



Welcome to the Year 6 Spring 2022
Parent Workshop

‘Parental involvement in children’s education from an early age has significant effect on educational achievement, and continues to do so into adolescence and adulthood.’

The Year 6 Team

Catriona-Phase Leader

Class teachers:

Kelly and Sonal – 6 Green

Sarah – 6 Blue

Samantha – 6 Red

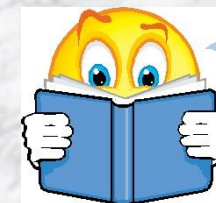
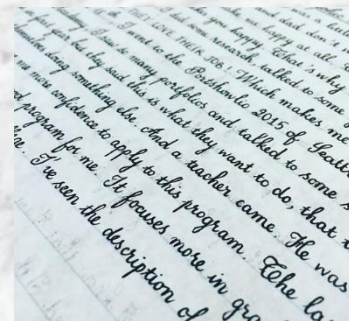
Sophie - 6 Yellow

Support staff:

Suman, Anjum, Puja



Expectations



Homework

- ✓ Handed out on a **Thursday** to be returned by the following **Tuesday**
- ✓ 20 Minutes reading a day.
- ✓ Spellings to be written in full sentences.
- ✓ One piece of written homework (English – Comprehension/Grammar/Writing)
- ✓ One piece of maths homework

Presentation and handwriting

- ✓ ALL homework should follow the same high expectations of presentation that we expect in class – written in PEN for English and PENCIL in Maths, using rulers for all straight lines.

How can you support your child?

Have high expectations at home. Encourage your child to complete their homework to a good standard. Provide them with a quiet place to complete their work, support them and ensure they read every day.

Reading at Home

Pupils are encouraged to change their reading books independently. We expect Year 6 pupils to read a variety of types of books or text types. Children will be provided with a stage reading book and a book they have chosen to read for pleasure. This may include a chapter book which they may not finish in one sitting or a week. Books must be returned to school once they have been read. Stage reading books will be changed once a week or when completed.

We want them to read at home every day for at least 20 minutes. We are keen for the children to progress in their reading, to do this they need to read aloud daily to an adult. We know our children CAN read fluently but they often struggle with comprehending questions. This means it is important for you to discuss the book with increasing depth through questioning them.

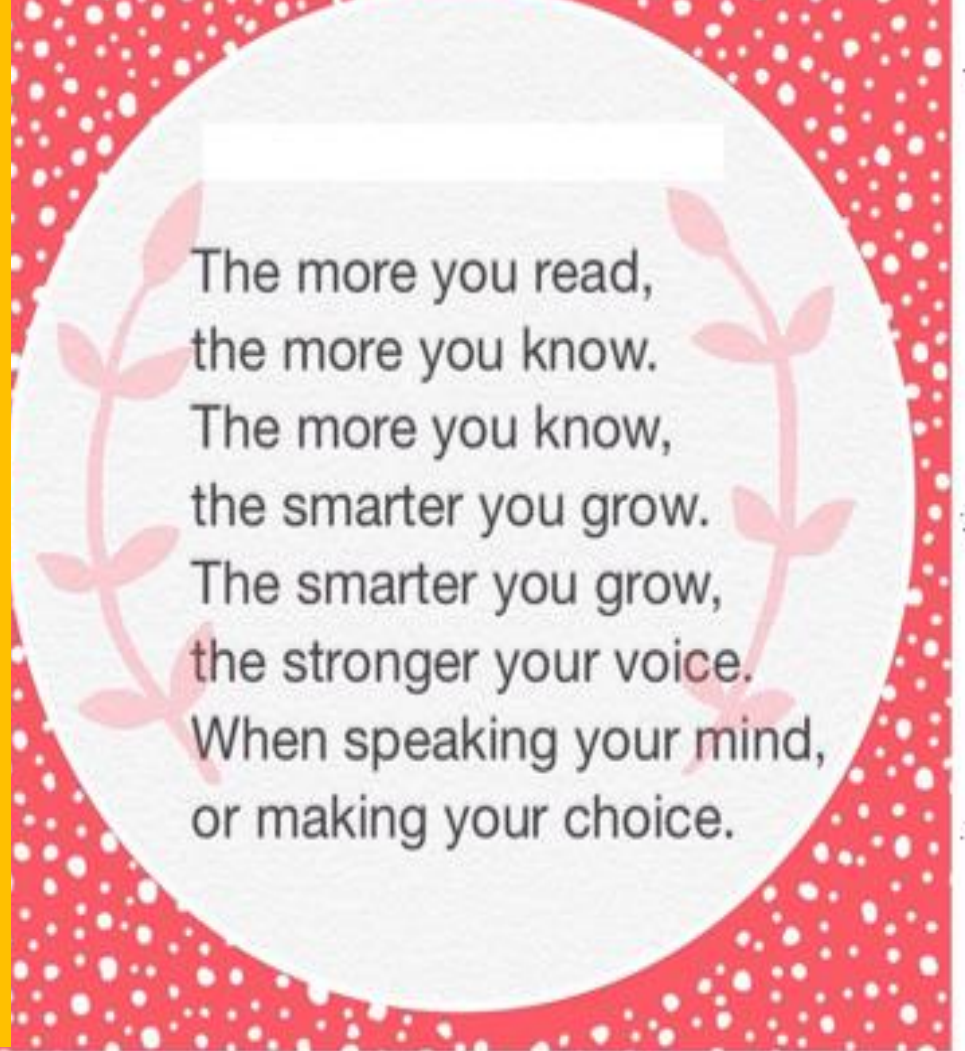
Questions are effective because they:

