# Ashdene Primary School

## How to help at home: Year 6

### Mental Fluency

**Times tables are key!**
Practising times tables helps children develop their understanding of numbers and number relationships, as well as recognise patterns. These skills help children master key mathematical concepts and tackle more complex problems quickly and confidently.
Times tables are also fundamental to many areas of maths, including fractions. Being able to recall multiplication facts quickly and accurately provides an essential foundation for developing more advanced skills, such as calculating with larger numbers and working with algebraic expressions.

#### Tips

**Look for patterns.** Encourage your child to use the times tables they already know to work out those they are less confident with. For example, if they know their 4 times table, they can use this knowledge to work out their 8 times table. Recognising patterns helps children deepen their understanding and become more fluent in multiplication.

**Apply what you know.** It is important for children to use their knowledge of familiar times tables to work out other multiplication facts. For example, knowing the 6 times table can help them work out multiples of 60 and 0.6. This helps children understand how multiplication facts can be applied to larger numbers and decimals.

#### TT Rockstars

https://play.ttrockstars.com

All children have their own login for Times Tables Rock Stars, which provides a fun and engaging way to improve the speed and accuracy of their times tables recall.

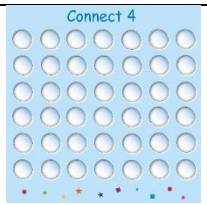
The more fluent children become with their times tables, the more easily they can access and tackle other areas of the maths curriculum.

#### The Memory Game

Create a set of cards, with multiplication calculations on some and the corresponding answers on the others. Place all the cards face down.

Players take turns to turn over two cards, trying to match a multiplication calculation with its correct answer. If a player makes a successful match, they keep the two cards and take another turn. If the cards do not match, they turn them face down again and play passes to the next player.

The player with the most cards at the end of the game wins!




This is a two-player game. Players take turns to answer a multiplication question. If a player answers correctly, they can place one of their counters on the board. The aim is to be the first player to get four counters in a row, either horizontally, vertically or diagonally.

Use dice to generate numbers for the multiplication questions, making the game fun and varied.




This is a two-player game. Players take turns to turn over two cards and multiply the numbers together to find the product. The player with the highest product wins the cards.

The game continues until all the cards have been won. The player with the most cards at the end of the game is the winner!

#### Counting

Practise counting forwards and backwards in different times tables. Try starting at different numbers to help children develop fluency and a deeper understanding of multiplication.

To provide an extra challenge, encourage children to count in decimal numbers and fractions, helping them apply their number skills in different contexts.

#### Mental Maths

Mental maths strategies are the skills children use to solve calculations in their heads, without relying on formal written methods, such as column methods, which are often used for longer or more complex calculations.

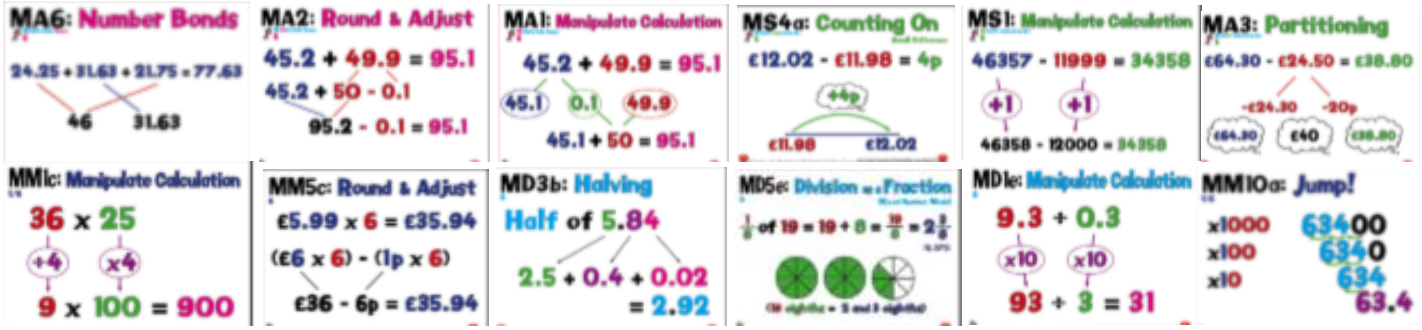
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These strategies provide the foundation for many areas of mathematics involving numbers. Developing efficient mental maths skills helps children calculate quickly, accurately and confidently. Without these skills, children may find it more difficult to calculate fluently and tackle more complex mathematical problems.

Mental strategies also underpin written and formal methods of calculation. Mental maths does not mean that children cannot write anything down. They can use quick jottings to help them keep track of their thinking, particularly when working through multi-step problems.

Below are some of the strategies we have explored in school.




