



Year 6 Learning Note

Spring – Week 5

This week...

We've been writing persuasive letters in English this week, based upon a "letter from the DfE" regarding the snow on Friday. In Maths, we've continued to look at converting metric and imperial measurements, as well as efficient strategies to support multiplication and division.

We've continued to look at the circulatory system and organs in the human body as part of our Science work. And in Topic, the children independently researched and then compared important people and places from England and Mexico.

Next week...

In Maths, we'll be looking at calculating the size of missing angles. In English, we'll be writing mystery and suspense stories.

Homework

Maths 'Targeted Question Book':

Due Tuesday: P22

Due Wednesday: P23

Due Thursday: P24

Due Friday: P25

Spellings homework this week is to practice the words on the reverse of this sheet. These spellings will be tested on Friday; there is no definitions sheet to be returned this week.

Reading

We are actively promoting reading for pleasure this year and would like the children to take the opportunity to read as much as possible. Research suggests that there is just as much to be gained from parents reading to children as there is from having children read to adults. So, if you get the chance to, then please try to read as a family. Please write in your child's reading record too.

This week we have been reading:

- Holes by Louis Sachar

Have a great weekend,

Mr Ritson and the Year Six team.

Year 6 spellings homework

Throughout the year we have looked at both the LKS2 and UKS2 Word Lists. Next week you will be tested on twenty of these. You should know most of them, so focus on learning those you're not sure of.

English Appendix (2014 NC) word lists	
accommodate	shoulder
awkward	thorough
conscious	yacht
desperate	achieve
excellent	bruise
hindrance	convenience
leisure	disastrous
nuisance	foreign
profession	interfere
restaurant	marvellous

The (Look, Say, Cover, Write, Check) method explained:

Look: first look at the whole word carefully. If there is one part of the word that is difficult then look at the part in more detail.

Say: say the word as you look at it, using different ways of pronouncing it that might make it more memorable.

Cover: cover the word.

Write: write the word from memory, saying the word as you do so.

Check: Have you got it right? If yes, then try writing it again and again. If not, start again - look, say, cover, write, check.

Other methods you might like to try:

- Write out the word correctly, many times, to get used to writing it (try writing root words in different colours).
- Pronounce the word differently, to emphasise the letters you need to remember.
- Break the words into smaller words/parts.