If your child is meeting the Reading Standard by the end of Year 6...

...they will be reading at curriculum level 3.

Your child will be reading non-fiction books, chapter books, magazines, and information on the computer. They will be reading these kinds of stories in all areas of the curriculum.

When reading an article like this your child might:

- look at the title and think what the article might be about
- think about what they already know on the topic
- think of questions that might be answered in the article
- read the first paragraph, sub-headings, and the first sentence of each paragraph
- look for important words
- use speed-reading
- express an opinion
- think of more questions on the topic and look on the Internet for answers.

You may notice that the books your child is reading in Years 5 and 6 are sometimes the same. Your child will be doing more complex tasks with these books in Year 6.

"Plight of the Sea Turtle" by Jill MacGregor
- School Journal, Part 3 Number 2, 2008

To meet the standard your child will be learning to:

- read longer stories more quickly, and read for longer periods of time
- find information and ideas easily in the story, as well as information that is more hidden — using clues in the story and what they already know
- work out words they don’t know the meaning of by using clues in the story or pictures and diagrams
- quickly find important ideas and information by ‘skimming’ and ‘scanning’ (e.g., using sub-headings, key words or first sentences in paragraphs)
- know they sometimes need to read from several sources of information (books, magazines, the Internet) to get all the information they need for their work.

Work together...
Help support your child’s learning by building a good relationship with your child’s teacher, finding out how your child is doing and working together to support their learning.
Supporting your child’s reading

Make reading fun

- Have discussions together about books – read the books your child is reading.
- Encourage Internet research about topics of interest – notice what they are keen on.
- Make your home a reader-friendly home with plenty of books, magazines, newspapers that everyone can read – look for books and magazines at fairs and second-hand shops. Ask your family or whānau if they have any they no longer want.
- Share what you think and how you feel about the characters, the story or the opinions in magazines and newspapers you are reading. It is important that your child sees you as a reader and you talk about what you are reading.

Read together

- Reading to your child is one of the most important things you can do, no matter how old they are. You can use your first language – it does make a difference to your children’s learning.
- When you are reading to your child, you can talk about words or ideas in the text that your child might not have come across before.
- Children are often interested in new words and what they mean – encourage them to look them up in a dictionary or ask family/whānau about the meaning and origin.

Keep them interested

- Help your child identify an author, character or series of books they particularly like and find more in the series or by the author.
- Talk about the lyrics of songs or waiata, or the words of poems your child is learning, and see if there are any links to who they are, and where they come from.
- Think about subscribing to a magazine on your child’s special interest, e.g., animals, their iwi, kapa haka or sport, or check out the magazines at the library, or on the Internet.
- Go to your local library to choose books together. These might be books your child can read easily by themself. They might be books that are a bit hard, but your child wants to read so you can help by reading a page to them, then helping them read the next.
- Play card and board games together – the more challenging the better.

Support your child...
As parents, family and whānau you play a big part in your child’s learning every day, and you can support and build on what they learn at school too.
If your child is meeting the Writing Standard by the end of Year 6...

...they will be writing at curriculum level 3.

Your child’s writing will continue to show how they are thinking about – as well as describing – their experiences and the information that they have got from talking, listening and reading about topics in all areas of the curriculum.

To meet the standard your child will be learning to:

- choose the type of writing to suit the audience
- plan what they will write in different ways
- organise their writing logically using paragraphs as well as other features like headings, sub-headings, diagrams, pictures and captions
- choose words carefully to suit the topic or purpose and to make people want to read their writing
- check their writing to make sure it makes sense
- spell most words correctly and use appropriate punctuation.

Writing at this level might look like this:

In this writing, the child has:

- reviewed a technology challenge such as designing an underwater machine
- shown they are aware of the main points
- chosen words carefully to suit the subject
- used a plan that fits the style of a technology report.

Work together...

Help support your child’s learning by building a good relationship with your child’s teacher, finding out how your child is doing and working together to support their learning.
Support your child...
As parents, family and whānau you play a big part in your child’s learning every day, and you can support and build on what they learn at school too.
If your child is meeting the Mathematics Standard by the end of Year 6...

...they will be working at curriculum level 3, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.

They will be solving problems involving several steps and which require them to choose the most appropriate method for the problem. They will be learning a range of approaches to solve problems and will be able to make general statements about numbers and patterns.

To meet the standard your child will be learning to:

- solve problems (using +, −, ×, ÷) that require them to choose the best method
- use repeated halving or known multiplication facts to solve problems involving fractions
- find the value of a given number in a pattern
- sort, create and identify 2D and 3D shapes
- measure time and find the area and volume of objects
- use grid references on maps and points of the compass to give directions
- draw objects from different viewpoints
- explain results of investigations by identifying patterns
- experiment to work out the likelihood of an event happening.

This is a small part of the skills and knowledge your child is learning in order to meet this standard. Talk to the teacher for more information about your child’s learning.

Focus on number

During Year 6, 50–70 percent of mathematics teaching time will focus on number learning.
As parents, family and whānau you play a big part in your child’s learning every day, and you can support and build on what they learn at school too.

Support your child...

Help your child:
- count forwards and backwards (starting with numbers like these fractions: \(\frac{1}{4}, \frac{1}{2}, \frac{3}{4}, 1, 1\frac{1}{4}, 1\frac{1}{2}\) then back again)
- talk about large numbers in your environment e.g., computer game scores, distances
- talk about the phases of the moon and link these to the best times for fishing/planting
- talk about the patterns in the night sky – summer and winter. What changes and why?
- talk about graphs and tables that are in your local newspapers.

Helping your child:
- making dinner at home, at camp or on a marae – look at how many and how much is needed for the people eating (potatoes, bok choy, carrots, sausages). Talk about fractions (half, quarter, fourth) to calculate how much to cook and cooking times
- helping at the supermarket – look for the best buy between different makes of the same item and different sizes of the same item (e.g., toilet paper, cans of spaghetti, bottles of milk)
- looking at the ingredients – fat, sugar, additives – and deciding on the healthiest choice
- practising times tables – check with your child/their teacher which tables you could help your child with.

Mathematics is an important part of everyday life and there are lots of ways you can make it fun for your child.

For wet afternoons/school holidays/weekends

Get together with your child and:
- play card and board games using guessing and checking
- cook – make a pizza, working out who likes what toppings, making and cooking it, and making sure the pizza is shared fairly – make a paper or cardboard container to hold a piece of pizza to take for lunch
- mix a drink for the family – measuring cordial, fruit and water
- make kites or manu aute using a variety of shapes and materials. How high can it go, how long can it fly for?
- make a family/whānau tree or whakapapa – number of cousins, aunts and uncles, grandparents and their relationships to you
- plan out the holidays. Look at each day’s fun time, kai time, TV time, helping time, family time and bedtime
- plan to make bead necklaces and friendship bracelets – calculate the cost of the materials, the length of stringing material
- play outdoor games – frisbee, touch rugby, kilikiti, cricket, soccer, bowls
- do complicated jigsaw puzzles
- go on scavenger hunts – make a map with clues and see who can get there first.