

Year 6 Recommended Reads



Sophie Anderson	The House with Chicken Legs
Katherine Applegate	The Last
Sharon Cohen	Halo Moon
Jo Cotterill	Jelly
Ben Davis	What's that in Dog Years?
Catherine Doyle	The Storm Keeper's Island
Christopher Edge	The Longest Night of Charlie Noon
Vivian French	The Steam Whistle Theatre Company
Michelle Harrison	A Pinch of Magic
Fleur Hitchcock	Murder at Twilight
Catherine Johnson	Freedom
Padraig Kenny	Pog
Sylvia Linsteadt	The Wild Folk
Hilary McKay	The Skylark's War
Sinead O'Hart	The Star-Spun Web
Tom Palmer	D-Day Dog
Ellen Renner	Storm Witch
Anthea Simmons	Lightning Mary
Lauren St John	The Snow Angel
Ali Standish	The Secret Summer
Lucy Strange	Our Castle by the Sea
Elaine Wickson	Action Stan
Katherine Woodfine	Peril in Paris



Questions to promote comprehension:

Vocabulary

- What does this word/phrase/sentence tell you about the character/mood/setting?
- By writing this way what effect has the author created/did the author intend to create?
- How has the author made you/the character feel/happy/sad/angry/frustrated?

Retrieval

- Through whose eyes is this story told?
- Which part of the story best describes ...? Find it.
- What evidence from the text do you have to justify your opinion?

Summarising

- What is the main point in this section of the text?
- Recap what has happened so far in 20 words or less.
- Which is the most important part in this paragraph? Is it mentioned anywhere else?

Inference

- What do these words mean and why might the author have chosen them?
- Can you explain why...?
- Which words give you the impression that ...?

Prediction

- Can you think of another story with a similar theme/opening/ending?
- Why did the author choose this setting? Will it influence how the story develops?
- How is this character like someone you know in real life? Will they act the same way?

Commentary

- Explain how a character's feelings change throughout the story. How do you know?
- What are the clues that this character is liked/disliked/envied/feared/loved/hated?
- How could this part of the text be improved?

Author Choice

- What does the word ... tell you about ...? Does the author use another word to do the same?
- By writing in this way, what effects has the author created?
- Has the author been successful in their purpose/use of language? What makes you think that?

Grammar Glossary

abstract noun	A feeling or concept which cannot be touched, such as love, happiness, education.
active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action
adjective	A word which describes a noun.
adverb	A word which describes how a verb action is being carried out.
ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity eg the sentence 'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen becomes much clearer: 'Jaws is about a man-eating shark'.
antonym	A word with the opposite meaning to another eg good/bad, wise/foolish, long/short
apostrophe	A punctuation mark used to show possession or to represent missing letters in a contracted form
article	Words which tell us if a noun is general or specific. 'The' is called the 'definite article' and refers to specific nouns. 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.
auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs eg 'be' is used in the progressive tense verbs such as 'I am running', 'he was eating'.
brackets ()	A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis eg 'My friend Chloe (who is three months older than me) is coming to my house tonight'.
bullet points	A way of setting information out in a list of points, which may be phrases, words or short sentences.
capital letters	A letter used at the beginning of a sentence and for proper nouns. They may also be used at the beginning of the important words in a title or sign.
clause	Clauses are the building blocks of a sentence. They are groups of words that contain a subject and a verb. They can be 'main' or 'subordinate'.
cohesion	A sentence will have cohesion if all its parts fit together eg if tenses and pronouns are consistent and determiners refer to the correct noun.
collective noun	A noun which refers to a group of people, animals or things eg 'a class of children', 'a herd of elephants', 'a pride of lions'.
colon :	A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list eg 'I need three things from the shop: milk, eggs and bread'.
comma ,	A punctuation mark used in a sentence to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion. Pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.
command	A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject. Often a command will begin with this imperative verb or with a time connective eg 'Eat your dinner. Next add the eggs to the mixture'.
common noun	Describes a class of objects (eg dog, man, day) which do not have a capital letter (eg Rover, John, Tuesday).

