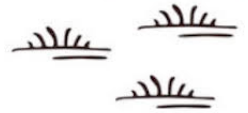


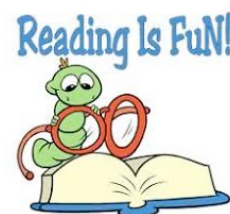


Gorringe Park
Primary School



HOME LEARNING

YEAR 6



Reading

- Read to and with your child every day.
- Encourage your child to read a range of texts such as newspapers, comics, poetry and non-fiction.
- Discuss your child's reading choices with them.
- Use the pictures as well; there is often an additional story in them.
- Allow plenty of time for discussion before you turn over a page
- Join the local library or join an on-line library so that your child has access to an even wider range of books.
- Praise your child's efforts and encourage them to take an interest in reading in their free time.
- Let your child read the story to you afterwards, even if this is reciting by heart, or making the story up from the pictures.
- Memorising is not cheating. Make reading fun!

Here is a list of questions that you can ask your child when reading at home:

Find an unfamiliar technical word. Think about how it is used in this sentence. What do you think it means?

How does the front cover show that this book is one in a series?

Have you been in a similar situation to the character in this book?

Who would you like to meet in the story? Why?

What is the theme of this book? How does the author create a sense of loss/heroism etc.?

Why does the author use the first person in this diary/autobiography?

Where/when, is this story/poem set? Does this make a difference to how we read it?

Which do you prefer; texts set in historical times or in modern times? Why?

Can you make a list of features in this text type? Does the author use these features in the way you would expect?

Have you read any other stories, which handle time in this way e.g. flashbacks, dreams?

Who is this book aimed at? Do you think it is successful for this audience?

What made you choose this book?

Whom would you recommend this book to? Why?

Can you find examples of simile/metaphor/alliteration/personification in this poem?

Which words or phrases particularly stick in your mind? Why?

What do you think is going to happen to the main character and how will they feel about this?

What makes you think this?

Why did (a character) behave in this way? Knowing what you know now, what do you think they were hoping to achieve? Use of language?

How does the title engage the reader?

Give examples of words chosen by the author to describe (a character)? Are they effective?

Can you list words and phrases which show you how the speaker is feeling?

Can you find a descriptive phrase and consider the effect it has on the reader? Which words create this effect?

What does... mean? Could you use a more emotive word? What about a less emotive word?

Do the events happen in time order? If not, why not?
 Retrieve and present information from non-fiction
 What specific information do you need to retrieve from this text?

Book Recommendations

We endeavour to foster a love of reading. We therefore encourage children to read for enjoyment and pleasure. Here is a list of books which are suitable for Year 6 that will help to develop a love of reading.



Carrie's War	Nina Bawden
When Hitler Stole Pink Rabbit	Judith Kerr
Forgotten Voices of the Second World War	Max Arthur
The Diamond of Drury Lane	Julia Golding
Framed	Frank Cottrell Boyce
Homecoming	Cynthia Voigt
Noughts and Crosses	Malorie Blackman
Knife Edge	Malorie Blackman
Private Peaceful	Michael Morpurgo
The Secret Diary of Adrian Mole Aged 13 $\frac{3}{4}$	Sue Townsend
Treasure Island	Robert Louis Stevenson
Mortal Engines	Philip Reeve
Clockwork	Philip Pullman
Dragon Keeper	Carole Wilkinson
The Curious Incident of the Dog in the Night-Time	Mark Haddon
Peter Pan	J M Barrie
Wizard of Oz	F Baum
Robinson Crusoe	Daniel Defoe
Oliver Twist	Charles Dickens
Jungle Book	Rudyard Kipling
The Railway Children	E Nesbit
The Borrowers	M Norton
The Adventures of Huckleberry Finn	Mark Twain
Alex Rider series	Anthony Horowitz
My Story series	Various authors
Anne Frank: The Diary of a Young Girl	Ed. Otto H Frank
Boy Overboard	Morris Gleitzman
Sabriel	Garth Nix

Handwriting



Ideas to support handwriting:

Fine motor skills allow children to grip a pen and write a sentence. Strengthening exercises for fine motor skills can be a fun training session. Activities such as playing with small building blocks, catching and throwing a tennis ball, using fingers to march up and down an object, or pull beads or shells onto a string to make a necklace help children strengthen and fine tune their motor skills.

Play a spy game (with a difference)

Ask your child to imagine they are writing a secret message to a friend. A safe message is only delivered when they do not look at what they are writing. If they look then the secret is revealed. They must also be able to read what they have written afterwards.

Make sure to use lined paper so children can see their letter formation clearly.

Patterns of movement:

Try including the following patterns of movement:

- Working from left to right.
- Working from top to bottom.
- Anti-clockwise circles.
- Clockwise circles.
- Diagonal lines in both directions.
- Curved lines.
- Zig-zag lines.

