

What can you do to help?

- a. Listen to your child read aloud and read challenging text with them e.g. novels, newspaper or magazine articles, in print or on line.
- b. Encourage your child to research you might be going for the first time e.g. historical facts or ‘What are the ten best things to do when we get there?’
- c. Discuss books you have both read
- d. Help your child choose books to read. Look at the BBC’s The Big Read(www.bbc.co.uk/arts/bigread/top100.shtml) which lists the nation’s top hundred best-loved novels. Also try ListChallenges (www.listchallenges.com) which has a good ‘Young Adults’ book list, some readers in Y6 will be ready for this. Another helpful website is www.lovereadng4kids.co.uk which sorts books by age groups and has books of the month.
- e. There are lots of good children’s book blogs. Try www.storystack.org or www.bookzone4boys.blogspot.co.uk
- f. Draw your child’s attention to nuances in meaning between similar words. Look up words together to show you sometimes cannot articulate these nuances without help.
- g. Go to the theatre. By now your child will appreciate some adult plays, including Shakespeare.
- h. Play word games such as Scrabble, Bananagrams, Snatch and Boggle.
- i. Do crosswords together, such as the one in First News, the weekly newspaper for children (www.firstnews.co.uk)
- j. Encourage your child to enter writing competitions (www.booktrust.org.uk/prizes)

Reading

- Refers to text to support opinions and predictions.
- Gives a view about choice of vocabulary, structure etc.
- Distinguish between fact & opinion.
- Appreciates how a set of sentences has been arranged to create maximum effect.
- Recognise complex sentences
- Skims and scans to aide note-taking.



Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Evidence of sentence structure and layout matched to requirements of text type.
- Use:
 - Semi-colon, colon, dash to mark the boundary between independent clauses.
 - Correct punctuation of bullet points.
 - Hyphens to avoid ambiguity.
 - Full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Legible, fluent and personal handwriting style.



Addingham Primary School



Mathematics

- Compare & order numbers up to 10000000.
- Identify common factors, common multiples & prime numbers.
- Round any whole number to a required degree of accuracy.
- Multiply:
 - 4-digit by 2-digit
- Divide:
 - 4-digit by 2-digit
- Add & subtract fractions with different denominators & mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Calculate % of whole number.



What could you do to help?

- a. In the car challenge them to convert miles to kilometres: $\text{miles} \times 8 \div 5 = \text{kilometres}$
- b. Point out whenever you notice the use of ratio in everyday life: in betting, in food recipes, instructions such as dyeing clothes.
- c. Play games of Backgammon, Bridge, Sudoku and chess. Games of logic help with maths.
- d. Try the website NRICH (www.nrich.maths.org) if your child loves a maths puzzle

You may be aware that September 2014 saw the introduction of the new national curriculum. This booklet provides information for parents and carers on the end of year expectations for children in Year 6. If a child meets all the objectives, they are considered to be at the 'expected' level of attainment. Any child who does not meet all the objectives will be deemed to be 'emerging' and any child meeting objectives beyond those set for the year group is assessed as 'exceeding'. Unless a child has a specific reason for not being able to meet the year group expectations (e.g an identified special educational need that affects their academic attainment) all children will be working towards being at the expected level by the end of the year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these objectives is greatly valued. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your Child's Class Teacher.

End of Year Expectations for Year 6