



## Year 6 Homework Guide for Parents

Day	Year 6
Monday	Spellings
Tuesday	Bug Club
Wednesday	Mathletics
Thursday	Mental Maths
Friday	English-Long Write

### Spellings

Spellings are set out by the national spelling rules which are adopted by every school in the country. These aim to move children away from phonetic decoding, and towards an accurate way of spelling. Children will follow one spelling rule per week in their English lessons. The spellings then sent home on a Monday will reflect this rule. Please continue to practice these spellings **three** times, using the look, cover, check method.

### Bug Club

Every Tuesday, the children are expected to spend some time reading on Bug Club. The children have been allocated appropriate reading books by their class teacher, so that they can enjoy reading at home. These are then checked on a Wednesday morning to see which children are accessing Bug Club.

Please continue to support your child with their reading at home. If you are having any trouble getting on to your child's account, please speak to your child's class teacher. Their usernames and passwords can be found in their purple homework book. You can find Bug Club at

<https://www.activelearnprimary.co.uk/login?c=0>

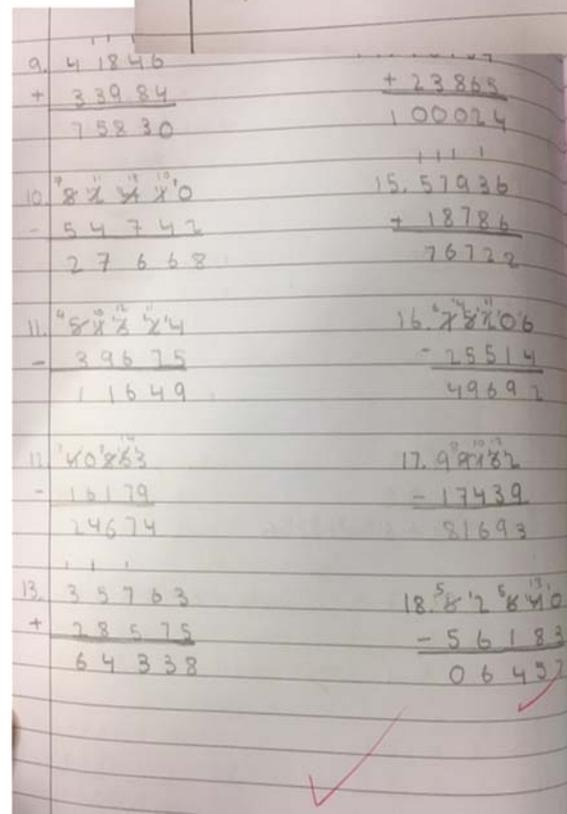
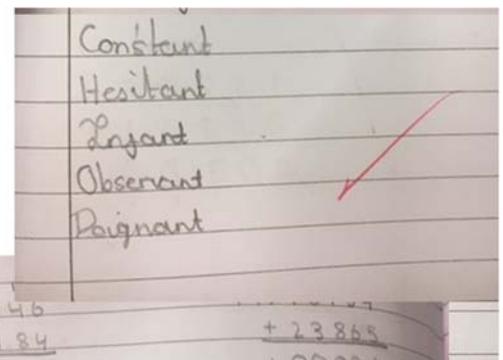
The school code is: lqh3

### Mathletics

We also use Mathletics as an online resource to help consolidate your child's learning in maths. Mathletics can be accessed online at <http://uk.mathletics.com/> or you can download their app on any tablet or mobile phone. Mathletics homework will be set by your child's class teacher on a weekly basis. Every child has been given their own individual login and password.

The learning that has been set either reflects the learning from the classroom that week, or is a key skill which a teacher has noticed needs consolidation.

### Mental Maths



Mental maths is hugely important for developing children's mathematical skills and their confidence in maths. On a Thursday, children are expected to spend some time on Times Table Rockstars to help with their mathematical fluency. There will be additional homework sent home for children who are unable to access Times Table Rockstars or for those who need further support with their learning.

