

Elizabeth Á Linney – Principal

Introduction

Year 6

Year 6 is a very important year for your child, not only because of the SAT's but because it their final year of Primary school, before they move onto secondary school. Your child will work hard this year to reach their full potential, furthermore we hope that this time will be an enjoyable time and will create an everlasting memory of Primary school for them. This booklet will help you to support your child through the final year and their SAT's.

Expectations in Year 6

As the children are at the top end of the school, we expect year 6 to set the standard and be role models for the rest of the children, by setting the example whenever they can. They can do this by, wearing full school uniform, ensuring they have good attendance, listening to all members of staff, developing independence both in learning and in the playground, being responsible for themselves and their property and participating fully in every aspect of school life.

Learning in Year 6

The pace of learning in year 6 is considerably faster than they may have been previously used to. To prepare them fully for the SAT's, they will be regularly tested with previous papers. This enables them and us to identify gaps in their learning so we can then personalise our teaching to accommodate your child's individual needs. Obviously, the start of Year 6 will be focused on identifying and closing some of the gaps in the children's learning.

Our days will be filled with engaging learning, which will allow the children to be challenged whilst learning to master the skills which they have.

We are very excited about the start of a new term. We would like to welcome you by introducing you to the Year 6 team:

Mrs Debbie Carter (Class Teacher / Y6 Lead Teacher)

Mr Alan Lewis (Class Teacher)

Mrs Sue Gibbons (Teaching Assistant)

Mrs Amisha Kaira (Class teacher – supporting in Year 6)

Core Subject Overview

<p>English</p>	<p>Reading:</p> <p>Children should be reading daily to increase their stamina in preparation for the SATs and to develop literacy skills. Your child should bring their book bag <u>EVERY DAY</u> and write comments in their Reading Journals about the book, detailing what they have read and how many pages they have read. They will be checked daily for comments and a signature. We would like to see comments from home too, as this helps us to monitor their reading. Year 6 pupils will be developing a range of reading skills, including inference and deduction. Individual, group and guided reading opportunities will support all children in these skills. Individual children will be heard as regularly as possible, however, in Year 6, our priority is with the children who struggle with reading to the expected standard for their age group. This is where you as parents can help us by hearing your child read at home on a daily basis. We will be providing your child with the appropriate level of instruction and support that is specific to their needs. There are regular opportunities for assessing and reviewing progress, therefore support will be given as soon as it is needed.</p>
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	<p>When starting Year 6, it would be expected that the majority of children would read with fluency, understanding and expression. Their comments should include quotations and reference the text. They should be able to infer and understand basic features and make comments on the writer's use of language. They should express their personal response and have some understanding of different genres.</p> <p>By the end of Year 6 children should have consolidated the above skills further and, in addition, have a clear understanding of text structure, authorial intent and be able to compare different texts and genres.</p> <p>Writing:</p> <p>Year 6 will cover a number of genres. Information Texts, Persuasive Leaflets, Monologues, Biographies, Newspaper Reports, Poetry and Diary Entries are just some of the genres which will be covered.</p> <p>When starting Year 6, it would be expected that children would use varied sentence types with some variety of conjunctions, use punctuation to mark clauses and speech and begin to organise their work into sections or paragraphs. They should think carefully when choosing which vocabulary to use and have developed a legible handwriting style.</p> <p>By the end of Year 6, it would be expected that children show a variety of length and structure in their sentences. They should have extended their use of conjunctions to include subordination. They should use a wide range of punctuation accurately and consistently organise their work into paragraphs. There should be a clear purpose and viewpoint established in their writing with an awareness of the reader.</p> <p>SPaG (Spelling, Punctuation and Grammar):</p> <p>The children will be studying additional, comparing, contrasting, illustrating and qualifying conjunctions, pronouns, proper, common and abstract nouns, adverbs and adverbial starters, adjectives and expanded nouns and embedded and subordinate clauses. These will benefit the children greatly when it comes to up-levelling their writing. Please ask your child to explain these terms to you. If they do not know, tell them to ask their teacher again!</p> <p>When starting Year 6, it would be expected that children would be confident spellers. They should be confident in the use of brackets, dashes or commas to indicate parenthesis and the use of commas to clarify meaning or avoid ambiguity. Using conjunctions, they should be able to link paragraphs together and understand how this is done.</p> <p>By the end of Year 6, children should also understand the spelling of homophones and other words which are easily confused e.g. there, their, they're. We would expect children to be able to list items using bullet points and other methods such as hyphens and semi-colons with commas. They should also understand the layout and format of different genres and types of text, write with the reader in mind and be able to distinguish when to use informal or formal language.</p>
Mathematics	<p>There is an increased emphasis on the use of mental skills, standard written methods and worded problems in the new National Curriculum. During this term, Year 6 will cover a multitude of areas of the maths curriculum; the four operations (+, -, x, ÷) and their practical application, 3D shapes, area, perimeter, prime numbers, reflection, rotation, symmetry and translation of shapes, weight, capacity and fractions to name but a few. The children will be set across the year group for Mathematics. This will enable us to provide your child with the appropriate level of instruction and support that is specific to their needs. There are regular opportunities for assessing and reviewing progress, therefore movement between sets and groups is to be expected.</p> <p>When starting Year 6, it would be expected that the majority of children have an understanding of place value in numbers up to 100,000 and to two decimal places. They should use this knowledge to make approximations and use decimal notation confidently in contexts such as money. They should also be able to recognise some equivalent fractions, decimals and percentages. They will be expected to derive</p>

