

Parents/carers and children learning together

Supporting success: Year 5 into Year 6

Making good progress is important in every year, but some points in a child's learning journey are even more crucial to ensure their future success. Achieving Level 4 at the end of Year 6 has a big influence on achievement at secondary school and on employment.

Supporting a smooth transition from Year 5 through into Year 6 can help your child to make the most of the learning opportunities available and help them to achieve their potential.

These materials are designed to:

- support children moving between Year 5 and Year 6 by identifying links between some key literacy and mathematics skills in each of the year groups
- provide information for you about these key skills to help you support your child's learning
- identify some possible activities that you could work on with your child at home.

We know that taking an active interest in your child's learning is one of the best ways to help your child do better in school and in life. The interest parents/carers and families show in their children's education has a greater influence on their success than just about anything else.

Remember, children learn at different rates and some children will find the activities easy, while others will take longer to be able to do them. You might wish to talk to your child's teacher about their learning. Don't forget that if your child is bilingual, you can support them by talking about the activities in your home language.

Primary
National Strategy

Year 5 into Year 6: Reading: Fiction 1



Year 5

I can say what I think about a character and give reasons, making reference to the text.

What this looks like: 

- I can find words in the text that tell me why a character behaves or feels as they do.

Possible extension: I can talk about my personal feelings for a character, referring to the text for evidence.

Year 6

I can say whether a writer has been successful in their purpose (e.g. to make me laugh, cry or think).

What this looks like: 

- I can locate and comment on the choice and effect of language used to create setting and characters.

Possible extension: I can talk about how a piece of writing affects me, commenting on language, theme and style.

Notes for parents/carers:

Writers choose carefully what they write so that we can create a picture in our heads and relate that picture to events and characters. Often the writer leaves us to try and guess what characters feel or why they have done something.

- Watch a film with your child and talk about how atmosphere is created by the location (setting), the words that are spoken (dialogue) and the music or background noises.
- Freeze-frame a scene from your favourite video or DVD. Encourage your child to write down as many words as possible to describe the setting and mood.
- While reading, encourage your child to try to identify which words are used to create the mood in the story. Ask how this makes the reader feel.

Year 5 into Year 6: Reading: Fiction 2

Year 5

I can talk about how a writer has created a character through action, description and dialogue.

What this looks like: 

- I can talk about how the writer has used words or phrases to make me feel a particular way about a character, place or event (e.g. to make me laugh, feel scared or worried).

Possible extension: I can talk about my personal feelings for a character, referring to the text for evidence.

Notes for parents/carers:

Writers reflect the purpose in their writing by the words they use and the way that they tell their story.

- After your child has read part of their book, discuss with them how they feel, e.g. if they thought they were going to read something funny, has it made them laugh? What did the writer do to make your child feel this way?
- Find two books that are written for different purposes, e.g. a humorous story and a spine-chiller. Compare the books and discuss what the authors have done differently to create these effects.
- Discuss a book or film that you and your child know well. Which character does the writer/director want you to like or dislike? How have they done this? Have they succeeded?



Year 6

I can say whether a writer has been successful in their purpose (e.g. to make me laugh, cry or think).

What this looks like: 

- I am able to analyse a text and evaluate its success, referring to language, theme, style and layout to justify my ideas.

Possible extension: I can explain how successful the writer has been in creating a mood or feeling, referring to the themes, language used and the narrative perspective.

Year 5 into Year 6: Reading: Non-fiction

Year 5

I can talk about how different information texts are structured, making comparisons.

What this looks like: 

- I can talk about how non-fiction texts are organised and identify the similarities and differences (e.g. a recipe and leaflet).

Possible extension: I can state the purpose of different non-fiction texts and give reasons referring to the text and structure.



Notes for parents/carers:

Non-fiction (information) texts cover a range of types: they can retell events, give instructions, provide information, explain something, try to persuade the reader or simply put forward an argument. Non-fiction texts use tables, pictures and diagrams to add information, so it is important to take notice of these when reading.

- With your child, find different types of non-fiction writing in your home and compare them. Identify their type and purpose and list the different features.
- Use some non-fiction writing from around the home and talk about who you think it has been written for (audience), why it has been written (purpose) and how it has been organised so that the reader can read it easily (organisation).

Year 6

I can identify the purpose, audience and organisation for different non-fiction texts.

What this looks like: 

- I know that non-fiction texts are organised according to their purpose and intended audience.
- I understand that non-fiction texts can be read in non-linear ways.
- I can analyse and evaluate the success of a text, referring to language features and structure to justify ideas.

Possible extension: I can say whether a piece of non-fiction writing has been successful or not, commenting on purpose, audience and form.

Year 5 into Year 6: Writing: Stories

Year 5

I can create characters in my writing using action, description and dialogue.

What this looks like:



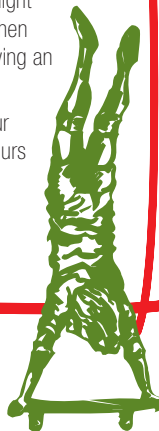
- *I can bring the characters in my story to life by using words and phrases that tell the reader what kind of people they are: through what they look like, what they do, what they say and how they say it.*

Possible extension: I can hint at what my characters are thinking or feeling, using action, description or dialogue.

Notes for parents/carers:

Writers tell us about their characters in different ways – by how they speak to each other, how they behave and the decisions they make.

- While watching a favourite TV programme, encourage your child to write down some of what the characters say, then encourage them to use different words to describe the characters' emotions, e.g. angry, caring, frightened.
- Ask your child to think about a character in a story that they know well. Encourage them to write a list of words to describe that character's personality and think about how that character might respond in different situations, e.g. when visiting a friend, going on holiday, having an argument.
- You could write a short story with your child, then highlight it in different colours to show where you have used action, description and dialogue. How has using these features made your story more interesting?



Year 6

I can create interesting characters in my stories by mixing action, description and dialogue.

What this looks like:



- *I can create and develop characters in stories, using action, description and dialogue.*
- *I understand how to manipulate phrases and clauses to have an effect on the reader.*
- *I can use speech punctuation accurately.*

Possible extension: I can create and develop characters in my writing by mixing action, description and dialogue, using direct and reported speech.

Year 5 into Year 6: Writing: Sentence structure

Year 5

I can use a range of different sentence types in my writing, including simple and complex sentences.

What this looks like:



- *When I write I can vary the length and order of my sentences to have an effect on the story and reader.*

Possible extension: I can use a variety of sentence types to have an effect on the reader.

Notes for parents/carers:

Complex sentences link information and ideas, e.g. *I walked down the street. A dog howled.* Changed into a complex sentence, this becomes – *As I walked down the street, a dog howled.* Connectives help children to write longer and more complex sentences.

- Ask your child how many different ways the following three simple sentences can be linked:
It was raining. Fred went for a walk. He was eaten by a monster.
Remind them to use *because, whenever, if, so, when, although.*
- With your child, find three complex sentences in a reading book. Turn them back into simple sentences, e.g. *I walked down the street. Lights came on. A dog howled.* Discuss whether the simple or the complex versions sound most effective and why.
- Ask your child to rewrite the opening of their favourite story using only simple sentences. Explore the effect this has on the story and on the reader.



Year 6

I can use a variety of simple and complex sentences in my writing.

What this looks like:



- *I understand how to manipulate phrases and clauses for an effect on the reader.*
- *I can use appropriate punctuation within sentences to clarify meaning.*
- *I vary the pace/style of my writing to suit the purpose and audience.*

Possible extension: I can manipulate phrases and clauses in a sentence to have specific effects on the reader.