Give children a purpose for reading

Focus children's attention on what they are to learn

Help children to think actively as they read

Reading For Pleasure



The more you read,
the more you know.
The more you know,
the smarter you grow.
The smarter you grow,
the stronger your voice.
When speaking your mind,
or making your choice.

Reading for Pleasure

How can parents and carers promote a lifelong love of reading?

Here is a list of suggested books to help you and your child on your reading journey.

50 Recommended Reads for...

Year 6
(ages 10-11)

Which ones have you read?



	<input type="checkbox"/> The Shark Caller Zillah Bethell & Saara Soederlund <i>Chapter book</i>		<input type="checkbox"/> Crater Lake Jennifer Killick <i>Chapter book</i>
	<input type="checkbox"/> Malamander Thomas Taylor <i>Chapter book</i>		<input type="checkbox"/> High-Rise Mystery Sharna Jackson <i>Chapter book</i>
	<input type="checkbox"/> Show Us Who You Are Elle McNicoll <i>Chapter book</i>		<input type="checkbox"/> Overheard in a Tower Block Joseph Coelho & Kate Milner <i>Poetry book</i>
	<input type="checkbox"/> Space Maps Lara Albanese & Tommaso Vidus Rosin <i>Non-fiction</i>		<input type="checkbox"/> Boy in the Tower Polly Ho-Yen <i>Chapter book</i>
	<input type="checkbox"/> Orphans of the Tide Struan Murray & Manuel Sumberac <i>Chapter book</i>		<input type="checkbox"/> The Viewer Gary Crew & Shaun Tan <i>Picturebook story</i>
	<input type="checkbox"/> Swimming With Sharks Heather Lang <i>Picturebook - biography</i>		<input type="checkbox"/> The Girl Who Speaks Bear Sophie Anderson & Kathrin Honesta <i>Chapter book</i>
	<input type="checkbox"/> Amari and the Night Brothers BB Alston <i>Chapter book</i>		<input type="checkbox"/> Great Adventurers Alastair Humphreys & Kevin Ward <i>Non-fiction</i>
	<input type="checkbox"/> Gut Garden Katie Brosnan <i>Non-fiction</i>		<input type="checkbox"/> My Brother Is a Superhero David Solomons <i>Chapter book</i>
	<input type="checkbox"/> Wildspark Vashti Hardy <i>Chapter book</i>		<input type="checkbox"/> I Am Not a Label Cerrie Burnell & Lauren Mark Baldo <i>Non-fiction</i>
	<input type="checkbox"/> Holes Louis Sachar <i>Chapter book</i>		<input type="checkbox"/> Stonekeeper: Amulet Kazu Kibuishi <i>Graphic novel</i>
	<input type="checkbox"/> Survival in Space: The Apollo 13 Mission David Long & Stefano Tambellini <i>Short chapter book – non-fiction</i>		<input type="checkbox"/> The Super Miraculous Journey of Freddie Yates Jenny Pearson & Rob Biddulph <i>Chapter book</i>
	<input type="checkbox"/> Belonging Street Mandy Coe <i>Poetry book</i>		<input type="checkbox"/> Rooftoppers Katherine Rundell <i>Chapter book</i>
	<input type="checkbox"/> A Pocketful of Stars Aisha Bushby <i>Chapter book</i>		<input type="checkbox"/> Love That Dog Sharon Creech <i>Poetry book – verse novel</i>