During activities try to:

- List and explain orientations of up/down, over/under, besides/above/below.
- Work from left to right.
- Work on vertical surfaces so the child understands up/down.
- Work from large to small, big to little.
- Learn to trace around circles in an anti-clockwise direction.
- Provide constant reinforcement to ensure good sensory feedback through touch, smell, sight and sound.
- Encourage child to talk through and describe the movement patterns of an activity or letter formation e.g. for letter h, “start at the top, go down to the bottom, back up, half way over and back down

We use Nelson Handwriting script in school and practise our handwriting daily.



Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

1 2 3 4 5 6 7 8 9 0

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined **from**) are:

b g j p q x y z s

Writing



Ideas to encourage a love of writing:

- Here are some suggestions of ways you can help your child at home:
- Help your child write a letter to their favourite author. Correspondence can often be sent to an author's publisher (whose details can be obtained on the internet) who will pass it on.
- When you go on holiday, encourage children to write postcards to friends or relatives. They could record things that you do in a holiday diary which they can share with friends or relatives when they get home.
- After making a cake or doing a craft activity, challenge children to write the recipe or instructions for someone else to use.
- Write an information page or booklet about something they find interesting e.g. spiders, Dr Who, dinosaurs, cats, etc. Draw a picture and label it or write a caption to go with it.
- Encourage your child to learn weekly spellings and phonic group spellings. Write the spellings in sentences with accurate punctuation and practise high frequency words and handwriting.
- Provide your child with a comfortable place to work and exciting writing materials. A dictionary and thesaurus would also be useful.
- Talk through their ideas with them before they start to write, for example, prompt them to think about how they intend to tackle a subject.
- Help them to reflect on their writing, particularly the effect they hoped to have on the reader. For example, is the reader sufficiently prepared for the ending? Have they introduced all the characters?
- Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.

Grammar

Ideas to support how to use grammar within writing:

Read! Read! Read!

Choose a quality text to share. Discuss the type of language being used and how it works within a sentence. Talk about the dialogue being used. Take parts ... reading it like a play – getting into character, mood etc.

Crazy Clauses

You need to put together a collection of about ten completely unconnected nouns – custard, hippo, sausage, Skegness, pimple, pencil, sunflower, photocopier, firework, slug.

Tell them that they are going to write a sentence that is going to begin with either... although, because of, after, instead of, or despite of.

At random give them two of the nouns.

Now write your sentence, make sure that it is correctly punctuated and that it makes sense...

Although the custard was hot and sweet, the hippo still managed to take a bath in it

or...

Despite of eating a large slug for breakfast, the man cycled to Skegness.

Warning!

Lots of people who should know better stick in an apostrophe every whenever they see the letter s at the end of a word. That's wrong! You can see examples of this all over your local High Street. Please help us stamp out wrong apostrophes!

Contractions...

Read this with a parent and use an apostrophe to leave out a letter or letter where you can in some of the words.

If you do not understand something, it is always best to ask for help. What would you do if you broke a finger? You would go to the doctor. He would treat the finger. He would give you good advice. If you did not listen to the doctor, you would be very silly. It is the same in school. We are here to learn things. So when we do not understand something, we should ask for help. That makes sense, does it not?

Warning!

Some children are so thrilled by semi-colons that they splatter them all over their writing. Do not do this. Use only two or three in any piece of writing. If you use too many, it just looks silly – and you'll probably get them wrong.

Key Words: ... subject, object, active, passive, synonym, antonym,



Spellings

Help with spelling homework

- Draw their attention to any patterns or groups of letters in the words, making links to the phonics they've been taught:

'which letters are making the 'ay' sound here? Yes, it's the 'ai', just like in 'gain' and 'Spain'. That's different to the 'ay' sound in 'play', isn't it?'

- Use over-pronunciation. So for Wednesday, encourage children to say Wed-nes-day as they write.
- There are lots of words which feature sounds that aren't always pronounced clearly (such as words ending in -ed), and over-emphasising these while spelling them out can help fix the spelling in your child's memory.
- Ask your child to write down the words that they need to remember how to spell. The physical act of writing the words by hand helps to anchor the spelling in children's memories and encourages them to think about the letters that represent the sounds in the word. Typing the words into a PC or tablet isn't as effective.
- Focus your child's attention on the tricky bits in a word by asking them to highlight them. For example, show them that said has 'ai' in the middle and ask them to write the word, and then highlight or underline this part to help them remember.

Encourage your child to 'have a go'

Making a first attempt is good for confidence, and it can reinforce spelling patterns and help identify any problem areas. Making mistakes is a natural part of learning, and if your child is comfortable knowing that they're not going to get spellings right 100% of the time, then they will be more likely to try out more adventurous words.

Play 'hidden words'

You can prepare this game yourself. Write the words on your child's spelling list, hidden in a series of letters. Now that they are hidden, ask your child to find them.

For example:

sfhplayknc – play

qrubitpdh – bit

nvzbikejfa – bike

Challenge your child to write a silly sentence, including as many of the words on their spelling list as possible.

For example, your child may have to learn 'room took hoop foot book'. They could make up a silly sentence such as 'The boy took his book across the room but got his foot caught in a hoop'.



At the end of Years 5 and 6 children should be able to accurately spell:

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