division facts from associated multiplication facts and to use written methods for all four number operations (+, -, x, ÷).

By the end of Year 6, we would expect children to recognise and describe number relationships including multiple, factor and square, use place value to multiply and divide whole numbers by 10 or 100, recognise approximate proportions of a whole and use simple fractions, decimals and percentages to describe these, order decimals to three decimal places, begin to understand simple ratio and use the four operations competently as well as the inverse.

How you can help your child in...

READING

- Please try to find at least 10 minutes each day to read, to discuss reading materials, or to complete some activities with your child.
- Try to create a quiet calm atmosphere during the day or evening, preferably not just before bedtime.
- Encourage independent reading, but remember children will still enjoy having a story read to them.
- Help your child to read aloud with expression so the story comes to life. Not only will this help them to read more fluently, it will directly affect their use of punctuation in their story writing.
- Encourage your child to read newspapers, TV guides, comics and magazines. Ask your child to find out information from the Yellow Pages, the Internet, cookery books, etc.
- Discuss reading. Ask your child about what's interested them in anything they've read recently
- Talk to your child about authors, characters and plots or what new information has been learnt.
- Enjoyment is the key to successful reading. Focus on grasping the meaning rather than absolute accuracy.
- Set a good example by reading yourself and talking about the reading you do at work and home.
- Attend any information sessions about reading run by the school and read any guidance that is sent home.
- Use your local library regularly.
- Find books and DVDs about your child's hobbies and interests.
- Let your child read with younger children. Encourage them to read to other members of the family.
- If English is not your family's first language: you can buy dual language books from bookshops or online. You can talk about books and stories in any language.
- Ask lots of questions about the story. What would you have done if you were.....? Does this book remind you of any thing that has happened to you? Can you guess what is going to happen next?
- Find your family's top 10 reads. Ask everyone in your family to name their favourite reads - it could be a book, magazine, comic or newspaper.

MATHS

- Practise mental maths at home with the focus on children solving problems in their heads, e.g. throw two dice and multiply the numbers together. Then multiply the sum of two dice throws by the sum of another two dice throws.
- Play traditional board games that depend on numbers and counting for their scoring system, e.g. darts, dominoes, various card games. 'Battleships' is a fun way to practise co-ordinates.
- Talk about pocket money with your child. Add it up week by week. Subtract any outgoings. Predict how long they will have to wait for something that they really want. Can they afford what they want to buy in 5 weeks? 6 weeks? Etc.
- Make the most of your child's interests, e.g. Watch and play sports that involve scoring, timing, counting, measuring.
- Be creative with you surroundings! Ask your child to look out for patterns and shapes on floors, wallpaper, plants, animals and buildings. Get them to draw objects made entirely of triangles, rectangles or squares. Discuss real life symmetry.
- Look at clocks, both digital and analogue. Ensure that your child can tell the time. Estimate how long a certain activity will take to do and see if you are right! Work out how long their favourite programme lasts. Discuss what's showing on the other channels at the same time. Explore bus or train timetables together.
- Think about calendars and dates. Ensure that your child knows how many months there are in a year. Similarly, check their knowledge of numbers of weeks in a year, days in a month, week, year, leap year, etc. Do they know the seasons? Make a timeline that includes the birthdays of each member of the family and work out how far apart each one is. Use different units: months, weeks and days, even hours, minutes and seconds. Add other important events, such as a family holiday, and encourage your child to count down to the big day. 'How many sleeps?' is always a fun idea!