	<input type="checkbox"/> Owen and the Soldier Lisa Thompson & Mike Lowery <i>Short chapter book</i>		<input type="checkbox"/> The Middler Kirsty Applebaum <i>Chapter book</i>
	<input type="checkbox"/> No Ballet Shoes in Syria Catherine Bruton <i>Chapter book</i>		<input type="checkbox"/> When Hitler Stole Pink Rabbit Judith Kerr <i>Chapter book</i>
	<input type="checkbox"/> DOSH Rashmi Sirdeshpande & Adam Hayes <i>Non-fiction</i>		<input type="checkbox"/> Moon Juice Kate Wakeling & Elina Braslina <i>Poetry book</i>
	<input type="checkbox"/> Pig Heart Boy Malorie Blackman <i>Chapter book</i>		<input type="checkbox"/> Darwin's Dragons Lindsay Galvin <i>Chapter book</i>
	<input type="checkbox"/> Corpse Talk: Season 1 Adam Murphy <i>Graphic novel</i>		<input type="checkbox"/> Wonder R J Palacio <i>Chapter book</i>
	<input type="checkbox"/> The Weather Weaver Tamsin Mori <i>Chapter book</i>		<input type="checkbox"/> The Element in the Room Mike Barfield & Lauren Humphrey <i>Non-fiction</i>
	<input type="checkbox"/> The Island Armin Greder <i>Picturebook story</i>		<input type="checkbox"/> The Midnight Guardians Ross Montgomery <i>Chapter book</i>
	<input type="checkbox"/> Head Kid David Baddiel <i>Chapter book</i>		<input type="checkbox"/> The Arrival Shaun Tan <i>Picture book</i>
	<input type="checkbox"/> Nevermoor: The Trials of Morrigan Crow Jessica Townsend <i>Chapter book</i>		<input type="checkbox"/> All the Things That Could Go Wrong Stewart Foster <i>Chapter book</i>
	<input type="checkbox"/> The Babysitters' Club: Kristy's Great Idea Ann M. Martin & Raina Telgemeier <i>Graphic novel</i>		<input type="checkbox"/> The Boy Who Made Everyone Laugh Helen Rutter <i>Chapter book</i>
	<input type="checkbox"/> Everest Alexandra Stewart & Joe Todd-Stanton <i>Non-fiction</i>		<input type="checkbox"/> Tom's Midnight Garden Philippa Pearce <i>Chapter book</i>
	<input type="checkbox"/> The Boy Who Flew Fleur Hitchcock <i>Chapter book</i>		<input type="checkbox"/> El Deafo Cece Bell <i>Graphic novel</i>

WRITING FOR ENJOYMENT

- Children who write for enjoyment and write creatively outside school do significantly better in the classroom;
- Around a third of pupils struggle with **spelling** and **grammar** and close to a half of pupils cannot decide what to write.
- Children who write creatively outside school are **twice as likely** to write above the expected level for their age compared with children who do not write creatively outside school.
- Children who **enjoy writing outside** school are seven times more likely to write above the expected level for their age compared with children who do not enjoy writing.
- Remember **reading into writing** – the more you read, the more ideas you can Magpie.

