



Year 6

Welcome Information Pack

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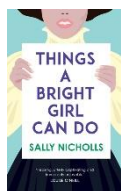
Year 6 High Quality Book List



The House with the Chicken Legs by Sophie Anderson

Marinka dreams of a normal life, where her house stays in one place long enough for her to make friends. But her house has chicken legs and moves on without warning. For Marinka's grandmother is Baba Yaga, who guides spirits between this world and the next. Marinka has always been told she too is destined to be a Yaga, but she feels very resentful of this prescribed fate. She longs to change her destiny and sets out to break free from her grandmother's footsteps, but her house has other ideas. When a thoughtless act endangers the life of her grandmother, Marinka must reassess her desires and ask herself what she will do to save those she loves.

Inspired by a Slavic fairy tale this is a colourful, imaginative, story rich in descriptive language. Whilst Marinka is a fully authentic twelve year old girl; on the cusp of adulthood and eager for independence, she is full of the insecurities and frustrations familiar to many that age. With themes of trust, grief and belonging, this is an immersive read that remains vivid in the mind long after the last page.



Things a Bright Girl Can Do by Susan Nicholls

In 1914 the world stood on the edge of change, but in Britain women still had no vote. Although Evelyn is rich and clever she does not want the life set out for her, she would prefer freedom, choice, and the opportunity to go to university even if it means paying the highest price alongside her fellow Suffragettes. Meanwhile May is campaigning tirelessly for women's votes with other anti-violence suffragists. When May meets Nell, who has grown up in hardship, she finds a kindred spirit and together they dream of a world where all kinds of women can find their place.

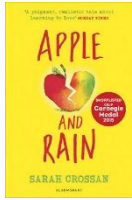
The historical detail and contemporary dialogue are exemplary in this richly enjoyable yet hard-hitting and illuminating novel. By contrasting the social status, events and points of view of the main characters, the stories and dilemmas of the original women's movement is brought vividly to life in a jaunty, breezy style that shines a light on unexplored lives in the era of the Great War.



Bone Talk by Candy Gourlay

Samkad lives in a tribe deep in the Philippine jungle at the end of the nineteenth century, and has never encountered anyone from outside his own tribe before. He's about to become a man, and while he's desperate to grow up, he's worried that this will take him away from his best friend, Little Luki. However, Samkad's world is about to change utterly. A strange man with white skin arrives in his village, and Samkad discovers the brother he never knew he had. A brother who tells him of people called 'Americans'. Americans who are bringing war, and burning, to Samuel's home.

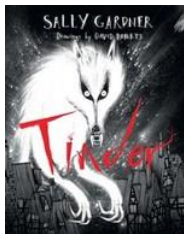
Powerful, often poetic writing immerses the reader in an authentic sense of a different time and culture and wonderfully evokes the physicality of a very different place. At the same time, very relatable characters and universal themes of coming of age and fear of the different make this a gripping historical adventure.



Apple and Rain by Sarah Crossan

When Apple's mother returns after eleven years of absence, Apple feels whole again. She will have an answer to her burning question - why did you go? In addition, she will have someone who understands what it means to be a teenager - unlike Nana. However, just like the stormy Christmas Eve when she left, her mother's homecoming is bitter sweet, and Apple wonders who is really looking after whom. It is only when Apple meets someone more lost than she is, that she begins to see things as they really are.

This cleverly plotted story - ultimately about the meaning of family and love - draws a moving portrayal of a teenage girl's emotional upheaval, as she needs to reassess all her previous assumptions. The writing is simple, but lyrical, dialogues are sharp and realistic, and the subtle use of poetry, woven throughout the book, adds emotional depth. All the characters are well developed and the relationships between them are particularly well drawn. This is a powerful and poignant story with the perfect ending.



Tinder Orion by Sally Gardner

Wounded in battle, Otto Hundebiss defies Death and finds himself on a journey to a realm of dark magic and mystery. He meets Safire, brave of heart and pure of spirit, and learns the powers of the tinderbox and the secret of the wolves.

Sally Gardner's vividly descriptive and powerful writing brings to life this re-imagining of the classic fairy tale The Tinderbox. The plot is played to an atmospheric, fantastical, yet at times terrifying, historical background; with the themes of death, love, lust and power, strong throughout. Otto, wounded in battle, finds he is facing death, but escapes only to fall for the more powerful force: love. The characters are vivid, bursting off the page and both convincing in their realism as well as in their traditional tale qualities.



