

Home Learning Booklet



Supporting your child at home

Year 6

2026-2027

'Strengthening the partnership between home and school.'

At Becontree we are proud of our partnership between home and school. We work hard to ensure that all school experiences are positive for all of our children and their families, whilst ensuring that the needs of all children are met.

This policy was developed following a consultation with Parents/Carers and our teaching staff, as well as looking at current research related to the value of home learning in primary school.

We define home learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Becontree we have a strong commitment to parental involvement and see home learning as one way of developing this partnership.

Becontree is not a school at which home learning dominates home and school life. We believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict, it ceases to be a constructive aspect of teaching and learning.

We will be:

expecting children to be reading for at least 10 minutes daily;
expecting children to complete home learning tasks weekly;
expecting parents to have frequent conversations with children to support their language and speaking skills;
expecting children to practise spellings using Spelling Shed online 2-3 times a week;
making available to purchase, CGP workbooks, for an additional home learning resource if needed;
sharing planning and schemes of work on our school website;
assigning a family project over half terms and holidays;
sharing information about suggested activities to do at home if further home learning ideas and guidance are needed.



Language and communication

Listening and communication is one of the most important skills for primary school children to master, but it doesn't always come easily, especially in the early years of school. But with a bit of work, you can help your child develop their listening and speaking ability, with knock-on improvements in their achievement at school.

The National Curriculum states that children should be taught to:

- listen and respond appropriately to adults and their peers;
- ask relevant questions to extend their understanding and knowledge;
- use relevant strategies to build their vocabulary;
- articulate and justify answers, arguments and opinions;
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- speak audibly and fluently with an increasing command of Standard English;
- participate in discussions, presentations, performances, role play, improvisations and debates;
- gain, maintain and monitor the interest of the listener;
- consider and evaluate different viewpoints, attending to and building on the contributions of others;
- select and use appropriate registers for effective communication.

Considering that children spend only 30 of the 168 hours per week in school, parents/families play a significant part in developing children's language and communication.



Top Tips for Supporting your Child's Language and Communication

Get your child's attention before you talk.

Pay attention when your child talks to you.

Praise your child when they tell you something. Show that you understand their words.

Pause after speaking. This gives your child a chance to respond.

Keep helping your child learn new words. Say a new word, and tell them what it means, or use it in a way that helps them understand. For example, you can use the word "vehicle" instead of "car." You can say, "I think I will drive the vehicle to the shop. I am too tired to walk."

Help your child follow two- and three-step directions. Use words like, "Go to your room, and bring me your book."

Ask your child to give directions. Follow their directions as they instruct you.

Play word games with your child such as Pictionary and Scrabble.

Watch movies together on TV or a tablet. Talk about what your child is watching. Have them guess what might happen next. Talk about the characters. Are they happy or sad? Ask them to tell you what happened in the story. Act out a scene together, or make up a different ending.

Use everyday tasks to learn language. For example, talk about the foods on the menu and their colour, texture, and taste when in the kitchen. Go grocery shopping together. Talk about what you will buy, how many things you need, and what you will make. Talk about sizes, shapes, and weight.

Discuss vocabulary you come across as you are reading with your child.



There are also specific activities you can do with your child to help them develop their listening skills.

These include:

games like Simon Says and Traffic Lights, which help your child listen and follow instructions;
listening walks, where you take time to stop and pay attention to the sounds you can hear;
clapping a rhythm for your child to repeat;
playing Chinese Whispers;
describing a picture to your child, which they have to draw based on your description;
playing 'What's That Sound?', using household objects to make a noise (e.g. shaking a peppermill, deflating a balloon) and getting your child to guess what it is.

The way you talk to your child matters.

Children generally struggle to multi-task, so rather than expecting them to follow a long sequence of instructions ('Can you brush your teeth, comb your hair, put your homework in your school bag and get your shoes on, please?'), break it down, giving them one or two at a time.

It's also important to use your child's name to attract their attention, make eye contact, speak clearly and give them plenty of thinking time before expecting a response. These techniques are used to great effect by teachers in the classroom.

