

Barnham Primary School

Learning guide for Year 6



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Behaviours for Learning

Children in Year 6 need to continue exhibiting positive attitudes to education and learning in order to succeed on their journey through the school, continuing to build upon the behaviours for learning developed across Key Stage 1 and lower Key Stage 2.

We look for our Year 6 children to continue to develop their role as leaders, setting the example for others across the school through their actions and approach to all elements of school life. In Year 6 the children will become the role models for the younger children and should represent this responsibility as much as they can.

Children will continue to learn through a regular morning routine of Maths and English. In the afternoons, they will learn through other curriculum areas, such as science, geography, history, PE, art, RE and modern foreign languages.

The National Curriculum for English states that 'spoken language underpins the development of reading and writing' and as such, we expect children to be able to:

- **listen** and **respond** appropriately to adults and their peers.
- **ask relevant questions** to extend their understanding and knowledge.
- use relevant strategies to **build their vocabulary**.
- articulate and justify answers, arguments and opinions.
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- **maintain attention** and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- **speak audibly and fluently** with an increasing command of Standard English.
- **participate and actively engage in discussions**, presentations, performances, role play/improvisations and debates.
- gain, maintain and monitor the interest of the listener(s).
- **consider and evaluate different viewpoints**, attending to and building on the contributions of others.
- select and use appropriate registers for effective communication.
- Continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

In class each day, for the majority of lessons, children will be expected to do the following:

- Respond politely to adults' greetings and questions when spoken to, answering in full sentences.
- Make eye contact when responding to adults' or peers' questions and greetings.
- Sit properly on a chair to face the person who is talking or their piece of work, maintaining focus for the majority of a 50-minute session.
- Follow the flow of a lesson, including speech, visual prompts and discussions with peers.
- Recall key information about what has been taught in a session, including providing a simple definition of key vocabulary.

- Take onboard constructive feedback when it is given and act upon it with limited prompting.
- Sitting on a chair when working, with feet on the floor and maintain an upright position.
- Hold a pen using tripod grip to write fluently and for longer periods of time, using a cursive handwriting style.
- Use and take care of personal possessions, for example pencil cases, jumpers and coats.

At different points during the day, they will also take part in other activities and the following additional skills are required:

- Manage toileting, use breaktimes as an opportunity to use the facilities, rarely asking to leave the room in lesson time.
- Independently waiting at doors, standing back to let others pass.
- Taking responsibility for the completion and submission of homework tasks, being proactive in asking for support or advice when required.
- Taking responsibility for ensuring they are practising their reading out of school.
- Solving problems with peers through talking, listening and discussion.
- Standing and walking in a line with other children, including waiting in a line.
- Sitting in rows for a whole-school assembly.
- Independently take responsibility for keeping school cloak rooms and drawers tidy.
- Say 'please' and 'thank-you' at appropriate times.
- Take responsibility for choosing appropriate clothing for the weather and season.

Rewarding Great Role Models at BPS - Dojo Rewards

At BPS our goal is for children to become self-motivated in their drive to be successful learners, confident individuals and responsible citizens. Our reward system, that includes the reward of Dojo points, helps us to do this. Dojos are given to the children for hard work, extra effort, overcoming learning challenges, being kind and collaborating with their classmates. In each class and year group there will also be specific categories that children can earn more dojos for. For example, reading regularly, completing any homework, or improving learning outcomes.

There may be times as well that a Dojo may be removed if a reminder is required for a child to help them better understand the expectations and goals we are working towards. This happens very infrequently, but can occur.

As the children earn their Dojo points they work towards the achievement of being celebrated by their class and the school, receiving a badge which helps signify that they have reached a milestone of success. The boundaries for this goal are 100 dojos, 200 dojos, 300 dojos and 400 dojos. In the event of a child reaching 500 dojos, which has only happened a handful of times; that child becomes the head teacher for some time and Mr Everett takes on their class work and activities.

It is vital to reward the children and to help them be motivated to achieve; and through the whole school community celebration when a child reaches a dojo milestone, we are able to help make that experience and very memorable one.

End of Year 6 expectations for learning

From the current National Curriculum for England

Year 6 Reading

Working at the expected standard the pupil can:

- read for a sustained period of time (1 hour) including answering a range of questions about the text/s they are reading.
- 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 texts.
- 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.