The White Fox by Jackie Morris

Full of magic, myth and a wonderful sense of family, and illustrated throughout with Jackie Morris's beautiful, atmospheric paintings, this is perfect winter reading. Sol lives in Seattle with his dad but does not feel he belongs, and when an Arctic Fox appears at the docks, he identifies with the small white creature, so alien, so wild.

The arrival of the fox brings a change in Sol's life, a return to the wild landscapes of Alaska and a place he can finally feel at home.



Book list:

Autumn 1st –

- Shakespeare Stories- Leon Garfield
- Skellig – David Almond
- Wolf Brother (series) – Michelle Paver

Autumn 2nd –

- My War Diary – Flossie Albright
- Goodnight Mr Tom – Michelle Magorian
- What are we waiting for? Selection of war poetry
- The Once, Then, Next (series) - Morris Gleisman

Spring 1st –

- Journey to the river sea – Eva Ibbotson
- Where the river runs gold – Sita Bramachari
- Kensuke's Kingdon – Michael Morpurgo

Spring 2nd -

- Rooftoppers – Katherine Rundell
- The forest moon and sword – Amy Raphael
- Voices in the Park – Anthony Browne

Summer 1st –

- The girl of ink and stars – Kiran Millweed Hargrave
- The Origin of species – Charles Darwin
- Little Women - Louisa May Alcott

Summer 2nd –

- The boy, the horse, the fox and the mole - Charlie Makesy
- The boy who made everyone laugh – Helen Rutter
- Cogheart – Peter Bunzl

Reading Fluency

A guide for Parents

Reading fluency refers to the reader's ability to read effortlessly with accurate word recognition, at an appropriate speed and with meaningful expression which enables them to construct the meaning of the text.

Reading fluency is necessary for understanding the meaning of the text. When pupils read too slowly or haltingly the text is broken up into meaningless groups of words; pupils' efforts become focused just on what they are reading rather than putting that effort into extracting its meaning. A lack of reading fluency results in a weakness for reading comprehension.

Although speed and accuracy, at the appropriate level, are important skills needed for reading fluency, they should go hand in hand with developing proper phrasing, intonation and expression. This enables the reader to construct the meaning as they read the text.

There are things that you can do at home to help your child to increase their reading fluency:

- Echo Reading
- Paired Reading

Echo Reading

What text to use for Echo reading

The text should be pitched just above the child's current reading level. If too easy, the strategy will not have an impact; if too difficult then the pupil may become frustrated and disengaged. Occasionally use a book that is familiar to the child.

Books can be fiction or non-fiction. If using non-fiction use books the pupil has a background knowledge about, which could support them when reading.

Select a text that allows for effective modelling of reading fluency, expression and intonation. Poetry is often an effective text for this. It is important to select a text, which the child will enjoy and be engaged.

How does it work?

Read a section of text and then invite pupils to reread the same section aloud, imitating the same phrasing and tone as demonstrated by the adult. It is important that the text is in front of the child.

Ensure that you actively point to each word as you read and insist the child does the same.

Do not correct the child, simply reread the line and have the child echo-read it again if necessary.

Be explicit in the way you model reading the text to the child and explain how exactly you want them to repeat it back to you. There should be an emphasis on timing, emphasis, phrasing, and intonation that speakers use to convey meaning and to make their speaking interesting. This can be a challenge for less fluent readers, as it is not always obvious in the written text.

Closely listen to the child as they repeat the text. Ask the child questions to assess their understanding of the text.

Paired Reading

Why implement Paired reading?

In order to increase reading fluency, readers need experience reading to **and** listening to other readers. Through paired reading, children are given an excellent example of how to pronounce more challenging and complex words by the partner working with them.

Reading with someone else encourages children to try reading material that may be above their usual reading level. It also builds their oral skills so that they are more comfortable with their reading.

Praise is given by the adult to the child on what they are doing well. This increases the enthusiasm of the child, as they are told when they are doing well, instead of where they need to improve.

Children are encouraged to read with expression and improve their pace - this in turn improves their fluency.

How does it work?

Names for partners (KS1 and Year 3 only): Lovely Listener (adult), Ready Reader (child)

Paired reading can be used with any text (fiction or non-fiction). The text may be slightly more challenging for the reader with less fluency, however the paired reading strategy supports them to have the confidence to tackle this. The Ready Reader should be encouraged to use their fingers to follow along with the text as it is being read.

