



St Mary and St Thomas
Church of England Primary School



Year 6
Class Handbook

2021-22

Believe, Achieve, Shine

WELCOME TO YEAR 6

We would like to welcome your child to Year 6 at St Mary and St Thomas Church of England Primary School. This year, like all school years, is important and we hope that your child has an enjoyable year where they are challenged and supported to enable them to grow spiritually, academically, morally and culturally.

Here is some school information that you will find useful:

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|---------------------------------|--|
| Class Teachers | Miss Richardson and Mrs Fiendley |
| Class Learning Assistant | Miss Rainford |
| PE days | Monday |
| Homework | Homework will be sent out on Wednesdays and should be returned on Tuesdays. Each week, every child in our school is required to read and have their reading record signed <u>5</u> times a week. Where this does not happen, children will be kept in at breaktime and lunchtimes to catch up with their classmates. |
| Family Worship | <p>Christmas service: Wednesday 22nd December 2021 9:30am at St Thomas' Church</p> <p>Leavers' service: Friday 15th July 2022 9:30am in the school hall</p> |
| Family Learning Sessions | <p>Wednesday 20th October 2021 9am- 10:30am</p> <p>Parent Insight Morning which involves parents/ carers watching the class teacher deliver a real-life lesson to pupils followed by a session on 'Being a Year 6 learner' with parents and carers only</p> <p>Thursday 13th January 2022 2:15pm End of KS2 assessment information meeting</p> |

Included in this handbook are a number of hand-outs which will provide you with some information about our curriculum and other areas of school life.

They include:

- Order of the school day (however this can be subject to change at the class teachers' discretion).
- An overview of some of the learning objectives your child's year group. This will give you an idea of some of the learning that will take place this year.
- Maths handbook for your child's year group. This will provide you with some handy tips on the strategies and methods used within maths in our school.
- Grammar glossary. Some of the terms used within the teaching of grammar can be confusing so we have created a glossary which you may find helpful when doing homework with your child.
- Statutory spelling lists for your child's year group. These spelling lists have been set by the government and we assess your child's spelling against these lists on a termly basis.
- Questions to use during home reading sessions. Our parent's forum suggested that we hand out some example questions that you can use to challenge your child during home reading sessions.

Hopefully you will find these useful throughout the school year.

If there are ever any questions you wish to ask or if you would like to speak to me, do not hesitate to contact me at school. If I cannot see you straight away, an appointment will be made to do so as soon as possible.

We look forward to working closely with you and your child this coming year.

Kind Regards

Miss Richardson and Mrs Fiendley

The KS2 Reading Content Domains

The content domains set out the relevant elements from the National Curriculum programme of study (2014) for English at key stage 2 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain.

Content domain reference

1. **2a** give / explain the meaning of words in context
2. **2b** retrieve and record information / identify key details from fiction and non-fiction
3. **2c** summarise main ideas from more than one paragraph
4. **2d** make inferences from the text / explain and justify inferences with evidence from the text
5. **2e** predict what might happen from details stated and implied
6. **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole
7. **2g** identify / explain how meaning is enhanced through choice of words and phrases
8. **2h** make comparisons within the text

Source: English reading test framework 2016 National curriculum tests Key stage 2 For test developers

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2a: Give/explain the meaning of words in context

- The writer uses words like ... to describe What does this suggest about... (character/setting)?
- What other words/phrases could the author have used?
- Which word most closely matches the meaning of the word x?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- Which of these words..... is a synonym for (choose a word from the text)?

- Find and copy one word meaning.....
- Give the meaning of the word..... in this sentence
- Circle the correct option to complete this sentence (provide synonyms/phrases with similar meanings to replace at the end of the sentence)
- What does this phrase mean? (idiomatic or figurative language)

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where/when does the story take place?
- What did s/he/it look like?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What is happening at this point in the text?
- What happened in the story?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best? Find evidence to support your opinion.
- What evidence do you have to justify your opinion?
- Write down 3 things you are told about ... (character/setting/subject of the text)
- What was revealed at (beginning, middle, end, paragraph)

- Which of these statements is true/false?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?
- Write sub-headings for each paragraph

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How can you tell that...?
- Can you explain why...?
- Explain what x (phrase with challenging vocabulary) suggests about x.
- What does this... word/phrase/sentence... imply about... (character/setting/mood)?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?
- Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?

- Where does it tell you that...(could be information contained in headings/glossaries/labels etc.)?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Draw lines to match each part of the text to the correct quotation.

2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases to describe ... How does this make you feel?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?

- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?
- What do these words mean and why do you think the author chose them?
- What impression do these words... give you about... (use a synonym for the previous words)?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

Glossary of Terms Used in Spelling, Punctuation and Grammar Teaching in Primary Schools

| Year 6 | |
|-----------------|---|
| Active voice | A sentence written in the active voice has the subject of the sentence carrying out the main action. |
| Antonym | A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short. |
| Auxiliary verb | A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs . For example, 'be' is used in the progressive tense verbs such as 'I <u>am</u> running', 'he <u>was</u> eating'. |
| Bullet points | A way of setting information out in a list of points, which may be phrases , words or short sentences . |
| Colon : | A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list. For example, 'I need three things from the shop: milk, eggs and bread'. |
| Ellipsis ... | Three dots which are used to show missing words or to create a pause for effect. For example, 'So...tell me what happened'. |
| Etymology | The origin of words and how they have changed over time. Knowing the etymology of some words can help children to spell them, for example knowing that words with 'ch' pronounced 'sh' are often of French origin (e.g. machine, chef, brochure). |
| Hyphen - | A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences: for example, twenty-seven, brother- in-law, man-eating, long-legged. |
| Morphology | The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words , prefixes , and suffixes . An understanding of morphology can help children with spelling strategies, e.g. knowing that 'medicine', 'medical' and 'paramedic' all share a common root. |
| Object | The object of a sentence is involved in the action but does not carry it out. For example, 'I dropped <u>my cup</u> on the floor'. |

Glossary of Terms Used in Spelling, Punctuation and Grammar Teaching in Primary Schools

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|------------------|---|
| Relative pronoun | A pronoun used in a relative clause (who, that, which). |
| Second person | A sentence is written in the second person if it is written from the point of view of a person being spoken to - in other words, using the pronoun 'you'. |
| Third person | A sentence is written in the third person if it is written from the point of view of a person being spoken about - in other words, using the pronouns 'he', 'she', 'it' or 'they'. |

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 | |