

Supporting Your Child in Year 6



Summer Term 2021

Welcome back to the final term of the year and Year 6's final term at Glenmere. I hope you all had a lovely Easter break! We have a lot to look forward to this term. However, first and foremost, I'd like to say a special thank you for all the support you have already given your children.

English

In English this term, we will be starting off by taking a look at some environmental poetry with a particular focus on the use of figurative language. We will be using Eva Ibbotson's book 'Journey to the River Sea' for a lot of our reading and English lessons this term. In addition to this, we will be doing a lot of cross curricular writing based on our topic of Save our planet: producing balanced arguments, writing persuasively and writing some of our own myths.

In the other areas of writing we will cover, there will be a particular focus on applying all of the skills we have been learning this year. The children's writing for the end of Year 6 is teacher assessed and will be based upon their independent writing. This is an incredibly important time of the year in relation to writing as there needs to be a wealth of evidence in their work. This term, there will be a particular focus on writing, linked to our topic and science. We will be working on applying all the skills we have learned this year to showcase how excellent we are; to do this, we will continue to use Talk4Writing (which the children have done fantastically with).

Below is what I will be using to assess against. In order to help your child, work on different elements

Working Towards the Expected Standard	
I can write for a range of purposes and audiences	
I can use paragraphs to organise ideas	
I can describe settings and characters	
I can use some cohesive devices within and across sentences and paragraphs	
I can use different verb form mostly accurately	
I can use coordinating and subordinating conjunctions	
I can use mostly correctly	Capital letters
	Full stops
	Question marks
	Exclamation marks
	Commas for lists
	Apostrophes for contraction
I can spell most words correctly (year 3 and 4)*	
I can spell some words correctly (year 5 and 6)*	
I can produce legible joined handwriting	

from the grid.

Working at the Expected Standard	
I can write for a range of purposes and audiences	
I can create atmosphere, and integrate dialogue to convey character and advance the actions	
I can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly	
I can use a range of cohesive devices including adverbials within and across sentences and paragraphs	
I can use passive and modal verbs mostly appropriately	
I can use a wide range of clause structures, sometimes varying their position within the sentence	
I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	
I can use mostly correctly	Inverted commas
	Commas for clarity
	Punctuation for parenthesis
I can make some correct use of:	Semi-colons
	Dashes
	Colons
	Hyphens
I can spell most words correctly (year 5 and 6)*	
I can maintain legibility, fluency and speed in handwriting	

Working at Greater Depth
I can write for a range of purposes and audiences
I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
I can select verb forms for meaning and effect
I can use the full range of punctuation taught at Key Stage 2 mostly correctly including...
Semi-colons to mark boundaries between independent clauses
Colons to mark boundaries between independent clauses
I can produce legible joined handwriting at all times

*the lists of spellings can be found at the following website...

http://dera.ioe.ac.uk/18288/1/English_Appendix_1_-_Spelling.pdf

To support those who need additional help with their writing, focus particularly on the 'working towards' strands of the grid and for those who want a challenge and to be pushed further, look at and work on the parts of the 'Greater Depth' strands.

Techniques to support writing


Stripy sentences – encourage children to use two different colours. Write each sentence with a different colour. This enables children to see if their sentences are too long.


Clause cards – use different coloured strips of cards. On these write different clauses and match them together, move them around and look at where the different punctuation needs to go.

Change the words – with sentences, encourage children to think of synonyms for different words to up level their work.

Techniques to extend writing

The main thing those confident writers need to work on is managing a shift between formality. This is showing they can change from formal to informal and then back to formal. Look at some of the examples below and use these to develop their writing.

 Unfortunately, Ranjit was in the wrong place at the wrong time: he witnessed a crime taking place at his local LowCo store. Complete the crime report including Ranjit's witness statement.