Year 6 Writing (Composition)

Working at the expected standard the pupil can write for a range of purposes and audiences (including writing a short story):

- Creating atmosphere, and integrating dialogue to convey character and advance the action.
- Identifies the audience for, and purpose of, the writing.
- Selects the appropriate form and uses other similar writing as models for their own.
- Proof-reads for spelling and punctuation errors.
- Ensures the consistent and correct use of tense. throughout a piece of writing
- Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining).
- Can describe settings, characters and atmosphere.
- Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Year 6 Writing (Spelling and Grammar)

- Uses dictionaries to check the spelling and meaning of words.
- 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.
- Can confidently and accurately punctuate dialogue used within a piece of writing.
- Uses the colon to introduce a list.
- Punctuates bullet points to list information
- Can identify different clauses used to construct a sentence.
- Can identify the 'word class' of a word through understanding the role it is playing within a sentence.

A glossary of writing terms can be found in [Appendix 1](#).

Year 6 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; $8.09 = 8 + 9$?; $28.13 = 28 + 0.1 + 0.03$).

- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation.

(e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$)

- 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 $1/5$ 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 $7/21$ and that this is equal to $1/3$; 15% of 60; $11/2 + 3/4$; $7/9$ 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)

[A glossary of methods for the four operations can be found in Appendix 3.](#)

Homework

The focus of homework in Year 6 is to prepare the children for the organisational and self-management skills required to successfully access and keep up with homework expectations as they move up into secondary school.

The tasks set are designed to be intentionally accessible and manageable (and are not designed to create any unnecessary stress or worry at home), but will challenge the pupil's ability to manage their own time and also to be pro-active in seeking out support or further guidance if required.

Each half term, children will bring home a homework booklet which comprises of 4-6 weeks' worth of learning activities (depending on the length of the half term)

This booklet contains a few short tasks each week for the children to complete, building upon the learning taking place in the classroom or used as an opportunity to revisit and refresh previous learning from the previous term or year.

Each week the children will be expected to complete:

- One short reading comprehension task – with a short passage to read followed by questions to check their understanding of the text.
- Two short spelling activity sheets which focus each week on two of the words from the age-related statutory word list.
- A maths challenge which links to learning in the classroom or a previously taught area of learning.

Children will be asked to bring their booklets back to school each week to enable us to check their progress with the tasks which have been set.

The booklets will then be collected in during the final week of the half term.

Each week, one 'earlybird' session will be assigned to provide opportunity for pupils to ask questions about their homework or seek support with a question or task they may be struggling with. We will be encouraging children to be as proactive with this as possible.

Reading at home

In Year 6 children are expected to take full ownership over their reading. They are responsible for reading regularly at home and recording these times in their reading journals. Our expectation is that children should be reading **at least 3 times a week** out of school.

It is important that children begin to develop their reading stamina, working towards reading 20-30 minutes at a time. Children should bring home their books each night along with their reading journals. We ask for any reading which is done at home to be recorded in this so we can keep track of how often a child is reading.

All children will be heard read by an adult in school either on a 1:1 basis or in focussed small group reading sessions.

Any support you are able to provide with reading at home is very much appreciated as it can have a huge impact upon your child's development and the progress they are able to make, however confident and independent they are with their reading.

Asking questions about the text during reading is extremely important in developing your child's comprehension ability.

In school, pupils are introduced to the different strands of comprehension through the acronym VIPERS (Vocabulary/Inference/Predict/Explain/Retrieve/Summarise)

Vocabulary

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- Can you find examples of simile, metaphor, hyperbole or personification in the text?
- Why has the text been organised in this way? Would you have done it differently?
- What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?

Inference

- What do you think... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?
- How do other people's descriptions of ...show that...?
- Where else in the text can we find the answer to this question?

Predict

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

Explain

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which is better and why?
- Can you identify where the author has shown bias towards a particular character?
- Is it fact or is it opinion? How do you know?
- How does the author make you feel at this point in the story? Why did they do that?
- Can you explain it in a different way?

Retrieval

- Find the... in this text. Is it anywhere else?
- Can you skim the next... and find me the answer to...?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?
- What genre is...?
- Can you look at these other texts and find me what is similar and what is different?

Summarise

- What is the main point of the text?
- Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Can you read the text and summarise what has happened?
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

Appendix 1: Glossary of Key Writing Terms

Adverb - a word which modifies a verb, which means that it tells you how, when, where or why something is being done.

Adverbials/ adverbial phrases - a group of words that function in the same way as a single adverb e.g. The parcel arrived a few days ago. After the play, the family went for a meal.

