

Welcome to Year 6



Programme

About Year 6 - timetable information, routines of the year group, topics, church services

Mathematics - the curriculum, how we teach it and expectations

English - the curriculum, how we teach it and expectations

Creative Curriculum Topics

Artists Impressions of the World

World War I (Project)

Greeks (Greek dress up day)

Migration (Shelter evening)

Our World (New)



Science Topics (spiral)

Living things and their habitats

Electricity

Evolution and inheritance

Animals including humans (RSE)

Light



Year 6 Timetable Autumn 2019

	9-10	10-11		11.20-12.15		1.15-1.30	1.30-2.20	2.20-3.10	3.10-3.30	
Mon	English Computing	English Computing	Break 11-11.15	Maths Maths	Lunch 12.15-1.15	Assembly	6K: Science – Mrs Sadler 6B: Science – Mrs Lockett		Paired reading with Y3	
Tues	English Creative Curriculum	English Creative Curriculum		Maths Maths		Assembly	Creative Curriculum Creative Curriculum		Reading	
Wed	English RE	English RE		Maths Maths		Assembly	PE Creative Curriculum	PE Creative Curriculum	Reading	
Thurs	English English	English English		Maths Maths		1:20 – 2:10 Spanish (AP) Music/PSHE (EB)		2:10 – 3:00 Spanish (AP) Music/PSHE (EB)		3:00-3:30 Assembly
Fri	English PE	PE English		Maths Maths		Class Assembly	Enrichment		Reading	

6K
6B

- Timetable subject to change
- PE on Wed/Fri
- Creative writing usually on Thursdays

- Children in position of responsibility - service team, playshed, House Captains, Chums, Chief Chums, Headboys and Headgirls.

Homework

- Set on Friday, due in following Weds.
- Maths (MyMaths and TTRockstars)
- Writing/Grammar/Comprehension
- Extra work (ad-hoc) where necessary
- Reading - children expected to read a minimum of 20 pages each week

Parent support appreciated!

First Aid
Music Room
PE Cupboards
Messengers
KSI Computer Team
Laptops & iPads
House Points ***
Registers a.m.
Registers p.m.
Door Duty (playtimes)
Bible Readings ***
Sound System ***
Chairs KS2 ***
Ushers
Cloakroom monitors
Visualiser ***
Camera Team
Collective Worship KS2 **
Library
Lost Property
Bell
Lunchtime Trolley
Craft Room

Spellings

- Tested at the start of the year
- Two ability groups
- Spellings usually given out on Thurs, tested following Thurs
- Support from home appreciated

General Expectations

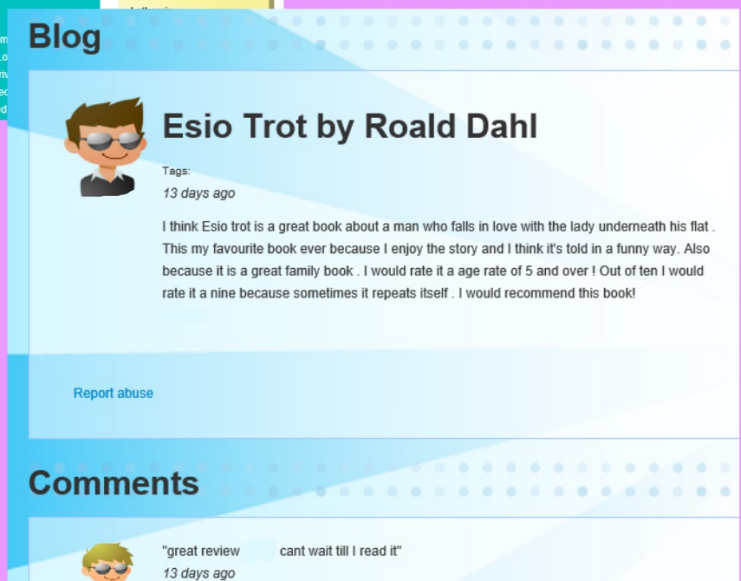
- Homework diary in school every day
- Homework diary signed by a parent every weekend for the previous week
- Reading book in school every day
- Personal organisation



Library system

Children can access this site from home as well as in school.

Children can write book reviews and blog entries about the books they have enjoyed reading.