complex sentence	Formed by joining a main clause with a subordinate clause using a subordinating conjunction. They can also be called multi-clause sentences. The main clause can stand alone but the subordinate or dependent clause cannot eg 'I burned dinner when I was on the phone'.
compound sentence	Formed by joining two main clauses with a connective. The two clauses can stand on their own as sentences eg 'I like dogs but my friend likes cats'.
concrete noun	Something you can touch eg 'bed', 'pencil', 'cat'. Can be common nouns, or proper nouns that need a capital letter eg 'Mr Jones', 'Blackpool Tower'.
conjunction	A type of connective that joins clauses. Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include 'because', 'if' and 'until'.
contracted form	Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe eg 'did not' is contracted to 'didn't'.
dash -	Used in a similar way to brackets or parentheses to set information apart in a sentence eg 'My three friends – Jack, Sam and Callum – are coming to my house for tea'.
determiner	A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).
direct speech	A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Mum).
ellipsis ...	Three dots which are used to show missing words or to create a pause for effect eg 'So ... tell me what happened'.
embedded clause	A clause used in the middle of another clause. It is usually marked by commas eg 'The man, walking along with his dog, whistled a tune to himself'.
exclamation	A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb eg 'What big eyes you have, Grandma!' or 'How cold is it today!'
exclamation mark !	A punctuation mark used at the end of an exclamation – eg 'What a fantastic day we have had!' It can also be used at the end of a statement or command to show something has been said with feeling or emotion eg 'That was a really scary film!'
first person	A sentence is written in the first person if it is written from the point of view of the subject – in other words, using the pronouns 'I' or 'we'.
formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Pupils are taught the difference between the language we use when speaking informally (eg to our friends) and the language we may use for a formal text, such as a letter of complaint.
fronted adverbial	Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows eg 'With a happy smile, she skipped into the room'.
full stop	A punctuation mark used to demarcate the end of a statement or command
future tense	A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will' eg 'Tomorrow I will do the shopping'.
homophone	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same – eg 'there/their/they're'; some are spelt the same but have different meanings – eg 'fair' ('Let's go to the fair!'/That's not fair').

hyphen –	A punctuation mark used to link and join words and often used to reduce ambiguity in sentences: eg twenty-seven, brother-in-law, man-eating, long-legged.
indirect speech	A sentence where the main points of what someone has said are reported without actually writing the speech out in full, eg She said she was going to the shops.
inverted commas “ ”	Punctuation marks used to demarcate direct speech in a sentence. Also known as speech marks.
main clause	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses eg 'Even though the weather is bad, I will still go for a walk'.
modal verb	A special verb which affects the other verbs in the sentence by showing obligation (eg 'You should do your homework'), possibility (eg 'I might have pizza for tea'), ability (eg 'You can ride a bike now') or permission (eg 'You may go out now').
noun	A naming word for things, animals, people, places and feelings. Can be common, proper, concrete, abstract or collective.
noun phrase	A small group of words that does not contain a verb. A noun phrase contains a noun plus words to describe it – eg 'the spotty, black dog'.
object	The object of a sentence is involved in the action but does not carry it out eg 'I dropped my cup on the floor'.
paragraph	A distinct section of a piece of writing which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.
passive voice	A sentence is written in the passive voice when the subject is having something done to it eg 'The mouse was chased by the cat'.
past perfect tense	A tense used to describe actions that were completed by a certain time in the past eg 'Yesterday I was late because I had walked to school'.
past progressive tense	Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past eg 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.
past tense	Any one of a set of verb tenses which describe action that took place in the past.
phrase	A small group of words that does not contain a verb.
plural	More than one. Using plurals can affect the nouns and verbs in a sentence.
personal pronoun	A pronoun which replaces a person, place or thing eg 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.
possessive apostrophe	An apostrophe used before the letter s to show ownership eg 'This is Sally's coat'.
possessive pronoun	A pronoun which is used to show ownership. Some can be used on their own ('mine', 'yours', 'his', 'hers', 'ours', 'theirs'), whilst others need to be attached to a noun ('my', 'your', 'her', 'our', 'their', 'whose').
prefix	Letters that go in front of a root word and change its meaning, eg, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react)
preposition	A linking word in a sentence, used to show where things are in time or space eg 'under', 'after', 'next', 'behind'.
prepositional phrase	A phrase which contains a preposition eg 'under the carpet', 'behind the door', 'after school'.