You can find Times Table Rockstars at <https://trockstars.com> When selecting a school, you need to select:

**New City Primary School LONDON.**

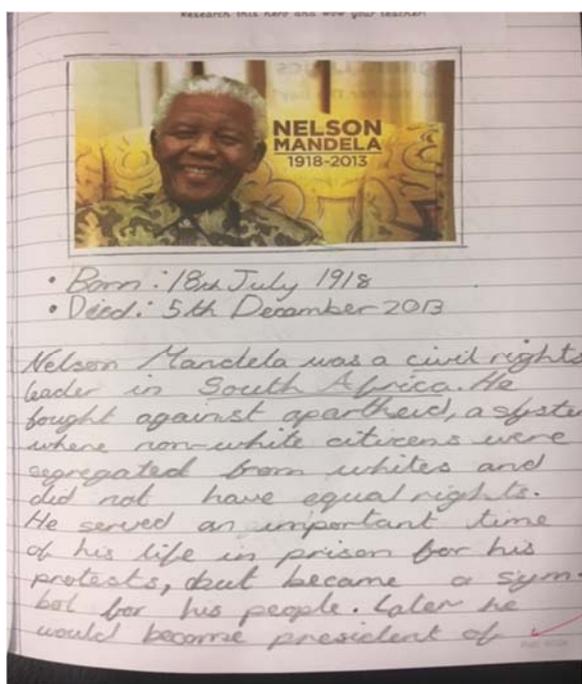
**Friday**

Friday's Long Write homework aims to give the children some additional practice with their stamina in writing, their handwriting and applying their grammatical skills. The work will be an extension of the learning in the classroom and is to be done independently.

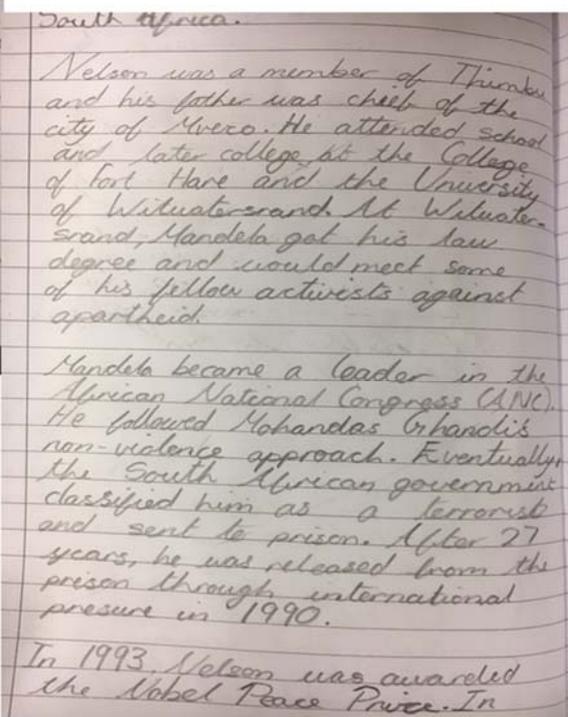
**Year 6 End of Year Expectations**

**Writing**

By the end of year 6, children should be able to consistently and independently:



- Use subordinate clauses to write complex sentences
- Use passive voice where appropriate
- Use expanded noun phrases to convey complicated information concisely, e.g. The fact that it was raining meant the end of sports day.
- Use a sentence structure and layout matched to requirements of text type
- Use semi-colon, colon or dash to mark the boundary between independent clauses



- Use a colon to introduce a list and semi colon within a list
- Use correct punctuation of bullet points
- Use hyphens to avoid ambiguity
- Use full range of within and across scene, action, mood or speed

punctuation matched to requirements of text type

- Use wide range of devices to build cohesion paragraphs
- Use paragraphs to signal change in time, person.
- Write legibly, fluently and with increasing

**An example of Year 6 writing:**

## Nelson Mandela's Biography.

Nelson Mandela is a world-famous and a really important historical figure of all time. We all have heard of the name Nelson Mandela, but what lies below in ~~relati~~ relation to his troublesome life is a bit a of a funny coincidence. Not only has he fought for his own personal rights: he has fought for every black person's right and reunited/segregated country with his own beliefs. Rolihlahla: Coincidence, or a preview of what was to come!

