Year 6

Core Subjects

Year 6 Writing Toolkit

coordinating conjunctions

Connects two main clauses.

for, and, nor, but, or, so, yet

inverted commas

Inverted commas are used to indicate direct speech

"Did you hear that noise?" whispered Sam.

modal verbs

Express the certainty, ability, or obligation of other verbs.

will, would, may, might, can, could, must, ought to, shall, should

ellipsis

Used to create suspense.

Without a second thought, we entered the dark, eerie house …

subordinating conjunctions

Connects a subordinate clause to a main clause

as if, because, unless, since, even if, when, whenever, wherever, whereas, while, rather than, until

fronted adverbials

Used at the start of a sentence to describe manner, time or place. Must be followed by a comma.

In the early morning,
With great caution,

relative clause

Uses a relative pronoun (who, whom, whose, which, that) to add additional information.

The book, that I borrowed from the library, is due back tomorrow.

parenthesis

We can use brackets ( ), dashes – or commas , to add additional information into the main clause.

After lunch (around 1pm) we will finish our history lesson.

apostrophe for possession

the girl's eyes (shows singular possession)

the girls' eyes (shows plural possession)

semicolon

A piece of punctuation which connects two independent but separate main clauses.

My homework is due tomorrow; I need to find my pen.

passive voice

A sentence where the subject receives an action by someone/something.

Active: The school arranged a visit.
Passive: A visit was arranged by the school.

hyphen

Used to clarify the meaning of a word or phrase and avoid ambiguity in writing.

A re-formed music group.

His long-standing friend.

apostrophe for contraction

Apostrophes shows where the letters would be if the word was written in full.

cannot ▯ can't

colon

Used to introduce a list.

When I go shopping, I need: milk, bread, eggs, cheese and meat.

A sentence where the subject receives an action by someone/something.
Passive -The house was cleaned by Miss Abraham.
Active – Miss Abraham cleaned the house.

Expanded noun phrases add descriptive words (adjectives) or phrases (prepositional phrases) to a noun, allowing complex details to be packed into fewer words.
Original: The house is at the top of the hill and is falling apart.
Expanded: The derelict house at the top of the hill.

Semi-Colon – links closely related clauses instead of using a conjunction.
I enjoyed my run in the park this morning; I felt exhausted afterwards.
The cat sleeps in the basket; the dog sleeps on the bed.
Colon – links clauses where the second clause explains more about the first.
Mr Ali was late for work: his alarm didn't go off.
Unaccompanied refugees are left to suffer: they are orphans due to the conflict.
Dash (normally used informally) – indicates parenthesis within a sentence.
Mrs Ambris enjoyed her netball match – she played in defence.
My older brother can be funny at times – he can also be annoying.

You will need to bring the following**:** pyjamas for an overnight stay**;** slippers for the morning**;** and a swimming kit for the water activities.

Complete sentence - use capital letters and punctuation.
words/phrases– don't end with punctuation. Be consistent when beginning each point with capital/lower case letters.

A **re-formed** music group
His **long-standing** friend
Please **re-cover** the book.

. ? , ! ' … " " – ( ) : ;

Creating **cohesion** means 'tying' our words, phrases, sentences and **paragraphs** together, to ensure the text 'flows'.

This 'flow' can be accomplished by using **pronouns to avoid repetition** (Ali and Tom wanted the apple. They couldn't wait).

Conjunctions to link ideas and adverbs and adverbials to convey time, place or reason.
Eventually, they agreed to share the apple because they wanted to stay friends.

Although he was wealthy**,** he was still unhappy.
He was still unhappy **although** he was wealthy.

Year 6

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.

-Comma before the speech if speech is in the middle of the sentence.
-Use "" when a character starts and finishes speaking (punctuation inside speech marks).
-Start speech with a capital letter (apart from the second part of split speech.
-New speaker, new line.
Ahmet approached Brendan the bully, "Leave me alone!" he cried.
"Make me," snarled Brendan, "I dare you."