present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment eg 'I have cycled two miles already.'
present progressive tense	A tense which describes an action which began in the past and is still going now eg 'I am learning to speak French'.
present tense	Any one of a set of tenses that describe actions which are happening now.
pronoun	Any word which can be used to replace a noun.
proper noun	A noun which names a particular person, place or thing eg 'John', 'London', 'France', 'Monday', 'December'.
relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which) eg 'He ate too many cakes, which made him feel ill'.
relative pronoun	A pronoun used in a relative clause (who, that, which).
question	A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement – eg 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?'
question mark ?	A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop.
second person	A sentence is written in the second person if it is written from the point of view of a person being spoken to – in other words, using the pronoun 'you'.
semi-colon ;	A punctuation mark used in a sentence to separate major sentence elements. A semicolon can be used between two closely related independent clauses, provided they are not already joined by a coordinating conjunction eg 'My car is red; my friend's car is blue'.
singular	Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence.
statement	A sentence that conveys a simple piece of information eg 'It is a sunny day today'.
subject	The subject of a sentence is the thing or person carrying out the main action eg 'The cow ate the grass'.
subordinate clause	A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information eg 'I played out until it went dark'. Subordinate clauses contain a subject noun and a verb.
suffix	A string of letters that go at the end of a root word, changing or adding to its meaning. Suffixes can also show if a word is a noun, verb, adjective or adverb.
synonym	A word which has exactly or nearly the same meaning as another word.
third person	A sentence is written in the third person if it is written from the point of view of a person being spoken about – in other words, using the pronouns 'he', 'she', 'it', or 'they'.
verb	A word used to describe an action, occurrence or state. An essential part of a sentence.

Math Magicians Guild: Fluency

Druid:

73,357,865 □ 75,782,685	12,532,564 □ 12,562,221	35,426,453 □ 35,244,653	54,153,672 □ 55,143,671	75,641,009 □ 75,601,409
54,634,003 □ 55,645,003	64,435,266 □ 64,362,756	17,363,247 □ 17,364,374	26,645,278 □ 23,653,766	17,357,387 □ 17,253,621
Put these numbers into ascending order				
52,162,514 17,216,327 56,215,145 17,216,271 56,511,241				
32,142,056 34,025,256 32,041,561 42,305,611 43,042,421				

Cleric:

Round each number to the ...	Nearest 100	Nearest 1000	Nearest 10,000	Nearest 100,000
752338				
362740				
1821934				
1632781				

High Cleric:

Complete the number sequences.	
-4 -3 -2 □ □ □ 2	10 7 4 □ □ □
6 4 2 0 □ □ □ □	-12 -9 -6 -3 □ □ □
Put these numbers in order, smallest first	
1 -6 32 -24 8 -5	-3 12 11 -7 0 2
Find the temperature which is:	5°C more than -2°C 10°C less than 6°C

Master:

7 x (98-3)	4 x ___ - 25 = 23	8 x 3 + 6	21 ÷ (4 + 3)	7 + 8 x 9 - 4
(14 + 21) ÷ 5	9 x (3 + 3)	(21 - 9) x 2	9 x (12 - ___) = 63	(8 + 13) ÷ 7
45 = (5 + ___) x 5	(3 + 6) x (8 - 5)	(5 ² + 10) ÷ 5	7 + 9 x 2	25 - 11 x 2

