

Reading, Writing and Number Skills in Year 6



Our class animal is a tiger, because like tigers we are strong, brave and ferocious in our learning.

Success Skills in Year 5

These are the skills that have been identified as priority skills for each child in Numeracy and Literacy in each year group. They are the skills set out in the 2014 National Curriculum for schools.

We know if a child is working at their age expected levels they will have secured all of these skills by the end of the academic year and may well be achieving more.

It is important that the children have a secure understanding of these skills, as they will be the fundamental to the work they do in Year 7.

We will be learning these skills in school, but please support this learning at home. Additional opportunities of using and applying these skills will develop your child's knowledge and enable them to grow in confidence.

Year 6	Key Skills and Knowledge in Number
Place Value	<ul style="list-style-type: none"> • Read, write, order and compare numbers to 10 000 000 and know value of each digit • Round any whole number to required accuracy • Use negative numbers and calculate intervals across zero • Solve a range of problems that involve place value
Number - Addition, Subtraction, Multiplication and Division	<ul style="list-style-type: none"> • Use formal method of long multiplication to multiply up to four-digit by two-digit numbers • Use formal methods of long and short division to divide up to four digit-numbers by two-digit numbers and show remainders as numbers, fractions or by rounding • Perform mental calculations, including with mixed operations and large numbers • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations e.g. $1 + 2 \times 6$ • Solve multi-step problems, deciding which operations and methods to use and why • Use approximation and rounding to check whether answers are reasonable
Fractions	<ul style="list-style-type: none"> • Continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Compare and order fractions, including fractions > 1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $1/2 \times 1/3 = 1/6$ • Divide proper fractions by whole numbers, for example, $1/3 \div 2 = 1/6$ • Understand that decimal equivalents can be found by dividing numerator by denominator of fractions i.e. $3/8 = 0.375$ • Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

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| | <ul style="list-style-type: none">• Multiply one-digit numbers with up to two decimal places by whole numbers• Use written division methods in cases where the answer has up to two decimal places• Solve problems which require answers to be rounded to specified degrees of accuracy• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. |
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Year 5 and 6	Key Skills in Reading
Reading Words	<ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of words they meet (Y5 +Y6 Wordlist)
Comprehension	<ul style="list-style-type: none"> • Listen to and discuss a wide range of books, including myths and legends, traditional stories, modern fiction and fiction from our literacy heritage and books from other cultures and traditions • Recommend books to their peers, explaining their choices • Learn a wider range of poetry by heart • Prepare poems and play scripts to read aloud, making the meaning clear through their performance • Understand what they read by asking questions, predicting, summarising key ideas within paragraphs, recognising the way language and structure is used and justifying their ideas by reference to the text • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction

Year 5 and 6	Key Skills in Writing
Spelling and Handwriting	<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Use a further prefixes and suffixes and understand the rules for adding them to roots • Spell some words with silent letters e.g. knight, psalm, solemn • Spell a wider range of words that are often misspelt • Spell the words listed in the Y5+6 Word List • Use a dictionary to check spellings and meanings, locating a word by up to the first four letters • Use a thesaurus <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use as appropriate to purpose • Choosing the best writing tool for the task
Composition	<ul style="list-style-type: none"> • Have a sense of audience in planning the form and style of writing • Consider how authors develop characters and settings • Précising (summarising) longer passages • Use devices to emphasise meaning e.g. sub-headings, underlining, bullet points • Evaluate and edit writing to enhance the effects and clarify meaning • Ensure that tenses agree throughout the piece • Ensure correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and that of writing • Proof read for punctuation errors • Perform own compositions so that the meaning is clear
Vocabulary, Grammar, Punctuation	<ul style="list-style-type: none"> • Recognise vocabulary and structures appropriate for formal speech and writing • Use passive and perfect forms of verbs e.g. was eaten by, has eaten • Use modal verbs to show possibilities e.g. can draw, may decide, should cook • Use relative clause beginning with who, which, when, whose, that • Use commas to clarify meaning and avoid confusions • Use hyphens to avoid ambiguity

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| | <ul style="list-style-type: none">• Use brackets, dashes or commas to indicate additional information (in parenthesis)• Use semi-colons, colons or dashes to separate clauses• Use a colon to introduce a list• Punctuate bullet points consistently• Understand the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |
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Your child should be able to read and spell the following words:

First 100 words

the	was	that	what	not	do	look	get	put	if
and	you	with	there	then	me	don't	just	could	help
a	they	all	out	were	down	come	now	house	Mrs
to	on	we	this	go	dad	will	came	old	called
said	she	can	have	little	big	into	oh	too	here
in	is	are	went	as	when	back	about	by	off
he	for	up	be	no	it's	from	got	day	asked
I	at	had	like	mum	see	children	their	made	saw
of	his	my	some	one	looked	him	people	time	make
it	but	her	so	them	very	Mr	your	I'm	an

Next 200 words

water	away	good	want	over	how	did	man	going	where
would	or	took	school	think	home	who	didn't	ran	know
bear	can't	again	cat	long	things	new	after	wanted	eat
everyone	our	two	has	yes	play	take	thought	dog	well
find	more	I'll	round	tree	magic	shouted	us	other	food
fox	through	way	been	stop	must	red	door	right	sea
these	began	boy	animals	never	next	first	work	lots	need
that's	baby	fish	gave	mouse	something	bed	may	still	found
live	say	soon	night	narrator	small	car	couldn't	three	head
king	town	I've	around	every	garden	fast	only	many	laughed
let's	much	suddenly	told	another	great	why	cried	keep	room
last	jumped	because	even	am	before	gran	clothes	tell	key
fun	place	mother	sat	boat	window	sleep	feet	morning	queen
each	book	its	green	different	let	girl	which	inside	run
any	under	hat	snow	air	trees	bad	tea	top	eyes
fell	friends	box	dark	grandad	there's	looking	end	than	best
better	hot	sun	across	gone	hard	floppy	really	wind	wish
eggs	once	please	thing	stopped	ever	miss	most	cold	park
lived	birds	duck	horse	rabbit	white	coming	he's	river	liked
giant	looks	use	along	plants	dragon	pulled	we're	fly	grow

Please refer to 'English Curriculum' document within the Literacy section on the website for more information.

Word List Year 5 and 6

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