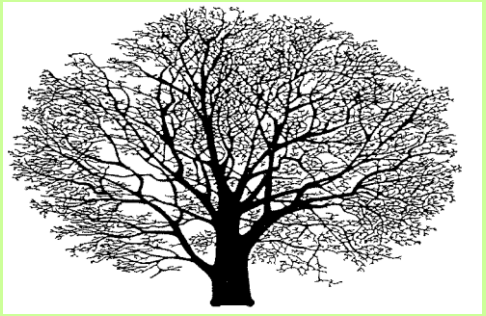
High Hesket CE Primary School



Parent's Information Booklet

Year 6

Within this booklet, we have aimed to outline the following:

- Suggestions for websites and questions to help your child at home.
- The end of year expectations for your child's year group in English and Maths.
- Our whole school calculation policy to show the calculation methods that are focussed on in each individual year group.
- A knowledge organiser for spelling, punctuation and grammar (SPAG) and a knowledge organiser for maths that the children should be familiar with by the end of the academic year.
- The list of common spelling words that your child is currently working on.

From September 2015, a new National Curriculum became statutory for all year groups. Each year group has a list of key objectives that the children are expected to achieve by the **end** of the academic year. The children will then be assessed against these year group expectations and it will be determined whether the children are working at one of the three stages below:

- **Working towards** the expected standard for their year group.
- **Working within** the expected standard for their year group.
- **Working at greater depth** within the expected standard for their year group.

The national expectation will be that most children are working at the middle stage ***(working within)*** *by the end of the academic year.*

Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (–ped, –ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Home Learning

The children will receive 10 new spellings to learn each Monday. They can practise these either on paper or using their Spelling Shed login. Games will be set each week for the spellings the children need to learn.
A full list of the words for the half term is put on the Y6 page of the school website at the beginning of the half term.

In addition to this, the children are asked to complete 30 minutes a week of Maths Shed or Timetable Rockstars and to read at home regularly.

Useful websites

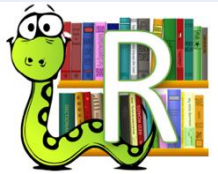
- www.edshed.com
- www.curriculumvisions.co.uk
- www.ttrockstars.com
- www.bbc.co.uk/education
- www.mathszone.co.uk
- www.thenational.academy

Questions to ask your child when reading:

- What has happened in the story so far? What do you think will happen next?
- Who is your favourite character? Why? Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How? Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- When do you think this book was written? How do you know?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
- Find two sentences which describe the setting.
- Would you like to read another book by this author? Why/ why not?

In school we also use the VIPERS process to help the children to understand what different types of questions are asking them.

This bookmark may help you to ask questions and to help the children understand which type of questions they are being asked.

How can I support my child with their reading comprehension at home? You could try one or more of these activities at home with your child when you hear them read at home.	
	**Vocabulary** Pick out two or three words from the text they have read and use the passage to discuss their meaning. Talk about other words that have the same meaning.
	**Infer** Discuss what the author is suggesting by including a phrase or word. See if they can spot something that is suggested but not said.
	**Predict** At the end of the chapter, encourage your child to make a prediction about what might happen next, based on what they know.
	**Explain** Pick an event from the chapter and encourage your child to explain the event in more detail and why they think it might be included.
	**Retrieve** See if your child can retrieve key information from the chapter you've read with them e.g. names/ details/ events
	**Summarise** AT the end of the chapter/pages – see if your child can sum up the key points of what they have just read aloud.

YEAR 6 SPAG KNOWLEDGE ORGANISER

Subordinate Conjunctions

Joins a subordinate clause and a main clause.

While
After
Because
Before
If
Though
Since

Because I go to school, I get to learn about grammar.

I get to learn about grammar Because I go to school,

Coordinating Conjunctions

Joins two independent (main) clauses.

For
And
Nor
But
Or
Yet
So

I am like ice cream **and** I like cake.

Noun Phrases – Gives detail about a noun but does not contain a verb

An ancient book in a leather sleeve was hidden in the library.