The 'Ready Reader' reads to the Lovely Listener – about 30 secs -1 min. The 'Lovely Listener' listens carefully and gives positive feedback to the 'Ready Reader' focusing on fluency, expression and intonation. They then give them 1 thing to improve. The 'Ready Reader' listens carefully to the feedback and then re-reads the same passage trying to make the improvement that the 'Lovely Listener' has suggested. The 'Lovely Listener' then gives positive feedback.

Ask each other questions about the reading.

What was your favourite part?

What do you think is going to happen next? Why do you think that?

Who is your favourite character? Why do you like them? What is the best thing about that character?

Can you tell me what has just happened? Can you summarise what has happened?

Who wrote this book? Do you know any other books written by this author? Are they a good writer? What makes them a good writer?

How did you feel when happened? Why did you feel like that?

How do you think that character feels? How do you know?

Where does it say? Can you find me the part where it says.....?

Other ways to help your child with Reading?

- Give your child access to plenty of texts on different topics and by a wide range of good quality authors who write in different styles, e.g. Michael Morpurgo, Philip Pullman, Anthony Horowitz.
- Encourage discussion with your child when pronouncing new words if their reasonable attempt does not sound correct.
- Broaden their vocabulary by encouraging them to look up the meaning of any unfamiliar words and then play a game to see which of you can use the word the most in your everyday conversation.
- Encourage your child to read silently to themselves, but discuss what they have been reading with them so you can check their understanding.
- Read difficult text together and allow them to listen and ask questions. You do not have to know the answers all the time. Learn together.

Suggestions to questions you might ask them about their reading:

Did you enjoy that book? Why?

What kind of text are you reading?

What did you think about ...?

Have you ever read ...?

Can you see any subheadings in this text? Why are they used?

What type of story is this?

Let's go to the library and see if we can find a book written by...?

What other cultures would you like to read about?

Would you recommend that book? Why/why not?

Who do you think would like this book?

Are there any themes running through this story?

Do you know any other books with similar themes?

What are the differences with this book from the book we last read?

Tell me about what you just read.

Were there any words you didn't know/understand?

How do you think... is feeling? How do you know?

Why do you think ... acted in that way?

Can you find an example in text of ...?

Find the part of the text that ...

I think that Do you agree?

What is your opinion of ...? Why do you think that ...? Is there any evidence to support your opinion?

Websites/ PiXL apps/resources

Maths	www.multiplication.com www.happychild.org.uk/wks/math/key2/multiply/index.htm www.topmarks.co.uk www.bbc.co.uk/skillswise/numbers/wholenumbers/multiplication/timestables www.primaryhomeworkhelp.co.uk <p>Pixl App Times Tables – Download from the Apple Store or Play Store This is an app that is fun and will help your child to speed up their knowledge of their times tables. Children have all been issued with a username and password. Please encourage them to play.</p>
Reading	www.primaryhomeworkhelp.co.uk
Grammar	www.primaryhomeworkhelp.co.uk www.funenglishgames.com/grammargames.html www.slimekids.com/games/grammar-games/ <p>Pixl Unlock is an app that helps children to extend their vocabulary in a fun way. The username and password works for both the Times Table App and Pixl Unlock and all children have been issued with these. Download from the Apple Store or Play Store and encourage your child to play.</p>
Social Media/Internet	<p>On line safety: Whatsapp www.parentinfo.org/article/whatsapp-a-guide-for-parents-and-carers www.internetmatters.org/resources/whatsapp-safety-a-how-to-guide-for-parents/</p> <p>General internet safety: www.saferinternet.org.uk/advice-centre/parents-and-carers</p>
Other useful information	<p>SATS: www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents</p> <p>Choosing your Secondary School www.goodschoolsguide.co.uk/choosing-a-school/state-schools/secondary-school-applications</p>

Maths	
Autumn 1	<ul style="list-style-type: none"> • Number – Place Value • Addition, Subtraction, Multiplication and Division
Autumn 2	<ul style="list-style-type: none"> • Fractions • Geometry – Position and Direction
Spring 1	<ul style="list-style-type: none"> • Number – Decimals • Number – Percentages • Number - Algebra
Spring 2	<ul style="list-style-type: none"> • Measurement – Converting Units • Measurement - Perimeter, Area and Volume • Number - Ratio
Summer 1	<ul style="list-style-type: none"> • Geometry – Properties of Shape • Problem Solving
Summer 2	<ul style="list-style-type: none"> • Statistics • Investigations

