



Welcome to Class 5

MISS HEWSON

MRS HAFHEY

MRS FREE

Year 6 Parents' Meeting



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

Class 5 Timetable – who, what, when

Miss Hewson, Mrs Haffey, Mrs Free



	8:55 9:00	Session 1	10:15 10:30	10:30 10:45	Session 2	12:00 1:00	1:00 1:10	Session 3	Session 4
M	Registration	Maths	Collective worship	Playtime	Guided reading Literacy	Lunchtime	ERIC	Spelling/ handwriting RE	PE
T		Maths	Guided reading		Literacy			Spelling/ handwriting Topic	PSHCE Collective worship
W		Maths	Collective worship		Guided reading Literacy			Spelling/ handwriting Topic	
T		Maths	Guided reading		Literacy			PPA PE/ Science	Collective worship
F		Maths	Guided reading		Literacy			Spelling/ handwriting Spanish	Music Collective worship/ Sharing assembly

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
- ▶ Always trying our best (not to compare against others but to concentrate on our personal progress)
- ▶ Team (together everyone achieves more)
- ▶ Help to make Class 5 a happy/positive environment

Maths: How can we help?

School

- ▶ Y5/Y6 Teaching from children's starting points. Identifying gaps/misconceptions quickly.
- ▶ Y5/Y6 Supporting and encouraging children to try their best.
- ▶ Y5/Y6 Weekly mental maths or arithmetic to aid with rapid recall of facts.
- ▶ Y6 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 the using Mathletics.

Reading: How can we help?

School

- ▶ Y5/Y6 Teaching from children's starting points. Daily guided reading sessions.
- ▶ Y5/Y6 Working on inference (reading detectives/reading between the lines)
- ▶ Y5/Y6 Supporting and encouraging children to try their best.
- ▶ Y5/Y6 Extra reading and comprehension work for children who may benefit.
- ▶ Y6 Use of past SATs papers to get children used to the test format.

Home

- ▶ Encouraging daily 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: How can we help?

School

- ▶ Y5/Y6 Teaching from children's starting points. Daily literacy sessions.
- ▶ Y5/Y6 Working on a range of spelling rules (eg. Drop the e for ing, drop the y for an i).
- ▶ Y5/Y6 Working on Y5/6 spelling list.
- ▶ Y5/Y6 Using personalised spelling books.
- ▶ Y5/Y6 Supporting and encouraging children to try their best.
- ▶ Y5/Y6 Extra support for children who are not currently working at age-expected level.
- ▶ Y5/Y6 Developing children's vocabulary.
- ▶ Y5/Y6 Using good quality writing models.
- ▶ Y5/Y6 Continue with new handwriting scheme.
- ▶ Y6 Use of past SATs papers to get children used to the test format.

Home

- ▶ Working on Y5/6 spelling list (in planners).
- ▶ 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

Daily reading, 10 spellings and alternating weeks between a maths activity and Mathletics. .

After Christmas, Y6 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.



Topics

Autumn: Along the Amazon

Spring: Buried Treasure

Summer: Lights, Camera, Action!

- 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:
 - Go Ape
 - Northumberland
 - + lots more

Northumberland

When?

Wednesday 27th June 2018 – Friday 29th June 2018

Departing 8am (27th) and returning approximately 6pm (29th)

White House Farm



Dunstanburgh Castle



Low Newton



Seahouses Beach House Hotel



Seahouses Beach fun!



Bamburgh Castle



Farne Islands



Beamish



Assessment Y5

- ▶ In Year 5, children do not sit statutory tests (SATs) therefore their work will be assessed by the class teacher.
- ▶ Judgements on your child's progress are based on a variety of assessment methods:
 - ▶ Observations
 - ▶ Independent work
 - ▶ Rising Stars tests
- ▶ In order for your child to be assessed as working at the expected standard for their year group, they must meet **all** objectives for that particular subject.
- ▶ 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.

Assessment Y6



- ▶ In Year 6, children will sit statutory tests (SATs) for reading, SPAG (spelling, punctuation and grammar) and maths. These will take place on the week commencing 14th May.
- ▶ Writing is teacher assessed over the year through independent pieces of writing.
- ▶ 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.

Maths: What will it involve?

- ▶ Maths
- ▶ 1 x 30 min Arithmetic paper
- ▶ 2 x 40 min Reasoning papers

(see 2017 example)

Reading: What will it involve?

- ▶ 1 x 60 min reading paper

(see 2017 example)

Writing: What will it involve?

- ▶ SPAG (45 mins) and spelling test (approximately 15 mins).
- ▶ Writing assessed over a period of time.

(see 2016 SPAG paper example)

End of Y6

Each child will receive a raw test score, a scaled score, and confirmation of whether or not they achieved the national standard.

The range of scaled scores available for each KS2 test ranges from 80, the lowest possible scaled score, to 120, the highest possible scaled score.

A scaled score of 100 or more means that the child has met the expected standard in each KS2 SATs test.

Thank you



► Questions