Modal Verbs – Show degree of certainty or possibility.

could, should, would, might, often, ought, can

Clauses

Main clause – A simple sentence that contains a subject and a verb. It makes sense on its own

I went to school

Subordinate clause – Contains a subordinating conjunction. Adds detail to a main clause; is not a full sentence. The subordinate clause can appear at the start, end or middle of a sentence.

Relative clause:

I went to school **while my brother stayed at home.**

Or

While my brother stayed at home, I went to school

Punctuation

Semi-colon(;) – joins two related independent clauses together

Dashes (–), brackets (), commas (,)

Used within a sentence to add additional information - Parenthesis

The cat (that didn't belong to me) was black.

Apostrophes

For possession: Shows us that something belongs to the subject.

My Mum's bag.

For contraction: Shows us that a letter has been missed out to create informality.

Don't do that.

Do not do that.

More Punctuation

Hyphen (-) – Creates compound words to give a clear meaning.

The **man-eating** shark.

The man eating shark.

Subjunctive form/mood

A verb form to express wishes, hopes, commands, demands or suggestions.

If I **were** the prime minister…

I suggest that you **take** the deal.

Commands, Questions and Statements

Commands begin with an imperative Verb. **Wash** your hands.

Questions expect an answer in return. Did you enjoy the trip?

Statements tell the reader something. The leaves fall off trees in autumn.

Passive and Active Voice

Active – Subject performs the action.

Passive – When the subject is at the ned of the sentence or is missing.

The cat chased the mouse.

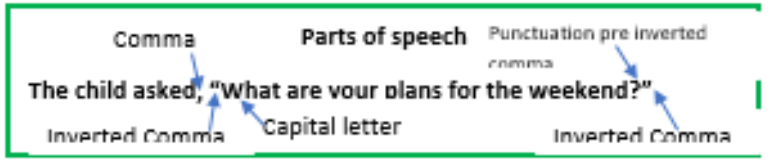
The mouse was chased by the cat.

Tenses – Tells us when in time an action took place

Past	Present	Future
Simple Past I **walked** We **saw** You **ran**	**Simple Present** I **walk** We **see** You **run**	**Simple Future** I **will** walk We **will** see You **will** run
Past Continuous/ Progressive I **was** walking We **were** seeing You **were** running	**Present Continuous/ Progressive** I **am** walking We **are** seeing You **are** running	**Future Continuous/ Progressive** I **will be** walking We **will be** seeing You **will be** running
Past Perfect I **had** walked We **had** seen You **had** run	**Present Perfect** I **have walked** We **have** seen You **have** run	**Future Perfect** I **will have** walked We **will have** seen You **will have** run

Determiners – A word before a noun and identifies the noun in further detail.

articles	**a boy, an orange, the cat**
demonstratives	**this apple, that car, these shops, those girls**
possessives	**his hat, her homework, my book, their house**
quantifiers	**some rice, each word, every box**
numbers	**one chair, two men, three dogs**
question words	**which bag, what letter, whose computer**



YEAR 6 MATHS KNOWLEDGE ORGANISER

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 (5^2 = 5x5) 49 (7^2 = 7x7)
cube numbers	the result when a number has been multiplied by itself 3 times	8 (2^3 = 2x2x2) 27 (3^3 = 3x3x3)

Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

Measurement conversions

Month	Days
January	31
February	28 (29 in leap year)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31
1 year = 365 days (= 52 weeks) Leap year = 366 days	

1 **centi**metre	10mm
1 metre	100cm
1 **kilo**metre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ($^5/_8$) mile
1 **kilo**gram	1,000 grams
1 litre	1,000 **milli**litres

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3, 4) = go right 3, down 4.

Fractions, decimals & percentages

$^1/_{100}$	0.01	1%	÷ 100
$^1/_{20}$	0.05	5%	÷ 20
$^1/_{10}$	0.1	10%	÷ 10
$^1/_5$	0.2	20%	÷ 5
¼	0.25	25%	÷ 4
½	0.5	50%	÷ 2
¾	0.75	75%	÷ 4, x3
1	1	100%	÷ 1

Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	< 90°
obtuse angle	> 90°
reflex angle	>180°
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides
regular = all sides/angles the same
irregular = sides/angles **not** same

Types of triangle

scalene equilateral isosceles

Types of quadrilateral

parallelogram trapezium rhombus

AREA
is the amount of space inside a 2D shape usually measured in cm^2 or m^2.

