

# **YEAR 6 GREATER DEPTH WORKSHOP**



# WHAT IS GREATER DEPTH?

- **DEEPER UNDERSTANDING**
- **LEARNING CAN BE TRANSFERRED TO DIFFERENT CONTEXTS**
- **PUPILS CAN EXPLAIN THEIR LEARNING TO OTHERS**

# WRITING

**THE PUPIL CAN COMPLETE ALL THE STATEMENTS FOR 'AT' AS WELL AS:**

**THE PUPIL CAN WRITE FOR A RANGE OF PURPOSES AND AUDIENCES:**

- **MANAGING SHIFTS BETWEEN LEVELS OF FORMALITY THROUGH SELECTING VOCABULARY PRECISELY AND BY MANIPULATING GRAMMATICAL STRUCTURES**
- **SELECTING VERB FORMS FOR MEANING AND EFFECT**
- **USING THE FULL RANGE OF PUNCTUATION TAUGHT AT KEY STAGE 2, INCLUDING COLONS AND SEMI-COLONS TO MARK THE BOUNDARY BETWEEN INDEPENDENT CLAUSES, MOSTLY CORRECTLY.**

# **WRITING**

**AS A SCHOOL WE EXPANDED ON THESE POINTS SO THAT THE CHILDREN SHOULD INCLUDE ALL OF THE FOLLOWING POINTS: (SEE HANDOUT)**

**THERE ARE EXAMPLES OF GREATER DEPTH WRITING IN THE HANDOUTS GIVEN – FRANKIE'S NARRATIVE**

# HOW CAN YOU SUPPORT YOUR CHILD IN WRITING?

- **DISCUSS IDEAS FOR HOMEWORK WITH YOUR CHILD, BEFORE THEY SETTLE DOWN TO WRITE IT INDEPENDENTLY.**
- **INSIST ON GOOD HANDWRITING AND PRESENTATION.**
- **CHECK CORE SKILLS WITH THEM AFTERWARDS (CAPITALS, SENSE, PUNCTUATION AND SPELLING).**
- **CAN THE CHILDREN IMPROVE THEIR WORK ( ADD, REMOVE, MOVE, AND SUBSTITUTE).**
- **ASK YOUR CHILD TO READ THEIR HOMEWORK TO YOU. *CAN THEY IMPROVE IT AND MAKE CORRECTIONS?\****
- **ENCOURAGE WRITING AT HOME, ESPECIALLY FOR A PURPOSE.**

# READING

- **NO EXEMPLIFICATION DETAILS FOR GREATER DEPTH IN READING**
- **CHILDREN CAN APPLY KEY READING SKILLS IN ALL CONCEPTS FOR A RANGE OF BOOKS**
- **THEY CAN TALK CONFIDENTLY ABOUT A RANGE OF BOOKS AND USE THIS TO COMPARE THEM**

## **AT SKILLS IN READING:**

- **READ AGE-APPROPRIATE BOOKS WITH CONFIDENCE AND FLUENCY (INCLUDING WHOLE NOVELS)**
- **READ ALOUD WITH INTONATION THAT SHOWS UNDERSTANDING**
- **WORK OUT THE MEANING OF WORDS FROM THE CONTEXT**
- **EXPLAIN AND DISCUSS THEIR UNDERSTANDING OF WHAT THEY HAVE READ, DRAWING INFERENCES AND JUSTIFYING THESE WITH EVIDENCE**
- **PREDICT WHAT MIGHT HAPPEN FROM DETAILS STATED AND IMPLIED**
- **RETRIEVE INFORMATION FROM NON-FICTION**
- **SUMMARISE MAIN IDEAS, IDENTIFYING KEY DETAILS AND USING QUOTATIONS FOR ILLUSTRATION**
- **EVALUATE HOW AUTHORS USE LANGUAGE, INCLUDING FIGURATIVE LANGUAGE, CONSIDERING THE IMPACT ON THE READER**
- **MAKE COMPARISONS WITHIN AND ACROSS BOOKS.**

# MASTERY MATHS

- **MASTERY OF THE CURRICULUM REQUIRES THAT ALL PUPILS:**
- **USE MATHEMATICAL CONCEPTS, FACTS AND PROCEDURES APPROPRIATELY, FLEXIBLY AND FLUENTLY;**
- **RECALL KEY NUMBER FACTS WITH SPEED AND ACCURACY AND USE THEM TO CALCULATE AND WORK OUT UNKNOWN FACTS;**
- **HAVE SUFFICIENT DEPTH OF KNOWLEDGE AND UNDERSTANDING TO REASON AND EXPLAIN MATHEMATICAL CONCEPTS AND PROCEDURES AND USE THEM TO SOLVE A VARIETY OF PROBLEMS.**

# MATHS

## **WORKING AT THE EXPECTED STANDARD:**

- **THE PUPIL CAN DEMONSTRATE AN UNDERSTANDING OF PLACE VALUE, INCLUDING LARGE NUMBERS AND DECIMALS (E.G. WHAT IS THE VALUE OF THE '7' IN 276,541?); FIND THE DIFFERENCE**
- **THE PUPIL CAN CALCULATE MENTALLY, USING EFFICIENT STRATEGIES**
- **THE PUPIL CAN USE FORMAL METHODS TO SOLVE MULTI-STEP PROBLEMS**
- **THE PUPIL CAN RECOGNISE THE RELATIONSHIP BETWEEN FRACTIONS, DECIMALS AND PERCENTAGES AND CAN EXPRESS THEM AS EQUIVALENT QUANTITIES**
- **THE PUPIL CAN CALCULATE USING FRACTIONS, DECIMALS OR PERCENTAGES**
- **THE PUPIL CAN SUBSTITUTE VALUES INTO A SIMPLE FORMULA TO SOLVE PROBLEMS**
- **THE PUPIL CAN CALCULATE WITH MEASURES**
- **THE PUPIL CAN USE MATHEMATICAL REASONING TO FIND MISSING ANGLES**



**A PUPIL REALLY UNDERSTANDS A MATHEMATICAL CONCEPT, IDEA OR TECHNIQUE IF HE OR SHE CAN:**

- **DESCRIBE IT IN HIS OR HER OWN WORDS;**
- **REPRESENT IT IN A VARIETY OF WAYS (E.G. USING CONCRETE MATERIALS, PICTURES AND SYMBOLS – THE CPA APPROACH)**
- **EXPLAIN IT TO SOMEONE ELSE;**
- **MAKE UP HIS OR HER OWN EXAMPLES (AND NON EXAMPLES) OF IT;**
- **SEE CONNECTIONS BETWEEN IT AND OTHER FACTS OR IDEAS;**
- **RECOGNISE IT IN NEW SITUATIONS AND CONTEXTS;**
- **MAKE USE OF IT IN VARIOUS WAYS, INCLUDING IN NEW SITUATIONS.**

**EDUARDO SAYS, 'THE THE POPULATION OF MEXICO CITY IS 11 MILLION (TO THE NEAREST MILLION) AND THE POPULATION OF NEW YORK IS 11.2 MILLION (TO THE NEAREST HUNDRED THOUSAND).' HE SAYS, 'THE POPULATION OF NEW YORK MUST BE BIGGER THAN THE POPULATION OF MEXICO CITY BECAUSE 11.2 MILLION IS BIGGER THAN 11 MILLION.' DO YOU AGREE WITH HIM?**

**ESTIMATE THE ANSWER TO  $4243 + 1734$  BY  
ROUNDING THE NUMBERS TO: THE NEAREST 1000 THE  
NEAREST 100 THE NEAREST 50 THE NEAREST 10.**