Crime Number: LCO2948XC Date: Friday 10th March Time logged: 15:45 Location: LowCo Leicester Officer: PC M.Harris (903)	
Crime Report: 	
Witness Statement: 	

10.3.17

Dear Diary,

Why does it always happen to us? When things go wrong, they never seem to rain - they pour! I've known something's been escalating for ages but I couldn't quite put my finger on it: Mum's been depressed and Dad's been super-stressy. Horribly, I've been in the lurch until now... the moment of realisation that hit me like a bullet. If only I hadn't been curious and 'accidentally' stumbled upon this letter.

URGENT

Diary continues...

Useful resources to get your children reading and 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.
- <http://www.satspapers.org.uk/Page.aspx?TId=5> is an excellent website where you can find previous SATs papers. This will enable the children to revisit the styles of question and texts they will come across in May.
- Play games where children tell a story sentence by sentence, swapping with someone each time to make a silly story

For SEND children

- Write parts of sentences onto different cards then discuss the different word types e.g. verbs, adjectives etc.
- Rainbow sentences are great. Write each sentence in a different colour. This allows children to see where and when punctuation is needed
- Cross words and hangman are a good way to practice spelling the year 3 and 4 spelling words, or the 5 and 6 spelling words.
- In literacy lessons it is important for the children to explore a wide range of sentence structures in class this is supported by the staff in the classroom. We use a variety of word mats, sentence scaffolding and pictorial stimuli to encourage the children to be creative with their writing. Please encourage the children to write simple sentences, which link together with each other.

For Greater Depth children

- Work on proof reading and editing skills by editing parts of a text using synonyms to maintain the mood or antonyms to alter the mood of the writing
- Improve simple sentences by adding a range of clauses in different positions: manipulate these to find the most cohesive way of writing.
- Begin using the full range of punctuation taught in KS2 for their different purposes and write explanations of how these should be used accurately.
- Write in a range of genres considering the vocabulary selected for formal and informal text types.
- It is important for these more confident writers to ensure that they are able to write longer passages of writing using all of the grammatical features expected of Year 6 children. To enable them to do so please visit:
- <http://www.pobble365.com/> this website will provide picture stimulus for the children to write creatively. It also has questions and activities to support children with writing in a variety of genres.

In addition to this, we will be continuing to work on whole class comprehension skills using book talk and VIPERS.

We ask that you continue to 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.

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 to.....
- Find a word or phrase which shows/suggests that.....

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?
- What was thinking when.....
- Who is telling the story?

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.

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:

In maths this term, we will be continuing to work on geometry including working on the properties of shapes with a particular focus on angles. Using our 4 calculations grids and knowledge recall grids we will be continually working on and recapping our previous topics from this year including the four operations; fractions, decimals and percentages; ratio and proportion; and algebra. We made a huge amount of progress last term in relation to our maths. Each week, we will be continuing to develop our problem-solving skills in a range of different puzzles and games, continuing to deepen our understanding of the maths we have developed so far this year.

In order to help your child, it is important that the new concepts learned this year are practiced and reinforced in preparation for the transition to secondary school.

For the Greater depth children

I have kept this part of the supporting your child letter from the last one as this can be adapted to different concepts and areas and is extremely useful

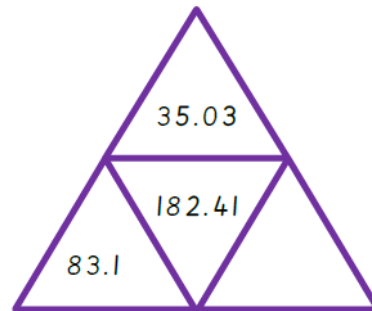
For those children who are extremely confident with maths, I would advise them to start to use these skills on a mastery level, solving a range of puzzles and problems. The nrnich, NACE and NCETM websites provide a range of different activities.

Encourage your child to create problems which involve working systematically. Get them to create problems for you to solve (or to bring into school for me to solve).



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?



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?

