



# Welcome to Year Six

Bishop's Waltham Junior School, 2020

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We'd like to take this opportunity to introduce ourselves and tell you a little about what you and your child can expect in Year Six.

## Year Group Organisation

The teachers in Year Six are Mrs Mars & Mrs Zillwood (Cedar Class) and Mr Senior (Birch Class). We are joined by Mrs Barclay in Birch, and Mrs Simons in Cedar. For the beginning part of the year, at least, the children will be taught in their home classes for all subjects.

Throughout the year there will also be 'target groups' for reading, writing and maths. These will take place during school time and will be led by members of the Year Six team or other members of staff. They will focus on making sure children of all abilities make the best possible progress during their time in Year Six.

## Communication between home and school

- The best way to get in touch with your child's teacher this year will be by email. Due to government guidance around social distancing, it is unlikely that we will be able to meet with you on an 'ad-hoc' basis before or after school.  
[Mr.Senior@bwjsapps.co.uk](mailto:Mr.Senior@bwjsapps.co.uk)  
[Mrs.R.Mars@bwjsapps.co.uk](mailto:Mrs.R.Mars@bwjsapps.co.uk)  
[Mrs.Zillwood@bwjsapps.co.uk](mailto:Mrs.Zillwood@bwjsapps.co.uk)
- If you need to speak to your child's class teacher, we will be able to phone home on request. If you need to see your child's class teacher in person, we will be able to arrange appointments at mutually convenient times.
- There will be formal parents' evenings in October and March.
- In February, you will receive a mid-year report for your child which sets out strengths and targets for the core subjects of Reading, Writing and Maths.
- In July, you will receive a formal report of your child's progress over the year.

# Expectations of the Year Group

As the children move into Year Six, there will be expectations of increased independence. Our expectations of children's work and behaviour will remain very high in order to ensure that children reach their full potential.

We will expect children to arrive in school with the equipment that they need on the correct days, and to complete tasks set for them at home. Each morning, time will be dedicated to address any misconceptions in our work from the day before. We have arranged our timetable in a way which will follow the same basic structure each week so children should always know what to expect.

This year, we ask that children **do not** bring their own pencil cases to school. We will provide all their necessary equipment.

## Timetabling

Our PE lessons will be on a Tuesday this year. Our swimming lessons are scheduled to be a Friday, though we will not be swimming at the beginning of the year; we will use this session for an additional PE slot.

We would ask that children come to school on Tuesday and Friday in their PE kit so that they do not need to change in school. We will do PE outside whenever possible, so please ensure children are dressed warmly enough and wearing appropriate shoes.

Year Six will be expected to have a reading book in school every day: we will be keeping a library book in the classroom for this purpose.

# Homework

Homework will be set on Thursdays and we will expect it to be completed by the following Tuesday. This year, we will be setting homework via Google Classroom as much as possible to avoid books travelling unnecessarily between home and school. This will be a new system for us, so please bear with us as we get used to it!

## Maths

Maths homework will be given out weekly and will comprise of two parts. Children will be given a set of arithmetic questions which will follow a similar format each week, enabling children to practise their key skills. There will also be some questions to consolidate work they have done in class.

In addition to this, the children will be expected to use the Times Table Rockstars app or website each week to practice their times tables. Their log-in information will be provided again.

## Reading

Reading is our top homework priority at BWJS – it is the thing that makes the biggest difference to children’s progress across the curriculum. Children should be reading at home, ideally every day. Each fortnight, children will be set a task to do which will be based on a book which they have been reading. We will provide a template for this wherever appropriate. These tasks will be shared with other children in the class, and children will be expected to be able to talk about them.

## Topic

Occasionally, we may suggest additional topic-based homework which children may choose to complete, but there will be no obligation for children to take part in these.

## Spellings

We follow a spelling curriculum at school, and we spend plenty of time learning new spellings. We will not be sending spellings home on a regular basis, but we will provide copies of the word lists children are working on so they can have access them at home.

**Pupils in Year Six who do not complete their homework on time will be expected to complete it during a break time.**

# Curriculum Overview

The following pages show the outline of our curriculum throughout the year.

In English we will be covering a range of genres in writing, making links where possible to our topics. In maths, we will be continuing to learn about number and place value, addition and subtraction, multiplication and division, fractions, measurement, geometry and statistics. Children will be taught in their classes for maths at the beginning of the year, but may be taught in sets as the year goes on.

# Key End of Year Expectations For Year Six

The rest of this booklet provides information for parents and carers on the key end of year expectations for children in our school.

The National Curriculum outlines these expectations as being the requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching and homework. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your children please talk to your child's teacher.