Area of a triangle = (base x height) ÷ 2
Area of a parallelogram = base x height
(Height = perpendicular height)

3D shapes

	 square-based pyramid	 triangular-based pyramid	 triangular prism
faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Volume = the amount of space a 3D shape takes up, usually measured in cm^3 or m^3

Volume of a cuboid =
length x width x height

Shape vocabulary

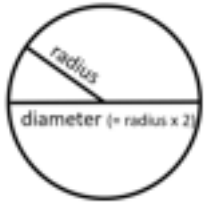
perimeter = measure around the edge (**circumference** = perimeter of a circle)

horizontal line

vertical line

parallel lines

perpendicular lines (at right angles)



The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4.
(Because 4 + 5 + 3 + 4 = 16, and 16 ÷ 4 = 4)

Year 6 End of Year Expectations:

READING:

- Apply knowledge of root words, prefixes and suffixes to understand unfamiliar words
- Use combined knowledge of phonemes and word derivations to pronounce words
- Read fluently using punctuation to inform meaning
- Read a wide range of books and text types and discuss their features
- Read accurately and check understanding
- Identify the conventions of different text types
- Recite a range of poems by heart and perform with intonation etc.
- Comment on writer's choice of vocabulary and explain effect
- Identify grammatical features for effect e.g., short sentences for tension
- Comment on the writer's craft by commenting on language, grammar and structure
- Raise queries about texts
- Make connections between similar texts and explain the links
- Compare different versions of texts and explain differences and similarities
- Listen to and discuss other's ideas and opinions about a text
- Recognise the writer's point of view and discuss it
- Present a personal point of view based on reading
- Provide reasoned justifications for views
- Distinguish between statements of fact and opinion
- Use scanning to find information
- Use text marking to make research efficient and fast

WRITING:

- Choose appropriate form and register for the audience and purpose
- Use grammatical structures, features and vocabulary appropriate to the purpose and degree of formality to make meaning clear and create effect
- Use a range of sentence starters to create specific effects
- Use developed noun phrases to add detail to sentences
- Use passive voice to present information with a different emphasis
- Use commas to mark phrases and clauses
- Sustain and develop ideas logically in narrative and non narrative writing
- Use character, dialogue and action to advance events in narrative writing
- Summarise a a text, covering key information in writing
- Use the passive voice
- Vary sentence structure to suit formal and informal writing
- Use a range of organisational and presentational devices appropriate to text type
- Write in paragraphs clearly signalling change in subject, time, place or event
- Use full stops, capital letters, exclamation marks, question marks and commas correctly
- Correctly punctuate direct speech
- Use brackets, dashes and commas to indicate parenthesis
- Use the semi-colon, colon and dash
- Use colons and semi colons in relation to lists
- Use a hyphen to avoid ambiguity
- Understand the Year 6 terminology

MATHS:

- Use negative numbers to calculate intervals across zero
- Divide numbers using long division, interpreting the remainders as appropriate
- Use order of operations to carry out calculations
- Use common factors to simplify fractions
- Compare and order fractions of any size
- Add and subtract fractions with different denominators and mixed numbers
- Multiply simple pairs of proper fractions
- Divide proper fractions by whole numbers
- Calculate decimal fraction equivalents for simple fractions
- Multiply a number with up to two decimal places by whole numbers
- Use written division with answers of up to two decimal places
- Solve problems involving the calculation of percentages
- Recall and use equivalences between fractions, decimals and percentages
- Solve problems using ratio using multiplication and division facts
- Solve problems involving similar shapes where the scale factor is known
- Solve problems involving proportion, using knowledge of fractions and multiples
- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Convert units of measure between smaller and larger units
- Convert between miles and kilometres
- Calculate the area of parallelograms and triangles
- Calculate and compare volume of cubes and cuboids
- Illustrate and name parts of a circle
- Finding missing angles in triangles, quadrilaterals and regular polygons
- Recognise vertically opposite angles and find missing angles
- Describe positions on the full co-ordinate grid
- Translate shapes on a co-ordinate grid and reflect in the axes
- Construct and interpret pie charts
- Calculate the mean as an average