



# Welcome to Class 5

MISS HEWSON AND MRS FREE

# Year 6 Parents' Meeting



- ▶ Thank you for coming and PTA questionnaire
- ▶ Who, what, when
- ▶ Timetable
- ▶ Class 5 expectations
- ▶ Dojos
- ▶ Assessment overview
- ▶ Maths, reading, writing (and how to help)
- ▶ Homework
- ▶ Topics
- ▶ Questions
- ▶ Evaluation form

# Class 5 Timetable – who, what, when



	8-55 9:00	9:00-10:15 Session 1	10:15 10:30	10:30 10:46	10:45-12:00 Session 2	12:00 1:00	1:00 1:06	1:05-2:00 Session 3	2:00-3:15 Session 4			
M	Registration	Maths	Collective worship	My duty	Guided reading	Lunchtime	ERIC	1-1.45 Computing	1.45-2.30 RE	2.30-3.15 PE		
T		Maths	Guided reading		Literacy			Spelling	Topic	PSHE	Collective worship	
W		Maths	Collective worship		Playtime			Guided reading	Literacy	Spelling	Topic	Spanish
Th		Maths	Guided reading					Literacy	Spelling	Music	PE	Collective worship
F		Collective worship/ Sharing assembly	Maths		My duty			Guided reading	Literacy	Spelling	Science Mrs Sanderson	Golden time

Remember:

- Planner
- Reading book
- Water bottle
- PE kit
- Inhaler
- Pencil case (optional)

# Class 5 expectations



- ▶ Follow whole school rules
- ▶ Appropriate working noise
- ▶ Remaining seated (unless participating in a practical lesson)
- ▶ Toilets at break and lunch time
- ▶ Handwriting and presentation
- ▶ Independence
- ▶ Being a good role model
- ▶ Team (together everyone achieves more)
- ▶ Always trying our best (not to compare against others but to concentrate on our personal progress)



# What are dojos?!



- Whole school behaviour policy that focuses on the positives!
- **Green dojos** give children points and are awarded for positive behaviour that reflects our school values.
- Individual dojos contribute to a whole class total. This total then equates to the number of minutes of golden time on a Friday afternoon.
- Green dojos accumulate throughout the week and are reset every Monday morning.
- **Red dojos** are sanctions. Children are given a reminder of the school rules before any red dojo is given. The first red dojo is given if a child then continues to display negative behaviour having already been reminded. If further red dojos are required, further sanctions follow: sitting out of class for 5 minutes, moving to another class for one session or going to Miss Collier.
- Red dojos are cleared at the end of the day so that children have a fresh start the following morning.
- Staff can track the number of red dojos children receive and can feed this back to parents *if* behaviour becomes a concern.

# Assessment



- ▶ In Year 6, children will sit statutory tests (SATs) for reading, SPAG and maths. These will take place on the week commencing 8<sup>th</sup> May.
- ▶ We record their progress throughout the year as T/T+ (working towards the expected standard), E/E+ (working at the expected standard) or D/D+ (working at greater depth within the expected standard)
- ▶ We use assessment cards for Maths, Reading and Writing that cover all of the objectives from the National Curriculum to record your child's progress. (See handouts.)

# Maths: What will it involve?

- ▶ Maths
  - ▶ 1 x 30 min Arithmetic paper
  - ▶ 2 x 40 min Reasoning papers
  - ▶ (see handout of Y6 maths objectives)
  - ▶ (see 2016 example)

# Maths: How can we help?

## School

- ▶ Teaching from children's starting points.
- ▶ Supporting and encouraging children to try their best.
- ▶ Weekly mental maths to aid with rapid recall of facts.
- ▶ Use of past SATs papers to get children used to the test format.

## Home

- ▶ Times tables. Emphasis on speed.
- ▶ Supporting with any maths homework.
- ▶ Encouraging use of Mathletics.



# Reading: What will it involve?

- ▶ 1 x 60 min reading paper
- ▶ (see handout of Y6 reading objectives)
- ▶ (see 2016 example)

# Reading: How can we help?

## School

- ▶ Teaching from children's starting points. Daily guided reading sessions.
- ▶ Working on inference (reading detectives/reading between the lines)
- ▶ Supporting and encouraging children to try their best.
- ▶ Extra reading for children who are not currently working at age-expected level.
- ▶ Use of past SATs papers to get children used to the test format.

## Home

- ▶ Supporting with any reading homework.
- ▶ Encouraging regular reading.
- ▶ If children don't know the meaning of a word, encourage clarifying. Can they work out in the context of the sentence what it might mean? Can they use a dictionary to find the meaning?
- ▶ Question children about what they are reading. Do they understand eg. how a character is feeling?

# Writing: What will it involve?

- ▶ SPAG (45 mins) and spelling test (about 15 mins).
- ▶ Writing assessed over a period of time.
- ▶ (see handout of Y6 writing objectives)
- ▶ (see 2016 SPAG paper example)

# Writing: How can we help?

## School

- ▶ Teaching from children's starting points. Daily literacy sessions.
- ▶ Working on a range of spelling rules (eg. Drop the e for ing, drop the y for an i).
- ▶ Working on Y5/6 spelling list.
- ▶ Introduce personalised spelling books.
- ▶ Supporting and encouraging children to try their best.
- ▶ Extra support for children who are not currently working at age-expected level.
- ▶ Use of past SATs papers to get children used to the test format.
- ▶ Introduce new handwriting scheme.

## Home

- ▶ Working on Y5/6 spelling list.
- ▶ Working on a range of spelling rules (eg. Drop the e for ing, drop the y for an i).
- ▶ Encourage best presentation in any written homework (joined handwriting).

Homework is to be confirmed across KS2. Focus will be on key skills of reading, spelling and maths facts throughout Autumn. After Christmas, homework will involve revision booklets.

### School (teaching and explaining)

- ▶ I will ensure that homework is explained well.
- ▶ I will ensure that children have time to ask any questions about the homework.
- ▶ I will make sure that homework is based around something that we have already covered in class.

### Children (taking responsibility)

#### Parents (supporting and encouraging)

- ▶ Children need to listen well when homework is explained.
- ▶ If children forget what to do/struggle, they need to come and ask me to go through it again *before* it is due in.
- ▶ Children need to ensure that they are trying their best and handing it in on time.

Although we have SATS, we still want to make Year 6 as enjoyable as possible!



Autumn: Reach for the Stars

Spring: Extreme Earth

Summer: Chocolate

- Four year cycle to ensure coverage of the National Curriculum (and so that children in mixed classes should not repeat topics).
- Cross curricular approach
- Engaging and exciting!
- Use of a range of technology
- Visitors and trips:
  - University
  - Space Dome
  - Robinwood (Meeting next Thursday)
  - Making chocolate
  - Y6 treat

# Thank you



- ▶ Questions
- ▶ Evaluation form