



Welcome to Year Six



The Year Six Team



Mr McGrath



Miss Ward



Miss Smith



Miss Bellwood



Mrs Faulder

Points we will discuss:



- Routines
- Year 6 Curriculum
- Support at home
 - Reading record
 - Homework
 - Maths
- Transition and key dates
- PE and uniform
- Robinwood



Routines

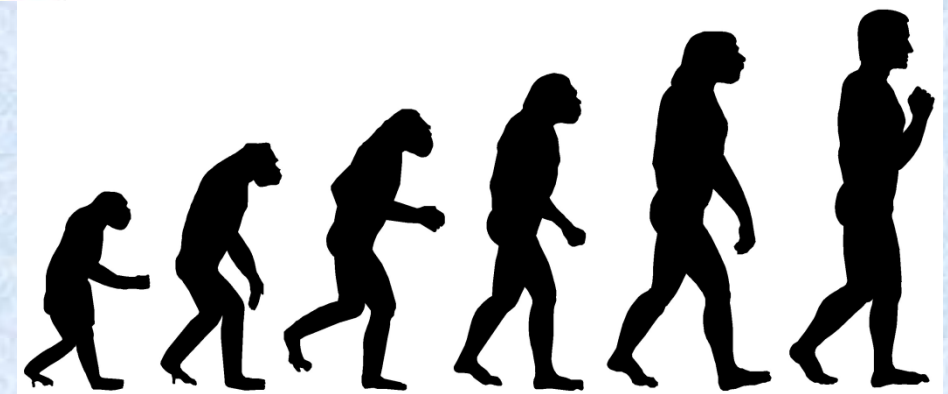
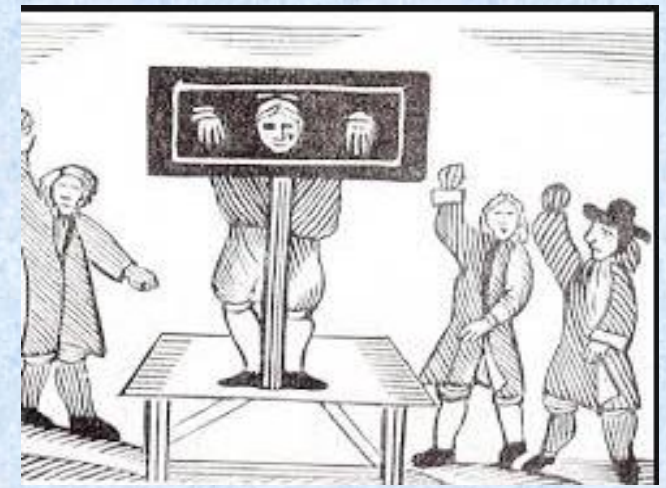
- Doors open at 8:45am
- Second bell at 8:55am
- Dismissal at 3:20pm
 - Please ensure your child knows how they will get home so that they can tell us
 - Contact the office with any changes of plan for picking up your child
- Please feel free to catch us after school if you would like a quick chat about something, or contact us by emailing hello@westjesmond.newcastle.sch.uk

Timetable



Y6	8:45-9:15	9:15 - 10:30	10:45 - 11:10	11:10-12:20	13:20 - 13:30	13:30 - 15:00	15:00 - 15:15
Monday	Registration & mental maths task	Maths	Assembly	English	Registration	PSHCE/RE Art	
Tuesday	Registration & mental maths task	PE/English	English/PE		Registration	Humanities	Whole class guided reading (Class reader)
Wednesday	Registration & mental maths task	Maths	English		Registration Change for PE	Maths and PE	Whole class guided reading (Class reader)
Thursday	Registration & mental maths task	Singing assembly Arithmetic	English		Registration	PPA Music/Spanish or Swimming	Whole class guided reading (Class reader)
Friday	Registration & mental maths task	Maths	Assembly	English	Registration	Science/Computing	Whole class guided reading (Class reader)

Year 6 Curriculum





End of Year Expectations and Assessments

- Assessment framework documents are available:

The screenshot shows a Google search interface. The search bar contains the text "assessment framework ks2". Below the search bar, there are tabs for "All", "Images", "Videos", "News", "Shopping", "More", "Settings", and "Tools". The "All" tab is selected. Below the tabs, it says "About 386,000 results (0.53 seconds)". A privacy reminder banner from Google is displayed, with a shield icon and the text "A privacy reminder from Google". Below the banner are two buttons: "REMIND ME LATER" and "REVIEW". Below the banner, a search result is shown with the title "Teacher assessment frameworks at the end of key stage 2 - GOV.UK" in blue. Below the title is the URL "https://www.gov.uk > Education, training and skills > School curriculum" followed by a downward arrow. Below the URL is the text "14 Sep 2017 - Teacher assessment frameworks for the 2017/18 academic year. ... Teacher assessment frameworks for the 2018/19 academic year onwards. ... In summer 2019, teachers must use these frameworks to make statutory teacher assessment judgements for pupils at the end of key stage 2 in English ...".



