

Supporting Your Child in Year 6



Autumn Term 2019

Welcome back. I hope you've had an enjoyable summer holiday and are ready for the year ahead. I am extremely excited about working with the new Year Six class. As you will be aware, it is going to be a very busy and hard-working year but I have full confidence that it is going to be a good one.

English

In English this term, there will be a particular focus on the grammar and punctuation side of the curriculum, applying this to our writing within the English lessons. We will be exploring these grammatical features along with the structural features through the use of Talk4Writing. The main grammatical focus will be on different word classes, sentence types and clauses and phrases.

We will be using Nina Bowden's book 'Carrie's war' during the first half term for a lot of our reading and English lessons. In addition to this, we will be doing a lot of cross curricular writing based on WW2 within our topic lessons: writing letters and diary entries from the point of view of an evacuee, creating examples of WW2 propaganda and developing newspaper articles for the day World War 2 was announced in Britain. The following half term, towards Christmas (yes I know it's still a while away) we will be using a Christmas Carol within a lot of our writing.

Useful resources to get your children writing

- Topmarks provides children with a lot of games to practice different elements of the grammar and punctuation. <http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>
- The Literacy Shed is a fantastic website with a range of different stimulus to encourage children to write. Let your child explore and write a range of different genres. <http://www.literacyshed.com/>
- I also would advise using films that your children enjoy watching. Get them to re-write the story from a different characters point of view, write a diary entry based on one of the events, or even create a movie trailer, using ipads and other technology (something which I am sure a lot of children could do quicker than any of us adults)
- Play games where children tell a story sentence by sentence, swapping with someone each time to make a silly story
- <https://www.teachwrite.co.uk/karaokecomprehension> is an excellent website to develop reading comprehension skills through the use of songs that the children will enjoy listening to.

In addition to this, there will also be a big push on reading and reading comprehension. We will be carrying out whole class comprehension skills using something called VIPERS. This focuses on Vocabulary, Infer, Predict, Explain, Retrieve and Summarise.

We ask that you support us by listening to your child read whenever possible as this will help support the comprehension work in class. This includes questioning the children as they read to you. There are a variety of different question types you can ask: -

- Open ended questions – encourage children to give a range of responses and shows their deeper level of understanding.
- Literal questions – encourage children to recall facts or make simple comprehension where the answer is clearly stated in the text.
- Higher order questions – are excellent to challenge and move able readers on. They encourage children to think beyond what is written in the text.

Below is a table of different types of questions you could ask whilst listening based on the VIPERS we use in class.

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Infer

Make and justify inferences using evidence from the text

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Maths

The main focus this term will be number, including the four operations, and fractions decimals and percentages. This is such a huge part of the Year 6 curriculum and we want children to be confident with this as then they will be able to progress in the other areas.

If you want to support your child in some of the work we will be doing, encourage them to practice using the different written methods for the four calculations. Below are examples of the methods we will be using.

Column addition

$$\begin{array}{r} 427 \\ + 363 \\ \hline 790 \\ 1 \end{array}$$

Column subtraction

$$\begin{array}{r} 8 948 \\ -263 \\ \hline 685 \end{array}$$

Short multiplication

$$\begin{array}{r} 237 \\ \times 4 \\ \hline 948 \\ 1 2 \end{array}$$

Long multiplication

$$\begin{array}{r} 469 \\ \times 32 \\ \hline 938 \\ 14070 \\ \hline 15008 \end{array}$$

$$\begin{array}{r} 153 \\ 6 \overline{) 918} \end{array}$$

Short division

Long division

$$\begin{array}{r} 2 \\ 15 \overline{) 3640} \\ \underline{-30} \\ 6 \end{array}$$

15 into 3 doesn't go, so look at the next digit.

15 goes into 36 two times, so put a 2 above the 6.
 $15 \times 2 = 30$

Take that 30 away from the 36 to get your remainder.
 $36 - 30 = 6$

$$\begin{array}{r} 24 \\ 15 \overline{) 3640} \\ \underline{-30} \\ 64 \\ \underline{-60} \\ 4 \end{array}$$

Next, carry the 4 down to make 64.

15 goes into 64 four times, so put a 4 above the 4.
 $15 \times 4 = 60$

Take 60 from the 64 to get your remainder.
 $64 - 60 = 4$

$$\begin{array}{r} 242 \\ 15 \overline{) 3640} \\ \underline{-30} \\ 64 \\ \underline{-60} \\ 40 \\ \underline{-30} \\ 10 \end{array}$$

Carry the 0 down to make 40.

15 goes into 40 two times, so put a 2 above the 0.
 $15 \times 2 = 30$

Take 30 from the 40 to get your remainder.
 $40 - 30 = 10$

Long division is one of the trickiest elements of the written methods. This step by step guide should help you in supporting your child.

Other activities you could use to support your child in maths:

- Snap for equivalent fractions, decimals and percentages.
- A Pack of card fractions. Play in pairs. Each person picks two cards: one would be the denominator and one the numerator. Pairs compare. Highest fraction wins. This could be adapted to simplifying fractions or turning fractions from improper to mixed numbers. The opportunities with packs of cards are endless. Try typing it into Google and see what variations you can find.
- <https://www.mymaths.co.uk/> is a great website with fantastic maths based games to enable the children to develop their understanding.

