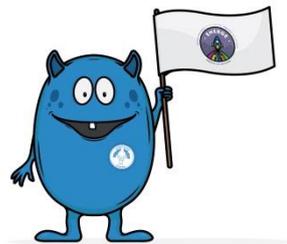


Mithian Primary School



Year 5 and 6
Parent Curriculum
Information Booklet



Welcome to Year 5 and 6 (Class 1)

Year 6 is an exciting year of your child's education. The children are on the verge of becoming young adults, developing their inquisitive minds ready to question and challenge the world around them. We aim to encourage them to become life-long learners who are prepared for their next stage of learning.

Year 6 is an action-packed time, with many opportunities for the children to immerse themselves in. We believe that by the end of their time at Mithian your child will have much to celebrate and reflect on, not just academically but personally too. The pace in which the children are required to learn and the challenging objectives make Year 6 a demanding time. In order for children to feel ready for life at secondary school it is essential that they leave us with key skills in core areas. If we can picture a successful Year 6 learner they have certain personal qualities that enable them to shine. Firstly, they have become self-reflective learners. They know their own strengths and celebrate these with pride. They have recognised how they learn best and play to their strengths across the curriculum. Yet, these children also know their areas for personal development, ask for help when needed, and recognise ways in which they can support themselves to make progress. Essentially, the most successful children show self-resilience, understanding that we learn from our mistakes, and they are driven by self-motivation.

In this booklet we aim to outline some of the core skills your child will be taught in English and Mathematics. We have included the objectives they are expected to meet and examples so you can support them. For reading, grammar and mathematics your child will complete a SATS test in May as part of their assessment. Writing will be assessed by teacher assessment. You can find the interim assessment framework at the end of key stage 2 here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738691/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2 WEBHO.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738691/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf)

Mr Faint and Mrs Palombo

Year 5/6 Reading

In upper Key Stage 2, your child will increasingly meet a wider range of texts and be encouraged to use their skills in a broader range of contexts. They should be taking greater responsibility for independent reading and research at home and for their homework. It is still really important for children to be reading at home on a regular basis. We will be developing their comprehension skills and their ability to comment critically on the author's style. As children's experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary writing.

At the end of Year 6, children will sit a reading test, which will be marked externally.

By the end of Year 6, your child should be able to...

1 Use knowledge of morphology and etymology to read aloud and understand new words
2 Make comparisons within and across books
3 Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
4 Identify and discuss themes and conventions across a wide range of writing
5 Discuss understanding of texts, including exploring meaning of words in context
6 Ask questions to improve understanding of texts
7 Summarise ideas drawn from more than one paragraphs, identifying key details
8 Predict future events from details stated and implied
9 Identify how language, structure and presentation contribute to meaning
10 Discuss how authors use language, including figurative language, to affect the reader
11 Make book recommendations, giving reasons for choices
12 Participate in discussions about books, building on and challenging ideas
13 Explain and discuss understanding of reading
14 Participate in formal presentations and debates about reading
15 Provide reasoned justifications for views

How you can help your child develop key reading skills?

By Year 6 your child may be a confident reader and be reading texts of greater length however you can still help them to develop their reading skills. Ensure they read aloud to you sometimes; talk to them about the books they are reading; ask questions about books they are reading; and encourage them to read a range of types of books. Maybe they could recommend a book to you! Make reading with you as enjoyable as possible. Remember you are a reading role model so let your child see you enjoying reading and remember to still relish opportunities to read to your child. Ensure your child is reading a range of texts, fiction, non-fiction, poetry, magazines and even the newspaper. Ensure your child is reading widely and frequently, outside as well as in school, for pleasure and information. Allow your child to read silently, and then discuss what they have read. When reading books with or to your child, ensure that they continue to pay attention to new vocabulary - both a word's meaning(s) and its correct pronunciation. Discuss the effectiveness of a word an author has used.

Book Bands and Reading Stages

Band	Colour
1	Pink
2	Red
3	Yellow
4	Blue
5	Green
6	Orange
7	Turquoise
8	Purple
9	Gold
10	White
11	Lime
12	Copper
13	Topaz
14	Ruby
15	Emerald
16*	Diamond
17*	Pearl

As a rough guide, children should be able to read at least 90% of the words on the page without any problem. They should also demonstrate good understanding of the text they read through comprehension questions.

