Sandfield Close Primary School

Information for Year 6 parents
September 2015

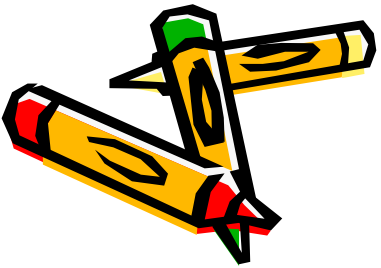
Year 6 staff

- 6JLSO classteacher Mrs Lalloo and Mrs Odedra
- 6SR classteacher Miss Rana
- Support teachers Miss Knopp and Mrs Sandland
- French teacher Mme Kerridge
- Teaching assistants Mrs Palak and Mr Bentley
- Sports Coach Mr West

Year 5 and 6 Phase Leaders Mrs Lalloo and Mrs Odedra

Pastoral & behaviour support in Years 5 & 6 - Mrs Taiwo, Deputy Headteacher

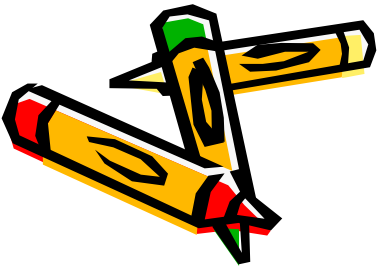
Progress & curriculum queries – Mrs Chowdhury, Assistant Headteacher



Golden Rules

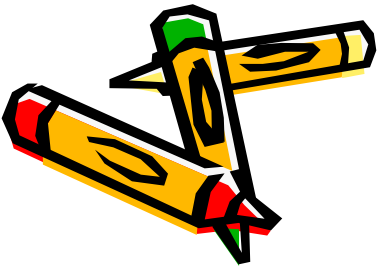
- We are kind and helpful
- We are gentle
- We listen
- We are honest
- We work hard
- We look after things

- This framework of rules is intended to keep all our children safe and happy.



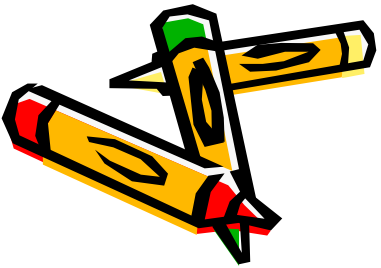
Golden Time

- A regular reward for all the children who have consistently remembered and followed the Golden Rules
- Children consulted about what they would like to do during Golden Time
- Part of our positive behaviour management programme to help all children behave well



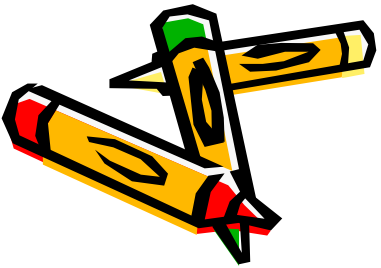
Regular attendance

- Doors open at 8.20am
- School starts at 8.25am
- If children will not be attending school please inform office by 9.00am and give the reason
- The school office will send a text via ParentMail if your child is not in school and we have not received an explanation
- All lateness will be recorded and may be referred to the Education Welfare Service if it occurs regularly
- If your child is not in school, the Education Welfare Service may make a home visit to ensure that your child is safe and well.



Regular attendance is important for children

- Children are expected to attend school every day unless they are ill
- There is no entitlement to leave from school during term time and leave will not be authorised except in exceptional circumstances
- Leave from school must be requested in writing in advance
- Unauthorised absence from school is likely to result in a Penalty Notice being issued



Water bottles, fruit and milk

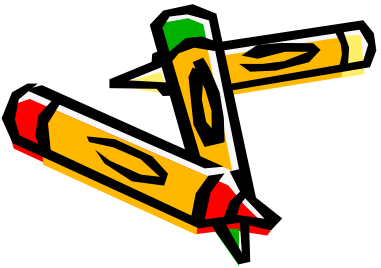
- All children are encouraged to bring a water bottle to school every day
- Please provide fruit for morning break
- Milk for those children who have ordered it via the Cool Milk website
- https://www.coolmilk.com/