Expected Standard: Maths

Interim teacher assessment framework at the end of key stage 2: mathematics

Working at the expected standard

- The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + \frac{9}{100}$; $28.13 = 28 + \square + 0.03$).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108; 0.8×70).
- The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).



Expected Standard: Writing

Working at the expected standard

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

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]



Expected Standard: Reading

Interim teacher assessment framework at the end of key stage 2: reading

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.

SATs



- 11th – 14th May 2020
 - Mon: Spelling, Punctuation & Grammar
 - Tues: Reading
 - Wed: Arithmetic & Reasoning 1
 - Thurs: Reasoning 2
- Please avoid absences where possible in the run-up to and including this week
- Afternoons will be much more relaxed
- Results will be released in July



Support at Home

- Reading
 - Reading every day will make a huge difference
 - Reading Raffle
- Weekly spellings will be in English Homework book on a Monday for a test the following Monday
 - Year 5-6 word lists are in the Reading Record
- Mathematics and English homework will be set for the children on a Monday and due in the following Monday.
 - Help is available in school on Thursday
 - 'Homework Club' on Monday lunch time for those who have not completed their homework on time

Support at Home: Reading



Some Helpful Questions



Who was the character that...?

Show me in the text where you found...?

Find one/two things that the main character did in this part of the story.

Tell me about what sort of character **N** was from the things they *did*/said in the story.

What do you think **N**'s thoughts were at this point in the story/play? Use the text to help you think through your answer.

How did [one of the characters] change their ideas/ attitudes during the story/play? What was it that brought about this change?

What do you think would have happened if...?

Tell me about one important event that happened that could not be left out. Why is it so important? If **N** had not done [], how might this have changed other events in the story?

How has the author organised the writing?

Why does the author begin a new paragraph here?

What is/are the main event(s) that happen(s) in this/each paragraph?

How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/excited, etc?

Which part of the story best describes the setting/characters/action?

Which words and/or phrases do this?

Find and copy some words or phrases that show us that this character is special/helpful/adventurous/unsure/worried, etc.

How did the story make you feel? Why did it make you feel like this?

How does this make the reader want to read on?

Some Helpful Questions



Some helpful question prompts to use when reading a Non Fiction book...

Where can you find an important piece of information about ...?

Find two pieces of information that tell you about ...

What does this part of the text tell us about ...?

Which part of the text tells us about ...?

How does this text layout help the reader?

How does (a diagram/picture/caption) help you to understand the information on this/these pages?

What is the purpose of the list/diagram/caption/ sub-headings in this text?

Find something that is not a fact but the author's opinion.

English - Reading Challenges

1. Describe a character. Explain why you like or dislike this character and use examples from the text.	2. Draw a story map.	3. Predict when you think it will happen next and explain why, drawing on what you have read so far.	4. Using speech bubbles, draw a conversation between two characters in the story.	5. Identify some verbs, adverbs and adjectives which are new to you. Find their meanings and use them in some sentences of your own.
6. On finding a book, write a review and explain why you think others should read the book.	7. Compare two characters in the story. What similarities do they share? How are they different?	8. Change the effect of a sentence in the story by choosing different verbs, adverbs and adjectives.	9. Compose a new blurb for the book you have just read.	10. Write an alternate end or happy ending to the story. Do one which leaves the reader in suspense!
11. Transform a chapter of your book into a play script.	12. Write a diary extract as one of the characters in the story.	13. Pick a selection of at least five descriptive sentences and explain why you like them.	14. Compare the book you have just read with another similar story. Which one did you prefer and why?	15. Write an informative newspaper report of a part of the story you found compelling.
16. Collect similes, metaphors and examples of personification you found in the story.	17. Create an infographic page about the author of the book.	18. Draw a map of the story setting and label it. Include some facts about each of the places identified.	19. Write a letter to one of the characters in the story or to the author of the book.	20. Construct a timeline of the most events in the story. Write suitable connectives between each of the events.
21. Write about a memory or experience of your own which is similar to something you've read in the book.	22. How did the book make you feel? Explain your ideas.	23. Write 5 questions for someone who has read the book to check that they had read and understood the story.	24. Give some specific advice to a character. Write their letter to an agency aunt and then write the published response.	25. Pick a character from the story. How do they change as the story develops? Use words and phrases from the text to support your answer.

