

11th September 2023

Dear Parents,

Welcome to the new school year in Fox Class! It has been wonderful to welcome the children into year 5 and 6. Our school theme this year is 'Trees'. We have been using the poetry book: 'My Heart Was a Tree' to inspire some of our activities.

I have been so impressed with how quickly the class have all settled in. As we are now into the new academic year and each child has moved up a year group, I thought the following information would be useful:

Reading: As you know, the aim is for your child to read at home at least 5 days a week as part of homework. In order to check your child's understanding of the text, when you are reading with them please ask them questions and talk about what they have read. Please ensure reading books and records are at school every day. In class, we will also have whole class "Guided Reading" sessions using a class shared text. The children have the opportunity to discuss and read aloud a book or text with the teacher and each other and answer comprehension style questions.

Handwriting: In year six, we continue to teach cursive handwriting, using the following horizontal and diagonal strokes. Children use handwriting pens for all writing activities and pencils in maths. We have high expectations for presentation and it is important that children take pride in their work, including in their handwriting.



Spelling Words: Attached (see below) are lists of the common exception words, which your child will be expected to have learned by the end of the academic year. I have also attached the previous year group's common exception words, to identify any gaps in knowledge. Your child should learn these words by whichever method they prefer e.g. 'Look, Say, Cover, Write and Check' or typing them on a computer or with coloured pens etc. We encourage you to test them on these at home. They will also be expected to spell the words correctly in their everyday writing in class. In order to meet end of year expectations for writing, it is important that children can spell most of these accurately.

We will be sending home additional weekly spelling words to learn. Spelling lists will be sent home each week on a Friday and will be tested on the following Friday. There will also be a login for children to access these spellings, alongside quizzes and games on <https://www.spellingshed.com/en-gb/>.

Times tables: By the end of Year 4, children are expected to recall and use multiplication and division facts for all times tables up to 12x. It is essential that children know these and can recall them rapidly. Although learning tables by rote is by far the best method for speed and efficiency, accurately reciting the times tables doesn't mean children 'know' them. It is therefore crucial that children go deeper and understand what the numbers mean and how to apply their knowledge in a maths problem. Times tables need to be translated into rapidly recalled multiplication and division facts, for example: I know $6 \times 7 = 42$, therefore I know that $7 \times 6 = 42$ and $42 \div 7 = 6$ and $42 \div 6 = 7$.

They could apply this to a reasoning question such as: A car wash processes 92 cars per day. They charge £6 per car. How much money would they make in 1 week?

Homework: Homework each week will be: Reading to an adult and independently 5x per week (recorded in reading diary), completing added extras on DoodleMaths, practising times tables and weekly spellings to learn.

Outdoor Learning: We like to use the outdoors for our learning too. Please ensure your child has the appropriate clothing in school to enable them to participate, including jumpers and coats.

Water bottles and snack: All children should bring a water bottle each day, with their name clearly on it. This must be filled with water (not juice or squash please). If they would like to have a snack in the morning, they will need to bring this in their book bag. Please can I remind you that this must be a healthy snack, as we continue to strive to be a 'Healthy School'. We are a nut-free school, so no nuts please.

Named Clothing: Please ensure all clothing is named. That way if an item is found it is easier to return it to its owner. As you know, the jumpers all look the same!

PE: PE this year is on a Wednesday morning. All children should arrive to school in their PE kit and trainers.

Messages to Class Teacher: If you need to send a non-urgent message to me, please send this on Class Dojo. Or alternatively, ring or leave a message with the school office. If you would like to talk in person, please send me a message to arrange a time to meet or phone/email via the office.

Topics: This term we have started with learning about place value in maths. In English we are studying a picture book about Anne Frank's diary and we will use this to inspire our writing. This links to our history, where we are learning about WW2. In science we are learning about animals (including humans) and focussing on the human body. In art we are creating space themed art.

Year 6 SATS: In May, children in year 6 will sit statutory tests. They will sit the following papers: English Spag* Paper 1 (short answer questions), English Spag* Paper 2 (spelling test), English Reading Paper, Mathematics Arithmetic (Paper 1), Mathematics Reasoning (Paper 2) and Mathematics Reasoning (Paper 3). There will be more information given about this nearer the time. I will offer Y6 'SATS club' revision sessions in the lead up and will plan plenty of things to make it as fun as possible. *Spag = spelling, punctuation and grammar

Year 5/6 camp: We take year 5 and 6 on a residential trip to Kilve Court every other year. In 2022, we all had a fantastic time and we can't wait to take you all next year. Mrs Tranter and Mrs Brown will send home information about next summer's trip. In preparation, it would be great if children could practise sleeping away from home without their parents.

