



Year 6 Priority Targets

Dear Parents/Carers of Year 6 Pupils

Within each year group, teachers have agreed a set of focused 'priority' targets; areas of learning which they believe are absolutely essential to their year group. To enable you to support your child at home, these targets are listed below with some ideas on how you can practise these skills outside of school. We hope this information is useful in enabling you to support our work in school and in helping your child to flourish.

READING PRIORITY TARGETS	WAYS TO SUPPORT YOUR CHILD AT HOME
<ul style="list-style-type: none"> I can compare a book with another book and make comparisons within a book including points made about: author, plot, characters, setting, use of language, chapter organisation, structure and impact on the reader. 	<ul style="list-style-type: none"> Encourage your child to read as many books as possible. If they don't love reading, they just haven't found the right author yet! Go to the library or book shop for a browse. To be able to compare books they need a wide reading background to comment upon. Even when they may have identified a favourite author, do ensure they read a mix of books for variety. If they build up this range of reading, you can have conversations comparing books as part of daily life. Would your child know your favourite book and why? Share your reading experience with them.
<ul style="list-style-type: none"> I can identify and summarise the main ideas from several paragraphs in a text and give evidence to justify these ideas. To do this I use quotations and paraphrasing succinctly. 	<ul style="list-style-type: none"> Ask your child to give you a summary of a paragraph in just one sentence. Which of you can produce the clearest summary? Can they use quotes or evidence from the text to convey this summarised information?
<ul style="list-style-type: none"> I can discuss and assess how authors use language, and consider the impact on the reader. 	<ul style="list-style-type: none"> Focus in on the author's choice of words when reading together. For example: Why do you think the author has used the word 'delicate' to describe the character? Why didn't they describe the boy as weak? Does the use of 'delicate' tell us more about the boy's personality or physical form? What image do you have of the boy?
<ul style="list-style-type: none"> I can discuss books that have been read to me and books that I have read using evidence, and challenge other people's views politely. 	<ul style="list-style-type: none"> Enjoy time together reading and discussing a book. Ask your child questions about what they have read but also what they predict will happen next in the book. Share your opinions on the story too and ask your child to tell you the reasons behind their answers. Encourage your child to ask you questions too and then comment on whether they would give a similar answer or have a different viewpoint.
WRITING PRIORITY TARGETS	WAYS TO SUPPORT YOUR CHILD AT HOME
<ul style="list-style-type: none"> I can plan my writing by: identifying the audience for my writing; the purpose of my writing and the form it will be written in. 	<ul style="list-style-type: none"> Before your child begins a piece of writing, it is a good idea for them to talk through their ideas. Many children benefit from saying their sentences out loud before writing them down. Planning writing enables children to record these ideas in note form which helps to keep their writing focused. Ask your child who their piece of writing is aimed at – their audience. What is the purpose of their writing and how will they set this out?
<ul style="list-style-type: none"> I can use precise and rich vocabulary, including subject specific vocabulary, in my writing to enhance meaning. 	<ul style="list-style-type: none"> From time to time, some of our teachers 'ban' the use of words like: said, big, nice and small. Using a thesaurus, or words learnt from reading, shows how much more exciting and varied vocabulary choice can be. Pick a word with your child and take turns to come up with alternatives. You could play this back and forth like a game of word tennis. For example, if you

	<p>start by saying 'small' you could go on to come up with: tiny, diminutive, little, minuscule, minor, slight and so on. This might be good to do on a journey. Words which have the same meanings are called synonyms. Encourage your child to select words which are precise in the meaning they wish to convey when they are writing.</p>
<ul style="list-style-type: none"> I can evaluate and edit my writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Read through some sentences or a paragraph your child has written together to look out for mistakes in spelling or punctuation and to identify areas which could be improved. Ask your child to identify their strongest and weakest sentence and justify to you why this is so. Look at the 'weakest' sentence together and have a go at improving this by changing some of the vocabulary, adding more detail, re-ordering the words; remember to change the punctuation accordingly.
<ul style="list-style-type: none"> I can use commas to clarify meaning or avoid ambiguity in writing. 	<ul style="list-style-type: none"> Commas enable us to include features in our writing which include embedded clauses. This enables us to give more detail when we write to ensure our meaning is clear. Look at the following sentences: 'The boy walked slowly to school' and 'Slowly, the boy walked to school, kicking the autumnal leaves, as he thought about the day ahead.' There is extra information in the second sentence which gives us greater meaning; we know that as the boy walked to school he kicked the leaves – it is autumn. Encourage your child to add meaning when they write. You can do this by reading their writing and asking questions. For example: How is the character feeling? What are they doing at this time?
MATHEMATICS PRIORITY TARGETS	WAYS TO SUPPORT YOUR CHILD AT HOME
<ul style="list-style-type: none"> I can identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places. 	<ul style="list-style-type: none"> Write and then read a range of decimal numbers. Ask your child to read the numbers as follows: 25.348 (two tens, five units, three tenths, four hundredths and eight thousandths). Point to different digits to check that your child can understand the value of the number. Use the place value chart at the bottom of page 115 of the Pupil Planner to explore \times and \div by 10 and 100. If you would like further guidance on exploring this concept with your child, please talk to their class teacher who can show you how they explain these concepts in school. If your child logs onto Mathletics, there are many activities for this topic under 'place value'.
<ul style="list-style-type: none"> I can round any whole number to a required degree of accuracy. 	<ul style="list-style-type: none"> Pupils can practise their rounding skills by logging onto Mathletics. Rounding numbers enables us to estimate answers. For example, if we were to calculate 68.9×3.8 we could round these numbers to 70×4. As we know from our times tables that 7×4 is 28, 70×4 is ten times larger so the answer must be 280. This helps us to check the accuracy of our answers to more precise calculations. Your child's teacher can talk through examples of rounding with you; how we determine whether to round up or down and the digit used to inform this (five or more rounds up). For example, if we were going to round 37.736 to the nearest hundredth, this means we need to write it with only two digits after the decimal place as this is the hundredths place. To do this, we look at the next number – the number to the right of this – the 6. If the number is 5 or more we round up (otherwise round down), so in this case our answer would be 37.74
<ul style="list-style-type: none"> I can perform mental calculations, including with mixed operations and large numbers. 	<ul style="list-style-type: none"> Your child should know all of their times tables by the end of Year 4. This means, by Year 6, they should be experienced in using these facts to calculate mentally in a range of contexts. If your child does not know all of their times tables, this must be your priority. Practise these at home, sing them using the songs on Mathletics, walk to and from school practising them. We find

	<p>that pupils who do not have confident recall of these facts fall further behind in their maths. Knowing such facts enables us to calculate questions like 28×7 mentally. We can do this because we know 8×7 is 56. We know that 2×7 is 14 so 20×7 must be ten times larger – 140. Adding the 56 to 140 results in 196. Ask your child a range of addition, subtraction, multiplication and division questions involving more than one of these operations.</p>
<ul style="list-style-type: none"> I can solve problems involving addition, subtraction, multiplication and division. 	<ul style="list-style-type: none"> Maths is essential to daily life so take advantage of this when you are out shopping together or working on a DIY project at home. If you need a new carpet, ask your child to measure the floor and calculate the area. Can they calculate the cost of the carpet? Logging onto Mathletics they can compete against children in other parts of the world by seeing how quickly they can complete questions of varying levels. Maths is all around us and there are some excellent books which celebrate this. One example is 'Not your average maths book' by Anna Weltman.