For SEND children

- Work on using pictures and practical resources to support children with 4 calculations (division, multiplication, addition and subtraction)
- Practice times tables up to 12 times table
- Use <https://www.mymaths.co.uk/> for a range of activities to support place value and 4 calculations knowledge
- Use <https://mathsframe.co.uk/en/resources/category/22/most-popular> for a range of games which will engage the children in 4 calculations and place value

Curriculum

Our topic for this term is a geography unit on human and physical geography (with the title 'Save Our Planet'). During this topic, we will begin by learning about the difference between human and physical geography. Following on from this, we will look at some of the key challenges that our planet faces and what we can do to help. Our main focus will be on the study of different biomes and the impact that humans are having on these areas of the world. In our science lessons, we will be learning about living things and their habitats in the first half of the term; this will link nicely with our geography work on biomes when we learn about different habitats and the things within them that allow the organisms within them to survive. We will continue this learning by researching and explaining the work of Carl Linnaeus when classifying living things. Using this knowledge, we will be able to make our own classification webs for a range of purposes. In art, we will be carrying out an artist study into the work of Henri Rousseau. This will link with our work in both science and geography as we will be exploring art through nature and the world around us.

P.E.

Your child will have daily P.E. lessons each week including fitness with maths and English sessions. They will need a Glenmere Sports T-Shirt, black shorts and an outdoor PE kit, including tracksuit bottoms and a warm top if the weather is cold. A change of footwear is needed. The children will need both plimsolls or indoor trainers for indoor sessions and trainers for outdoors: these should not be the same shoes as their school shoes.

As we will be outdoors for some of the sessions, it is VERY important that your child has an outdoor kit, which will need to reflect the weather. A lightweight waterproof can also be worn, as we will still be outside if it is drizzly rain, and sun cream needs to be put on before coming to school if it's hot! I would like all children to bring a water bottle to school to be taken out for PE please. Please ensure the water bottles are clearly named, and the children will be encouraged to bring them home daily to wash them, and bring back for the following day. PE kits in school on Monday and take it home on Fridays. Please also note that for ALL PE activities, NO jewellery whatsoever must be worn, including earrings, watches and necklaces.

Homework

We will continue to use the booster books from before. Children will continue to be set their homework on Google Classroom; there will be homework for each day of the school week (apart from on a Monday). There will be the usual spellings homework. The spellings will be taught throughout the week and given out on a Monday evening to be tested every Friday – children can continue to practice these on edshed (which they have thoroughly impressed us all with). Parts of their homework knowledge organiser will also be set weekly and we will have quizzes weekly to recap our knowledge of these aspects. 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 mentioned them in this letter, please do not hesitate to speak to me.

Transition to secondary school

This is the term when we start to prepare ourselves for life at secondary school. We have already started to prepare them for secondary school with the expectations of homework. This will continue to enable your children to organise themselves.

How can you help your child prepare?

It may be worthwhile – if you've not already – getting your child into a routine in the evening whereby they come home and complete their homework. Encourage them to do this independently. It would be better to forget the odd thing now than next year.

If they are going to be walking to school on their own and don't already now, look into possibilities of them walking ahead on their own or with their friends so that they are prepared (and so are you).

It is a big change and something that can be quite daunting but from past experience, after discovering which secondary school they will be attending, children come back buzzing and are usually ready to move on well before the end of the year.

Recommending Reading Books

Children have started reading a range of different books over the year and their attitude towards reading has increased significantly. To help maintain this interest and positive attitude, below I have included some books - which I would recommend.

- The House with Chicken Legs by Sophie Anderson
- There's a Boy in the Girls' Bathroom by Louis Sachar
- Cogheart by Peter Bunzl
- The Girl of Ink and Stars by Kiran Millwood Hargrave
- Boy by Roald Dahl
- Mortal Engines by Philip Reeve
- The Adventures of Tom Sawyer by Mark Twain
- Alex Rider series by Anthony Horowitz

I look forward to spending the final term with this class. They have worked exceptionally hard and deserve to see the school year out with a bang.

Many thanks,

Mr Upfield