PE

- Indoor kit:
- White shorts and t-shirt
- Plimsolls/ Bare feet

Outdoor kit

- T shirt and tracksuit
- Trainers
- No jewellery to be worn during PE
- Year 5 PE days:
- 6JLSO: outdoor – Monday-outdoor; Friday outdoor
- 6SR: Tuesday- outdoor – Friday- outdoor

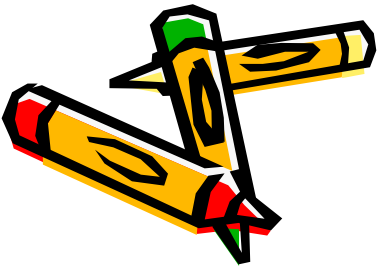


Homework expectations

- Reading- Children should be reading at home on a daily basis. After a reading session your child may bring home their reading journals with some additional homework which they need to complete with your support and return the next day. Presentation in this book has to be of a high standard.

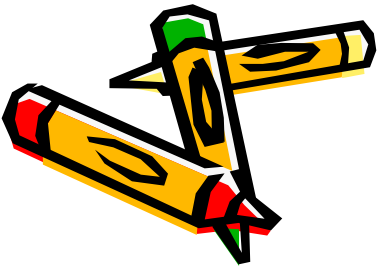
- Mathematics – This will mostly be ICT based.

- Spellings – Given out on Monday to be tested on the following Monday and Friday to be tested on the following Friday.



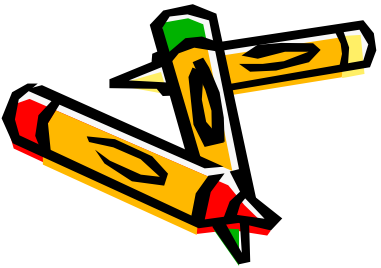
Becoming fluent readers

- Children need to read at home every day.
- They also need to hear and enjoy fluent reading to give them the motivation and desire to learn.
- Give them plenty of opportunities to practise reading; visit a library, read newspapers, recipes etc.
- Listen to and encourage your child and provide them with help when needed.
- Ask them questions to check their understanding.



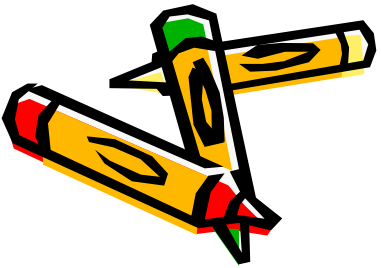
Spelling

- The school uses a system of graded spelling booklets linked to phonics and reading levels.
- Each child works their way through these booklets.
- Spelling is assessed weekly by peer assessment and teacher assessment.
- Please help your child learn their spellings at home.



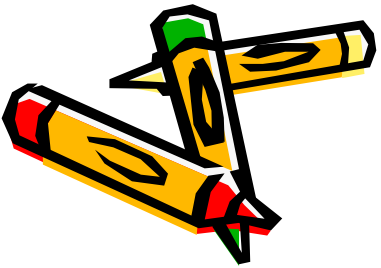
Spelling and Grammar

- Spelling is now taught as a separate lesson. Your child will learn spelling rules and may be asked to consolidate them for homework.
- Grammar is taught in regular sessions during the week. From time to time your child will be given specific grammar homework.



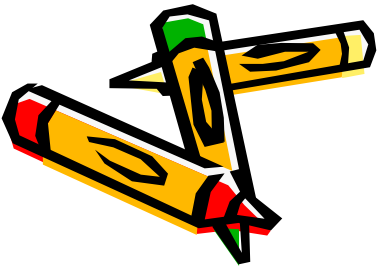
Mathematics

- Recognise and understand numbers to 10,000,000
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.
- perform mental calculations, including with mixed operations and large numbers



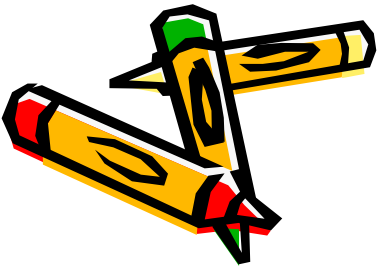
Mathematics

- From September 2015 we will be using Maths No Problem across the school in Years 1-6
- Maths is taught in whole class groups
- Emphasis is on securing mastery, developing mathematical language and children's ability to reason and explain their thinking



