

Welcome to Year 6

Class teachers: Mr. Hurd, Mrs. Clayton

Higher Level Teaching Assistant: Mrs. Michael

Teaching Assistant: Mrs. Lyon

Group and intervention teacher: Mrs. Day

HOMEWORK

English, Maths, Science/Topic

Homework always follows on from a lesson in class.

Weekly English (Tuesday)– spelling shed and short grammar activity

Weekly Maths (Wednesday)– Mathletics/TTS Rockstars/written

Topic/Science (Thursday/Friday)– research and presentation – 6 per term.

Optional French tasks- throughout the year. Madame Fesnoux to provide more information at a later date.

In preparation for transition to senior school, we expect children to record their homework and reading themselves in their homework diaries. Please can you ensure you have checked and signed them for Friday. We want the children to get into an independent routine with this.

Trips and visitors

Young Shakespeare Company to perform Macbeth.

Bikeability

Junior Citizens

Isle of Wight residential (replaced French trip for this year only)

We will be studying the following books and so ask that the children do not pre-read these:

Kensuke's Kingdom

Macbeth

Goodnight Mr. Tom

The Unforgotten Coat

We will also be trying to read a book in class to the children and it would be great if they also had a copy to follow.

Year 6 Responsibilities

Currently under review due to Covid restrictions this year.

Emails – please encourage children to speak to a teacher if they have any sort of problem in school:

- Mood box
- Peer Mentors
- Adults

Because of the limitations of the teacher working day, we would prefer an arranged/ad hoc telephone call rather than a long email if possible!😊

School open days and entrance exams: please ensure the office is notified of any absences

SATS – in brief!

WB 10th May 2021

Written tests for Reading Comprehension

Spelling, Punctuation and Grammar

Maths Arithmetic and 2 Reasoning papers

Writing is Teacher Assessed through the year

During the Spring term and early summer, children will be given the opportunity to practise past papers in school. It would greatly help us if they **did not practise these at home** or use them for revision. The papers do not cover the whole curriculum – they are a snapshot and therefore the revision we do in lessons is far more valuable than previous papers.

Working at the expected standard

Explanation of writing assessment

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

At the end of KS2 children should be able to...

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Year 6 Non Negotiables

Capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Capital letters for proper nouns.

Commas in a list.

Apostrophe for contractions.

Apostrophe for singular and plural possession.

Inverted commas to demarcate speech.

Spellings: common homophones and most spellings on statutory Year 3/4 word list

Commas after a fronted adverbial.

Commas for parenthesis (commas, brackets and dashes)

Use a conjunction not a comma to join sentences.

Paragraphs.

Joined handwriting.

Name _____

Book Bingo – Text Types

Read some of the following text types then write in the gap what you read. Get your parents to sign your Homework diary to show you've read it. Take this to your teacher to get it ticked off and receive your Dojos. . Can you read four in a row? Can you read the full house?

A myth or legend _____ Signed : _____	An information book linked to a current topic _____ Signed : _____	Read a book by an author who is not from the UK _____ Signed : _____	Read a book that is a collection of poetry _____ Signed : _____
A historical novel _____ Signed : _____	A newspaper article _____ Signed : _____	Read a book that was published before 2008 _____ Signed : _____	A sports or theatre programme _____ Signed : _____
A story from or about a different country. _____ Signed : _____	A book that has become a film _____ Signed : _____	A classic _____ Signed : _____	A biography or autobiography _____ Signed : _____
A book where the main character is an animal _____ Signed : _____	A detective or mystery story _____ Signed : _____	WILDCARD – you choose! _____ Signed : _____	A book that deals with issues _____ Signed : _____