Although many children struggle to listen attentively at times, some children have particular difficulties. If you think your child's listening is a problem, get their hearing tested in case there's a medical issue. Some children, particularly those who have lots of colds and snuffles, have intermittent hearing loss which can affect listening skills.

If you're still concerned, speak to your child's teacher. If they have noticed problems too, the school's special educational needs coordinator (**SENCO**) might suggest an assessment with a speech and language therapist to see if your child would benefit from extra help.

Reading

Reading practice at home is one of the most valuable forms of home learning and we encourage children to read daily. Our goal is to motivate children to want to read so they will practise reading independently and, thus, become confident readers.

Reading and sharing stories can help your child to get to know sounds, words and language and develop early literacy skills. It can spark your child's imagination and stimulate curiosity. It can help your child's brain, social skills and communication skills develop too.

To be a successful reader by the end of year 6, children need to...

- have a positive attitude to reading;
- read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- recommend books that they have read to their peers, giving reasons for their choices;
- make comparisons within and across books;
- check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
- ask questions to improve my understanding;
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- predict what might happen;
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

(2014 National Curriculum for year 5 and 6)



What are the Signs of Poor Reading Fluency?

Here are some clues that your child may have problems with fluency:

your child knows how to read words but seems to take a long time to read a short book or passage silently;

your child reads a book with no expression;

your child stumbles a lot and loses his or her place when reading something aloud;

your child reads aloud very slowly;

your child moves his or her mouth when reading silently (sub-vocalising);

your child struggles to recall information of a text they have just read.

What can Parents do to Help Develop Reading Fluency?

Support and encourage your child. Realise that he or she is likely frustrated by reading.

If your child can decode words well, help him or her build speed and accuracy by:

reading aloud and having your child match his or her voice to yours;

having your child practice reading the same list of words, phrases, or short passages several times;

reminding your child to pause between sentences and phrases;

read aloud to your child to provide an example of how fluent reading sounds;

use recorded books and have your child follow along in the print copy.



How to Make More of a Book

Choose a time when you can both relax and enjoy the activity. The last few minutes before bedtime is ideal!

Before you start to read, you can talk to your child about the book:

- Look at the cover together. Ask your child, “What do you think the story is going to be about?”
- Point to the author’s and illustrator’s name; make sure your child knows what these words mean. Discuss whether you have read books by this author before.

While you are reading the book, occasionally ask questions. You might ask:

- “What do you think will happen next?”
- “What do you think about that?” (about something which has happened in the story which might arouse emotions).

Make comments about similar situations/characters in other books you have read together.

When you have finished the book, ask your child for their opinion: “Which was your favourite part?” for example.

You will need to be aware of your child’s mood. Sometimes he/she will respond to questions. At other times it’s best to allow them to just listen.

Give your child time to ask and answer questions.

More confident readers: They will be doing more reading independently now. It is still good to ask them to read to you at times and encourage them to tell you about their reading.



Fun Reading Activities to do at Home

Show your child that reading is important. Be positive about it! It is especially good if you are a reader yourself.

Join a library and visit frequently.

Talk about reading.

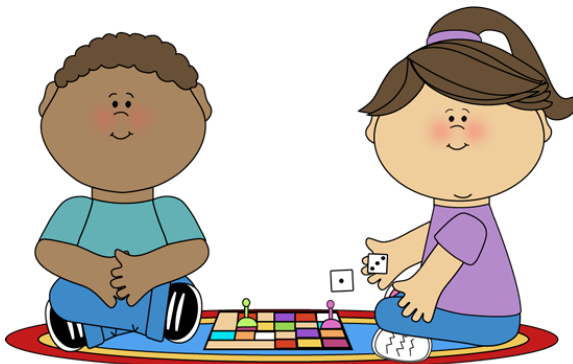
Buy your child a book as a gift.

Spend regular quality time together – 10 minutes a day sharing a book.

Write a book review on a book they have just read and publish it on sites like www.amazon.co.uk.

Play word games.

Play board games.



Types of Books

Ensure that your child is exposed to a range of books.

If English is not your family's main language, buy or borrow dual text books.