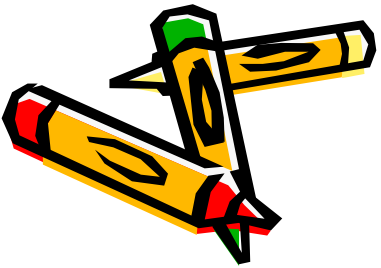
Consolidating learning in Maths at home using ICT

- Sumdog
- MyMaths



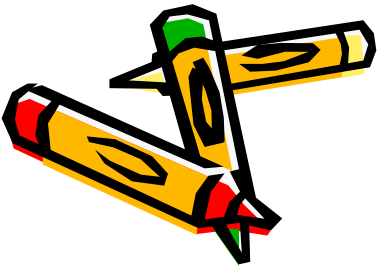
Progress reports

- Assessments in reading, writing and maths take place every half term. Assessment data will be shared with parents in November, February and June.
- You will be informed of your child's attainment against the national curriculum expectations per year group.
- Your child's attainment will be described as "beginning", "working within" or "secure" in relation to a year group.
- The expectation is that children work within their year group curriculum rather than being accelerated upwards.
- The new curriculum is designed to support children in securing mastery.
- Parents are invited to comment each time a report is sent home



Curriculum targets – supporting your child's learning and progress at home

- From the end of September 2015, curriculum targets for all year groups will be available to download from the school website.
- In school, we will be working on specific areas from those targets with your child, which you can discuss with your child's teacher.



EES for schools

Band 6 - English Word Reading, Comprehension, Spoken Language

Steps

Word Reading

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.
I can read aloud and understand the meaning of the words on the Year 5/6 list.

Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.
I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.
I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.
I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.

Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.
I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.

Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.
I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.

Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.
I can understand how language, structure and presentation contribute to the meaning of a text.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can talk about how authors use language, including figurative language, and the impact it has on the reader.

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
I can show my understanding of texts and poems through presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.

Provide reasoned justifications for his/her views.
I can fully explain my views with reasons and evidence from the text.

Spoken Language

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.
I can discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.

Ask specific reasoned questions to improve his/her understanding.
I can ask specific reasoned questions to improve my understanding.

Identify and discuss themes and conventions in and across a wide range of writing with reasoning.
I can identify and discuss themes and conventions in and across a wide range of writing with reasoning.

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.
I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.
I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.

Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.
I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.

Pronounce mathematical vocabulary correctly and confidently.
I can pronounce mathematical vocabulary correctly and confidently.

Use the whole number system, including saying, reading and writing numbers accurately.
I can use the whole number system, including saying, reading and writing numbers accurately.

Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.
I can describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.

Describe positions on the full coordinate grid (all four quadrants).
I can describe positions on the full coordinate grid (all four quadrants).

Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
I can report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.
I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.

EES for schools

Band 6 - English

Spelling, Handwriting, Composition, Vocabulary, Grammar & Punctuation

Steps

Spelling

Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.

I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.

Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

Distinguish between homophones and other words which are often confused with reference to English Appendix 1.

I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.

Use dictionaries to check the spelling and meaning of words.

I can use dictionaries to check the spelling and meaning of words.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.

I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.

Use a thesaurus with confidence.

I can use a thesaurus with confidence.

Handwriting

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

I can write legibly, fluently and with increasing speed by

Composition

Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.

I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.

Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.

I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.

I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.

Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.

I can use grammar and vocabulary which is suited to the purpose of my writing.

Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.

Draft and write by accurately précising longer passages.

I can draft and write by accurately précising longer passages.

Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.

I can use different techniques to make my writing flow and link paragraphs.

Draft and write by using organisational and presentational

Vocabulary, Grammar & Punctuation

Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.

I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.

Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.

I can understand how words are related by meaning as synonyms and antonyms.

Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).

I can use the passive to affect the presentation of information in a sentence.

Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.

I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.

Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.

I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.

Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.

I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.

Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.

I can use the semi-colon, colon and dash to mark the boundary

temperature or money: counting in jumps forwards and backwards through 0.

Solve number and practical problems that involve ordering and comparing numbers to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.

I can solve number and practical problems that involve ordering and comparing numbers to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.

Addition & Subtraction

Perform mental calculations with mixed operations to carry out calculations involving the four operations.

I can mentally calculate using a mix of the four operations.