Clause - a group of words forming part of a sentence or a whole (simple) sentence It contains a subject (noun) and verb e.g. Hilary yawned.

Conjunction - a type of connective ('connective' is an umbrella term for any word that connects bits of text). Co-ordinating connectives include the words and, but and so; subordinating connectives include the words because, if and until.

Expanded noun phrase - a group of words in a sentence that function like a noun. They expand the noun and give the information in a more economical way e.g. The small black cat with the yellow eyes; The athletic footballer in the blue strip; A soaring, impressive tree spread its massive limbs into the sky.

Parenthesis (brackets) - we use parentheses to enclose information that can be left out.

The information in the parentheses is **not essential** to the meaning of the original sentence. it is given as additional, or extra, information. E.g. Sam (the boy from the school) helped me with my homework.

Phrase - a group of words that form a unit of meaning or replace one word e.g. in a hurry, half an hour ago.

Prepositions – a word that shows the relationship between two other nearby words. We use prepositions to explain where things are in time or space. E.g. in, on, around, above, near, underneath, alongside, of and for.

Preposition phrase - A prepositional phrase is a phrase that starts with a preposition and ends with noun (or a pronoun). e.g. from London.

Pronoun - There are several kinds of pronoun which often replace a noun or noun phrase to avoid repetition. *Personal pronouns*: I, me, he, him, she, her, we, us, they, them, it
Possessive pronouns: mine, yours, hers, ours, theirs, its *Reflexive pronouns*: myself, herself, themselves.

Verbs – a 'doing' word. E.g. to eat, to walk, to talk etc. Depending on the way in which you word a sentence, a verb can be either **active** or **passive**.
When the verb is active, the subject of the verb is doing the action, e.g. : France *beat* Brazil in the final.

When the verb is passive, the subject undergoes the action rather than doing it. e.g. Brazil *was beaten* in the final

Modal verb The modal verbs are:

- can/could
- will/would
- shall/should
- may/might
- must/ought

Appendix 2: Year 5/6 Statutory Word List

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

Appendix 3: Year 6 Maths

As a school, we have a comprehensive Mathematics progression curriculum allowing children to build on skills from Year R to Year 6 (Parent guide to the 4 Operations). This sets out what Maths looks like for each year group. Below are the Year 5 and Year 6 steps and what they might look like for your child:

Addition

<u>By the end of Year 5:</u> I can use known facts, place value, knowledge of operations and brackets to calculate including all four operations with decimals to two places.	<u>Column Addition:</u> $846.73 + 478.98 = 1325.71$ $ \begin{array}{r} 846.73 \\ + 478.98 \\ \hline 1325.71 \\ 11111 \end{array} $	
I can solve simple problems involving adding negative numbers in context.	<u>Number Line Methods:</u> Pupils use a number line to add numbers in a negative context. $-5 + 4 = -1$	The understanding that: $ \begin{array}{ll} +ve + +ve = + & -ve + +ve = + \\ +ve + -ve = - & -ve + -ve = - \\ \therefore -5 + -4 = -9 \end{array} $ May be independently held or developed by pupils and they may wish to use this knowledge when carrying out calculations of this nature.
<u>By the end of Year 6:</u> I can add fractions by writing them with a common denominator.	$\frac{1}{2} + \frac{3}{4} = \frac{5}{4} = 1\frac{1}{4}$ $\frac{1}{2} (x2) + \frac{3}{4} = \frac{2}{4} + \frac{3}{4} = \frac{5}{4} = 1\frac{1}{4}$ When answering, fractions should always be simplified or given as a mixed number.	

Subtraction

<u>By the end of Year 5:</u> I can use known facts, place value, knowledge of operations and brackets to calculate including all four operations with decimals to two places.	<u>Column Subtraction:</u> $8.82 - 7.78 = 1.04$ $ \begin{array}{r} 8.82 \\ - 7.78 \\ \hline 1.04 \end{array} $	
I can solve problems involving subtracting negative numbers in context.	<u>Number Line Methods:</u> Pupils use a number line to subtract numbers in a negative context. $-5 - 4 = -9$ Find the difference between 7 and -15. $7 - (-15) = 22$	The understanding that: $ \begin{array}{ll} +ve - +ve = - & -ve - +ve = + \\ +ve - -ve = + & -ve - -ve = + \\ \therefore -5 - -4 = -1 \end{array} $ May be independently held or developed by pupils and they may wish to use this knowledge when carrying out calculations of this nature.
<u>By the end of Year 6:</u> I can subtract fractions by writing them with a common denominator.	$\frac{3}{5} - \frac{1}{3} = \frac{4}{15}$ $\frac{3}{5} (x3) - \frac{1}{3} (x5) = \frac{9}{15} - \frac{5}{15} = \frac{4}{15}$ When answering, fractions should always be simplified or given as a mixed number.	