Look for books on topics you know your child is interested in, e.g. dragons, cookery, insects, sport,



Good Websites to Support Reading

<https://www.oxfordowl.co.uk/welcome-back/for-home> - Oxford Owl is packed with expert advice, top tips and activity ideas for reading.

<https://www.lovereadings4kids.co.uk/> - LoveReading4Kids is a recommendation site for children's books. They offer a variety of FREE services for parents interested in buying the best books for boys and girls of all ages. It has a kid zone (<https://www.lovereadings4kids.co.uk/#kidszone>), an area designed specifically for children, with competitions, quizzes and additional book related content. By signing up, it also gives you to access first chapters to many books and can create book recommendations based on your child's taste in books.

<https://www.carnegiegreenaway.org.uk/> - this website allows you to shadow the Kate Greenaway Medal, an award for books aimed at young children, and the Carnegie Medal, an award for books aimed at older children.

<http://cbca.org.au/> – Children's Book Council of Australia has some good recommendations under Book of the Year– Short Lists and also Winners.

<https://www.booktrust.org.uk/> – a site full of book lists under categories, e.g., authors from different cultures, graphic novels; books about themes, e.g., love, environment, books featuring characters with disabilities, books for children with autism etc.

<https://www.nationalgeographic.org/education/> - National Geographic provides access to non-fiction texts on diverse subjects from the ring of fire to icebergs in the North Atlantic. These can be accessed for free under the Education tab and by using the search bar.

<https://www.storynory.com>
Storynory features a collection of original, fairy-tale and classic children's audio stories.



Writing

To be a successful writer by the end of year 6, children need to be able to ...

write effectively for a range of purposes and audiences,

select language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

in narratives, describe settings, characters and atmosphere

use dialogue in narratives to convey character and advance the action

select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

use verb tenses consistently and correctly throughout their writing

use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

maintain legibility in joined handwriting when writing at speed. ('Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined').

(2014 National Curriculum and Becontree Writing Rubric)



Spelling List for Year 6

These are the government-set spellings that year 6 are expected to know by the end of the year. Children will be tested on these each half term as part of Becontree's Spelling Challenge.

Evidence of these spellings in children's writing also contributes to children meeting the expected standard in writing in year 6.

accompany
aggressive
amateur
attached
available
average
awkward
bruise
competition
controversy
convenience
curiosity
embarrass
equip(-ped, -ment)
especially
exaggerate
excellent
existence
familiar
forty
guarantee
harass
hindrance
identity
interrupt
muscle

necessary
occupy
occur
physical
prejudice
privilege
programme
queue
relevant
rhyme
sacrifice
secretary
shoulder
signature
stomach
sufficient
suggest
symbol
system
temperature
twelfth
vegetable
vehicle
yacht



Fun Writing Activities to do at Home

There is an infinite list of activities which could be done at home to teach and reinforce writing skills. Here are just a few suggestions.

Have your child write instructions for taking care of the family pet.

Children love to make their own birthday cards, make place cards for the table or send emails or letters to a friend. Keep birthday cards and holiday postcards to recycle as home-made cards.

Write a letter or thank you note to a relative. Talk through what your child wants to say before the writing begins.

Make a shopping list before going shopping.

Write an online review of a book or an item you recently purchased (www.amazon.co.uk) or a recipe you tried (www.allrecipes.com).

Find a picture in the newspaper and write an article to accompany it.

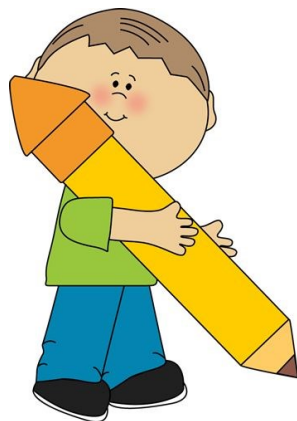
Encourage your child to keep a personal diary or a baby book for a younger sibling.

Try rhyming games starting with one word such as 'mat'. Say and write down all the words that rhyme, like 'cat', 'hat', 'fat' and 'splat'. You'll be surprised how fast your child's word list grows.

Create a word book at home and have your child add words as they learn them. Ask them to write the words they use often and talk about why.

You could write and leave notes for your child in different places, like their lunchbox. Ask them to write a reply or write something new.

