

Codicote C of E Primary School



Curriculum Guide For Year 6

This guide has been produced by the Codicote School Staff to provide an overview of the Maths and English curriculum for your child's year group, and to provide guidance in how to support your child's learning in spelling, handwriting and reading at home.

English in Year 6

In upper Key Stage 2, your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts. Their knowledge of grammar will also increase as they prepare for the National Curriculum Tests to be taken in the summer term of Year 6.

Year 6 children will take a reading test of about one hour, a grammar and punctuation test of about forty-five minutes, and a spelling test of twenty words. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 5 and 6, some focuses may include:

- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes

Reading Skills

- Read a wide range of fiction, non-fiction, poetry, plays and reference books
- Learn a range of poetry by heart
- Perform plays and poems using tone, volume and intonation to convey meaning
- Use knowledge of spelling patterns and related words to read aloud and understand new words
- Make comparisons between different books, or parts of the same book
- Read a range of modern fiction, classic fiction and books from other cultures and traditions
- Identify and discuss themes and conventions across a wide range of writing
- Discuss understanding of texts, including exploring the meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraph, identifying key details
- Predict future events from details either written in a text or by 'reading between the lines'
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading

- Provide reasoned justifications for views

Figurative language includes metaphorical phrases such as 'raining cats and dogs' or 'an iron fist', as well as using language to convey meaning, for example by describing the Sun as 'gazing down' upon a scene.

As children's experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary-writing, or themes such as heroism or quests.

Writing Skills

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language
- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing
- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently

Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader through the text.

Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

- Noun phrase: a group of words which takes the place of a single noun. Example: The big brown dog with the fluffy ears.
- Modal verb: a verb that indicates possibility. These are often used alongside other verbs. Example: will, may, should, can.
- Relative clause: a clause which adds extra information or detail. Example: The boy who was holding the golden ticket won the prize.
- Passive verb: a form of verb that implies an action being done to, rather than by, the subject. Example: The boy was bitten by the dog.
- Perfect form: a form of verb that implies that an action is completed. Example: The boy has walked home.

Parent Tip

There are always plenty of ways in which families can support children at home with science. There may be a park or gardens near you which you can visit over the year and see how the flora changes with the seasons. You may also be able to visit a farm or nature park which provides plenty of opportunity for discussing the wide variety of the animal kingdom.

Mathematics in Year 6

By the end of Year 6, children are expected to be confident with the use of all four standard methods for written calculations, and to have secured their knowledge of the key number facts for the four operations. Their work will focus more on fractions, ratio, proportion and the introduction of algebra.

In May of Year 6, children will take an arithmetic test of thirty minutes, and two broader mathematics tests of forty minutes each. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Number and Place Value

- Work with numbers to up ten million (10,000,000) including negative numbers
- Round any number to any required number of digits or magnitude

Calculations

- Use the standard method of long multiplication for calculations of four-digit numbers by two-digit numbers
- Use the standard method of long division for calculations of four-digit numbers by two-digit numbers
- Identify common factors, common multiples and prime numbers

- Carry out complex calculations according to the mathematical order of operations
- Solve complex problems using all four operations

The mathematical order of operations requires that where calculations are written out in long statements, first calculations in brackets are completed, then any multiplication or division calculations, and finally any addition or subtraction. So, for example, the calculation $4 + 3 \times (6 + 1)$ has a solution of 25, not 43 or 49.

Fractions and Decimals

- Use common factors to simplify fractions, or to add fractions with different denominators
- Place any group of fractions into size order
- Multiply pairs of fractions together
- Divide fractions by whole numbers, for example $1/3 \div 2 = 1/6$
- Use division to calculate the decimal equivalent of a fraction
- Know and use common equivalences between fractions, decimals and percentages, such as $1/2 = 0.5 = 50\%$

Ratio and Proportion

- Find percentages of quantities, such as 15% of £360
- Use ratio to explain relationships and solve problems
- Use simple scale factors for drawings, shapes or diagrams

Ratio is represented using the colon symbol. For example, if £100 is shared in a ratio of 1:3 between two people, then the first person receives £25 (one part), with the other receiving £75 (three parts).

Algebra

- Use simple formulae
- Describe sequences of numbers where the increase between values is the same each time
- Solve missing number problems using algebra
- Find possible solutions to problems with two variables, such as $a + b = 10$

Measurements

- Convert between any metric units and smaller or larger units of the same measure
- Convert between miles and kilometres
- Use a given formula to find the area of a triangle or parallelogram

Shape and Position

- Draw 2-d shapes using given sizes and angles
- Use knowledge of 2-d shapes to find missing angles in triangles, quadrilaterals and other regular shapes
- Name and label the radius, diameter and circumference of a circle
- Find missing angles in problems where lines meet at a point or on a straight line
- Use a standard grid of coordinates including negative values

Graphs and Data

- Construct and understand pie charts and line graphs
- Calculate the mean average of a set of data

Mean average is calculated by adding up all the values and dividing by the number of items.

