

Transition from primary to secondary

- Find out what transition arrangements are in place; including: bridging or transition units used, links with and visits to secondary schools.
- Ease transition for the children by starting to talk to them in the autumn term about what will happen and when.

Resources you will find useful

- Key Stage 2 QCA mark schemes – English and mathematics (2003)
An overview of the marks schemes with exemplar papers.
- Testbase CD-ROM – 2003
Testbase provides you with a bank of questions that can be used in a variety of ways to support your teaching and learning objectives throughout the year. Questions are drawn from the end-of-key-stage National Curriculum tests.

‘The most rewarding thing is seeing the children move on as young adults’

You will receive the following resources if you contact Prolog via the telephone number or email address provided on the back of this leaflet, quoting order reference **0742-2003 G**:

- NLS Year 6 planning exemplification – Year 6 term 1, Narrative Writing 2; Year 6 term 2, Argument.
Detailed examples of English plans. They are not scripts and will need to be adapted to meet the needs of your particular class.
- NNS Unit Plans: Year 6 autumn term Unit 10, Shape and Space: position, movement and scales, and solve problems
Unit plans offer guidance and support for planning mathematics lessons. They provide a link between planning from the Framework for teaching mathematics from Reception to Year 6, and medium-term plans. They are not scripts and will need to be adapted to meet the needs of your particular class.
- Primary National Strategy, professional development resource pack (NLS)
ICT-based interactive professional development resource to support the teaching and assessment of English.
- Unit Plans Years 4, 5 and 6 CD-ROM.
Contains electronic versions of key resources to support teaching mathematics in Year 6. Includes Unit Plans for autumn, spring and summer.
- Springboard 6: Lesson 28 Problem solving
Springboard 6 is a series of lessons designed to provide additional support in booster classes for children of Year 6 who, with intensive targeted support, can achieve level 4 in Key Stage 2 national tests.
- Year 6 Literacy booster lesson 4: Persuasion/Guided reading
This guided reading text and outline of a guided reading session are designed to help children to explore different ways of writing an argument. This material is part of a set of booster lessons containing a wide range of resources and guidance for use with Year 6 children who need additional support in reading and writing in order to achieve level 4 in English.
- NNS ICT CD-ROM for Year 6 Teachers
Contains interactive teaching programs, sample lessons using ICT, and Java programs from an ICT pack for schools.

Copies of this document may be available from:

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Primary National Strategy

New to Year 6: Support for teachers new to Year 6 and NQTs in Year 6

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Introduction

This leaflet has been written for you as a teacher new to working with Year 6 children. You may be an experienced teacher teaching Year 6 for the first time or a newly qualified teacher. Either way, the leaflet offers insights and advice from the Primary National Strategy and from experienced Year 6 teachers. The purpose is to provide you with guidance on key aspects of teaching and learning and on how to prepare sensibly for the tests. It also gives you access to relevant Primary Strategy resources.

In particular, if you are an NQT, remember that you are not alone! There is a support network within and beyond the school. Do not be afraid to ask for advice from others, such as: your mentor or induction tutor, literacy and numeracy coordinators and Year 6 teachers in your own or other schools.

Teaching and learning

‘When you have taught Year 6, it gives you a huge advantage. You know what the end of the primary journey is, and it impacts positively on your teaching of other years’

The most important aspect of work in Year 6 is to maintain a focus on teaching and learning throughout the year. Where possible, make reasoning part of communicating with the children. Put the onus on them to articulate their thoughts and ideas, both in subject teaching and in class management. This strengthens their powers of deduction and reasoning, which are central to learning. Make use of response partners, with children checking through each other’s work and suggesting ways forward. This can strengthen their understanding of what you are teaching.

Teaching and learning in English and mathematics

In English children need to read exciting and challenging texts; they need to engage with meaning and with how an author creates effect. Children need to explore how language is used and how different texts work.

Writing in a wide range of forms for different purposes is essential. Teachers can help children to write independently by:

- focusing on the decisions they need to make when undertaking a piece of writing;
- teaching them how to plan quickly for content;
- showing them how to choose the best form for what they want to say;
- giving them routines for checking their work for accuracy.

In mathematics children need to:

- rehearse and refine their oral and mental knowledge, skills and strategies;
- remember to ask themselves ‘Can I do this in my head?’;
- be explicit about their written method of calculation;
- tackle problems set in different contexts, which require formal and written procedures, and the use of a calculator;
- build up their speed and accuracy in mental arithmetic, by answering some 5-, 10- and 15-second questions in the mental starters of lessons.

This means teaching the literacy hour and daily mathematics lesson all the way through the year, using the objectives in the Frameworks. This is much the best way to help children make maximum progress during the year, right up to the end of the summer, and to make the right choices when it comes to the tests.

Know where your children are

- Use available data and your own assessments to set targets for and with the children – you know them best.
- Discuss targets (group, individual and class) with the children to make sure they understand what their targets are and what they need to do to achieve them.
- Keep the targets in focus when you are planning.

Homework

- Emphasise the importance of homework. Give it high status within the work that is going on in the classroom and make its purpose clear.
- Look into the possibility of a homework club; for example, provide a quiet, supervised work environment in a classroom at lunchtime.
- Reinforce positive study habits; for example, the use of a homework planning diary.
- Involve parents in their children’s learning; for example, devise a reading booklet to show how they can help move the independent reader forward.

Booster classes and intervention programmes

- Establish what the procedure for booster classes has been; for example, find out how they are or can be integrated into the year’s work.
- If possible be involved in delivery. It provides continuity for the children; you are most familiar with the children’s needs and targets.
- If you cannot be involved in delivery, establish a routine for communication with the teacher or teaching assistant who is working with your class.
- Become familiar with the intervention materials from the National Literacy and Numeracy Strategies.

Sensible preparation for the tests

Children need to be prepared to work under time constraints and to understand what they will be asked to do in the tests. They need to develop confidence in their own knowledge and skills to enable them to achieve success.

Your knowledge of the types of questions in the tests can be used as part of teaching, questioning and discussing in English and mathematics. For example:

- when talking about texts in the literacy hour and beyond, use precise questions to focus on how language is used. Do not just accept a general impression, and insist on evidence from the text to support ideas;
- when planning for mathematics, build in examples based on test questions. Slight alterations to past questions (for example, changing the numbers or the context involved) can quickly provide a range of questions to use in lessons. It helps to increase children’s confidence if you tell them that they have solved questions that are like those in the tests.

Build up your knowledge of the kinds of questions that occur in the tests, using the QCA test base CD-ROM. This contains all past questions. Also familiarise yourself with the QCA mark schemes and guidance.

Introducing the test

To help children have realistic ideas about the tests, remind them of the types of texts they will need to read or write and of the questions, problems or prompts they can expect. Introduce children to such features as:

- annotating diagrams and making notes;
- the types, formats and layout of questions;
- what the instructions mean;
- the significance of different numbers of marks;
- how much planning or working out is expected;
- which questions in mathematics are best answered mentally, and which require formal recording;
- when and how to use a calculator efficiently, so that children check if they can use mental methods first.

After the tests

Ensure purposeful teaching to maintain momentum in the children’s learning and to make sure that they are ready for the next stage in their education.

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