

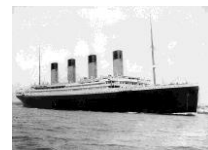
Dear Parents,

I hope you all had a lovely holiday!

Below are a few things regarding this half term that you may wish to know about.

Curriculum

Our **History** topic this term is The Titanic. This will be a cross-curricular topic that will extend to **English** (both reading and writing), **D&T and Science**. I will be showing suitable clips from the film to inspire their writing. Whilst the film is rated a 12, the scenes I will be using are age appropriate. Any questions, please ask.



Spellings will be tested and given out on a Wednesday. The children will be expected to practise these at least 5 times at home on Spelling Shed. They can, of course, also practise writing them in preparation for their weekly test. There will be a yellow Spelling book which will have all their spellings in which the children will bring home, and a purple one for them to complete their test in. The purple one will remain in school as in the past, children have mislaid them if they have been allowed to take them home. If you wish to know their score they can write it in their yellow books after the test for you to see. They will be rewarded with 2 dojos if they get all of them correct.

In **Maths** we will be looking at Place value within 10,000,000, the 4 operations of addition, subtraction, multiplication and division as well as unit fractions.



In **Art** we will be looking at Graphic Design and the Bauhaus movement. The children will learn about typography. In previous years, the children have asked whether they can bring in their own 'special art pens' for the lessons. I'm happy to let them as they are often better than we have in school, but please understand that this is NOT a requirement.



In **Music** this term, we will be looking at the classical composer Felix Mendelssohn, particularly his composition 'Fingal's Cave'. The children will be working on a group composition and will be considering texture, dynamics and pitch.,



PE will be on a Monday and Wednesday. They will be learning the skills and rules for Handball. Please can you ensure your child has their PE kit in school on these days. If your child has pierced ears, please can they remove their earrings on these days. **Please make sure their name is written clearly or name labels are stuck/sewn on all their clothing** incase of any losses. I cannot stress enough how important this is!

Homework

This will be given out on a Friday and will be expected to be back in school on the following Thursday ready for marking on a Friday. If the children fail to complete their homework, which will include 10 TT Rockstars games a week, they will have to complete this in school outside of lessons.



Google Classroom

The class code to access Google Classroom is `isngmf5ev`

You will find the homework here and any other messages I may wish to send.

Supporting your child with reading



Reading is one of the most important skills your child will learn however we understand that learning to read can be hard work!. To ensure that reading doesn't become a battle with your child, either share a book or encourage them to read independently every day for 10-15 minutes. This is more effective than spending 30 minutes once a week. If your child is getting tired, then work together to finish the book. You could take it in turns to read a page each or your child could read the first half and you read the second half. Remember to alternate this, so your child has the chance to read both the beginning and the ending of a book.

Reading will form part of their homework. The expectation is that they read at home at least 3 times a week to an adult. It is crucial that even in Year 6 this happens. Many children like to read on their own which is fantastic, however reading with an adult is still really important at this age. Please can you sign their Reading Record each week to evidence that reading at home is happening. If it is not, the children will be expected to catch up on this in school, outside of lesson time. The children that read are generally the children that write well. And remember...it's not all about fiction! Non-fiction texts such as newspapers are equally important! Below is some information, which I hope you will find useful.

National Curriculum Expectations:

By the end of Year 6, pupils should be able to accurately read aloud a wide range of poetry and books written at an age appropriate interest level at a reasonable speaking pace. They should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently for pleasure and to retrieve information, outside of school as well as in school. They should be able to read silently with good understanding, infer the meanings of unfamiliar words, discuss what they have read and continue to expand their vocabulary and understanding of grammatical structures.

What this means for parents:

- Give your child access to plenty of quality, enjoyable texts on many different topics and by a wide range of authors who write in different styles, e.g. Frank Cottrell-Boyce, Michael Morpurgo to Anthony Horowitz.
- Encourage discussion with your child when pronouncing new words if their reasonable attempt does not sound correct.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- Encourage your child to read silently to themselves but check their understanding and discuss what they have read after doing so.
- Read difficult texts to your child and allow them the chance to listen and ask questions
- Reading whole books to your child so that they can meet texts and authors they might not choose to read themselves.
- Exposing your child to more than one account of the same event so that they can examine similarities and differences.
- Showing your child different types of writing, such as diaries and autobiographies which are written in the first person, and discussing the relevant features.
- Teaching your child how to use contents and index pages within reference books so that they can retrieve information, and frequently asking them to do so.
- Allowing your child to read texts they are genuinely interested in, e.g. reading information leaflets before visiting a gallery or museum, or reading a theatre programme or review.



The 5 Domains of reading

Inference	Summarising/ Sequencing	Prediction	Questioning Understanding	Questioning meaning
Make inferences from the texts. Explain and justify inferences with evidence from the text.	Summarise the main ideas from more than one paragraph. Identify and explain the sequence of events in texts.	Predict what might happen from details stated and implied.	Asking questions to improve their understanding. Retrieve and record information /identify key details from fiction and non-fiction.	Identify/explain how meaning is enhanced through choice of words/phrases. Identify/explain how information/content is related and enhances meaning.

Questions to support inference:

- How can you tell that...was...? Give one piece of evidence that shows...
- What impressions do you get of...at this point in the extract? Give two impressions, using evidence from the text to support your answer.
- Give two reasons why...does not want to...
- How can you tell there was something strange about...? Explain two ways, using evidence from the text to support your answer.