Testing

- Two practice SATs weeks (October and in Jan/Feb)
- Arithmetic, 2x reasoning tests, reading, grammar and spelling.
- Results used to group according to ability to provide more focussed support, to identify areas of weakness.
- We'll go through papers with children and then send them home.
- Extra support appreciated - go through papers with children and work through incorrect answers.

SATs

- Monday 11th May - Thursday 14th May
- SATs information evening for parents - more info
- Revision books for work in class
- Revision books for homework
- SATs Y6 curriculum revision text books (to be brought back or paid for)
- Depending on staff levels - smaller group sessions
- Still continue with full curriculum
- Breakfast club each morning of SATs

- No teacher assessment judgement for maths, reading and SPAG, only for writing

Church Visits

- Visit for Harvest, Mother's Day and Easter.
- Lead Christmas Service with Y4.
- Lead Leavers' service in July.
- Attend Leavers' service at St. Martin's in the Bullring.

Y6 Production

- Try to choose a production with as many parts as possible.
Some parts split into first and second half.
- Auditions held.
- Parts awarded based on audition.

June & July

- Very busy months.
- Timetable changes regularly.
- Job Taster Day
- Celebration Trip
- Leavers' Service at St. John's.
- Leavers' Service at St. Martin's in the Bull Ring.
- Preparing for production (auditions, props, learning songs, rehearsals.)



Maths

- Coverage
- How maths is taught
- Expectations

Settling down activity (The SD)

- At the start of every maths lesson.
- Variety of arithmetic questions (+ - \times \div fractions etc...)
- Answers discussed and teachers work with chn on areas of weakness.
- Children encouraged to work out where they went wrong first.

25.09.17

- 1) $56,982 + 2984 =$
- 2) $14,843 - 6,725 =$
- 3) $673 \times 7 =$
- 4) $439 \div 7 =$

Answers

1. Round 53,467 to the nearest 1000.
2. What is the value of 8 in 3,785,432?
3. Write 653 in Roman numerals.
4. Continue the sequence:
4, 1, -2, __, __, __.
5. $43567 + 9546 = ?$
6. $\pounds 32.45 + \pounds 178.89 = ?$
7. $868 \times 17 =$

Number - number and place value

Pupils should be taught to:

- read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across 0
- solve number and practical problems that involve all of the above

Number - addition, subtraction, multiplication and division

Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- 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 4 operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

$$4673 \times 23 =$$

$$\begin{array}{r} 4673 \\ \times \quad 23 \\ \hline \end{array}$$

$$5267 \div 4 =$$

$$4 \overline{)5267}$$

$$3697 \div 16 =$$

$$16 \overline{)3697}$$

Number - Fractions (including decimals and percentages)

Pupils should be taught to:

- 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 [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 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

$$\frac{2}{5} + \frac{1}{3} =$$

$$\frac{1}{2} - \frac{1}{6} =$$

$$\frac{1}{2} \times \frac{2}{5} =$$

$$\frac{2}{3} \div 4 =$$

Cross cancelling

$$\frac{9}{10} \times \frac{5}{12} =$$

Ratio and proportion

Pupils should be taught to:

- solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

bar models

Algebra

Pupils should be taught to:

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with 2 unknowns
- enumerate possibilities of combinations of 2 variables

Measurement

Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- use, read, write and convert 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 3 decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

Geometry - properties of shapes

Pupils should be taught to:

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Geometry - position and direction

Pupils should be taught to:

- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics

Pupils should be taught to:

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Expectations

Children are expected to:

- Know their times tables off by heart up to 12×12 and practice regularly to keep recall quick. (If they know these, do they know division facts?)
- Present work neatly - one digit one box.
- Check their work carefully. If answers are incorrect, try to work out where they went wrong in green pen.
- Complete daily homework diary question.
- Complete maths homework set.



English

- Coverage
- How English is taught
- Expectations

Curriculum overview

Reading	Word Reading	<ul style="list-style-type: none">• To read words accurately
	Comprehension	<ul style="list-style-type: none">• To understand texts
Writing	Composition	<ul style="list-style-type: none">• To write with purpose• To use imaginative description• To organise writing appropriately• To use paragraphs• To use sentences appropriately
	Transcription	<ul style="list-style-type: none">• To present neatly• To spell correctly
	Grammar & Punctuation	<ul style="list-style-type: none">• To punctuate accurately• To use grammatical features correctly
	Analysis & Presentation	<ul style="list-style-type: none">• To analyse writing using grammatical terminology• Perform compositions
Communication	<ul style="list-style-type: none">• To listen carefully and understand• To develop a wide and interesting vocabulary• To speak with clarity• To tell stories with structure• To hold conversations and debates	

Structure of the week

5 English lessons each week:

1 x guided reading

1 x comprehension

1 x grammar

2 x writing (including at least one piece of extended writing)

Regular cross-curricular writing in other subjects such as science and creative curriculum.

