

ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY
AND PRE-SCHOOL



St Michaels and All Angels Curriculum Evening 2023

Welcome to Year 6!

Mr. Barker

School Values



Behaviour Principles Written Statement

Our emphasis is on people within the school community taking responsibility for their actions, encouraging good choice-making through establishing high expectations, a focus on learning, as well as acknowledging and understanding actions have consequences whilst recognising and celebrating positive choices. Our policies are deeply rooted in a Restorative Approach.



What are the expectations in year 6 and what do we learn?

Year 6 objectives: Reading

WORD READING

Apply phonic knowledge and skills to read unfamiliar words.

Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

COMPREHENSION

Maintain positive attitudes to reading and understanding of what they read

Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Read books that are structured in different ways.

Read for a range of purposes.

Become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Recommend books that they have read to their peers, giving reasons for their choices.

Identify and discuss themes in a range of writing and across longer texts.

Identify and discuss the conventions of different text types.

Make comparisons within and across books.

Learn a range of poetry by heart. For example, narrative verse, sonnet.

Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Understand books read independently

Check that the book is meaningful and discuss what has been understood.

Use meaning-making strategies to explore the meaning of unfamiliar words and figurative and idiomatic language in context.

Ask questions to extend understanding.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.

Predict what might happen from details stated and implied from across a text.

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Identify and explain the effect of the context on a text. For example, historical, geographical.

Identify and explain how language, structure and presentation contribute to the meaning of a text.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Identify and comment on writer's choice of language.

Identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension.

Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Express a personal point of view about a text, giving reasons linked to evidence from texts..

Raise queries about texts.

Make connections between other similar texts, prior knowledge and experience and explain the links.

Compare different versions of texts and explain the differences and similarities.

Listen to others' ideas and opinions about a text.

Build on others' ideas and opinions about a text in discussion.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Explain the main purpose of a text and summarise it.

Present and explain the author's viewpoint in a text.

Present a personal point of view based on what has been read.

Present a counter-argument in response to others' points of view.

Provide reasoned justifications for their views.

Explain a personal point of view, giving reasons and evidence from text.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction. collate

Find relevant information and evidence from a range of texts.

Record, collate and organise information or evidence appropriately.

Year 6 Objectives: Writing

TRANSCRIPTION

Know how to:

Convert verbs into nouns by adding suffixes. For example, tion, ure.

Distinguish between homophones and other words which are often confused.

Spell identified commonly misspelt words from Year 5 and 6 word list.

Understand that the spelling of some words needs to be learnt specifically.

Use dictionaries to check the spelling and meaning of words

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus.

Use a range of spelling strategies.

Handwriting

Write legibly fluently and with increasing speed

Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.

Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

COMPOSITION

Plan writing.

Identify the audience for and purpose of the writing.

Select the appropriate form and register for the audience and purpose of the writing.

Note and develop initial ideas.

Use knowledge of the writer's craft from their reading.

Use knowledge from research.

Draft and write

Use the appropriate grammar and vocabulary for the audience and purpose.

Understand how grammar and vocabulary choices can change and enhance meaning to impact on the reader.

In narratives, integrate description of settings, characters and atmosphere and dialogue to convey character and advance the action.

Précis longer passages, conveying key information.

Use a wide range of devices to build cohesion within and across paragraphs.

Use organisational and presentational devices to structure text and to guide the reader. For example - headings, bullet points, underlining

Evaluate and edit

Assess the effectiveness of their own and others' writing.

Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensure the consistent and correct use of tense throughout a piece of writing.

Ensure correct subject and verb agreement when using singular and plural.

Distinguish between the language of speech and writing.

Distinguish between the correct subject and verb agreement when using singular and plural.

Distinguish between the language of speech and writing and choose the appropriate register.

Proof-read for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

VOCABULARY, PUNCTUATION AND GRAMMAR

Develop understanding of grammatical features

Recognise the difference between vocabulary and structures that are appropriate for formal and informal speech and writing, including subjunctive

Use the subjunctive where appropriate in formal writing and speech. For example - *If I were to insist, It is essential that he be available.*

Use passive verbs to affect the presentation of information in a sentence.

Use expanded noun phrases to convey complicated information concisely.

Indicate grammatical features with punctuation

Use hyphens to avoid ambiguity.

Use semi-colons, colons or dashes to mark boundaries between main clauses.

Use a colon to introduce a list.

Punctuate bullet points consistently.

Use the terminology:

Active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points ellipsis

Understand the terminology.

Use the terminology to talk about own writing.