Some ideas

Read and write numbers to 1 hundred million and know the value of each digit:

- Learn the value of each digit in numbers up to 1 hundred million.
- Support your child reading the number, partitioning and recording the value of each

Place Value: Compare and order numbers

Give children opportunities to compare and order numbers up to ten million using numbers presented in different formats. Support your child in using greater than and less than vocabulary, ascending and descending and the inequality symbols

≈ < >

Place Value: Rounding numbers

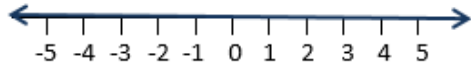
Discuss the 'rules' we use when rounding (if the number is 5 or greater, you round up, 4 and below round down). Support your child in deciding which place value column they need to look at when rounding to the nearest 10, 100, 100,000 etc.

Ask children to spot and explain their mistakes e.g. Kera rounded 2,215,678 to the nearest million and wrote 2,215,000. Ask Kiera to explain what mistake she has made and why she has done it.

Place Value: Negative numbers

Your child will need to be able to identify negative numbers and count backwards and forwards through zero. Support your child by encouraging the use of a number line like in the question below.

Use the number line to answer the following:



- What is 6 less than 4?
- What is 5 more than -2?
- What is the difference between 3 and -3?

Addition and Subtraction

Be secure in the use of formal written addition and subtraction methods – e.g. column method.

Remind the children that they must keep the numbers in the correct place value columns. Ask the children to explain the process of 'exchanging' and why we do this.

Provide children with multi- step problems in a range of context.

Statutory word list for Years 3 and 4

accident(ally)	February	possess(ion)
actual(ly)	forward(s)	possible
address	fruit	potatoes
answer	grammar	pressure
appear	group	probably
arrive	guard	promise
believe	guide	quarter
bicycle	heard(h)	question
breath	heart	recent
breathe	height	regular
build	history	reign (h)
busy/business	imagine	remember
calendar	increase	sentence
caught	important	separate
centre	interest	special
century	island	straight
certain	knowledge	strange
circle	learn	strength
complete	length	suppose
consider	library	surprise
continue	material	therefore
decide	medicine	though/although
describe	mention	thought
different	minute	through
difficult	natural	various
disappear	naughty	weight (h)
early	notice	woman/women
earth	occasion(ally)	
eight (h)/eighth	often	
enough	opposite	
exercise	ordinary	
experience	particular	
experiment	peculiar	
extreme	perhaps	
famous	popular	
favourite	position	

Statutory word list for Years 5 and 6

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

Tenses

The **perfect tense** is used for actions that started in the past and have either been completed or are continuing into the present.

The **progressive tense** is used for actions that are ongoing.

Past

Past Perfect
use the past form of to have
and the past form of the main
verb (usually an **ed** end).

Past Progressive
use the **past form of to be**
and the past form of the main
verb usually **ing** end

Present Perfect
use the **present form of**
to have, and the past form of
the main verb (usually an **'ed'** end)

Present Progressive
use the **present form of to**
be and the present form
of the main verb usually an **ing**

Future

Modal Verbs

Modal verbs indicate certainty or possibility e.g.

You **can** come to the party.
You **will** come to the party

**Might, should, could, would, can,
Will, must, may, shall, ought to,
Have to, able to**

Subject, Object and Verb

Subject: the person or thing doing the **verb**
Object: the person or thing having something done to it
The fisherman caught the fish.

↑
Subject

↑
Verb

↑
Object

Active & Passive Voice

Active Voice: the **subject** performs the **action (the verb)** to the **object**
Passive Voice: the word order is reversed. The **object** has the **action (verb)** done to it by the **subject (...by zombies...)**

A = The **boy** ate the **broccoli**.
P = The **broccoli** was eaten by the **boy**.

Sentences

Simple Sentence: a sentence consisting of only one clause, with a single subject and object.

The man cannot eat the apple.

Compound Sentence: has at least two main clauses that have related ideas, joined by a coordinating conjunction (FANBOYS) or by a semicolon.

The man cannot eat the apple but he can eat the orange.

The man cannot eat the apple; he can eat the orange.

Complex Sentence: contain a main clause and at least one subordinate clause. A main clause makes sense on its own, but a subordinate clause does not even though it may have a verb and a subject.

Although the man cannot eat the apple, he can eat the orange.

Clauses

Main Clause: must include a **subject** and a **verb** and make sense by itself.

