

13th September 2022

Dear Parents,

Welcome to the new school year in Fox Class! It has been wonderful to welcome the children into year 6. I have been so impressed with how quickly they 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:

Golden Rules: These are the Golden Rules the children have chosen for our class this year:

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/>. Please ensure homework books are in your child's bag every Friday.

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.

Children are expected to login to Doodle Maths and TT Rockstars weekly, ideally for a total of at least 30 minutes each per week (logins have been sent home for these).

Homework: Homework each week will be: **Reading** to an adult 5x per week, completing added extras on DoodleMaths, using TimesTable Rockstars and weekly spellings to learn.

Fox Class rules:

- We listen to each other.
- We persevere and try our best.
- We support and encourage each other.
- We are kind and polite.
- We look after school and personal property.



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'.

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 is on a Wednesday. All children should arrive to school in their PE kit.

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 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 '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

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 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 | |