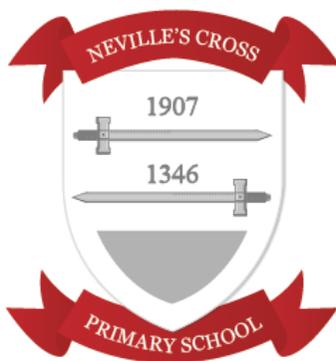


# Neville's Cross Primary School



## End of Year Expectations for Year 6 Pupils

This booklet provides information for parents and carers on the end of year expectations for Year 6 children. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly appreciated.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher. Thank you for your support ☺

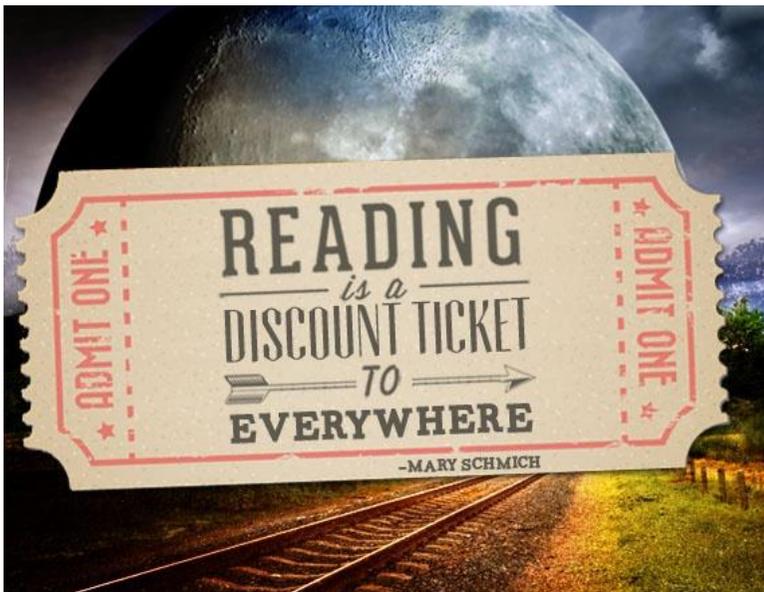
## Reading



- Refer to text to support opinions and predictions.
- Give a view about an author's 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 and vocabulary to create particular effects.
- Skim and scan to aide note-taking and research.
- Answer a range of comprehension questions linked to VIPERS with evidence taken from the text:
  - **V**ocabulary (Find a word in the text which suggests...)
  - **I**nference (How does the text suggest that X is feeling?)
  - **P**redict (What do you think will happen next?)
  - **E**xplain (How does this text link to other set of instructions?)
  - **R**etrieve (Who, What, When, Where questions)
  - **S**ummarise (Can you summarise the information in this paragraph/chapter in twenty words?)

## Ways you can help at home:

- Read as much as possible! Encourage your child to read widely, developing a knowledge of different genres of fiction.
- Read a breadth of non-fiction to enhance learning across the curriculum and to research questions.
- Log onto Fiction Express regularly for your child to read a range of texts and contribute to the direction of the story by engaging with the authors in a safe, age-appropriate way



## Writing

- Write for a range of different purposes and audiences, including stories, instructions, diaries, recounts, non-chronological reports, newspaper reports, persuasive adverts/letters, balanced arguments and discussion texts
- 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 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.

### **Ways you can help at home:**

- Encourage your child to write for different purposes at home, e.g. keep a diary, write a thank you letter, have a penpal, shopping lists etc.
- When your child is writing, encourage them to proof-read their work for spelling, grammar and punctuation errors

## Spelling

- Plurals, adding 's', 'es' and 'ies', e.g. cars, foxes, bushes, berries, fairies etc.
- Spelling words with silent letters, e.g. hymn, rhyme, receipt, vehicles, government, neighbour etc.
- Words with the letter string 'ough' and their different pronunciations, e.g. enough, tough, rough, bough, cough, bought etc.
- Words ending in 'able' and 'ably', e.g. comfortable, understandable, predictable, comfortably, understandably etc.
- Words ending in 'ible' and 'ibly' e.g. horrible, terrible, credible, visible, sensible and horribly, terribly, sensibly etc.
- Spell words with the use of the hyphen e.g. co-ordinate, co-operate etc.
- Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)
- Revise Words with the 'ee' sound spelt 'ei' after 'c' e.g. receive, ceiling etc.
- Word endings that sound like /ous/ spelt '-cious' or '-tious' e.g. precious, delicious, gracious, ambitious, superstitious etc
- Words ending in 'tial' and 'cial' e.g. official, special, artificial, partial, confidential, essential etc.
- Words ending in '-ant', '-ance'/'-ancy', '-ent', 'ence'/'-ency' e.g. governance, competence, inheritance, descendent etc.
- **Homophones** e.g. isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed , altar/alter, led/lead, steal/steel, cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose, advice/advise,

device/devise, licence/license, practice/practise, prophecy/prophesy, compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary All homophones from KS2

- Spell all of the words from the Year 5/6 Statutory words list. See overleaf:

**Ways you can help at home:**

- Practise spelling the statutory words on the next page regularly
- Help your child practise their spellings for the weekly spelling quiz
- Log onto Spelling Shed regularly to practise the assignments set by your child's class teacher

# Year 5 and 6 Statutory Spellings

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



## Mathematics

- 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.
- Solve a range of complex, multi-step problems within a range of contexts
- Use knowledge of order of operations to carry out calculations involving four operations.
- Multiply 4-digit numbers by 2-digit numbers
- Divide 4-digit numbers by 2-digit numbers
- 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 percentages of whole numbers.

### **Y6 Statutory Assessment Tests**

In May, your child will sit the Y6 SATs tests in Reading, Grammar, Punctuation and Spelling and in Mathematics. They will be given a Teacher Assessment level in Writing using the Teacher Assessment frameworks. More information will be provided about these statutory assessments throughout the year.

### **Ways you can help at home:**

- Log onto Times Table Rockstars to practise multiplication and division facts
- Useful workbooks can be found for free here:  
<https://whiterosemaths.com/parent-resources>

**Thank you for your support! We look forward to seeing the progress your child makes this year at Neville's Cross. 😊**