Reading

Guided reading sessions:

- Children work in small groups to read and discuss a text with an adult.
- Focus on analysing text features, choice of language and its effect, etc.

Comprehension lessons:

- Teach strategies such as skimming and scanning.
- Discuss and model how to answer different types of questions.
- Inference and word meaning are key areas of focus.

Whole-school focus on reading



- We have *big dreams* for our kids.
- We want them to be smart so they can go after what they want in life and have a reasonable chance of getting it. We want them to grow up to be kind, caring members of the community.
- If you haven't heard of keystone habits before, they're an elite category of habits that kick off a **chain reaction**, influencing several areas of your life at once. You can focus on just one keystone habit, and you'll experience several positive impacts.
- Research shows reading aloud is the powerful keystone habit that will raise smart, kind kids. Read to your child. Even if they already know how to read to themselves.
- In a 2018 survey, only 30 % of parents reported reading aloud to their kids for at least 15 minutes a day.

This is what happens when you read aloud to your child every day:

- **Reading attainment is highly correlated with reading enjoyment**
- **Your child will hear a wider variety of words.** Reluctant readers read 50,000 words a year; keen readers read over 1,000,000. We need to close the gap
- **Reading is a meaning making activity** – readers who have to expend energy on decoding or fluency find it difficult to free up enough capacity to focus on meaning.
- **Reading comprehension is based on listening comprehension** – 4 yr olds listening to a Roald Dahl story will use almost the same skills when they read it for themselves in later years. Some children who are weak at comprehension simply do not read enough.
- **You put them on the path to being a lifelong reader.**
- When you read aloud, you increase your child's **ability to pay attention and concentrate**
- **You build a stronger bond with your child.**
- **You increase your child's capacity for empathy.**



Parent tips for
reading with
children in the
Foundation Stage
and
Key Stage One



Parents' Info

School Prospectus
Little Hollies
Nursery
Admission Criteria
Test Results
Ofsted
Term Dates
Policies
GDPR
E-Safety
Uniform
Dinner Menus
Forms
Free School Meals
Quality Mark
Award 2018

[Parent tips for
reading/writing
with your child](#)



Parent tips for
reading with
children in
Key Stage
Two



- When our children are old enough to read on their own, we tend to stop reading aloud. But the **problem** with stopping at this point is that we're not helping our beginning readers get to the next reading level.
- *“Reading and listening skills begin to converge at about eighth grade (Year 9!). Until then, kids usually listen on a higher level than they read on. Therefore, children can hear and understand stories that are more complicated and more interesting than what they could read on their own...you're feeding those higher vocabulary words through the ear; eventually they'll reach the brain and register in the child-reader's eyes.”*
- ***The Read-Aloud Handbook***
- But if you've taken a break from reading aloud to your older child and they're used to reading on their own, it may seem odd to start back up again with reading aloud. Here are a few ideas for easing back in:
- Ask them to tell you about what they're reading. Then say, “Ooh, that sounds really good! Do you mind if I read out loud a little bit to you so we can both enjoy it at the same time?”
- Invite them to help you pick out a family read-aloud book, then you can all take turns reading out loud at dinner every night.
- If you subscribe to the newspaper or magazines and you come across an interesting article, say to your child, “Can I read this to you? I read it and thought you would enjoy it.”
- Listen to audiobooks during your commute to/from school or while you do chores together, like folding laundry or unloading the dishwasher.
- Find something funny like a poem or a short story and ask to read it out loud to them. Kids love funny, no matter how old they are!
- If your child was assigned a book to read for school, ask if you can read it out loud to them.
- Older children still love picture books – this helps if you have children of different ages!