Solve multi-step problems in contexts, deciding which operations and methods to use and why.

I can solve problems with more than one step and operation and explain why I used them.

Solve problems involving addition and subtraction.

I can solve addition and subtraction word and practical problems.

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

I can use estimation to check answers to calculations and determine an appropriate degree of accuracy.

Multiplication & Division

Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

I can multiply numbers of up to 4 digits by a two-digit number using a formal written method.

Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

I can divide numbers of up to 4 digits by a two-digit number using a formal written method of long division, showing remainders, fractions or rounding as appropriate.

Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

I can divide numbers of up to 4 digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate.

Perform mental calculations, including with mixed operations and large numbers.

I can mentally calculate using a mix of the four operations and increasingly large numbers.

Identify common factors, common multiples and prime numbers.

I can add and subtract fractions with different denominators and mixed numbers.

Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. 1/4 × 1/2 = 1/8.

I can multiply simple pairs of proper fractions, writing the answer in the simplest form such as 1/4 x 1/2 = 1/8.

Divide proper fractions by whole numbers e.g. 1/3 ÷ 2 = 1/6.

I can divide proper fractions by whole numbers such as 1/3 ÷ 2 = 1/6.

Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction e.g. 3/8.

I can link a fraction with division and work out decimal fractions such as 0.375 is 3/8 as a simple fraction.

Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.

I can explain the place value of any digit in a number with up to 3 decimal places and multiply or divide these by 10, 100 or 1000.

Multiply one-digit numbers with up to two decimal places by whole numbers.

I can multiply numbers less than 10 with up to 2 decimal places by whole numbers.

Solve problems which require answers to be rounded to specified degrees of accuracy.

I can solve problems which require answers to be rounded to specified degrees of accuracy.

Use written division methods in cases where the answer has up to two decimal places.

I can use written division methods for numbers with up to two decimal places.

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

I can use equivalences between simple fractions, decimals and percentages to help me solve problems.

Measurement

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to.

Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places.

I can use, read, write and convert between standard units. I can convert measurement of length, mass, volume and time from a smaller unit to a larger unit and vice versa. I can do this using decimal notation up to three decimal places.

Convert between miles and kilometres.

quadrilaterals, and regular polygons.

I can compare and classify geometric shapes based on their properties and sizes. I can also find unknown angles in any triangles, quadrilaterals or regular polygons.

Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

I can illustrate and name parts of circles, including radius, diameter and circumference. I know that the diameter is twice the radius.

Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

I can recognise angles where they meet at a point, are on a straight line or are vertically opposite. I can then find any missing angles.

Position & Direction

Describe positions on the full coordinate grid (all four quadrants).

I can describe positions in all four quadrants on a full coordinate graph.

Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.

I can draw and translate simple shapes on the coordinate plane and reflect these in the axis.

Statistics

Interpret and construct pie charts and line graphs and use these to solve problems.

I can interpret and construct pie charts and line graphs. I can use these to solve problems.

Calculate and interpret the mean as an average.

I can calculate and interpret the mean as an average.

Ratio & Proportion

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.

I can solve problems that involve the relative sizes of two things where the missing number can be found by multiplying or dividing by whole numbers.

Solve problems involving the calculation of percentages e.g. of measures, such as 15% of 360 and the use of percentages for comparison.

I can solve problems involving the calculation of percentages. I can also use percentages for comparisons.

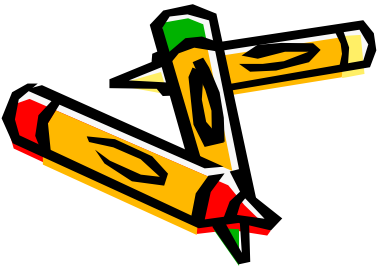
Solve problems involving similar shapes where the scale factor is known or can be found.

I can solve problems involving shapes where the scale factor is known or can be found.

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

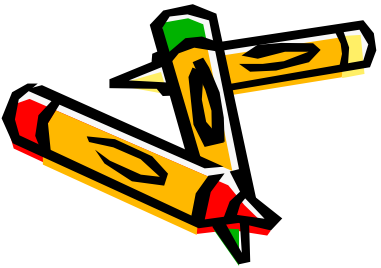
Children with additional needs

- Three reports per year as for all children
- Review meetings during the year to discuss individual targets
- