

How to Help Your Child in Year 6

Reading

Although you may feel that your child can now read independently, it is crucial that you continue to share stories, poetry and factual books with your child on a daily basis. Ways to do this could include: taking it in turns to read a page, reading to your child, discussion of a text having both read it or using audio books to listen to a story before a discussion.

Useful questions to use as a starting point for discussions:

Which words / phrases does the author use to reinforce ...?
How does this compare to [other source] ...?
At which points does...?
Can you sum up...with an example?
What words / phrases support this idea?
What are the most important points in...?
Can you choose the best example of/for...?
What images do these words create, and why?
What else might all this add up to?
How does...add to the overall meaning?
What do you think ...is thinking now?
What do you think... thinks later on?
Why does...act like this?
What does this word / line / section tell us about...?
What makes you think that?
Which of these pieces of evidence is more important in understanding...?
Why do/don't you agree with ...'s view?
How does this idea / character develop throughout...?
How does the way that...is arranged help to...?
What words / phrases are being used in [section] to reinforce the writer's point?
How do you know the writer's views on [subject]?
How does the writer feel about...? How can you tell that?
Compare the style of writing in this text to.... What do you notice?
Can you explain how these texts are similar / different?
Why do you think the author set the text in...? How does it affect...?

Vocabulary

As there is no set guidance for the breadth of vocabulary required, it is crucial that children have a wide and varied range of words which they can draw on for their writing and understanding. Regular reading and discussion of new words encountered will support this as will using a thesaurus and a dictionary to look up new meanings.

Spelling

By the end of Year 6, children are expected to be able to spell a number of words. Below is a table showing the spellings to be learnt for each term.

| Autumn Term | | Spring Term | |
|-----------------------|---------------|-----------------------|------------|
| Words to learn | persuade | Words to learn | correspond |
| curiosity | physical | accommodate | criticise |
| definite | profession | accompany | disastrous |
| desperate | programme | aggressive | embarrass |
| especially | pronunciation | amateur | exaggerate |

| | | | |
|--|--|---|---|
| frequently harass immediate(ly) marvellous neighbour opportunity | recognise sacrifice secretary shoulder signature | appreciate cemetery committee communicate community competition | guarantee mischievous prejudice privilege recommend |
| Spelling rules Spell common words which feature hyphens Spell words with the prefix tele- Spell words with the prefix circum- Spell and use common homophones | | Spellings rules Spell ie and ei words Spell words containing the letter string ough Spell words with silent letters Spell and use homophones which end in -se and -ce e.g. practice and practise | |

During the summer term we will revise rules already taught.

Ways in which you can help include: ensure any words copied are spelt correctly, regular practise of the words to learn, encourage children to think of the root word when spelling unfamiliar words, look for words within words and to use a dictionary to check spellings.

Maths

Fluency of maths skills and facts will help your child. Ways in which to support this at home are:

Regular practise of times tables (up to 12x12)

Regular practise of number bonds with one and two decimal places to 1

Regular practise of number bonds to 1,000,000

Use of online games and activities to develop speed and accuracy

Playing games which involve dealing with money or numbers

Practise telling the time and solve time interval questions

Reading of timetables

Many of these skills can be revised through short games.

As you are aware, there is significant terminology for the children to get to grips with. If you would like clarification with any of this, please do not hesitate to ask me for further information as to how it is being taught.

Thank you for your continued support.

Mrs Starbuck