English - Reading Challenges

26. Choose a character from the book and write an acrostic poem about them.	27. Plan a one-minute talk about a key character in the book.	28. Use the main events from the story to create a board game which moves the player forwards and backwards as problems and resolutions arise.	29. Choose a key moment in the story. How does this event change the course of the story?	30. Think of 5 questions you would like to ask the author. Then answer the questions as if you were the author.
31. Which character in the book do you most identify with and why?	32. Which character in the book would you least like to be? Why?	33. Write a telephone conversation between you and one of the characters from the story.	34. Make a fact file about one of the characters in the story.	35. Using ideas from the story, make a 'True or False' quiz for someone else who has read the book.
36. Find ten words in your book which use a prefix or a suffix. Identify the root word and write the meaning of each of the words.	37. Find as many different plural spelling rules as you can in your book. List words together which use the same rule.	38. Find six words in the book you find interesting. Find a range of synonyms and antonyms for each.	39. Pick a paragraph in the story and re-write it in the future tense.	40. Identify 5 sentences containing subordinate clause starters. Use each of these to start sentences of your own.
41. Create a glossary of the technical vocabulary used in the text.	42. Use some of the factual information from the text to draw and label a diagram.	43. Make a list of facts you have learned from your non-fiction book.	44. Create a board or card game using the facts from your book.	45. Create a title for your non-fiction book. Include a picture, the title, author and illustrator.
46. Write a letter to a scientist about the subject of the book. Create five more questions you feel remain unanswered.	47. Make an 'Old You' 'New You' poster of something you've changed from your book.	48. Write down 5 truths and 5 lies about the subject you have just read about. Ask a friend to identify which is which. Can you trick them?	49. Use the format of the non-fiction book you have just read to write your own factfile on a subject which interests you.	50. Compare the non-fiction book you have just read with another on the same subject. What are the similarities and differences? Which did you prefer?



Support at Home: Maths

Make Maths real by:

- Talking about the date and the time
- Discussing money-related situations
- Converting between different units of measurement.
(i.e. 5 miles is approximately 8 km)
- Converting common fractions, decimals and percentages. For example, $\frac{1}{4}$ of a pizza is 0.25 and 25%
- Practising times tables every day

ICCAMS

- Our Year 6 children are all lucky to be participating in a maths project called ICCAMS (Increasing Confidence and Competence in Algebra and Multiplicative Structure). The aim of the project is to help improve children's understanding in mathematics - whatever their current level of confidence.

The project will address any misconceptions in key maths concepts as well as associated attitudes of mathematics. These lessons will be delivered alongside maths lessons and will aid the transition from primary to secondary.

Transition from Primary to Secondary



- www.newcastle.gov.uk/admissions
- Applications for secondary schools (deadline 31st October 2019)
 - Interviews (please inform us)
 - Transition Days (please inform us)



Dates for the diary

- Formal parents' evening is on Wednesday 13th November beginning 1.30pm to 7pm.
- Final parents' evening is Tuesday 24th March and Thursday 26th March from 3.30pm-6pm.
- Keep checking Parent Mail and the weekly newsletter for any changes to dates.

Uniform and PE



- PE Kit & uniform – black shoes for school, school/plain white PE t-shirts
- PE is on Tuesday and Wednesday
- (Swimming: Autumn Term: Y6W; Spring Term: Y6S; Summer Term: Y6M)

Thank you

- If you have any questions, please feel free to catch us at home time, email hello@westjesmond.newcastle.sch.uk or put a note in your child's Reading Record

Robinwood

- Robinwood: 16th – 18th October
 - Kit lists have been sent home today
 - No phones or sweets
 - £20 souvenir/tuckshop limit
- Any medicine to the school office as soon as possible.
- Please return any last remaining consent forms
- If there are any balances outstanding, ensure these are settled by 4th October