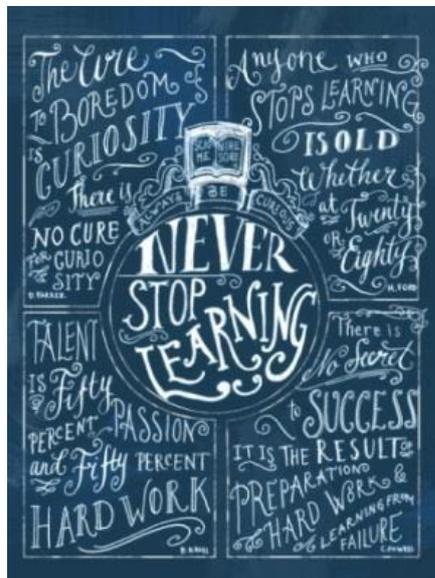


Sherington Primary School

Homework Resource Booklet
for Year 6



For you to keep at home
(also available on school website)

Spelling Homework

It is important to bear in mind that apart from the 'common exception words' children are learning the letter string, sound or spelling rule, *not the specific word*. For example, when learning words with the -ay letter string (and they are given *day, play, say, way, stay*) we might also test to see if can they also spell *may* and *bay*!

Children will be given spellings from the list to learn and tested on these regularly.

Below are some ideas that you may wish to use at home to help your child to learn their spellings. Frequency of practice throughout the week is important; little and often is better than one long session.

Spelling Roll-A-Word

Start with the first word in your spelling list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.

	Write your word in a sentence.
	Draw a picture of your word.
	Write a synonym of your word.
	Write an antonym of your word.
	Write the definition for your word.
	Write your word three times.

As you write, sound out the letters/syllables.

Write the words out 3 times each. Look, spell, cover, write, check.

Copy the word out and highlight or underline the tricky part.

Sherington Primary school Spelling Wordlist 31
Autumn

Regular Spellings

<p>ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough through, thorough, borough plough, official, special, artificial, partial, confidential, essential, observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial), referring, referred, referral, preferring, preferred, transferring, transferred, changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable doubt, island, lamb, solemn, thistle, knight</p>	<p>advice, advise, device, devise licence, license, practice, practice, prophecy, prophesy vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) reference, referee, preference, transference co-ordinate, re-enter, co-operate, co-own</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, farther, further, father, guessed, guest, heard, herd, led, lead, morning, mourning, past, passed, precede, proceed, principal, principle, profit, prophet stationary, stationery, steal, steel, wary, weary, who's, whose, aisle, isle, aloud, allowed, affect, effect possible, possibly, horrible, horribly, terrible, terribly, visible, visibly, incredible, incredibly, sensible, sensibly deceive, conceive, receive, perceive, ceiling, altar, alter, ascent, assent, bridal, bridle, cereal, serial compliment, complement, descent, dissent</p>
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Common Exception Words

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

Sherington Primary School Spelling Wordlist 32

Spring

Regular Spellings

<p>ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough through, thorough, borough plough, official, special, artificial, partial, confidential, essential, observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial), referring, referred, referral, preferring, preferred, transferring, transferred, changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable doubt, island, lamb, solemn, thistle, knight</p>	<p>advice, advise, device, devise licence, license, practice, practice, prophecy, prophesy vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) reference, referee, preference, transference co-ordinate, re-enter, co-operate, co-own</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, farther, further, father, guessed, guest, heard, herd, led, lead, morning, mourning, past, passed, precede, proceed, principal, principle, profit, prophet stationary, stationery, steal, steel, wary, weary, who's, whose, aisle, isle, aloud, allowed, affect, effect possible, possibly, horrible, horribly, terrible, terribly, visible, visibly, incredible, incredibly, sensible, sensibly deceive, conceive, receive, perceive, ceiling, altar, alter, ascent, assent, bridal, bridle, cereal, serial compliment, complement, descent, dissent, desert, dessert, draft, draught</p>
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Common Exception Words

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

How to encourage neat handwriting

It is important to practise spellings using your neatest handwriting and correct joins. Age related expectations in handwriting can be found in the Writing End of Year Expectations (EYE) towards the back of this booklet. The 'feel' of a word can help when learning to spell.