I hope this letter has been useful and will help your child's transition from one year group to the next. If you have any questions please do not hesitate to come and talk to me.

Thank you for your continued support.

Yours' sincerely,

Megan Banks (Class Teacher)

I have attached the objectives set out by our academy trust for the end of year 5. This should give an indication of the standards which need to be met by the end of the year, to reach the expected level.

Year 5 Objectives

Working at the expected level:

Please note: To work at the expected level in maths, reading and writing for their year group, children must meet all of the objectives set (below).

Maths

Number and place value

- Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1.
- Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01.
- Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.
- Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.
- Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.
- Convert between units of measure, including using common decimals and fractions.

Number Facts

- Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.
- Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth), for example: $8+6=14$ $0.8+0.6=1.4$ $0.08+0.06=0.14$ $3 \times 4=12$ $0.3 \times 4=1.2$ $0.03 \times 4=0.12$.
- Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.
- Multiplication and Division
- Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.
- Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.
- Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.

Fractions

- Find non-unit fractions of quantities.
- Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
- Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions.

Geometry

- Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size.
- Compare areas and calculate the area of rectangles (including squares) using standard units.

Reading

Working at the expected standard by the end of KS2:

- 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

Writing

Working at the expected standard

Composition

- Sometimes selects vocabulary and grammatical structures that reflect the level of formality required. DEPTH: Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.
- Write cohesively using a range of sentence structures.
- Can use a dictionary and thesaurus to check spellings and word meanings.
- Evaluate and edit their own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. DEPTH: Begins to redraft sections of their own writing in order to improve it.
- In narrative, creating atmosphere by describing characters and settings with correctly punctuated dialogue which begins to advance the action.
- Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and paragraphs to show cohesion. DEPTH: Can make informed choices of adverbials, pronouns, conjunctions and prepositions to build cohesion in writing.

Vocabulary, Grammar and Punctuation

- Relative clauses are used: who, which, where, when, whose, that or an omitted relative pronoun.
- Makes use of adverbs, prepositional phrases and noun phrases to add detail and clarity.
- Using different verb forms mostly appropriately, including some passive and modal verbs. DEPTH: Can select verb forms for meaning and effect.
- Use parenthesis mostly correctly.
- Begin to use a wide range of KS2 punctuation.

Handwriting

- Handwriting is legible and joined.

Transcription

- Apply knowledge of spelling rules and patterns taught in Year 5 when spelling words, including words with silent letters and homophones, with a reasonable degree of accuracy.
- Spells many of the words from the Year 5/6 spelling list.

I have attached the objectives set out by the Department for Education for year 6. This should give an indication of the standards which need to be met by the end of the year, to reach the expected level.

Year 6 Objectives

Working at the expected level:

Please note: To work at the expected level in maths, reading and writing for their year group, children must meet all of the objectives set by the Department for Education (below).

Maths

Working at the expected standard

- The pupil can demonstrate an understanding of place value, including large numbers and decimals
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
- 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

Working at greater depth within the expected standard

- The pupil can reason about addition
- The pupil can use multiplication facts to make deductions outside known multiplication facts
- The pupil can work out mental calculations where regrouping is required
- The pupil can solve more complex missing number problems
- The pupil can determine remainders given known facts
- The pupil can solve word problems that involve more than one step

Reading

Working at the expected standard

- 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

Writing

Working at the expected standard

- The pupil can: write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- The pupil can: in narratives, describe settings, characters and atmosphere
- The pupil can: integrate dialogue in narratives to convey character and advance the action
- The pupil can: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- The pupil can: use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- The pupil can: use verb tenses consistently and correctly throughout their writing
- The pupil can: use the range of punctuation taught at key stage 2 mostly correctly^[^] (e.g. inverted commas and other punctuation to indicate direct speech). ^[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.
- The pupil can: spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. * * These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.
- The pupil can: maintain legibility in joined handwriting when writing at speed [2]. [2] maintain legibility in joined handwriting when writing at speed.

Working at greater depth within the expected standard

- The pupil can: write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- The pupil can: distinguish between the language of speech and writing [3] and choose the appropriate register. [3] Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.
- The pupil can: exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- The pupil can: use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity[^]. [^]This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

Year 5 and 6 Common exception words

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