, at least **one** with evidence, e.g.

- 1. *Every single sound goes away even her footsteps.* [AP1 + evidence]
- 2. *It's like her mum tries to cover up the situation.* [AP3]
- 1. *It's also mysterious because suddenly everything is back to normal.* [AP4]
- 2. *The lady disappeared. 'I leaned over the rail to watch her but suddenly she was gone.'* [AP2 + evidence]

**Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence, e.g.

- 1. *First, the lady because she appears out of nowhere without Penelope knowing.* [AP2]
- 2. *At the start there was no noise when there is usually something to hear.* [AP1]
- 1. *She was the only one in the area. 'I might have been the only person in the world.'* [AP6 + evidence]

**Award 1 mark** for **one** acceptable point, e.g.

- 1. *The girl didn't know who the lady was or what she was doing there.* [AP5]

**Do not accept** reference to it being night-time / dark.

# MATHEMATICS

- <https://www.gov.uk/government/publications/key-stage-2-tests-2022-mathematics-test-materials>
- Paper 1 – arithmetic. Covers calculation methods for all operations and fractions. Children have 30 minutes to complete the test – 35 questions and 40 marks.
- Paper 2 and Paper 3 – Reasoning – Children have 40 minutes to complete 20 to 25 questions in each paper – both have a total of 35 marks.

# MATHEMATICS – PAPER 1

2

$0 \times 989 =$

1 mark

$\boxed{\phantom{000}} = 240 \div 8$

1 mark

$10 + \boxed{\phantom{000}} = 302$

1 mark

$\frac{4}{9} + \frac{2}{3} =$

1 mark

$21 \overline{) 672}$

2 marks

$$\begin{array}{r} 607 \\ \times 83 \\ \hline \end{array}$$

2 marks





# WRITING

- There is no writing test. As a school we assess independent pieces of writing that children have completed. Children's books will be shared with other schools as we moderate our writing across local schools.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1119094/2018-19\\_teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1119094/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2.pdf)

# WRITING

## Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

\*These are detailed in the word lists within the spelling appendix 1). Teachers should refer to these to exemplify the words that

## 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 correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## 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 writing<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

## HOW WILL THE TEST BE ADMINISTERED?

- The children will complete the assessments in their classroom – displays will be covered.
- When the children are ready to start the assessment, the tests are collected from a locked cupboard and the test packs will be opened in front of the children. Some children may complete the test in a separate room to help them concentrate.
- Apart from the reading paper, any child can request to have a question read to them.

## WHAT HAPPENS WITH THE RESULTS?

- Your child will receive a scaled score. 100 is working at the expected standard for year 6, 110 is working at greater depth.
- The results will be passed on to the secondary school which your child attends, however they will generally choose to do their own assessments at the start of year 7.
- Teacher assessments and test results will be shared with parents in the end of year reports.

# HOW CAN I HELP MY CHILD AT HOME?

- All previous assessments can be accessed here:
- [National curriculum assessments: practice materials - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Make sure they go to bed at a reasonable time, either come in from the year 6 breakfasts or have a good breakfast at home and arrive at school on time during the assessment week.
- Listen to your child read daily and discuss their book with them. Ask probing questions and make sure they give you evidence (Ms Brown's reading PowerPoint has a selection of questions you could ask your child.)
- Support your child to complete the home learning sent out each week.

## HOW CAN I HELP MY CHILD AT HOME?

- Use times tables posters to build confidence – you can read through these together.
- Making your own posters of tables that are tricky for you will help recall through reading and writing.
- Practise random checks on times tables – for example, answer 3 questions while you make a drink.
- Sing times tables songs together – there are lots online.
- Use online activities like Hit the Button, Topmarks, to practise skills at home.
- There are online multiplication check practise websites such as <https://www.timestables.co.uk/multiplication-tables-check/>
- For paper 1, the arithmequiz will give you a whole paper to practice. <http://candomaths.arithmequiz.s3-website.eu-west-2.amazonaws.com/>

## HOW CAN I HELP MY CHILD AT HOME? – REAL LIFE PRACTISE

- Tell the time and date – how many hours have you been up? How many hours since lunch? How many hours until bedtime? How many days until your birthday? How many days until Christmas (306)
- Baking/ cooking – using manual scales – this is a good way to practise reading scales – convert between grams and kilograms
- Going shopping with notes and coins. How much do your items cost? How much change will they get back?
- Asking them to help you cut food into equal portions – look for equivalents – pizza cut in to 8, how many  $\frac{1}{8}$ s in a half, how many  $\frac{1}{8}$ s in an  $\frac{1}{4}$ ?
- Look for spelling, punctuation and grammar mistakes, they are everywhere!

## REMEMBER

- It is important - for both you and your child - not to worry about the assessments. They are simply a way for your child's teacher to see how they have done during their time in primary school and they support us in making continued improvements as we move forwards.



ANY QUESTIONS?