Getting ready to write

Seating and posture:

- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing
- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left

Left handers:

- Paper should be tilted to the right
- Right hand should be used to steady the paper

Lower case letters:

abcdefghijklmnopqrstuvwxyz

Capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers:

1 2 3 4 5 6 7 8 9 0

Joined Handwriting in Years 5 and 6

What you can do at home to improve and develop handwriting:

- Practise consistency and size of letters
 - Practise using a diagonal joining line
 - Practise leaving an equal space between letters
 - Practise joining to the letter y
 - Practise using a horizontal joining line
 - Practise the size and height of letters
 - Practise joining from the letter i
 - Practise joining to and from the letter v
 - Practise consistency in forming and joining letters
 - Practise speedwriting
 - Practise crossing double tt on completing the work
 - Practise joining to and from the letter e
 - Practise joining to and from the letter w
 - Practise printing
 - Practise drafting and editing
 - Practise joining to the letter t
-
- Ensure letters are consistent in height and size
 - Practise with punctuation
 - Practise break letters
 - Practise joining from the letter m
 - Ensure the ascender on the letter t is the correct height
 - Practise spacing within words
 - Develop fluency
 - Practise forming and joining the letter f
 - Practise presentation
 - Practise speed writing
 - Look at different handwriting styles

Example of handwriting joins and break letters (Y2 - Y6)

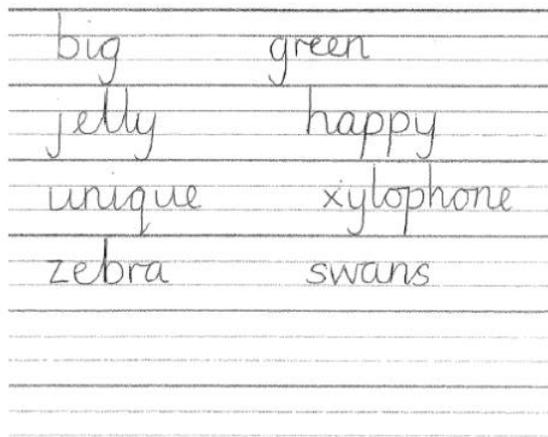
The four joins:

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined from) are:

b g j p q x y z s



Times Tables and Passport

It is crucial that you know multiplication and division facts to 12×12 by the end of Year 4

They help not only with multiplication and division calculations, but enable you to work more fluently with fractions-which now comprise a large part of the maths curriculum (the bulk of fractions teaching coming in Year 3)

You must have rapid recall of multiplication and division facts for:

2s 5s and 10s by end of Year 2

3s 4s and 8s by end of Year 3

All of them up to 12×12 by end of year 4

How the Passports Work

To achieve Bronze Award:

You need to be able to recite your chosen multiplication table *rapidly*, on your own, *without error*.

You should learn it as 'one two is two, two twos are four, three twos are six' and so on.

To achieve Silver Award:

You need to be able to have *rapid recall* of any multiplication fact from the chosen table *in any order* e.g.

'Six twos?' 'Nine multiplied by two?'

To achieve Gold Award:

You need to be able to use multiplication facts to answer corresponding division facts for that times table e.g. 'How many twos are there in eight?'

'What is ten divided by two?'

As well as adults working in the classroom, the Head, Deputy and Assistant Headteacher will be available during Monday and Friday breaks to test children wishing to go for bronze, silver or gold awards in their passport. Your recall must be rapid and accurate to achieve the award.

Learning Times Tables

It can be difficult at the start. These suggestions will help you learn your times tables more easily.

- Practise every day
- Find a regular time to do it - perhaps walking to and from school or during the drive
- Keep a steady rhythm - it makes learning and recall easier
- When starting to learn times tables, it's often the starting number that is difficult - use your fingers as you recite to keep track of where you are
- If you are secure at bronze level the silvers and golds are easy
 - Help yourself and your friends by quizzing each other
- *Multiplication* can be done in any order - so if you know 2×5 you also know 5×2 (see the grid on the next page and shade in the ones you can recall)
- There are lots of ICT games to help you learn them and test yourself before trying to go for Bronze, silver or Gold at school
 - Use resources on Mathematics
- Remember that everything gets easier the more you practise
 - Persevere and don't give up. If you are finding it very challenging, let your teacher know
 - Set yourself a challenge and go for it!

Use this grid to highlight the multiplication facts you can recall rapidly

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

End of Year Expectations for multiplication and division facts

Use these to help you learn them.
Parents and friends can use them for easy testing.

By the end of Y2

X10	X 5	X 2
$1 \times 10 = 10$	$1 \times 5 = 5$	$1 \times 2 = 2$
$2 \times 10 = 20$	$2 \times 5 = 10$	$2 \times 2 = 4$
$3 \times 10 = 30$	$3 \times 5 = 15$	$3 \times 2 = 6$
$4 \times 10 = 40$	$4 \times 5 = 20$	$4 \times 2 = 8$
$5 \times 10 = 50$	$5 \times 5 = 25$	$5 \times 2 = 10$
$6 \times 10 = 60$	$6 \times 5 = 30$	$6 \times 2 = 12$
$7 \times 10 = 70$	$7 \times 5 = 35$	$7 \times 2 = 14$
$8 \times 10 = 80$	$8 \times 5 = 40$	$8 \times 2 = 16$
$9 \times 10 = 90$	$9 \times 5 = 45$	$9 \times 2 = 18$
$10 \times 10 = 100$	$10 \times 5 = 50$	$10 \times 2 = 20$
$11 \times 10 = 110$	$11 \times 5 = 55$	$11 \times 2 = 22$
$12 \times 10 = 120$	$12 \times 5 = 60$	$12 \times 2 = 24$