Play word games like Scrabble or Pictionary.



Does your child know how to spell the year 3/4 Spelling lists?

accident
accidentally
actual
actually
address
after
answer
appear
arrive
believe
breath
breathe
build
business
busy
calendar
caught
centre
century
certain
complete
consider
early
famous
favourite
fruit
group
guard
guide
heard
heart
history
important
learn
length
library
material
minute
natural
notice

surprise
popular
potatoes
promise
purpose
sentence
special
strange
suppose
woman
women
continue
describe
different
difficult
earth
enough
eight
eighth
experience
perhaps
experiment
extreme
February
forwards
grammar
height
imagine
increase
interest
knowledge
medicine
naughty
occasion
occasionally
mention
island
opposite
ordinary
particular

peculiar
exercise
position
possess
possession
pressure
probably
quarter
question
recent
regular
reign
remember
various
separate
straight
weight
strength
therefore
though
although
thought
through



Does your child know how to spell the year 5 Spelling list?

parliament
marvellous
restaurant
bargain
persuade
definite
dictionary
language
environment
foreign
government
rhythm
leisure
soldier
neighbour
thorough
achieve
variety
profession
explanation
pronunciation
accommodation
criticise
ancient
nuisance
cemetery
sincere
sincerely
category
communicate

recognise
recommend
disastrous
determined
develop
desperate
individual
interfere
immediate
immediately
appreciate
apparent
community
committee
correspond
conscience
lightning
frequently
conscious
mischievous
opportunity
according



Good Websites to Support Writing

<https://play.edshed.co/login> - Spelling Shed is the scheme we follow to teach your child spelling. This link takes you to the children's zone, which provides access to games that link to your child's weekly spelling lists.

<https://www.oxfordowl.co.uk/welcome-back/for-home> - Oxford Owl is packed with expert advice, top tips and activity ideas for English.

<http://www.crickweb.co.uk/ks2literacy.html> - Crickweb offers access to free education resources and online games.

<http://learnenglishkids.britishcouncil.org/read-write> - This website offers activities for children to practice writing skills. Although it is aimed at children, who speak English as a second language, there are many useful activities that allow children to practise the skills taught at school.

<https://www.bbc.com/bitesize/topics/zhrd2p> - The BBC website offers spelling and grammar practice and support.



Maths

By the end of year 6 , children need to be able to...

Number and Place Value

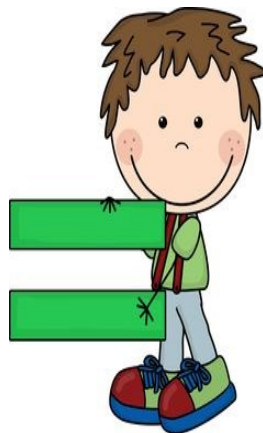
read, write, order and compare numbers up to 1 million and determine the value of each digit;
identify the value of each digit in numbers with up to three decimal places;
compare and order numbers with up to three decimal places;
use negative numbers in context and calculate intervals across zero;
use knowledge of the order of operations to carry out calculations involving the four operations;
use knowledge of the order of operations and brackets to carry out multi-step calculations involving $+$, $-$, $\times$ and $\div$;
round any number to a million;
solve number and practical problems involving place value, comparison and rounding of integers;
perform mental calculations, including with mixed operations and large numbers and use inverse operation to solve missing number problems;
solve word problems involving including multi-step problems in context;
solve problems involving simple ratios.

Addition and Subtraction

choose and use appropriate methods to add and subtract whole numbers with up to 5 digits;
choose and use an appropriate written or mental method to add and subtract decimal numbers up to three decimal places;
use estimation to check answers.

Multiplication and Division

know all $\times$ and $\div$ facts to 12;
use short multiplication to multiply numbers with up to 4 digits by one digit numbers;
use short division to divide four digit numbers by one digit numbers,
including those which leave a remainder;
multiply multi-digit numbers up to 4 digits using the formal written method of long multiplication;



divide numbers up to four digits by a two digit whole number using the formal written method of long division;
multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places;
solve word problems involving multiplication;
identify common factors, common multiples and prime numbers.