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context. 	Make and justify inferences using evidence from the text. 	Predict what will happen based from the details given or implied. 	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise the main ideas from more than one paragraph. 
Example questions • What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	Example questions • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... • How can you tell that..... • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... • Who is telling the story?	Example questions • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	Example questions • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn from ..... from this section? • Give one example of..... • The story is told from whose perspective?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

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

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TIMES TABLES

THE KEY TO MATHS SUCCESS

1x	2x	3x	4x	5x	6x
1 × 1 = 1	2 × 1 = 2	3 × 1 = 3	4 × 1 = 4	5 × 1 = 5	6 × 1 = 6
1 × 2 = 2	2 × 2 = 4	3 × 2 = 6	4 × 2 = 8	5 × 2 = 10	6 × 2 = 12
1 × 3 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12	5 × 3 = 15	6 × 3 = 18
1 × 4 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16	5 × 4 = 20	6 × 4 = 24
1 × 5 = 5	2 × 5 = 10	3 × 5 = 15	4 × 5 = 20	5 × 5 = 25	6 × 5 = 30
1 × 6 = 6	2 × 6 = 12	3 × 6 = 18	4 × 6 = 24	5 × 6 = 30	6 × 6 = 36
1 × 7 = 7	2 × 7 = 14	3 × 7 = 21	4 × 7 = 28	5 × 7 = 35	6 × 7 = 42
1 × 8 = 8	2 × 8 = 16	3 × 8 = 24	4 × 8 = 32	5 × 8 = 40	6 × 8 = 48
1 × 9 = 9	2 × 9 = 18	3 × 9 = 27	4 × 9 = 36	5 × 9 = 45	6 × 9 = 54
1 × 10 = 10	2 × 10 = 20	3 × 10 = 30	4 × 10 = 40	5 × 10 = 50	6 × 10 = 60

7x	8x	9x	10x	11x	12x
7 × 1 = 7	8 × 1 = 8	9 × 1 = 9	10 × 1 = 10	11 × 1 = 11	12 × 1 = 12
7 × 2 = 14	8 × 2 = 16	9 × 2 = 18	10 × 2 = 20	11 × 2 = 22	12 × 2 = 24
7 × 3 = 21	8 × 3 = 24	9 × 3 = 27	10 × 3 = 30	11 × 3 = 33	12 × 3 = 36
7 × 4 = 28	8 × 4 = 32	9 × 4 = 36	10 × 4 = 40	11 × 4 = 44	12 × 4 = 48
7 × 5 = 35	8 × 5 = 40	9 × 5 = 45	10 × 5 = 50	11 × 5 = 55	12 × 5 = 60
7 × 6 = 42	8 × 6 = 48	9 × 6 = 54	10 × 6 = 60	11 × 6 = 66	12 × 6 = 72
7 × 7 = 49	8 × 7 = 56	9 × 7 = 63	10 × 7 = 70	11 × 7 = 77	12 × 7 = 84
7 × 8 = 56	8 × 8 = 64	9 × 8 = 72	10 × 8 = 80	11 × 8 = 88	12 × 8 = 96
7 × 9 = 63	8 × 9 = 72	9 × 9 = 81	10 × 9 = 90	11 × 9 = 99	12 × 9 = 108
7 × 10 = 70	8 × 10 = 80	9 × 10 = 90	10 × 10 = 100	11 × 10 = 110	12 × 10 = 120



PRACTICE EVERY DAY
AND YOU WILL SUCCEED!



UPPER KEY STAGE 2 | YEARS 5–6: HOW WE DO WRITTEN MATHS

A clear guide to the written methods children build from Year 5 into Year 6.

PLACE-VALUE COLOUR KEY

Ones · Tens · Hundreds · Thousands · Ten-thousands

1 COLUMN ADDITION

24,568 + 7,895 = 32,463

Ten-thousands	Thousands	Hundreds	Tens	Ones
2	4	5	6	8
	7	8	9	5
3	2	4	6	3
①	①	①	①	
	2+0+1=3	4+7=11 exchange	5+8+1=14 exchange	6+9+1=16 exchange	8+5=13 exchange

Align the digits by place value. Add from the ones column.
Exchange when a column totals 10 or more.

2 COLUMN SUBTRACTION

40,002 – 18,756 = 21,246

Ten-thousands	Thousands	Hundreds	Tens	Ones
	regroup 1 ten thousand as 10 thousands	regroup 1 thousand as 10 hundreds	regroup 1 hundred as 10 tens	
	3 10	10	10	
	~~4~~	~~0~~	~~0~~	~~0~~ 2
–	1	8	7	5 6
	2	1	2	4 6

Regroup across zeroes when needed. The total value stays unchanged.
Subtract from the ones column, working left when you need to exchange.

3 FORMAL COLUMN MULTIPLICATION

Optional two-digit illustration: 124 × 26 = 3,224

Thousands	Hundreds	Tens	Ones	
	1	2	4	
		2	6	
		7	4	← 124 × 6 = 744 (ones)
+	2	4	8	0 ← 124 × 20 = 2,480 (tens)
	3	2	2	4

Multiply by the ones, then by the tens.
Keep place value aligned and add the partial products.