- Cooking is a great way to help your child get to know simple weights and measures in a real life, practical and enjoyable context. (It can also encourage your child to eat foods they claim not to like!) Teach your child to use the timer on your cooker and use it not only to time cooking times, but how long their homework activity lasts, etc. Discuss imperial and metric measurements so that children have a working knowledge of both systems.
- Use learning games on educational websites e.g. BBC Bitesize to reinforce learning in school and at home. Each child will be given a log in for Times tables Rock stars.

DAY TO DAY ACTIVITIES

- Encouraging your child – if you're child has any concerns then please bring them to our attention and we will be happy to help. Asking your child about the learning they have experienced during the day will enhance their experience and inform you.
- Sleep - Ensuring your child is in bed at a reasonable hour will help them to concentrate throughout the school day. Also getting up at a reasonable time and having a good breakfast will help them to feel fresh and ready for the day ahead.
- Times Tables – feature heavily throughout numeracy so it is imperative that your child knows their times tables off by heart and the corresponding division facts.
- Properties of numbers – number sequences, prime numbers, factors, multiples, squared numbers and roots will all appear in the SAT's papers so practising this with them will be an enormous benefit.
- Calculations – your child will be taught quick written methods for addition, subtraction, multiplication and division to aid them in their SAT'S. Examples of these methods are attached for your information.
- Mental Maths Skills – Mental maths forms the third part of the numeracy test. You can support them with this by quick fire random questioning. For example, calculating the shopping bill before the checkout, adding up number plates etc.
- Spellings – each week your child will be given a set of spellings which we will test them on at the end of the week. In addition to this playing simple spelling games and quick fire questioning will help them to build up a good vocabulary which will aid their writing.
- Internet and study books – The internet has a wealth of information, educational games and help sites to support your child's learning. Sitting with your child while they are using this resource will give you a clearer understanding of your child's attainment. Study book are equally as useful and can be purchased from most bookshops.

How your child can help themselves...

Communication in year 6 is the key to success! Your child will be given multiple opportunities to speak out during lessons to clarify their understanding by asking questions. If they feel unhappy about asking during the lesson, they can ask to see us or any other member of staff during break times.

Your child can ensure that they are always listening in class and not being distracted. Also ensuring they are attentive to the instructions given so they can begin their work promptly and complete the task in the given time. This will enable them to develop a sense of responsibility for their own learning.

GENERAL NOTES

Homework

Homework will be given for English and Maths and spellings; this will usually be given out on a Friday. On occasion, children will be given Topic homework related to their area of study at school. Homework is an important part of reinforcing work undertaken at school each week and we would ask you to strongly encourage your child to complete work set and return it promptly. Additionally, we must take this opportunity to reiterate that Reading Journals books must be signed and in school each day for inspection.

Secondary School

Your child will soon be bringing home a letter about secondary school selection. It is important to read all the literature so you can make the correct choice for your child. It is currently unclear as to which format secondary schools will use for you to view the school, but as soon as we receive information on this we will pass this on. **N.B. Forms need to be returned by specific dates which will be recorded on them, it is your responsibility to return these forms by that date.** If you need any additional help filling in the forms, please ask the office.

After the SAT's

Once the SAT's are over your child will be involved in numerous fun and engaging projects as well as having the opportunity to attend a residential trip. SAT's results will arrive sometime in the summer term. As this can be a stressful time for some children, the school, alongside you, will support them in this.

We are very pleased to contact you if you have any concerns, questions or problems. We are working in response to government guidelines in the current climate, which are constantly changing so please bear with us as and when situations change.

Please ensure the office has your up to date contact details, so that we are able to contact you about your child should we need to (calls for outstanding/ exceptional work or behaviour will be made too!).

This pack has been designed to support you and your child and we hope it helps, however if you still have any further questions please come and speak to us; we will be happy to help. Once again, welcome to Year 6. Let's work together to make this the best year ever!

The Year 6 Team