Fractions, Decimals, Ratio and Percentages

recall and use equivalences between simple fractions, decimals and percentages in different contexts;
convert improper fractions to mixed numbers and vice versa; find non-unit fractions of amounts;
express a remainder after division as a fraction, simplifying where possible;
convert decimals up to 3 places to fractions and vice versa using thousandths, hundredths and tenths;
compare and order fractions, including fractions 1;
use common factors to simplify fractions;
use common multiples to express fractions in the same denomination;
associate a fraction with division and calculate decimal fraction equivalents for a simple fraction;
perform mental calculations, including with mixed operations and large numbers;
add and subtract fractions, with different denominators and mixed numbers using the concept of equivalent fractions;
multiply fractions less than one by whole numbers;
multiply simple pairs of proper fractions writing the answer in its simplest form;
divide proper fractions by whole numbers;
solve problems including the calculation of percentages and the use of percentages for comparison;
solve problems involving similar shapes where the scale factor is known or can be found.

Measures

solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate;
read scales with accuracy;



use, read, write and convert between standard units, converting measurements of length, mass, volume and time using up to three decimal places;
convert between miles and kilometres;
measure areas and perimeters and understand that area measurement of covering and is measured in square units and that perimeter is a length measured in mm, cm, m or km;
recognise that shapes with the same areas can have different perimeters and vice versa;
calculate the area of rectangles, parallelograms and triangles;
recognise where it is possible to use formulae for area and volume of shapes.
calculate, estimate and compare volumes of cubes and cuboids;

Measures: Time

consolidate using 12 and 24 hour clocks;
calculate time intervals and count on and back in hours and minutes;
find start and finish times effectively;
use timetables effectively.

Geometry

compare and classify geometric shapes based on their properties;
consolidate classifying angles as acute, right, obtuse or reflex;
find unknown angles in any triangles, quadrilaterals and regular polygons;
recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles;
recognise, describe and build simple 3D shapes, including nets;
draw 2D shapes using given dimensions and angles;
illustrate and name parts of circles, including radius, diameter and circumference;
know that the diameter is twice the radius;
calculate the area of parallelograms and triangles;
calculate, estimate and compare volumes of cubes and cuboids using standard units;
describe positions on the full coordinate grid (all four quadrants);



identify coordinates and find the missing coordinates for a vertex on a polygon or line;
draw and translate simple shapes on the coordinate plane and reflect them in the axes.

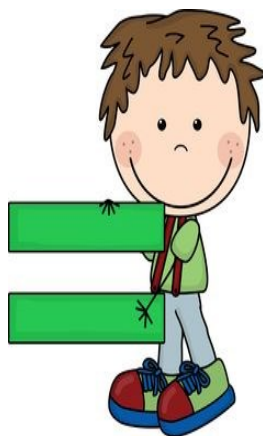
Algebra

use letters to represent missing numbers in number sentences;
express missing number problems algebraically;
use simple formulae;
generate and describe linear number sequences;
find pairs of numbers that satisfy an equation with two unknowns;
enumerate possibilities of combinations of two variables.

Statistics

read and interpret a range of tables, graphs, pictograms and bar charts and answer questions relating to data displayed in these;
interpret and construct pie charts and use these to solve problems;
interpret and construct line graphs and use these to solve problems;
calculate and interpret the mean as an average.

(2014 National Curriculum for year 6)



Fun Maths Activities to do at Home

A good understanding of everyday maths will help your child with important tasks, such as making decisions and understanding information. It will also help them develop essential lifelong skills.

Be positive about maths. Try not to say things like "I can't do maths" or "I hated maths at school" - your child may start to think like that themselves. Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling. There is an infinite list of activities which could be done at home to teach and reinforce maths skills.

Here are just a few suggestions.

TV addicts

Ask your child to keep a record of how long he / she watches TV each day for a week. Then ask him / her to do the following:- Work out the total watching time for the week. Work out the average watching time for a day (that is, the total time divided by 7). Instead of watching TV, you could ask them to keep a record of time spent eating meals, or playing outdoors, or anything else they do each day. Then work out the daily average.