THE FAMILY READ-ALoud BOOK CHALLENGE

Read upside down	Read by flashlight or a reading light	Read during a meal	Listen to an audio book in the car	Read in your pajamas
Go to a story time event	Read in a funny voice	Read outside	Read while taking a bath	Read inside a fort you made
Read while making dinner	Stay up late to read	Read at the library	Read when you feel happy	Read a stack of books in one sitting
Read in a comfortable chair	Read at the park	Ask someone to read via phone or Facetime	Read on the floor	Read while you build with blocks or LEGOs
Listen to an audio book during chores	Read when you feel sad	Read at bedtime	Read during a picnic	Pile into your parents' bed and read
Read under a tree	Read in a room you've never read in before	Read while you're waiting somewhere	Before you turn on the TV, read	Ask someone new to read to you

HOW TO MAKE IT HAPPEN: READING ALoud

Make it fun for you, too

- Read a book that you will enjoy, too
- Focus on the **connection** you and your child will get from the experience - try coming up with a fun name like "Cuddle and Read Time" or "Cozy Book Hour" or "Hugs and Books Extravaganza"
- Read a different **genre** than usual, like a picture book, chapter book, poetry, nonfiction, a play - some kids even enjoy hearing grown-up books or magazines, as long as they're age-appropriate
- Don't want to read the same book over and over? Come up with a **rule** for your home, like "after I read a book twice in one day, it's done"
- If there's a book you truly hate and have to grit your teeth to get through, **donate** it or at least hide it for a while
- Be **stilly** - read in a funny voice, read upside down, read while marching in place, and so on

Turn it into a no-brainer

- If you're wiped out by bedtime, move your read-aloud time **earlier** in the day, like while your kid eats breakfast or an afternoon snack, during bath time, and so on
- Think of another daily habit you never skip, and **bundle** reading aloud with that - for example, you wouldn't skip brushing your kid's teeth at night, so make a rule that you won't brush teeth until after you've read aloud
- Give yourself a **visual cue** - for example, fill a sturdy wire basket a few books, and leave the basket on your kitchen counter or in a visible spot of your living room
- Post a piece of paper on your fridge or use colorful dry-erase markers to write on your bathroom mirror, and **track your goal** - for example, draw a green checkmark for every day you read aloud and a red X for any day you miss

Get your kids excited for it

- Ease your kids into read-aloud time with books that are designed just for **active** kids, like *Press Here* and *Peter's a Pizza*
- Read at **bedtime** when kids are starting to calm down for sleep and are already tucked into bed
- Read aloud when you have a **captive audience**, like when your child is eating a meal or is in the bathtub
- Take your child to the **park**, plop them in the swing, then read while you push them
- Make sure your kid **enjoys** the books you're reading - if they're really into dinosaurs, get them books about dinosaurs!
- Got a wide range of kid **ages**? Remember that even teenagers love hearing a great picture book

Don't forget older kids

- Ask them to **tell you** about what they're reading, then say, "Ooh, that sounds really good! Do you mind if I read out loud a little bit so we can both enjoy it at the same time?"
- Invite them to help you pick out a family read-aloud book, then you can all **take turns** reading aloud at dinner every night
- If you come across an interesting newspaper or magazine **article**, say, "Can I read this to you? I read it and thought you would enjoy it."
- Listen to **audio books** during your commute to/from school or while you do chores together
- Find something **funny** and read it aloud - kids love funny, no matter how old they are!
- If your child was assigned a book to read for **school**, ask if you can read it aloud to them

Questions to aid understanding and analysis of the text.

Remembering

When and where did the story take place?
Who are the main characters?
What does the main character look like?
How does the book begin?
Where in the book would you find...?

Understanding

What is the book about?
From whose point of view is the story told?
What is happening?
What might this mean?
Which part do you like best? Why?

Applying

Can you think of another story with a similar theme?
Can you think of another story character similar to a character in this book?
Have you had any similar experiences?
Which stories have openings like this?
Can you think of another author who writes in a similar style?

Analysis

How has the author used description to show how this character is feeling?
How does the layout help...?
Can you explain why...?
Why did the author choose these words?
What evidence can you use to support your view?