The above and these by end of Year 3

X 4	X 3	X 8
$1 \times 4 = 4$	$1 \times 3 = 3$	$1 \times 8 = 8$
$2 \times 4 = 8$	$2 \times 3 = 6$	$2 \times 8 = 16$
$3 \times 4 = 12$	$3 \times 3 = 9$	$3 \times 8 = 24$
$4 \times 4 = 16$	$4 \times 3 = 12$	$4 \times 8 = 32$
$5 \times 4 = 20$	$5 \times 3 = 15$	$5 \times 8 = 40$
$6 \times 4 = 24$	$6 \times 3 = 18$	$6 \times 8 = 48$
$7 \times 4 = 28$	$7 \times 3 = 21$	$7 \times 8 = 56$
$8 \times 4 = 32$	$8 \times 3 = 24$	$8 \times 8 = 64$
$9 \times 4 = 36$	$9 \times 3 = 27$	$9 \times 8 = 72$
$10 \times 4 = 40$	$10 \times 3 = 30$	$10 \times 8 = 80$
$11 \times 4 = 44$	$11 \times 3 = 33$	$11 \times 8 = 88$
$12 \times 4 = 48$	$12 \times 3 = 36$	$12 \times 8 = 96$

Plus these in Year 4

<p>X 9</p> <p>1 x 9 = 9</p> <p>2 x 9 = 18</p> <p>3 x 9 = 27</p> <p>4 x 9 = 36</p> <p>5 x 9 = 45</p> <p>6 x 9 = 54</p> <p>7 x 9 = 63</p> <p>8 x 9 = 72</p> <p>9 x 9 = 81</p> <p>10 x 9 = 90</p> <p>11 x 9 = 99</p> <p>12 x 9 = 108</p>	<p>X 7</p> <p>1 x 7 = 7</p> <p>2 x 7 = 14</p> <p>3 x 7 = 21</p> <p>4 x 7 = 28</p> <p>5 x 7 = 35</p> <p>6 x 7 = 42</p> <p>7 x 7 = 49</p> <p>8 x 7 = 56</p> <p>9 x 7 = 63</p> <p>10 x 7 = 70</p> <p>11 x 7 = 77</p> <p>12 x 7 = 84</p>	<p>X 6</p> <p>1 x 6 = 6</p> <p>2 x 6 = 12</p> <p>3 x 6 = 18</p> <p>4 x 6 = 24</p> <p>5 x 6 = 30</p> <p>6 x 6 = 36</p> <p>7 x 6 = 42</p> <p>8 x 6 = 48</p> <p>9 x 6 = 54</p> <p>10 x 6 = 60</p> <p>11 x 6 = 66</p> <p>12 x 6 = 72</p>
<p>X 11</p> <p>1 x 11 = 11</p> <p>2 x 11 = 22</p> <p>3 x 11 = 33</p> <p>4 x 11 = 44</p> <p>5 x 11 = 55</p> <p>6 x 11 = 66</p> <p>7 x 11 = 77</p> <p>8 x 11 = 88</p> <p>9 x 11 = 99</p> <p>10 x 11 = 110</p> <p>11 x 11 = 121</p> <p>12 x 11 = 132</p>	<p>X 12</p> <p>1 x 12 = 12</p> <p>2 x 12 = 24</p> <p>3 x 12 = 36</p> <p>4 x 12 = 48</p> <p>5 x 12 = 60</p> <p>6 x 12 = 72</p> <p>7 x 12 = 84</p> <p>8 x 12 = 96</p> <p>9 x 12 = 108</p> <p>10 x 12 = 120</p> <p>11 x 12 = 132</p> <p>12 x 12 = 144</p>	

End of Year 6 Expectations

A Year 6 Reader

1. My reading age is within 6 months of my chronological age
2. I can infer characters' feelings, thoughts and motives based on subtle implications
3. I can anticipate changes in intonation and reflect them in my reading (by reading ahead) and correct any mistakes
4. I can retrieve and present information from fiction and non-fiction and engage the audience in a discussion/debate
5. I can identify when something is implicit and explicit
6. I can discuss the impact of figurative language on the reader
7. I can compare the similarities and differences between books from the same genre
8. I can perform a range of genres using dramatic devices (including poetry from memory)

Exceeding Year 6 expectations

1. My reading age is at least one year beyond my chronological age
2. I can give evidence for my inferences
3. I can challenge the view of others
4. I can make a critical comparison across texts
5. I recognise a range of poetic conventions and understand how these have been used