*Options for 'free readers'. Once children become free readers they are free to read any books from the class library, school library or from home. These books will continue to be heard, monitored and discussed by teaching staff with the children to check they are accessing relevant, stimulating and a wide range of books. **Pupils must bring their book to Mr Faint or Mrs Palombo to check as being suitable before starting their book.**

Year 5/6 Writing

In upper Key Stage 2, your child will have opportunities to write in a wide range of styles and will be encouraged to use and apply their skills across the curriculum. We will develop and extend their understanding of grammar so that they can enhance the meaning of what they are writing and communicate their ideas accurately, using standard English. They will learn how to control and manipulate sentences to clarify meaning, and how to structure their writing and link their ideas together. Children will learn how to sustain a style of writing over more lengthy pieces of work.

At the end of Year 6, teachers will assess their ability to write across a range of forms and subjects. They will also sit an externally marked test to assess their spelling skills and grammatical understanding.

By the end of Year 6, your child should be able to...

1 Spell some words with silent letters
2 Recognise and use spellings for homophones and other often-confused words
3 Use a dictionary to check spelling and meaning
4 Identify the audience and purpose before writing, and adapt accordingly
5 Select appropriate grammar and vocabulary to change or enhance meaning
6 Develop setting, atmosphere and character, including through dialogue
7 Précis longer passages
8 Use a range of cohesive devices
9 Use advanced organisational and presentational devices
10 Use the correct tense consistently throughout a piece of writing
11 Ensure correct subject and verb agreement
12 Perform compositions using appropriate intonation, volume and movement
13 Use a thesaurus
14 Use expanded noun phrases to convey complicated information concisely
15 Use modal verbs or adverbs to indicate degrees of possibility
16 Use relative clauses
17 Convert nouns or adjectives into verbs
18 Use adverbials of time, place and number for cohesion
19 Recognise vocabulary and structures that are appropriate for formal use
20 Use passive verbs to affect the presentation of information
21 Use the perfect form of verbs to mark relationships of time and cause
22 Recognise difference in informal and formal language
23 Use grammatical connections and adverbials for cohesion
24 Use ellipsis
25 Use commas to clarify meaning or avoid ambiguity
26 Use brackets, dashes and commas to indicate parenthesis
27 Use hyphens to avoid ambiguity
28 Use semi-colons, colons and dashes between independent clauses
29 Use a colon to introduce a list
30 Make accurate and consistent use of bullet points

Spelling

Pupils will continue to have weekly spellings in Class 1 which are given on a Monday and tested the following Monday. They will also be on Seesaw for parents to see. Pupils practice their spellings at school through teaching and games but also need to practice at home as in Class 2 and 3. Pupils sit a 'Spelling Test' as part of their Spelling and Grammar SATS in May of Year 6. This consists of 20 words which are read aloud as part of sentences for pupils to spell.

The End of Key Stage Two Spelling List is...

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

Mathematics

In Upper Key Stage 2 pupils are expected to be able to confidently use the four operations (+ - \times \div) with whole numbers, decimals and fractions. They are expected to be able to calculate percentages and use BODMAS to determine the order in which they complete calculations. Pupils are also expected to be use their times tables and number fact knowledge fluently, for example using 4×3 to quickly calculate 0.4×3 .

There is a **30 minute, 40 mark Arithmetic SATs Paper** in May which schools have to administer as it is a **statutory** requirement. Pupils will have plenty of practice of this paper and will have already worked on improving their scores in Year 5 to give them a head start in Year 6. This is marked **externally**.

Pupils also have to sit **2 40 minute, 35 mark 'Reasoning' SATS Papers** in May which test their understanding and application of mathematics. Pupils will have already had lots of practice of these problems throughout previous years and will have focussed work on these papers during Spring Boosters. These are marked **externally**.