Evaluating

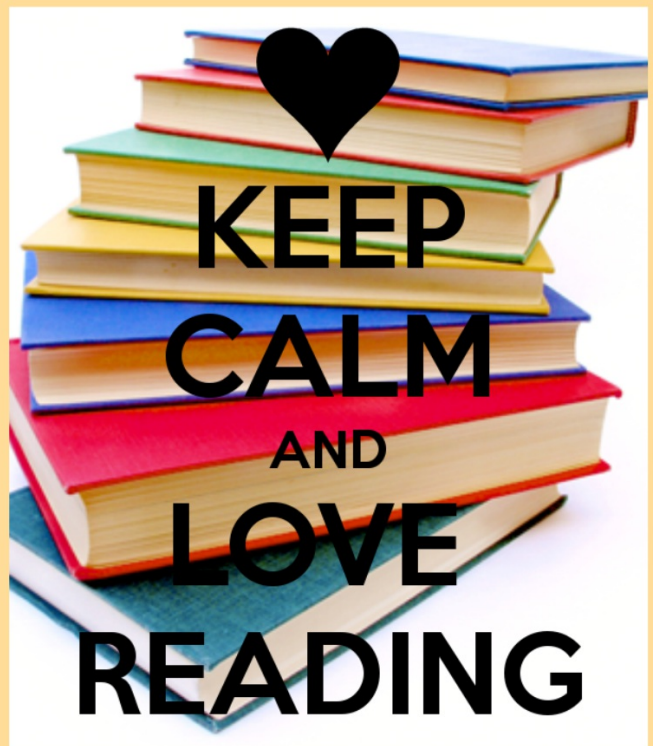
Which text/story is better? Why?
Which parts of the text could be improved?
Which text is more persuasive? Why?
Did it have an effective ending?
Who would you recommend this to?

Creating

Using the evidence in the text, what do you think about...?
If you were the main character, how would you have reacted to this?
What would this character think?
Are there any other reasons why this might have happened?
Have the views in this text affected your opinion? Why? How?

Whole-school Reading focus

- Reading time 4 days a week at 3:10pm.
 - paired reading
 - library time
 - class novel
- Booktober events being planned.
- Secret Storyteller letters sent to parents.
- New Reading areas and book swaps being created.



Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (e.g. helping, helped, helper)	How and can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. unble the boat)	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal pronoun I	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of nouns using suffixes such as -ness, -er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	pronoun, possessive pronoun, adverbial
Formation of adjectives using suffixes such as -ly, -less (A fuller list of suffixes can be found in the spelling annex.)	Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Apostrophes to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of nouns using a range of prefixes, such as super-, anti-, auto-	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	
Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)	Fronted adverbials	Appropriate choice of pronoun or noun across sentences	Use of speech marks to punctuate direct speech	
Word families based on common words	Relative clauses beginning with who, which, where, why, or whose	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)	
The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellision.	Brackets, dashes or commas to indicate parenthesis	
Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)	Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity	
Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)		Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)			Punctuation of bullet points to list information	
			How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)	

All terms in bold should be understood with the meanings set out in the glossary.

Key:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Vocabulary

Word of the Week

Word of the Day:

appalled

Word Class
(adjective)

Pronunciation / Syllables

(ap-palled)

Definition: If you are appalled by something, you are shocked or disgusted because it is so bad or unpleasant.

Jennifer's manners were appalling.

Challenge: Use WOD in a relative clause.

Synonym :

horrified
shocked

Antonym :

Prefix :

un-

Morphology

Suffix :

'Words unlock the doors to a world of understanding'

Vocabulary Ninja

Writing objectives

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 correctly¹ (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

Children are expected to write at length.

Individual Targets

- Children have individual writing targets.
- These are changed every half term or more often if necessary.
- These are stuck in the back of books so children can refer to them.
- These go home each half term in homework diaries.
- Targets should be met in each writing homework.
(Children should highlight in their work where their targets have been met.)

Spelling

- Children are expected to spell Year 5/6 words correctly and use them appropriately within their writing.
- Dictation work
- Children are in different groups to learn their spellings.
- Majority are working on learning the Year 5/6 words and spelling rules.
- Some children are revising Year 3/4 words or other specific rules linked to individual targets.

New spellings given on Thursdays - tested on the following Thursday.

Expectations

Children are expected to:

- Read regularly at home, both independently and to an adult so they can discuss the text.
- Join their handwriting correctly, neatly and consistently in all work.
- Check their work carefully for non-negotiables (spelling, punctuation etc)
- Bring their school reading book and homework diary to school every day.
- Practise their spellings regularly at home.
- Complete English homework set.

Questions?