Math Magicians Guild: Times Tables

Druid:

4 x 6	27 ÷ 9	5 x 9	40 ÷ 5	6 x 2
42 ÷ 6	9 x 7	72 ÷ 8	8 x 10	___ ÷ 9 = 7
___ x 6 = 72	56 ÷ 7	___ x 8 = 64	48 ÷ 6	9 x 6
24 ÷ 4	4 x 8	81 ÷ 9	9 x 4	12 ÷ 1

Cleric:

Find all of the factors of these numbers				
8	25	32		
Are these prime numbers? Answer yes or no				
105	162	138	107	125
What are the common factors of each pair of numbers?				
6, 9		18, 30		

High Cleric:

3.2 x 10 =	0.4 ÷ 10 =	405 ÷ 10 =	0.97 x 100 =	7.03 x 100 =
4.80 ÷ 100 =	1.427 x 1000 =	197.8 ÷ 1000 =	1.08 x 10 =	1.07 ÷ 10 =
4.6 x 1000 =	0.006 x 10 =	18.6 x 100 =	10.6 ÷ 100 =	25 ÷ 1000 =
1.45 x 100 =	6.00 ÷ 1000 =	2.08 x 1000 =	8 ÷ 10 =	0.25 x 10 =

Master:

3/6 x 3/5	1/3 x 2/4	3/6 x 1/4	1/8 x 1/2	5/10 x 1/3
4/5 x 1/10	3/9 x 5/8	1/4 x 1/2	1/10 x 4/9	1/3 x 7/10
1/6 x 3/6	5/8 x 1/8	1/5 x 1/5	1/5 x 2/5	1/4 x 2/4
3/4 x 1/4	6/6 x 2/12	4/8 x 7/8	4/5 x 1/5	3/5 x 3/8

What you can do to help support your child in the lead up to SATs?

Reading

- ✓ Encourage your child to read a range of different texts e.g. poetry, newspaper, magazine articles as well as fiction books and, if possible, discuss what your child has read with them.
- ✓ Develop focus and speed of reading by having quiet time reading, building up the time spent doing this gradually if it is something that they find more difficult.
- ✓ Hear your child read aloud a few times a week to ensure that they are taking account of punctuation (this will also support their awareness of and development in grammar and punctuation when writing) and comprehension (including summarizing and justifying predictions).
- ✓ If there is a section of a story or a poem that your child does not understand, encourage them to visualise it.
- ✓ Use your child's Reading Record to collect words and phrases they could use in their writing, list words they need to practice or define, acknowledge the range of reading they are doing and collect questions that arise when they are reading.

Writing

- ✓ Regular handwriting practice.
- ✓ Regular practice of their set spellings in their Spelling Book and of commonly used words, in particular the Year 5 and 6 spelling lists.
- ✓ Ensuring anything your child writes for you at home is punctuated accurately with correct spellings and controlled handwriting – keep your expectations of them high.

Maths

- ✓ Quick mental facts – doubling and halving, adjusting for mental addition and subtraction. Learn/revise all the times tables up to 12x12 and their related division facts (use TT Rockstars).
- ✓ Practise formal methods of addition, subtraction, multiplication and division focusing on accuracy and speed.
- ✓ Support with home learning maths activities.

Most importantly...

- ✓ Remind your child not to worry. If your child becomes anxious in anyway, reassure them and please see your child's class teacher as soon as possible.
- ✓ Encourage them to believe in themselves, 'You can do it!'
- ✓ Remind your child that tests are important but that they are not the only way they are to be measured. We all recognise and value their individual strengths and talents!
- ✓ With any home support or revision, make it as fun as possible and approach a subject from lots of different angles – software, games, activities, books, flashcards make learning more enjoyable and memorable.
- ✓ Continue with normal routines, attend clubs, exercise and have fresh air, eat well, drink well and sleep well!