## The Four operations

It's essential that the children are confident with their written methods, solving problems with the four operations. Here is how we teach written methods for the four operations

### Addition

**Vertical layout, contracting the working to a compact efficient form:**

```
  368
 +493
 861
  11
```

Note: The numbers 'carried' will be shown under the line.

### Subtraction

```
  5 6 3
- 2 4 1
  3 2 2
```

and

```
  4 15 13
  5  6  3
- 2  7  8
  2  8  5
```

Note: We are not 'borrowing'. We are exchanging. Eg. I am exchanging one ten for ten ones.

### Multiplication

Vertical format, compact working

```
   56
 x 27
  392
   4
 1120
  1
 1512
  1
```

### Division

Short division:

```
      0 3 5
   ┌──────
5  │ 1 1 7 2 5
```

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## Maths

Fractions, decimals and percentages are an important part of the maths curriculum. Although we have not yet explored these topics in depth this year, the children will have encountered them in previous year groups.

Below are some strategies and links to online games that you can use at home to help reinforce your child's existing knowledge and develop their understanding of these important mathematical concepts.

### Simplifying fractions

You can simplify a fraction if the numerator (top number) and denominator (bottom number) can both be divided by the same number.

For example, six twelfths can be simplified to one half because both the numerator and denominator can be divided by 6.

$6 \div 6 = 1$

$12 \div 6 = 2$

To simplify a fraction to its simplest form, divide both the numerator and denominator by their highest common factor (HCF).

### Improper Fractions and Mixed Numbers

Converting between improper fractions and mixed numbers is an essential skill. The following website gives a clear guide on how to do this.

Mixed Numbers & Improper Fractions (solutions, examples, videos) (onlinemathlearning.com)

### Converting Between Fractions, Decimals and Percentages

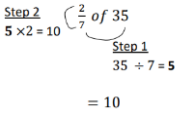
It is important for children to become confident and fluent in converting between fractions, decimals and percentages.

The website below provides further explanations and activities for children to try at home to develop and practise these skills.

Order and compare fractions, decimals and percentages by converting them - Maths - Learning with BBC Bitesize - BBC Bitesize

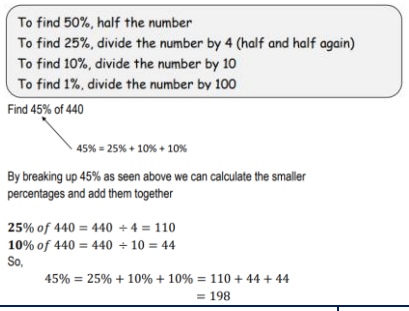
### Finding a fraction or a percentage of a number

To find a fraction of a number, divide that number by the denominator and multiply the result by the numerator.

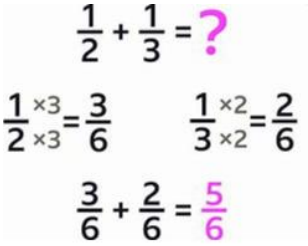



$= 10$

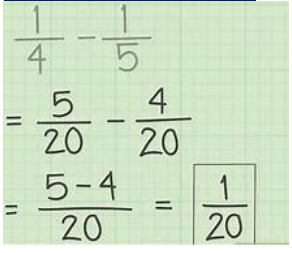
To find percentages, knowing key facts will really help with our understanding:



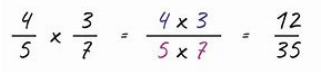

### Adding Fractions



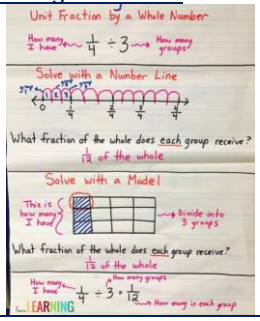

### Subtracting Fractions




### Multiplying Fractions




### Dividing Fractions



When practising maths at home, try to make it fun and engaging. Play games, solve problems together and look for opportunities to apply maths to real-life situations. After all, maths is everywhere! From measuring ingredients when baking to calculating change when shopping, maths is an essential part of our everyday lives, whether we realise it or not.

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## Spelling

First and foremost, please encourage your child to use Spelling Shed regularly. All children have their own login and can access a range of spelling activities to support the learning taking place in class.

Each week, spelling assignments are set to match the spelling patterns being taught in lessons. Children can then play games to practice the words from that week's spelling lists, helping them build confidence and reinforce their learning.

All children have logged in at school and know how to use Spelling Shed, so they should be able to access the activities independently at home.