The national curriculum expectations for Year 6 are as follows:

1 Use negative numbers to calculate intervals across zero
2 Divide numbers using long division, interpreting the remainders as appropriate
3 Use order of operations to carry out calculations
4 Use common factors to simplify fractions
5 Compare and order fractions of any size
6 Add and subtract fractions with different denominators and mixed numbers
7 Multiply simple pairs of proper fractions
8 Divide proper fractions by whole numbers
9 Calculate decimal fraction equivalents for simple fractions
10 Multiply a number with up to two decimal places by whole numbers
11 Use written division with answers of up to two decimal places
12 Solve problems involving the calculation of percentages
13 Recall and use equivalences between fractions, decimals and percentages
14 Solve problems using ratio using multiplication and division facts
15 Solve problems involving similar shapes where the scale factor is known
16 Solve problems involving proportion, using knowledge of fractions and multiples
17 Use simple formulae
18 Generate and describe linear number sequences
19 Express missing number problems algebraically
20 Convert units of measure between smaller and larger units
21 Convert between miles and kilometres
22 Calculate the area of parallelograms and triangles
23 Calculate and compare volume of cubes and cuboids
24 Illustrate and name parts of a circle
25 Finding missing angles in triangles, quadrilaterals and regular polygons
26 Recognise vertically opposite angles and find missing angles
27 Describe positions on the full co-ordinate grid
28 Translate shapes on a co-ordinate grid and reflect in the axes
29 Construct and interpret pie charts
30 Calculate the mean as an average

Science

Year 6 Science

By the end of Year 6, your child should be able to...

1 Use test results to design further investigations
2 Using simple models to describe scientific ideas
3 Identifying scientific evidence that has been used to support or refute ideas or arguments.
4 Classify some plants, animals or micro-organisms, explaining the choices made
5 Explain the main parts and functions of the human circulatory system, including heart and blood vessels
6 Recognise that living things produce offspring which are not usually identical to their parents
7 Identify how adaptation of plants and animals over time may lead to evolution.
8 Explain that we see things which either give out or reflect light
9 Explain how the number of voltage of cells affects bulbs, buzzers or motors in a circuit
10 Use recognised symbols when representing a simple circuit in a diagram.

Assessment

Teacher assessment is on-going throughout the year and teachers assess pupils both informally in lessons, when checking pupil work (marking) and through testing with end of topic tests. In May of Year 6 pupils sit externally marked and set SATs papers in Reading, Mathematics and Spelling and Grammar. Pupils have to sit these under test conditions and they are externally marked. Once marked pupils receive a 'scaled score' which will determine whether they have 'met the national standard', 'not met the national standard' or 'exceeded the national standard.'

As these tests demonstrate pupils achievement on one day teachers also have informal transition meetings with Year 7 tutors early in the Summer Term to share everyday pupils in class. Mr Faint then makes recommendations to the Year 7 transition tutors as to how to set pupils according to their everyday performance.

Pupils have plenty of practice during 'Boosters' in the Spring Term to prepare for these tests.

Your pupil's end of term report has more detail on foundation subjects.

More information on scaled scores

Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. National curriculum tests are designed to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. For example, on our scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (i.e. the total number of correct responses) that equates to 100 might be different (though similar) each year.

If pupils score a scaled score of 100 or more they will be deemed as being sufficiently well-prepared for the next part of their education. Where pupils score below 100 they will need to catch up to make expected progress in KS3 and where pupils score 110 or more they are judged as working at a 'greater depth' level.

Here's an example:

David scores **27/50** on the 'Reading' SATs Paper 2019. The Department of Education releases the 'scaled scores conversion table' which shows 27/50 as equating to a scaled score of **101**. *This means David is judged to have 'met the national standard.'*

Megan scores **27/50** on the 'Reading SATs Paper' 2020. The Department of Education releases the 'scaled scores conversion table' which shows 27/50 this year as equating to a scaled score of **99**. *This means Megan is judged to have 'not met the national standard' and is therefore 'working towards the national standard.'*

Despite both pupils achieving the same 'raw score' pupils nationally must have found the 2020 test easier than the 2019 test and therefore the 'raw score to scaled score' conversion table was adjusted accordingly.

Keeping Children Safe

Internet Safety

Within school we have strict filters on our computers and network that help block inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules. We urge parents to keep a close eye on the internet usage that children access at home.

Information for Parents can be found : CEOP: www.ceop.gov.uk

Think U Know: www.thinkuknow.co.uk. Childnet international

<https://www.childnet.com/>

Safeguarding:

Our Senior Designated Person is Mrs Garbett.

Our Deputy Designated Person is Ms Young.

If you have any concerns about the welfare of any of the children within the school, please do speak with us.

