



## Year 6 Homework Guide for Parents

<u>Day</u>	<u>Year 6</u>
Monday	Reading & Spellings
Tuesday	Bug Club & Grammar Task
Wednesday	Reading & Mathematics
Thursday	Reading & Mental Maths
Friday/Weekend	Reading & Long write

**Year 6 is a critical year in preparing your child for secondary school. Being able to manage homework and complete tasks to a deadline is an important part stage of their development.**

**We take the completion of homework in year 6 seriously and will support all children in this transition to key stage 3.**

### 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.

### Reading

New City believes that reading for pleasure is critical for your child. Studies have repeatedly shown the significance of reading in supporting children to become confident, well-rounded and aspirational learners. **It is critical that every child reads every day.** Pupils at New City are expected to read for a minimum of 10 minutes per day and evidence this by recording what they have read in a reading journal. In years 5 and 6, reading can be done with an adult or independently. We encourage all parents to engage children in conversations about what they are reading to help foster a love for reading that develops as the child grows. Reading journals should be brought into school each day to be checked by the class teacher. Pupils are given the opportunity to choose books for home reading from a selection in their classroom and from the school library. They are able to choose from a variety of fiction and non-fiction texts and class teachers will support pupils to make appropriate choices if they are struggling to find material they enjoy. Books from school are signed out by the pupil. Once a book has been read, this can be swapped for a new one.

### Spellings

Spellings are set out by the national curriculum 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 at home. Children may need to use a dictionary to find the meaning of a word if it is new or unfamiliar. Using spelling words in full sentences is an important way of learning the word in addition to the 'look, cover, write, 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 enjoy reading at home. These are then checked on a Wednesday morning to see which children are accessing Bug Club. If a child is not able to access Bug Club, this must be discussed with the class teacher. Reading on Bug Club is designed to support and compliment the reading for please texts that pupils read every day.

Username and passwords for Bug Club can be found in purple homework books. You can find Bug Club at <https://www.activelearnprimary.co.uk/login?c=0>

The school code is: lqh3

### **Grammar**

Grammar tasks are also set on a Tuesday for pupils to complete in their purple homework books. This task is aligned with the grammar topic that pupils are studying in school that week. Completing this task is critical in supporting children to learn and be able to apply specific grammar rules and features. Grammar tasks are normally handed out at the end of the school day on a piece of paper that can be slipped or stuck into the homework book.



### **Mathletics**

We use Mathletics as an online resource to help consolidate your child's learning in mathematics. 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 which can be found in the front cover of the purple homework book. The learning that has been set on Mathletics will either link directly to the topic being considered in class or will be an area that the class teacher has identified as requiring consolidation.



### **Mental Maths**

Mental maths is hugely important for developing children's mathematical skills and confidence. 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

### **Long Write**

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. The more that pupils read, the more rewarding they find creative writing. It is critical that home reading also continues over the weekend when the long write is set; reading should take place every day of the week.

## 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 punctuation matched to requirements of text type
- Use wide range of devices to build cohesion within and across paragraphs
- Use paragraphs to signal change in time, scene, action, mood or person.
- Write legibly, fluently and with increasing speed

### Spellings

In Year 5, the children will revise previous spelling work taught in years 3 and 4. They will also be introduced to the new spelling rules below so that 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 /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
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in –able and –ible  Words ending in –ably and –ibly	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) 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	<p>advice/advise device/devise/licence/license practice/practise prophecy/prophecy</p> <p>farther: further father: a male parent</p> <p>guessed: past tense of the verb guess guest: visitor</p> <p>heard: past tense of the verb hear herd: a group of animals</p> <p>led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) 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. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb ‘pass’ (e.g. I passed him in the road)</p> <p>precede: go in front of or before proceed: go on</p>

Below is the National Curriculum word 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	

### Reading

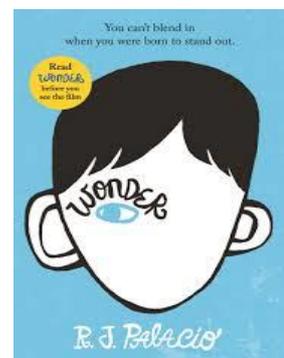
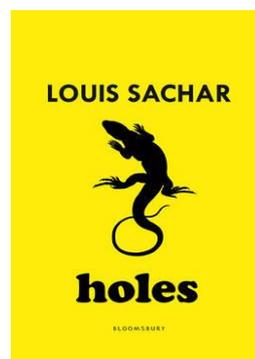
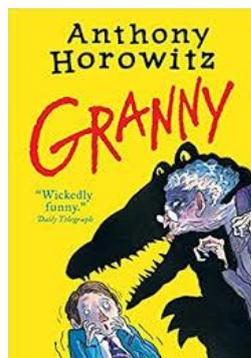
By the end of year 6, children should be able to:

- 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 texts have been selected to engage and challenge pupils.

The books read in Year 6 include:

- Granny
- 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 $12 \times 12$ .

### **Marking of Homework**

As homework is completed at home, teachers do not have the opportunity to offer children 'in the moment' feedback as would happen in the classroom. Homework is therefore acknowledge marked in a homework register in school. Marking in homework books themselves is minimal. If a child has struggled to complete a homework-task they are encouraged to speak with the class teacher. If a child continues to not complete homework, a letter will be sent home and arrangements made to discuss this with parents. Completing homework is a critical part of your child's progress.