Spelling

By the

end of year 6, children should have learnt and applied the following spelling rules consistently and independently:

Rule	Examples
Endings which sound like /ʃəz/ 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
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	observant, observance, (observat <u>ion</u> ), expectant (expectat <u>ion</u> ), hesitant, hesitancy (hesitat <u>ion</u> ), tolerant, tolerance (tolerat <u>ion</u> ), substance (substant <u>ial</u> ) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid <u>ent</u> ial) assistant, assistance, obedient, obedie <u>nc</u> e, independent, independ <u>en</u> ce
Words ending in -able and -ible  Words ending in -ably and -ibly	adorable/adorably (adorat <u>ion</u> ), applicable/applicably (applicat <u>ion</u> ), considerable/considerably (considerat <u>ion</u> ), tolerable/tolerably (tolerat <u>ion</u> ) changeable, noticeable, forcible, legible  dependable, comfortable, understandable, reasonable, enjoyable, reliable  possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Adding suffixes beginning with vowel letters to words ending in -fer	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	advice/advise device/devise

<p>licence/license</p> <p>practice/practise</p> <p>prophecy/prophesy</p> <p>farther: further</p> <p>father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i></p> <p>guest: visitor</p> <p>heard: past tense of the verb <i>hear</i></p> <p>herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i></p> <p>lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon</p> <p>mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)</p> <p>passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before</p> <p>proceed: go on</p>
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This is the National Curriculum list of spellings for **years 5 and 6** that all children are expected to know by the **end of year 6**.

Your child will be taught the appropriate spelling rules and patterns for these words. They may also appear in spelling lists for homework, however please encourage and support your child in learning these words throughout the year.

Word list – years 5 and 6			
accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	

correspond	immediate(ly)	recommend	
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## Reading

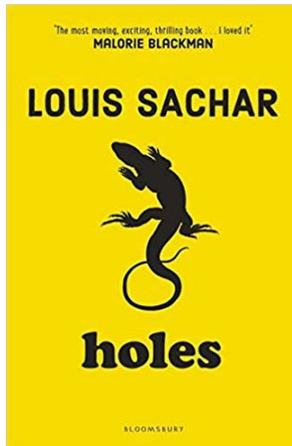
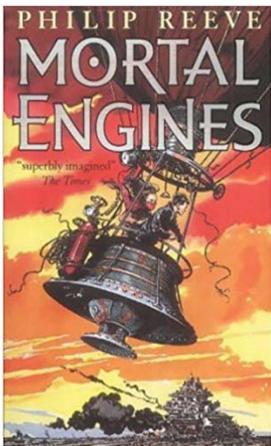
By the end of year6, children should be able to:

- Refer to text to support opinions and predictions
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact and opinion
- Appreciate how a set of sentences has been arranged to create maximum effect
- Recognise:
  - complex sentences with more than one subordinate clause
  - phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects
- Skim and scan to aide note-taking.

New City Primary School adopt a shared reading session. Every term, the children read a text together, involve themselves in class discussions and answer simple and complex questions.

**The books read in Year 6 are:**

- **Mortal Engines**
- **Holes**
- **Wonder**



## Maths

By the end of year 6, children should be able to consistently, independently and using a range of methods:

- Use negative numbers in context and calculate intervals across zero
- Compare and order numbers up to 10,000,000
- Identify common factors, common multiples and prime numbers

- Round any whole number to a required degree of accuracy
- Identify the value of each digit to 3 decimal places
- Use knowledge of order of operations to carry out calculations involving four operations
- Multiply: 4-digit by 2-digit
- Divide: 4-digit by 2-digit
- Add and subtract fractions with different denominators and mixed numbers
- Multiply simple pairs of proper fractions, writing the answer in the simplest form
- Divide proper fractions by whole numbers
- Calculate % of whole number.

<b>Expectations for times tables for each year group:</b>	
Year 1	Count in multiples of 2,5 and 10. Recall and use doubles of all numbers to 10 and corresponding halves.
Year 2	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Year 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Year 4	Recall multiplication and division facts for multiplication tables up to $12 \times 12$ .
Year 5	Revision of all times tables and division facts up to $12 \times 12$ .
Year 6	Revision of all times tables and division facts up to $12 \times 12$ .

### **Year 6 Revision**

In preparation for end of KS2 SATs, homework will play a big part of the revision process.

Homework will continue to be set daily, however the children may deviate from the above cycle slightly with supplementary practice papers or targeted areas of focus to further support reading, writing, grammar and mathematics.

Children will receive CGP revision booklets during the course of the year. Their class teachers will guide and direct the children as to which aspects to work through in order to further support their learning.

### **Marking of Homework**

Please note that as homework is completed at home teachers do not have the opportunity to mark the work whilst it is being completed, question the child during completion as occurs in the classroom. Homework is therefore acknowledge marked and completion noted in a homework register. If a child has struggled to complete homework they are encouraged to speak with their teacher. If a child continues not to complete homework a letter will be sent home.