For the confident mathematicians

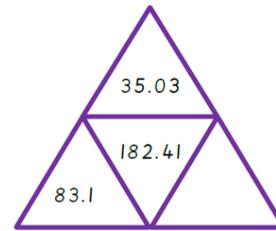


Jerry

I'm thinking of a number. I divide it by 36, multiply by 28, add 1979 and subtract 6853. The answer is 2294. What is my number?

For those children who are extremely confident with maths, I would advise them to start to use these skills on a mastery level, solving a range of puzzles and problems. The nrich, NACE and NCETM websites provide a range of different activities.

Encourage your child to create problems which involve working systematically. Get them to create problems for you to solve.



They also need to develop their ability to reason. Use problems like the one below to encourage them to prove a theory right or wrong.

Question One



Marlon says that twelve sixteenths of 48 is the same as three quarters of 48. Do you agree with Marlon? Prove why he is right/wrong.

Other techniques I use for this include...prove it; always, sometimes and never true and odd one out.

Finally, encourage children to find mistakes in calculations and give advice on how the mistake could be corrected.

Martin says that:

$$\frac{3}{8} + \frac{2}{8} = \frac{5}{16}$$

What mistake did he make? What would you say to Martin to help him with his learning?

Curriculum

Our topic for the first term is World War 2 (with the title of our topic being 'We'll fight them on the beaches'). During this topic, we will be learning about the key events which led to the outbreak of the war. Following on from this, we will explore the different leaders from the countries involved in the war. Finally, we will be investigating the ways that the lives of children and women changed during WW2 and the important role women played during this period. In our geography lessons, the children will use atlases to locate key locations in WW2 and study the impact of war on British infrastructure. We will also explore electricity during this first half term which will involve investigating the following things: How do circuits work? Can we create circuits? How can I manipulate circuits?

If you want to encourage your child to research linked to our topics, they could do some of the following activities:

- Create a power point based on an element of the curriculum,
- Make a presentation,

- Make a 3d model of an Anderson shelter,
- Write a diary entry from the point of view of the parent of an evacuee,
- Create a recipe using ingredients available during rationing,
- Create an information text.

PE will be on Tuesday mornings, Thursday mornings and swimming will take place on Friday afternoons. Children will need to ensure they have football boots and shin pads as well as needing a darker t-shirt for outdoor PE. A small reminder that during PE sessions, hair needs to be tied back and all jewellery must be removed, including earrings.

Homework

Like last year, children will be given homework on a regular basis. The school have decided to again invest in a set of SATs Buster Books from CGP. We found these extremely beneficial last year and hope they are just as successful this year. These include question books on the following:-

- Number, Ratio and Algebra,
- Arithmetic,
- Spelling, Grammar and Punctuation
- Reading Comprehension

Work from these books will be given on a regular basis and it will be based upon the work we are covering in class. The additional homework is aimed to help the children prepare for the amount of homework given at secondary school. We do, however, understand that children have clubs after school and do still value these. It will only be a page or two each time but we do believe that this would be highly beneficial in the preparation for SATs. These books will remain in school unless they have been given work to complete from them. Any homework will still be recorded in their homework diary. If children find it difficult and would like support there will be optional homework clubs running at lunch times. There will be rewards on a weekly basis for those who complete their homework.

There will be the usual times tables and spellings homework. Times tables will be set on Friday and tested the following Friday. The spellings will be taught throughout the week and given out on a Monday evening to be tested every Friday. These are essential.

I also understand that some elements of the Year 6 curriculum can be challenging so if there are any elements you are unsure on and I haven't mention them in this letter, please do not hesitate to come and speak to me.

Recommending Reading Books

As your child grows in confidence with their reading, it is essential that they are given the opportunity to read a wide variety of book. Below of some of my favourites for Year Six children.

- Kensuke's Kingdom by Michael Morporgo
- Journey to Johannesburg by Beverley Naidoo

- The Lion, The Witch and The Wardrobe by C.S Lewis
- The Invention of Hugo Cabret by Brain Selznick
- Artemis Fowl by Eoin Colfer
- All the David Walliams Books
- Holes by Louis Sachar

For children who find reading challenging at times, Diary of a Wimpy Kid Doodle Yourself is a great book for getting them engaged as it is a mixture of reading and drawing.

Head Boy and Head Girl

I have always seen Year 6 as an extremely important year for children. They are starting to become more mature and more responsible and because of that we will be putting out the opportunity for members of the class to be nominated as head boy and head girl. They will work closely with the school council, me and other members of staff in school. In addition to this, we will be having school prefects who will be responsible for certain areas across school. Children will need to complete application forms which will be out this week.

Life without levels

As you may be aware, over the past few years the way in which children are levelled and assessed has changed. I will be arranging a meeting for the autumn term to be able to explain all of this and to be able to explain about the SATs further.

Mobile Phones

A lot of children have been asking about mobile phones. We understand that when children are walking home on their own, they may need a form of contact. If your child does need their mobile phone then we would like to have this in writing from parents/carers at home. By bringing it into school, children are accepting that it is their responsibility to collect at the end of the day and it is their responsibility to pass it on to me when they arrive in school.

I would also like to take this opportunity to say thank you for making my first few days enjoyable – you have all been extremely welcoming. If you have any queries, please do not hesitate to come and speak with me at the start or end of the school day.

Many thanks,

Mr Upfield