# Year Six Reading

## Key End of Year Expectations

### **Word Reading**

- Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.

### **Themes and Conventions**

- Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

### **Comprehension - Clarify**

- Asks pertinent and helpful questions to improve their understanding of a text.

### **Comprehension - Monitor and Summarise**

- Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.
- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

### **Comprehension - Select and Retrieve**

- Retrieves, records and presents information from non-fiction.

### **Comprehension - Respond and Explain**

- Participates in discussions about books that are read to the individual and those that can be read independently. Provides reasoned justifications for their views about a book.

### **Inference**

- Predicts what might happen from details stated and implied.

### **Language for Effect**

- Discusses and evaluates the authors use language, including figurative language, considering the impact on the reader.

## **Performance Standard**

By the end of Year 6, a child's reading should be fluent and effortless across all subjects, not just in English.

A child can:

- discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are;
- focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word;
- accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension;
- read independently, including books they would not choose to read;
- compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text;
- reflect on feedback regarding the quality of their explanations and contributions to discussions.

A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.

A child applies the skills of information retrieval eg in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.

# Year Six Writing

## Key End of Year Expectations

### **Transcription**

- Uses dictionaries to check the spelling and meaning of words.

### **Handwriting**

- Sustains appropriate style and fluency throughout writing, including adapting to the purpose for writing e.g quick legible notes, formal letters etc.

### **Composition - Composition and Effect**

- Identifies the audience for, and purpose of, the writing.
- Selects the appropriate form and uses other similar writing as models for their own composition.
- Ensures the consistent and correct use of tense throughout a piece of writing.
- Can describe settings, characters and atmosphere.

### **Composition - Text Structure and Organisation**

- Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining).

### **Composition - Sentence Structure**

- Draws on a repertoire of sentence structures, including simple, compound, and complex to, for example, expand ideas, convey key information, provide emphasis, detail and description.

### **Vocabulary, grammar and punctuation**

- Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter).
- Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)').
- Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
- Uses the colon to introduce a list.
- Punctuates bullet points to list information.
- Proof-reads for spelling and punctuation errors.

## **Performance Standard**

By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.

A child can:

- consciously control the structure of sentences in writing and understand why sentences are constructed as they are;
- generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;
- adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non- verbally);
- create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;
- demonstrate a mastery of language through public speaking, performance and debate;
- apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading;
- draw on their knowledge of morphology and etymology to spell correctly.

# Year Six Maths

## Key End of Year Expectations

### **Place value:**

- Rounds any whole number to a required degree of accuracy.
- Uses negative numbers in context and calculates intervals across zero.

### **Addition and Subtraction inc Algebra:**

- Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy
- **Algebra:** Uses simple formulae

### **Multiplication and division inc ratio and proportion; algebra; statistics:**

- Multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication
- Divides numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Solves problems involving the calculation of percentages eg of measures and calculations such as 15 per cent of 360, and the use of percentages for comparison

### **Statistics:**

- Calculates and interprets the mean as an average

### **Fractions, Decimals & Percentages:**

- Uses written division methods in cases where the answer has up to two decimal places
- Solves problems which require answers to be rounded to specified degrees of accuracy
- Recalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts.

### **Measurement:**

- Uses, reads, writes and converts between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places

## **Geometry:**

### **Properties of shape**

- Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons

### **Position and direction:**

- Draws and translates simple shapes on the coordinate plane and reflects them in the axes
- Interprets pie charts and line graphs and uses these to solve problems

### **Performance standard**

By the end of Y6, a child should be fluent in formal written methods for all four operations including long multiplication and division and in working with fractions, decimals and percentages and ratios, and make connections between them.

A child should be able to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.

A child is beginning to use the language of algebra as a tool for solving a variety of problems.

A child can:

- classify shapes with increasingly complex geometric properties and use the vocabulary needed to describe them; and
- read, spell and pronounce mathematical vocabulary correctly.