Spelling non - negotiables	Example Words
Adding suffixes beginning with vowel letters to words ending in -fer	referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	observant, observance, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, hesitancy (hesit <u>a</u> tion), tolerant, tolerance (toler <u>a</u> tion) substance (subst <u>a</u> ntial) innocent, innocence, decent, decency frequent, frequency confident, confidence (confid <u>e</u> ntial) assistant, assistance, obedient, obedience, independent, independence
Endings which sound like /ʃəs/ spelt -cious or -tious	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	official, special, artificial, partial, confidential, essential
Homophones and other words that are often confused	advice/advise, device/devise, licence/license practice/practise, prophecy/prophesy farther/further/father principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)/principle: basic truth or belief profit: money that is made in selling things/prophet: someone who foretells the future stationary: not moving/stationery: paper, envelopes wary: cautious/weary: tired .

Maths

'Must Dos' by the end of Year 6

Number

- Read, write and order numbers to 10,000,000
- Round any number to any degree of accuracy
- Add and subtract negative numbers
- Multiply a 4-digit number by a 2-digit number
- Divide a 4-digit number by a 2-digit number, expressing remainder as a fraction, decimal fraction or by rounding to whole numbers
- Mental Agility: Calculations involving large numbers
- Mental Agility: Calculations involving two operations
- Use estimation to check answers
- Carry out problem solving calculations involving all 4 operations
- Add and subtract mixed numbers with fractions of different denominations

Number

- Fractions: Multiply simple fractions, writing answers in their simplest forms
- Divide proper fractions by whole numbers
- Identify value of each digit in a 3 decimal place number
- Multiply decimal fraction with 3 decimal places by 10, 100 and 1000
- Multiply and divide a number with 2 decimal places by 1-digit and 2-digit numbers
- Percentages: Use percentages for comparisons
- Calculate percentage of whole numbers
- Recall and use equivalences between fractions, decimal fractions and percentages
- Ratio: Use ratio to show relative sizes of 2 quantities
- Algebra: Solve linear missing numbers
- Continue a linear number sequence involving positive and negative numbers

Shape and Measures

- Compare and classify geometrical shapes based on properties and size
- Find unknown angles in a triangle, quadrilateral and regular polygon
- Illustrate and name parts of a circle, including radius, diameter and circumference
- Recognise, describe and build 3D shapes
- Create a cuboid from a net
- Describe properties of 3D shapes and identify parallel planes and symmetry
- Estimate size of angles
- Describe position on the full coordinate grid
- Draw, translate and reflect shapes
- Read, write and convert between standard units

Shape and Measures

- Calculate area of parallelograms and triangles
- Data: Draw, read and interpret graphs
- Use and interpret mean as an average

Assessment

- External assessment – Reading, Grammar, Maths
- Teacher assessment – Writing

- Working towards
- Expected standard
- Greater depth

- SATs – Monday 13th May to Thursday 16th May
- Writing deadline – End of June

- SATs meeting and Inglebrough Hall meeting - TBC

Recommendations

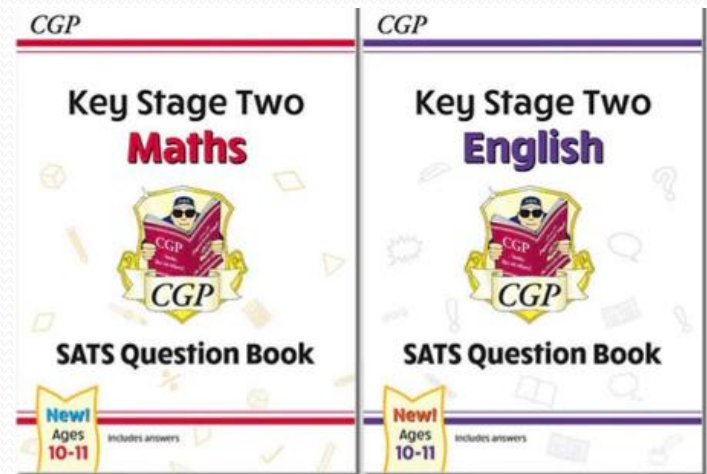
Previous SATS papers

CPG Revision Books

TT Rockstars

Spelling Shed

Reading regularly






Communication

- If you have any questions please feel free to stay behind.
- Alternatively, you can call the school office to arrange a time to speak.

The **MORE** that you **READ**,
 the more **THINGS** you will **KNOW**.
 The **MORE** you **LEARN**,
 the more **PLACES** you'll **GO!**
 ~ Dr. Seuss

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Oney and Ferman, 1992.)

WANT TO BE A BETTER READER? SIMPLY READ.