Multiplication

<u>By the end of Year 5:</u> I can use known facts, place value, knowledge of operations and brackets to calculate including all four operations with decimals to two places.	<u>Column Method for Short-Multiplication:</u> $41.37 \times 4 = 165.48$ $\begin{array}{r} 41.37 \\ \times 4 \\ \hline 165.48 \\ \text{1} \quad \text{1} \quad \text{2} \end{array}$														
I understand and can use an appropriate non-calculator method for solving problems that involve multiplying any three digit number by any two digit number.	<u>Grid Method:</u> $415 \times 23 = 9545$ <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>x</td><td>400</td><td>10</td><td>5</td></tr> <tr> <td>20</td><td>8000</td><td>200</td><td>100</td></tr> <tr> <td>3</td><td>1200</td><td>30</td><td>15</td></tr> </table> $\begin{array}{r} 8000 \\ 200 \\ 100 \\ 1200 \\ 30 \\ + 15 \\ \hline 9545 \end{array}$	x	400	10	5	20	8000	200	100	3	1200	30	15	<u>Expanded Column Multiplication:</u> $415 \times 23 = 9545$ $\begin{array}{r} 415 \\ \times 23 \\ \hline 15 \\ 30 \\ 1200 \\ 1200 \\ 100 \\ 200 \\ + 8000 \\ \hline 9545 \end{array}$ $3 \times 5 = 15$ $3 \times 10 = 30$ $3 \times 400 = 1200$ $20 \times 5 = 100$ $20 \times 10 = 200$ $20 \times 400 = 8000$	<u>Column Multiplication:</u> $415 \times 23 = 9545$ $\begin{array}{r} 415 \\ \times 23 \\ \hline 1245 \\ 8300 \\ \hline 9545 \end{array}$
x	400	10	5												
20	8000	200	100												
3	1200	30	15												
<u>By the end of Year 6:</u> I can multiply an integer by a fraction.	$\frac{1}{2} \times 4 = 2$ $\frac{1}{2} \times \frac{4}{1} = \frac{4}{2} = 2$ When answering, fractions should always be simplified or given as a mixed number.														

Division

<u>By the end of Year 5:</u> I can use known facts, place value, knowledge of operations and brackets to calculate including all four operations with decimals to two places.	<u>Short Division:</u> $827.24 \div 4 = 206.81$ $4 \overline{) 827.24} \begin{array}{l} 206.81 \\ 82 \end{array} \begin{array}{l} 27 \\ 32 \\ 4 \end{array}$	
I understand and can use an appropriate non-calculator method for solving problems that involve dividing any three digit number by any two digit number.	<u>Long Division (using support sheet):</u> $504 \div 21 = 24$ $\begin{array}{r} 24 \\ 21 \overline{) 504} \\ \underline{-42} \\ 84 \end{array}$ $21 \times 10 = 210$ $21 \times 20 = 420$ $21 \times 5 = 105$ $21 \times 2 = 42$ $21 \times 4 = 84$	<u>Long Division:</u> $504 \div 21 = 24$ $\begin{array}{r} 24 \\ 21 \overline{) 504} \\ \underline{-42} \\ 084 \\ \underline{-84} \\ 00 \end{array}$

I can calculate fractions of quantities.	$\frac{1}{4}$ of 68 = 17 Use knowledge that to find a fraction of a quantity, you divide by the denominator. $68 \div 4 = 17$
By the end of Year 6: I can divide an integer by a fraction.	$5 \div \frac{1}{4} = 20$ $5 \div \frac{1}{4} = 5 \times \frac{4}{1} = 20$ When answering, fractions should always be simplified or given as a mixed number.
I can calculate fractions of quantities.	Use knowledge that to find a fraction of a quantity, you divide by the denominator. $\frac{1}{3}$ of 516 = 172 $516 \div 3 = 172$ $\begin{array}{r} 172 \\ 3 \overline{) 516} \end{array}$