4 DIVISION

SHORT DIVISION

615 ÷ 5 = 123

```
  1 2 3
5 ) 6 1 5
  - 5
    1 1
  - 1 0
      1 5
    - 1 5
        0
```

Share into equal groups.
If a digit cannot be divided exactly, regroup its place-value amount with the next digit.

LONG-DIVISION OVERVIEW

2,544 ÷ 12 = 212

```
    2 1 2          → groups of 12
12 ) 2,5 4 4
   - 2 4
     0 1           subtract groups
       ↓
    2 1            → bring down/ regroup the next place-value amount
12 ) 2,5 4 4
   - 2 4
     0 1 4
   - 1 2
       2 4
       ↓
    2 1 2          → repeat until everything has been grouped
12 ) 2,5 4 4
   - 2 4
     0 1 4
   - 1 2
       2 4
   - 2 4
       0 0 0
```

Work out how many groups of 12 fit, subtract, then regroup the next place-value amount.

REMINDERS: WHAT HAPPENS NEXT?

A remainder may be written as a whole number remainder, as a fraction, or rounded appropriately — it depends on the context.

r 2 | more | about 123

DECIMALS REMINDER

Keep decimal points aligned for addition and subtraction. Use place-value understanding to keep each digit in the correct column.

1	2	•	3	4
+	3	•	8	7
1	6	•	2	1

HOW PARENTS CAN HELP

1. Ask children to explain each step.
2. Estimate first.
3. Check with the inverse operation.
4. Use place-value counters or a quick sketch if stuck.

POLICY PROGRESSION

YEAR 5: column methods beyond 4 digits • up to 4-digit × 1- or 2-digit • short division by 1 digit

YEAR 6: multi-digit × 2-digit • long division by 2-digit

YEAR 6 MATHS KNOWLEDGE ORGANISER

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19…
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36…
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24…
square numbers	the result when a number has been multiplied by itself	25 (5^2 = 5x5) 49 (7^2 = 7x7)
cube numbers	the result when a number has been multiplied by itself 3 times	8 (2^3 = 2x2x2) 27 (3^3 = 3x3x3)

Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

Measurement conversions

Month	Days
January	31
February	28 (29 in leap year)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31
1 year = 365 days (≈ 52 weeks) Leap year = 366 days	

1 **cent**imetre	10mm
1 metre	100cm
1 **kilo**metre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ($^5/_8$) mile
1 **kilo**gram	1,000 grams
1 litre	1,000 **milli**litres

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.

Fractions, decimals & percentages

$^1/_{100}$	0.01	1%	÷ 100
$^1/_{20}$	0.05	5%	÷ 20
$^1/_{10}$	0.1	10%	÷ 10
$^1/_5$	0.2	20%	÷ 5
¼	0.25	25%	÷ 4
½	0.5	50%	÷ 2
¾	0.75	75%	÷ 4, x3
1	1	100%	÷ 1

Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	< 90°
obtuse angle	> 90°
reflex angle	>180°
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

Shape vocabulary

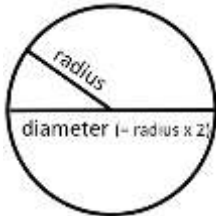
perimeter = measure around the edge (**circumference** = perimeter of a circle)

horizontal line

vertical line

parallel lines

perpendicular lines (at right angles)



2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

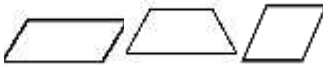
polygon = shape with straight sides
regular = all sides/angles the same
irregular = sides/angles **not** same

Types of triangle



scalene equilateral isosceles

Types of quadrilateral



parallelogram trapezium rhombus

AREA

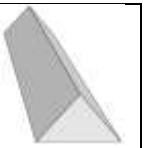
is the amount of space inside a 2D shape usually measured in cm^2 or m^2.

Area of a triangle = (base x height) ÷ 2
Area of a parallelogram = base x height
(Height = perpendicular height)

3D shapes







	square-based pyramid	triangular-based pyramid	triangular prism
faces (the flat sides)	**5**	**4**	**5**
edges	**8**	**6**	**9**
vertices (the points where the edges meet)	**5**	**4**	**6**

Volume = the amount of space a 3D shape takes up, usually measured in cm^3 or m^3



Volume of a cuboid = length x width x height

The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4. (Because 4 + 5 + 3 + 4 = 16, and 16 ÷ 4 = 4)