# Year Six Spelling Expectations

To be working at age related expectation, your child should be able to spell these words by the end of Year 6.

accommodate	criticise	identity	queue
accompany	curiosity	immediate (ly)	recognise
according	definite	individual	recommend
achieve	desperate	interfere	relevant
aggressive	determined	interrupt	restaurant
amateur	develop	language	rhyme
ancient	dictionary	leisure	rhythm
apparent	disastrous	lightning	sacrifice
appreciate	embarrass	marvellous	secretary
attached	environment	mischievous	shoulder
available	equip (-ped, -ment)	muscle	signature
average	especially	necessary	sincere (ly)
awkward	exaggerate	neighbour	soldier
bargain	excellent	nuisance	stomach
bruise	existence	occupy	sufficient
category	explanation	occur	suggest
cemetery	familiar	opportunity	symbol
committee	foreign	parliament	system
communicate	forty	persuade	temperature
community	frequently	physical	thorough
competition	government	prejudice	twelfth
conscience	guarantee	privilege	variety
conscious	harass	profession	vegetable
controversy	hindrance	programme	vehicle
convenience		pronunciation	yacht
correspond			

# Year Six SPAG Terminology

<b>Active</b>	<p>These sentences start with the 'do-er' (the subject) then the action.</p> <p><i>E.g. The <b>school</b> arranged a visit. (See also 'passive'.)</i></p>
<b>Adverbials</b>	<p>A word or phrase that is used, like an adverb, to give extra information about a verb or clause. It usually answers the following questions:</p> <p><b>When</b> something happens or how often? <b>Where</b> something happens? <b>How</b> something happens?</p> <p><i>E.g. The bus leaves <b>in five minutes</b>. The bus leaves <b>from the station</b>. She promised to see him <b>last night</b>.</i></p>
<b>Antonym</b>	<p>These are words with the opposite meaning to another word.</p> <p><i>E.g. up/down, tall/short</i></p>
<b>Bullet Points</b>	<p>These are used to list information clearly.</p>
<b>Cohesive devices</b>	<p>When sentences, ideas and details fit together clearly, readers can follow along easily, and the writing is coherent.</p> <p>A number of devices can be used to achieve this:</p> <ul style="list-style-type: none"><li>- Time conjunctions (firstly, next, before)</li><li>- Words to link ideas (On the other hand, consequently, however)</li><li>- Repetition of a word or phrase</li><li>- Ellipsis (...)</li><li>- Layout devices (sub headings, bullet points, columns, tables)</li></ul>
<b>Colon</b>	<p>Used before a list.</p> <p><i>I could only find three of the ingredients: sugar, flour and coconut.</i></p> <p>Used to join two clauses, the second of which explains the first.</p> <p><i>I was cold: the fire had gone out ours ago.</i></p>

<p><b>Ellipsis</b></p>	<p>Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense and mystery).</p> <p><b>A pause in speech</b>  <i>“The sight was awesome... truly amazing.”</i></p> <p><b>At the end of a sentence to create suspense</b>  <i>Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</i></p>
<p><b>Formal and informal</b></p>	<p>Styles of writing which should be chosen according to the audience and purpose.</p> <p><i>Formal writing is impersonal, uses more complex language and sentence structures and full words (no abbreviations). i.e. writing to the Queen.</i></p> <p><i>Informal writing is personal, simple and uses contractions and abbreviations. i.e. writing a diary.</i></p>
<p><b>Hyphen</b></p>	<p>Used to join words together, sometimes to avoid ambiguity.  <i>The man eatingshark / The man–eatingshark.</i></p>
<p><b>Object</b></p>	<p>This is usually a noun, pronoun or noun phrase that comes straight after the verb and shows what the verb is acting upon.  <i>E.g. The children will study the <b>animals</b>.</i></p>
<p><b>Passive</b></p>	<p>The subject and the object change places.</p> <p>ACTIVE  <i>The <b>man (subject)</b> hit the <b>boy (object)</b>.</i></p> <p>PASSIVE  <i>The <b>boy (subject)</b> was hit by the <b>man (object)</b>.</i></p> <p>The ‘by’ part can be left off to add suspense and intrigue.</p>

<p><b>Semi-colon</b></p>	<p>Used in place of a coordinating conjunction (and, but, so). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list.</p> <p><b>To link two separate sentences that are closely related</b>  <i>The children came home today; they had been away for a week.</i></p> <p><b>In a list</b>  <i>Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</i></p>
<p><b>Subject</b></p>	<p>This is usually a noun, pronoun or noun phrase that names the 'do-er' or 'be-er' It usually comes just before the verb in a statement.  <i>E.g. The <b>children</b> will study the animals.</i></p>
<p><b>Subjunctive form (of a verb)</b></p>	<p>Used when we want to express a difference between something that's a fact and something that isn't.</p> <p><i>E.g.</i>  <i>I ask that the matter <b>be</b> reconsidered (as opposed to is reconsidered).</i>  <i>If I <b>were</b> ready . . . (as opposed to If I was ready)</i></p>
<p><b>Synonyms</b></p>	<p>These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting and precise.</p> <p><i><b>Bad</b> - awful, terrible, horrible</i>  <i><b>Happy</b> - content, joyful, pleased</i></p>