Spelling Shed

By the end of Year 6, children are expected to spell accurately and confidently. This is assessed through their everyday writing and a formal spelling test consisting of 20 words.
To meet the end-of-Year 6 expectations, it is important that children learn:

- **High-frequency words and homophones** that they may commonly misspell or confuse.
- **All the words on the Year 3/4 and Year 5/6 spelling lists** from the National Curriculum.
- **How to apply their spelling knowledge** to make plausible attempts at spelling more complex words by using the spelling rules and patterns they have learnt.
-

Below is the statutory Year 5/6 spelling list from the National Curriculum.

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

Here are some more useful activities to support your child with their spellings

| | | | |
|---|---|---|---|
| www.spellzone.com | Display commonly misspelt words around the house to help your child become more familiar with them. Test them regularly and ask them to explain the differences between words that sound alike but have different meanings. | Look up the definition of each word on your spelling list and use it in a sentence. Challenge your child to find synonyms (words with similar meanings) and antonyms (words with opposite meanings). | Ask your child which spelling pattern or rule they are learning about in school this week. How many words from their spelling list can they remember without looking? Challenge them to create their own list of additional |

| | | | |
|---|---|---|---|
| | For example: *which/witch*, *were/where* and *there/their/they're*. | Make it a competition! See who can use the words from the spelling list the most throughout the week. | words that follow the same spelling pattern or rule. This will help them recognise patterns and apply their spelling knowledge to unfamiliar words. |
| Create a graffiti board of this week's spelling list – use fancy pens! | Backwards Words -<br>Say a word aloud, spelling it backwards, one letter at a time. Your child must picture the letters in their mind and work out which word you are spelling. This is a fun way to develop visual memory, spelling skills and an awareness of letter patterns. | Play classic games such as hangman and anagrams | |

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## Grammar

Children demonstrate their understanding of grammar through the way they construct their writing. Different genres and levels of formality require different grammatical structures to ensure that writing is effective and appropriate for its purpose.

Children are expected to use accurate punctuation throughout their writing and adapt their grammar and punctuation to suit the task. They must also demonstrate their understanding of grammatical terminology and how to apply it in their writing. This knowledge is assessed through a Grammar, Punctuation and Spelling (SPaG) test.

First and foremost, please encourage your child to complete their grammar homework on SPaG.com, which is currently set every fortnight.

| | |
|---|---|
| Suggested workbooks:<br>-Rising stars<br>-CGP | https://www.teachwire.net/news/7-of-the-best-online-grammar-games-for-ks2<br>Although some aspects of this website require you to sign up, it is a great selection of online games/ activities for addressing different areas of grammar.<br><br>Spelling Shed also has grammar games, where children can practice grammatical elements of their choosing. |
| Always encourage your child to take time to edit their writing, whether they are writing notes, letters or emails. Editing is an essential part of the writing process and helps children improve the quality and accuracy of their work.<br><br>In class, we edit our writing by checking the following:<br><br>• Vocabulary – Could a word be changed to make the meaning clearer or more effective?<br>• Spelling – Are all words spelt correctly?<br>• Handwriting – Is the writing neat and legible?<br>• Punctuation – Have punctuation marks been used accurately and appropriately? | Play the 5-word game.<br><br>Choose five random words, including a mixture of nouns and verbs. The aim is to create one sentence that uses all five words and is as imaginative, silly and unexpected as possible!<br><br>The challenge is to make sure the sentence is grammatically correct and accurately punctuated, while having as much fun as possible. |

## Reading

We encourage all children to read independently and monitor both what they are reading and how regularly they finish books. Reading quizzes help us assess their understanding of the books they have read.

If your child is struggling to find a book they enjoy, please encourage them to speak to us. As Year 6 teachers, we have read hundreds of fantastic books and can recommend titles to suit their interests and preferences.

In school, all children read independently for 10–15 minutes each day and listen to their teacher read aloud daily. We encourage every child to read independently for **at least 20 minutes at home every day**. Establishing a consistent routine, such as reading before bed, can help make reading a regular and enjoyable part of family life.

Reading can have a positive impact on children's confidence and mental well-being. It can also help them develop empathy, understand other people's perspectives and gain a broader understanding of the world. Furthermore, strong reading skills can support progress across the curriculum, particularly in writing and maths.

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At the end of Year 6, children complete a one-hour reading comprehension test as part of their end-of-key-stage assessments. This assesses their ability to read and understand texts, retrieve information, make inferences and answer questions accurately. Developing reading fluency and comprehension skills is therefore essential.

**How can you support your child's reading?**

The best way to support your child is to show enthusiasm for reading and help them see it as an enjoyable and valuable activity.

- Talk to your child about what they are reading and ask questions about the characters, events and themes.
- Read together and share the experience of enjoying a story.
- Make time for reading each day and establish a consistent routine.
- Show that books and reading are valued by making them a regular part of family life.

Your encouragement and interest can make a real difference to your child's enjoyment of reading and their progress as a reader.