Subordinate Clause: doesn't make sense by itself. Used to add extra info to the main clause.

I still had energy for my lessons.
(Main clause by itself)

I still had energy for my lessons even though I cycled to school.
(Main clause and subordinate clause)

Phrases

Form part of a clause and has either a **noun** or a **verb** but not both in the same phrase.

Noun Phrase: A large jug of water; a tiny, helpless kitten

Verb Phrase: have been seeing; have been going

Prepositional phrases (where something is) under the floor, beneath the bed)

Adverbial phrases (time and manner) After that, as soon as possible; without warning.

Synonym & Antonyms

Synonym: words that have the same of similar meaning.

Talk-speak, big-large

Antonym: words that have the opposite meaning.

Hot-cold, light-dark

Conjunctions

Conjunctions are words that link ideas or clauses together. There are two types of conjunctions

Co-ordinating Conjunctions (FANBOYS): for, and, nor, but, or, yet, so

Subordination Conjunctions: after, while, however, if, to, even though, because, until, since

Types of Sentence

Command: Look at the trees carefully. (Is telling someone to do something)

Statement: In Autumn, many trees lose their leaves. (Makes a claim about something)

Question: Can you see the leaves on the tree? (Always ends with ?)

Exclamation: Watch out the tree is falling! (Always ends with !)

NOUN

A noun is the name of a person, place or thing. Proper nouns always begin with capital letter.

Common: town/country

Concrete: table/chair

Abstract: love/faith

Proper: Bracknell/Reading

Pronoun

A pronoun replaces a noun that has already been introduced, e.g. James put his coat on. He was very cold.

Pronouns: **she, her, hers, he, him, his, it**

Adjective

Adjectives add detail to a noun. It can be placed before or after a noun.

The **ginger** cat was **sleepy**.

Determiner

A determiner introduces (comes before) a noun, e.g. his football, the park

Article: a, an, the

Possessive: our, her, my, his

Demonstrative: that, this, those

Quantifier: some, every, one, two, three

Preposition

A preposition tells the position a noun is in relation to another noun.

The mouse is **under** the table.

Under, above, next to, inside, beside, beyond, down, up, opposite, with,

Verb

Verbs are action words or a state of being. **Verbs** change the tense of a sentence.

Action – **to pounce, to skip, to jump, to shout, to scream**

Being – **were, am, are, was**

Adverb

An **adverb** adds detail to verbs, adjectives or other adverbs (TRaMP)

Time: **After, next**

Reason: **because, therefore**

Manner: **curiously, mysteriously**

Place: **under, over, upstairs, downstairs**

Colons

Colons are used to introduce a list:
You will need: eggs, milk and flour.

Colons are used to introduce examples or explanations:

Sloths have large claws: they use them to securely grip tree trunks while sleeping.

Apostrophes

Apostrophes are used in two ways:

Apostrophes for Contraction:

do not – don't will not – won't

Apostrophes for Possession: Tom's football, Joanna's necklace, James' racket

Parenthesis

Brackets, Commas, Dashes

All of these can be added to a phrase or word that has been added to a sentence as an explanation or afterthought. This is called parenthesis.

I looked up – squinting because of the sun – as the birds flew by.

I looked up (squinting because of the sun) as the birds flew by.

I looked up, squinting because of the sun, as the birds flew by.

Elipses

An **ellipsis** (plural: ellipses) is usually used to show a pause, hesitation or thoughts trailing off, or to indicate suspense or a change of mood.

Pause: Can I please have a cake... and a ginger biscuit.

Hesitation: I... I just don't know what to say.

Suspense: He stepped back as the door creaked slowly open...

Change of mood: I'm not sure if we should... actually, come on – let's do it!

Inverted Commas (Speech Marks)

Inverted commas are used for direct speech.

Think! S.C.A.P.S

Speech Marks, Capital letter, Actual Speech, Punctuation, Speech marks

"Can I talk to you please?" whispered Anna

After a reporting clause ensure there is a comma before inverted commas:

Anna whispered, "Can I talk to you please?"

Semi-colons

Semi-colons can be used to separate two main clauses, which are of equal importance.

The film was brilliant; I had a great time.
The room is hot; the windows were all shut.

A semi-colon can also be used to separate longer phrases in a list.

Hyphens

A **hyphen** is used to join two or more words or to join some prefixes to words.

Co-ordinate, pre-order, a 15-year-old boy, great-aunt, sky-blue, fair-haired