Recipes

Find a recipe for 4 people and rewrite it for 8 people, e.g. 4 people to 8 people, 125g flour to 250g flour, 50g butter to 100g butter, 75g sugar to 150g sugar, 30ml treacle to 60ml treacle, 1 teaspoon of ginger to 2 teaspoons of ginger.

Sale of the century

When you go shopping, or see a shop with a sale on, ask your child to work out what some items would cost with: 50% off 25% off. Select and use standard metric units of measure and convert between units of measure using decimals to two places



(e.g. change 2.75 litres to 2750 ml or vice versa)

Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask.

By the end of Year 6, most children should be able to... 10% off 5% off.
Ask your child to explain how s/he worked it out.

Favourite food

Ask your child the cost of a favourite item of food. Ask them to work out what 7 of them would cost, or 8, or 9. How much change would there be from £50? Visualise and draw on grids of different types where a shape will be after reflection, after translations, or after rotation through 90° or 180° about its centre or one of its vertices ♦ Repeat with his / her least favourite food. What is the difference in cost between the two?

Animals

Take turns to think of an animal. Use an alphabet code, A = 1, B = 2, C = 3... up to Z = 26. Find the numbers for the first and last letters of your animal, e.g. for a TIGER, T = 20, and I = 9, Multiply the two numbers together, e.g. $20 \times 9 = 180$. The person with the biggest answer scores a point. The winner is the first to get 5 points. When you play again you could think of names, food, countries etc.

Card Game

Use a pack of playing cards. Take out the jacks, queens and kings. Take turns. Take a card and roll a dice. Multiply the two numbers. Write down the answer. Keep a running total. The first to go over 301 wins!

Journeys

Use the chart in the front of a road atlas that tells you the distance between places. Find the nearest place to you. Ask your child to work out how long it would take to travel from this place to some other places in England if you travelled at an average of 60 miles per hour, i.e. 1 mile per minute, e.g. York to Preston: 90 miles 1 hour 30 minutes York to Dover: 280 miles 4 hours 40 minutes. Encourage your child to count in 60s to work out the answers mentally. Extend this by asking questions like "What if you travelled at 30 mph? What if we started at London?"

Doubles and trebles

Roll two dice. Multiply the two numbers to get your score. Roll one of the dice again. If it is an even number, double your score. If it is an odd number, treble your score. Keep a running total of your score. The first to get over 301 wins.

One million pounds

Assume you have £1 000 000 to spend or give away. Plan with your child what to do with it, down to the last penny.



Tips for a Successful Revision Programme

A few short sessions are better than long ones, especially after a long school day.

Talk through the sections with your child.

Take it slowly and make sure they understand everything.

Encourage your child to talk about what they know.

Think of interesting ways to remember key facts.

Once children have completed an answer pack, check the answers and discuss any they had wrong.

Promote a positive attitude to learning and revision!



Leading up to SATs Week

Keep calm... Ensure that your child is not feeling worried and stressed about the tests approaching. The only expectation is that they try their best!

Ensure good attendance and punctuality as far as possible.

Ensure that children are getting enough sleep and eating healthy meals/ drinking water to keep energy levels up.

Speak to class teachers if you need more information or if you are concerned about anything.



Good Websites to Support Maths

Maths Active Learn

Maths Active Learn is connected to the Abacus maths scheme used at Becontree. Class teachers will set a range of suitable activities which children can do at home.

<https://www.activelearnprimary.co.uk/login?c=0>

Rock Stars

Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. This format can very successfully boost times tables recall speeds.

<https://trockstars.com/login>

Other

<https://www.bbc.co.uk/cbeebies/joinin/numberblocks-help-your-child-with-maths>

<http://www.helpmykidlearn.ie/activities/8-9>

<https://www.bbc.com/bitesize>

http://www.familylearning.org.uk/money_games.html

Improve your own maths (parents)

<https://www.nnchallenge.org.uk/home/index.html>



Topic Projects

Your child will be asked to complete a topic project linked to a subject/ learning area or to help us celebrate a whole school event every half term. For example, a sporting challenge or a maths challenge. This is a great opportunity to work together as a family and to support the learning they do in school.