[Literacy Shed](#)

[Once Upon a Picture](#)

[Englicious](#)

Homework Folder
Supporting
Resources

Spring learning overview - Year 6

English

Spring 1
Balanced arguments – Wave of the Sea Wolf
Spring 2
Macbeth – Script writing and narrative.

Whole class Guided reading

Skellig – David Almond

MFL (KS2)

Describing the weather and climate where we live and the different types of places. How we should protect the environment – looking at issues in different francophone countries

Curriculum Drivers

- Widening Horizons
 - Confident Communicators
- Global Identity & Responsibility

Maths

Coordinates
Decimals and percentages
Algebra
Converting units
Area, perimeter and volume
Ratio and proportion

Science

Spring 1
Living things
Spring 2
Electricity

Our Planet Our Home
How is human behaviour influenced by the environment?

Year 6 RSHE Themes:

- Puberty: Managing change (boys only)
- Puberty: Physical changes to the body
- Positive and healthy relationships
- Family Relationships
- Challenging prejudice and discrimination
- Managing risk: influences and pressure

PSHE/P4C

Living in the wider community
Relationships
Mental health and wellbeing

Music

Minimalism and graphic scores

RE

What do religions say to us when life gets hard?

Why do people make commitments to one another?

Art/DT

Landscapes – Georgia O’Keefe, Henri Matisse, David Hockney, Vincent Van Gogh, Ken Done.

Colour Theory

DT – Structures – design a playground shelter.

Geography:

Biomes
Climate Zones
Weather and biodiversity
Human and Physical features

History:

Entertainment and leisure
History of theatre
Leisure activities
History of national sport - football

Outdoor PE

Tennis

Dance

Explore dances from different historic and geographical locations.

PE will take place every Thursday.

SATs 2022

The week beginning May 9th, children in England sit tests in:

- Reading
- Maths
- Grammar, punctuation and spelling (GPS)

Monday will be GPS, Tuesday is Reading, Wednesday is Maths papers 1 and 2 and Thursday is Maths paper 3.

These tests are both set and marked externally, and the results are used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

The KS2 SATs for English and maths taken since 2016 reflect the amended national curriculum, and are more rigorous than previous years' tests. There is also a [new SATs marking scheme and grading system](#) which has replaced national curriculum levels.

In 2020 and 2021 KS2 SATs did not take place due to the Covid-19 pandemic. Primary school SATs results will not be published in national league tables until 2023 to reflect the disruption to children's learning.

Reading:

The reading test is a single paper with questions based on three passages of text. **Your child will have one hour, including reading time, to complete the test.**

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Since 2018 the reading content of the KS2 SATs has been closely linked to the curriculum to ensure children are drawing on their knowledge when answering reading comprehension questions.

Grammar, punctuation and spelling

Usually, the GPS test consists of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes.

The GPS test includes two sub-types of questions:

- **Selected response**, e.g. 'Identify the adjectives in the sentence below'
- **Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Maths

Children sit three papers in maths:

- Paper 1: arithmetic, 30 minutes
- Papers 2 and 3: reasoning, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

eSafety and Social Media

Educate! Educate! Educate!

The more we are aware, the less likely we are to get harmed!

Social Media:

Main vehicle used by extremist groups to recruit and voice views

FOMO- Fear of missing out! – want to engage all the time

Lack of sleep

Increased risk of anxiety and depression

Girls more likely to seek comfort on social media when worried

Apps:



• Useful websites:

<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

<http://www.kidsmart.org.uk/>

<https://www.internetmatters.org/>

Sexting:

Sending or receiving of sexually-explicit or sexually-suggestive images or video via a mobile phone!

A mistake that you can never take back!

Why do children do it?

Boost their self-esteem

A Dare!!

Get attention

'Everyone else is doing it'

What are the consequences?

No control over how the images are shared

Blackmail

Bullying

Emotional Distress

Unwanted attention

What can I do?

Have a conversation

Explain the risks of sexting

Be supportive and understanding



Thank you for your continuous support as always.