

A Booklet for Year Six Parents

End of Year Expectations- Social and English



These are the things our Year Six children are expected to show at all times throughout the year.

SOCIAL

- To act as role models for all children in the school.
- To be confident at taking risks, and understand that you learn through your mistakes
- To always respect other people's opinions, even if they are different from their own.
- To individually take responsibility for a task within a group.
- To appreciate the learning styles of others.
- To take responsibility for their own learning
- To be able to work effectively in a team.
- To always understand and respect others' personal boundaries.

ENGLISH

These illustrate what most children are expected to achieve by the end of Year 6. However, some children may need consolidation of earlier objectives, or structured support to help them achieve aspects of these, therefore greater focus will be given here. Some children will have exceeded these targets, and will be working to more challenging objectives, deepening their understanding and application skills.

Speaking and Listening

- Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit
- Shape talk in deliberate ways for clarity and effect to engage the listener
- Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose and context
- Recognise significant details and implicit meanings, developing the speaker's ideas in different ways
- Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions
- Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios
- Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations

Writing

- To be able to use a variety of lengths with sentences for good effect.
- To be able to use a wide range of connectives like although, on the other hand, meanwhile to show the link between ideas
- To be able to change the order of words in sentences for good effect
- To be able to use a full range of punctuation including speech.
- To ensure both grammar and punctuation are used accurately including commas to mark clauses. Sometimes ambitious structures are attempted.
- To be able to structure writing clearly and organise it into paragraphs.
- To be able to structure writing throughout e.g. closings refer to openings.
- To make clear links between paragraphs.

To ensure paragraphs have clear structure and support the main purpose.
To be able to use a range of things to link sections e.g. pronouns, connectives, references back to text.
To be able to show clear links between paragraphs throughout writing.
To ensure writing is relevant to the task and ideas are developed with imaginative detail.
To ensure ideas are developed in detail and are appropriate for the task.
To ensure their point of view stays the same throughout their work with some elaboration e.g. development of individual voice or characterisation.
To ensure the purpose of their writing is clear throughout their work.
To show they have used the features of a text type.
To ensure the way they write shows the suitable style and is established to maintain the readers' throughout.
To be able to carefully choose wow words for effect.
To be able to use lots of different words that fit the topic of their writing.
To be able to make a very good attempt to spell words that they are not sure how to spell.

Reading

Apply their growing numbers of root words, prefixes and suffixes to understand new words
Read an increasing range of text
Discuss how authors use figurative language
Distinguish between fact and opinion
To know a range of poetry by heart.
Participate in conversations about books they have read
Explain and discuss their understanding about what they have read
Ask questions about what they have read
Provide reasoned justification for their views

Tips and ideas for Supporting English at home. For more ideas please see our English section on the school website <http://www.saltford.bathnes.sch.uk/curriculum>

Speaking and Listening

Discuss their day with them when you see them after school

Try to have a family meal together as often as possible

Encourage your child to talk about their views and interests with others, include what is going on in the news into your discussions (the BBC Newsround site is an excellent stimulus) and have simple debates about what you find.

Ask them about their homework and get involved with it

Switch off television and laptops well before bedtime: chat or read a bedtime story together instead

Play family games together, like Charades, Chinese Whispers and Articulate

Read books and poetry aloud together

Re-tell familiar stories and have fun making up your own

Writing

Play word-building games to develop descriptive vocabulary such as Boggle, Scrabble, Bananagrams.

Encourage your child to create their own comic strip. What style should they use to tell your story? Should it be a cartoon style with script underneath or in speech bubbles? Should the stories be in plain writing with some illustrations around the edges?

Read books to, and with, them that are at a higher level than their own reading to expose them to ambitious vocabulary and complex sentence structure.

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as ‘went’ and ‘said’ can often be replaced by more specific words that give a sense of the action, such as ‘raced’ or ‘yelled’.

Suggest three unrelated things—for example, a train, a princess, and a basketball—and encourage your child to write a story that includes all of them.

Let your child see you being a model writer but also let them see that you are not perfect! Checking, making changes and editing what you write are a natural part of writing

Encourage children to make up their own riddles to which you have to guess the answer. It doesn’t have to be complex – just simple ones, such as “What is blue and over your head?” (answer being the sky) will serve to stretch their imaginations.

You could encourage children to make up a ‘Horrid History’ or ‘Horrid Science’ style story of their own.

As with early writers be aware of occasions when children can be involved in writing – shopping lists, cards, phone messages, notes to friends, invitations to family occasions, emailing friends, blogging, texting (be aware of e-safety).

Help your child write a letter to their favourite author or celebrity. Details can be found on the internet.

Provide your child with a comfortable place to work and exciting writing materials. A dictionary or spell check on a computer would also be useful.

Spellings

Produce a crossword puzzle together using the words on a spelling list (you will need a blank grid and dictionary for this).

When your child has learned their spelling words and is confident they know them, write them down in a muddled fashion and then set your child the challenge of unmuddling them e.g. onhisaf = fashion.

Make a word search using the spelling words and ask your child to do the same. When you have both finished making your word searches, swap them over and see if you can find the hidden words.

Let your child use Scrabble tiles to spell the words. Then ask them to add up the score for each word. Which word is worth the most points? The least? Bananagrams and Scrabble are great for practising spelling.

Challenge your child to find all their words in the dictionary. You might like to set them a time limit or have a race between you as to who can find each word the fastest.

Get children to use their spelling words to form the 'skeleton' on which they create a short story, such as; Once upon a time in a gloomy castle there lived a beautiful princess etc, etc.

Play Word ladders- see below (plenty of online games available too)

A word ladder is a sequence of words formed by changing just one letter each time from the previous word. eg CAT - COT - DOT - DOG

Reading

Please see our comprehensive reading section on the school website:

<http://www.salford.bathnes.sch.uk/reading/>

Continue to get your child to read aloud sometimes and keep reading to them too.

Encourage your child to read stories, poetry, plays and all kinds of information texts. They also need to be able to choose the kinds of books that they enjoy.

Some children are more tuned into magazines, information texts of all kinds and comics. They need opportunities for this kind of reading at home. You might give your child a subscription to a magazine that reflects his/her interests (e.g. fanzine ones). There are also junior supplements in many newspapers.

Join the local library.

If they really like or dislike a book, encourage them to identify why. Is it the story line or the characters? Who is their favourite character in the book? Perhaps the story goes too slow or too quick for them?

Use recipes to cook together.

Research on the internet together. You could look at team websites, or find their favourite author or TV programme and find out more about them.

In reading, you might think about an encyclopaedia, book of records etc. Many children of this age like collecting facts and they are improving their reading at the same time. Joke books, verses and poetry books may also be appreciated – they can be dipped into at odd moments.

Recorded books are excellent, as they can let your child experience books that he/she couldn't manage on his/her own. They can also be borrowed from libraries.

Check your child really understands the book by asking them to relate the story to you.

Encourage reading to younger members of the family.

A good dictionary and thesaurus are useful to have to hand for doing homework or for browsing through.