Supporting Your Child in Year 6

Autumn Term 2020

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 Emma Carroll's book 'Letters from the Lighthouse' 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 Berlie Doherty's book 'Street Child' 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.

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.

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.

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 Book Talk and VIPERS alternate weeks. 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 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 stoy?

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

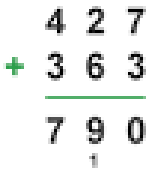
- Can you number these events 1-5 in the order that they happened?
- What happened after …….?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Maths

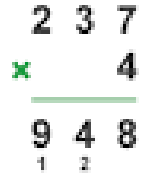
The main focus this term will be number, including the four operations, and fractions decimals and percentages. This is such a huge part of the Year 6 curriculum and we want children to be confident with this as then they will be able to progress in the other areas.

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.

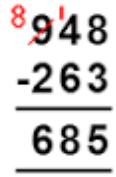
Column addition



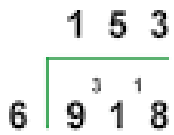
Short multiplication



Column subtraction

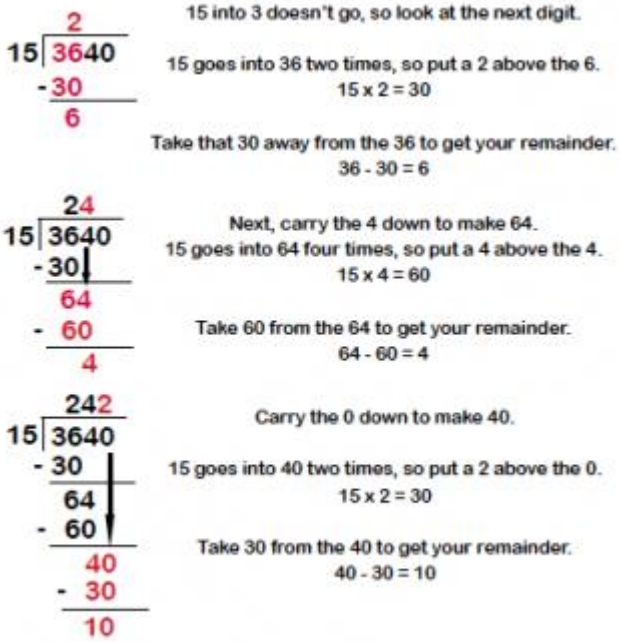


Long multiplication



Short division

Long division

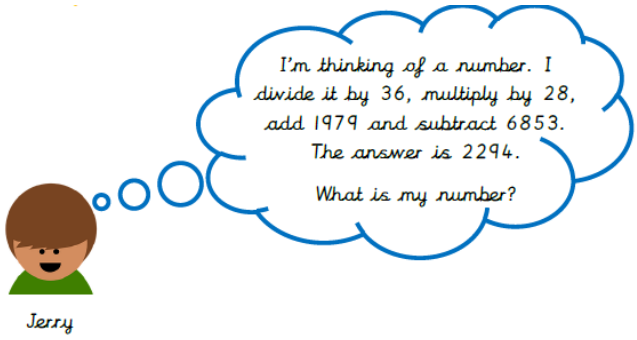


Long division is one of the trickiest elements of the written methods. This step by step guide should help you in supporting your child.

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

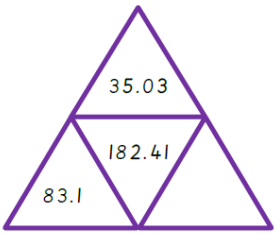
- Snap for equivalent fractions, decimals and percentages.
- A Pack of card fractions. Play in pairs. Each person picks two cards: one would be the denominator and one the numerator. Pairs compare. Highest fraction wins. This could be adapted to simplifying fractions or turning fractions from improper 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 Greater Depth children

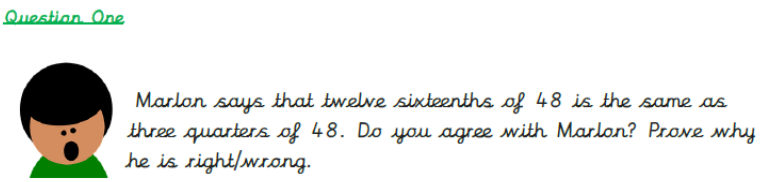


For those children who are extremely confident with maths, I would advise them to start to use these skills on a mastery level, solving a range of puzzles and problems. The nrich, NACE and NCETM websites provide a range of different activities.

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

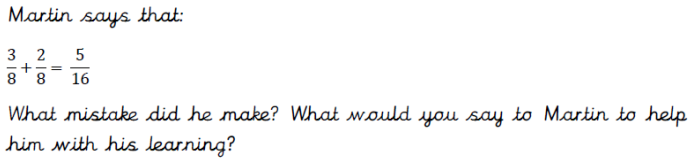


They also need to develop their ability to reason. Use problems like the one below to encourage them to prove a theory right or wrong.



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.



- https://nrich.maths.org/ is a fantastic website to challenge the Greater depth with a wide range of problem solving and reasoning activities which will require the children to apply their mathematical understanding.

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 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.

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

Homework will look very different moving forward and you will be receiving a letter about this next week. Remember to follow the school on Twitter as year 6 will regularly post examples of our learning and it's so useful to learn about any school news!

(@GlenmereSchool) | Twitter

Recommended 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 and deputy head boy and head girl. They will work closely with the school council, me and other members of staff in school. Children will need to write a short letter detailing their interest in the role and what makes them think they would be the right candidate for these positions.

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.

Many thanks,

Mr Upfield