End of Year 6 Expectations

A Year 6 Writer

1. I can choose the writing implement that is best for the task
2. I can adapt my handwriting style to suit the task (e.g. printing captions, capitals for headlines, italics for emphasis)
3. I can correctly spell 85% of words on the Y6 list
4. I can distinguish between homophones and other words that are often confused
5. I can spell all commonly mis-spelt words from the Y6 list
6. I can use commas to mark phrases or clauses
7. I can use a colon to introduce a list and semi colons within it
8. I can use hyphens to avoid ambiguity
9. I can use semi colons and dashes between independent clauses
10. I can choose the appropriate form and register for the audience and purpose
11. I can sustain and develop ideas logically in narrative and non-narrative writing
12. I can link ideas across paragraphs using a range of devices e.g. repetition of a word or phrase
13. I can use character, dialogue and action to advance events in narrative writing
14. I can use the passive voice for emphasis
15. I can use a variety of sentence openers to create specific effects
16. I can use a variety of organisational and presentational devices correct to the text type
17. I can establish viewpoint as a writer through commenting on characters or events
18. I can summarise a text, conveying key points
19. I can suggest ways in which my work might be improved and re-draft to achieve this
20. I can perform my own compositions using intonation, movement, varying pace and volume to engage an audience

Exceeding Year 6 Expectations

1. I can spell all words from the Year 6 list
2. I can use strategies to spell most complex words
3. I can spell subject specific vocabulary correctly
4. I use all punctuation across a range of text types for accuracy of meaning and for effect
5. I can use a variety of devices to engage the reader (opening hooks, asides, flashbacks)
6. I can use sentences and paragraphs of different length for effect
7. I can use the passive voice confidently in a range of text types
8. I can use the subjunctive in formal writing
9. I can develop my initial ideas to write a two-step plan
10. I can find exceptions for the features of the genres I have written and explain these

End of Year 6 Expectations

A Year 6 Mathematician

1. I can compare and order numbers to 10,000,000
2. I can identify and give the value of a number up to 3 decimal places
3. I can find the difference between a negative and positive number
4. I can round any whole number to a required degree of accuracy
5. I can solve multi-step problems with confidence
6. I can solve problems with mixed operations using mental arithmetic
7. I can use long multiplication with numbers up to 2 decimal places
8. I can use long division
9. I can use rounding in a division problem linking my answer to the context
10. I can multiply and divide numbers with decimals by 1,000
11. I can solve problems using multiplication and division and interpreting ratios
12. I can carry out calculations involving the four operations, in the correct order
13. I can use simple formulae
14. I can generate and describe linear number sequences
15. I can express missing number problems algebraically
16. I can find pairs of numbers that satisfy an equation with two unknowns
17. I can enumerate all possibilities of combinations of two variables
18. I can simplify fractions
19. I can + and - fractions with different denominations and mixed numbers
20. I can multiply fractions
21. I can divide proper fractions by whole numbers
22. I can give my answers in the simplest form
23. I can use division to find the decimal equivalent of a fraction
24. I can calculate the percentage of a whole number
25. I can use percentages to compare
26. I can solve problems converting different units
27. I can convert between miles and kilometres
28. I know that shapes with same area can have different perimeters (and vice versa)
29. I can use formulae for area and volume of shapes
30. I can calculate area of parallelograms and triangles
31. I can use cubic units to describe volume
32. I can use scale with simple shapes
33. I can draw 2D shapes and make 3D shapes and their nets
34. I can find unknown angles in triangles, quadrilaterals and regular polygons
35. I can use the terms radius, diameter and circumference and know $d=2r$
36. I can find missing angles on a straight line and when vertically opposite
37. I can use all 4 quadrants
38. I can draw and translate shapes in other quadrants
39. I can draw and interpret pie charts and line graphs
40. I can find the mean of a given set of numbers

Exceeding Year 6 Maths Expectations

1. I can use a number line as a model for ordering of the real numbers; use the symbols $=$, \neq , $<$, $>$, \leq , \geq
2. I can order positive and negative integers, decimals and fractions
3. I can use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative
4. I can use ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically
5. I can use standard mathematical formulae to find properties of 2D and 3D shapes.
6. I can model situations or procedures by translating them into algebraic expressions or formulae and by using graphs.
7. I can recognise arithmetic sequences and find the n th term
8. I can recognise geometric sequences and appreciate other sequences that arise.
9. I can interpret percentages and percentage changes as a fraction or a decimal
10. I can compare two quantities using percentages
11. I can calculate with percentages greater than 100%
12. I can draw and measure line segments and angles in geometric figures, including interpreting scale drawings using ruler and compass
13. I can derive and apply formulae to calculate and solve problems involving: perimeter, capacity and area of 2D and 3D shapes
14. I can use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right-angled triangles
15. I can identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids
16. I can record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale.
17. I can describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, and median) and spread (range)