For example, the mean average of 3, 5, 8, 9 and 10 is 7

($3 + 5 + 8 + 9 + 10 = 35$, then $35 \div 5 = 7$)

Parent Tip

Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.

General Guidance - Reading

Listening to your child read throughout their time at Primary School will have a significant impact on their reading development.

Hearing your child read:

Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

Maintain the flow

If your child mispronounces a word do not interrupt immediately; instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, use of letter sounds rather than 'alphabet names'.

Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

Success is the key

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

Regular practice

Try to read with your child on most school days. 'Little and often' is best.

Communicate

Your child will have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

Talk about the books

There is more to being a good reader than just being able to read the words accurately; just as important, is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

Variety is important

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, children's newspapers and information books.

Reading to your child

Reading to your child is an important part of developing their literacy skills, whatever stage they are at as a reader. Listening to stories provides opportunities for them to develop an understanding of characters, themes, and the structure of a story, and shows them how to use expression, and note punctuation when they are reading aloud. Also, it is a great motivator to learn to read themselves, so that they can experience the delights of a good book whenever they want to.

Benefits:

- It promotes longer attention span
- It builds listening skills and imagination
- Children discover an expanding chain of knowledge
- It broadens and extends vocabulary
- Books teach your child thinking skills early. When you read to your child, they learn to understand cause and effect, and learn to exercise logic, as well as think in abstract terms
- Books teach your child about relationships, situations, personalities, and what is good and what is bad in the world. They learn the consequences of actions, and the basics of what is right and wrong. Books provide material for imagination and free play.
- When your child reaches a new stage in their growth, or experiences a new and unfamiliar situation, reading to your child about a story relevant to their new experience can relieve their anxiety and help them cope.
- Your child learns early that reading is fun and not a chore. Reading to your child influences them to be a lifetime reader

Parent tips:

- Form a habit of reading to them at the same time each day, or at least several times a week. Choose a time when you and your child are both relaxed and not rushed.
- Choose books that your child will be most interested in, and appropriate for their age. A young child likes colourful drawings and pictures of people.
- Sometimes, your child likes a particular book and wants to hear it repeatedly. Do not discourage this, since they find reading this book pleasurable - and pleasure is what they should get from reading!
- Teach your child to treasure books and treat them with respect - keeping them clean and in good condition.
- Take books to read to your child on long trips and places where you have to wait like the doctor's office.

Spelling

We value the contribution that many of you make in helping your children to become confident accurate spellers. We encourage the children to learn the words by this method:

LOOK carefully at the word. What is the letter string? What has been added onto the front and the end? What is the shape of the word?

SAY it aloud.

COVER the word up.

WRITE the word down.

CHECK to see if you are right. If you are, try to write it again. If you are wrong, look, cover, write and check again until you get it correct.

It is better to spend a few minutes daily learning the words if possible, rather than a marathon session once a week! When practising the words with your child, give them in different orders, and discuss the meanings of words, putting them in a context so that the children can see how they are used. Writing the word down helps the children to develop a 'motor memory' of the word - how it 'feels' when they write it correctly.

If your child finds their spellings particularly easy or hard, please feel free to bring this to the teacher's attention.

Handwriting

Our aim in teaching handwriting is for the children to be able to write neatly and legibly at speed. As they move through the school, we expect them to write in 'joined up' (cursive) handwriting.

When your child starts to hold a pencil, please encourage them to use a suitable grip, such as the one shown below. This will help to ensure that appropriate pressure is used, and that your child develops a comfortable grip that gives them good control over the pencil or pen.



Please encourage your child to slant the paper slightly when writing. For right handed children, the page should be slanted with the right hand corner at the top, and for left handed children, it should be slanted with the left hand corner at the top. This is so that the child does not smudge their work, and can see what has been written.

We use a scheme throughout the school to teach handwriting. The letter style and formation is shown here:

Letter Formation

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t

U u V v W w X x Y y

Z z

Letters without leads:

a b c d e f g h i j k l m n o p

q r s t u v w x y z

Joining Letters

Mrs Pollard Mr Browne

Mrs Foster Mrs Ogle

Mrs Wood Mrs Pyle

Miss Churchill Mrs Frost

Miss Grainger Mrs Eaton

Mr Pyle Mrs Broad

Miss Clark Mrs Gloyn

Mrs Mason Miss Doran

Mr Massey Mrs Mesher

Mrs Abrahams Mrs Harry