Questions to support summarising:

- What happened before _____?
- Which of these events happened last?
- Use three sentences to describe the beginning, middle and end of this text?
- Sum up the story in _____ words
- Sort these sentences/paragraphs/ chapter headings from the story
- Think about the whole story...

Questions to support predicting:

- Why did the author choose this setting? Will that influence how the story develops?
- What might happen next? Why?
- Choose one character from the book and predict how you think they will behave/react?
- Can you predict several possible outcomes and explain your answer?
- What if...?
- If there was a sequel, what might happen? Why do you think this?

Questions to support understanding:

- Which character _____?
- From whose point of view is the story told?
- Which part of the story best describes _____? Explain why.
- What happened in the story?
- Give two reasons why _____

Questions to support meaning making:

- What technique has the writer used?
- How are these words effective?
- What do you think the writer meant by '_____ '?
- When the author uses this sort of sentence, what is the impact?
- Why did the author _____?
- Why has the author used this word/ phrase/sentence?
- How does the author create this mood/ atmosphere?

Can they use PEE to help explain their ideas clearly?

- Point:** Make a point
- Evidence:** Find evidence from the text to back up your point
- Explanation:** Explain how the evidence proves your point

What can you do at home to help children to develop a love of reading?

- Make sure that your child sees you reading. Children like to copy what their parents do, if they see you reading then they are more likely to want to read too.
- Read with your child everyday or encourage them to read independently—Remember to sign their home school reading log.
- Make up stories together.
- Remember, bed time stories are still an important time together.
- Visit the library so that your child regularly gets to see new books.
- Remember, not all reading is done from a book



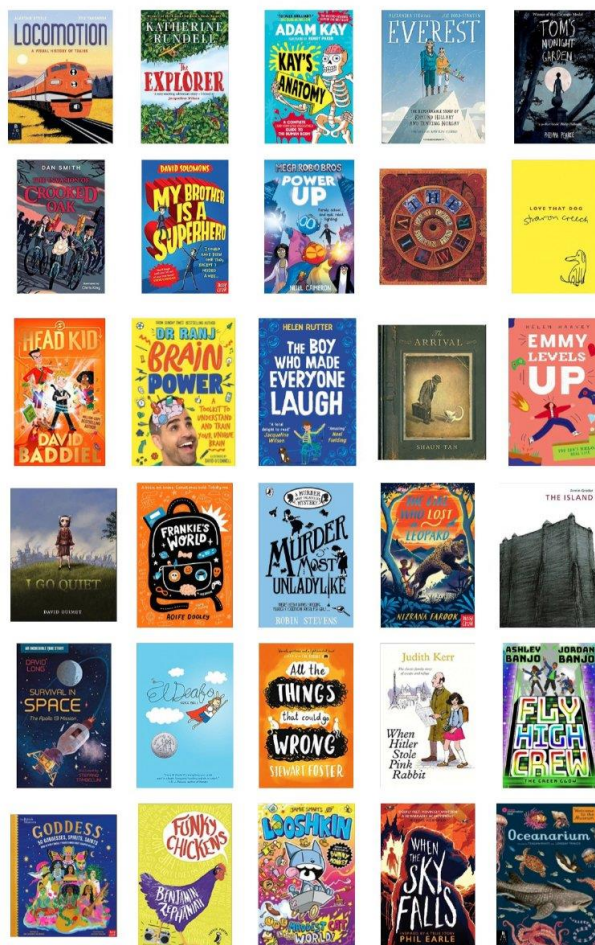
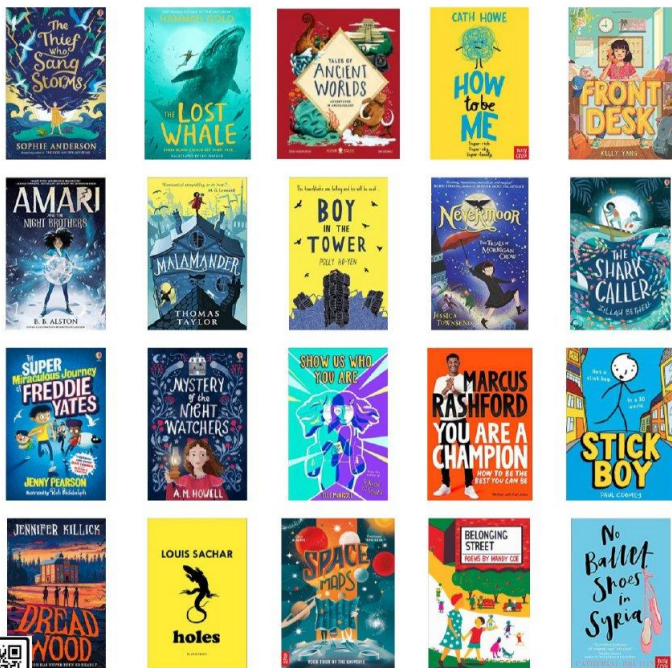
What might help if the 'Don't want to read!'

- Make sure the book isn't too hard or too easy.
- Let them have choice. Not just of book title but also what they read e.g. magazine, comic, iPad, kindle etc.
- Are they interested in the book?
- What is the point? Boys especially like to know the purpose of something as soon as they learn it; so give them a reason to read e.g. help read shopping lists, create a set of instructions, look at construction manuals and non-fiction texts

50 Recommended Reads for...

Year 6

(ages 10-11)



SCAN ME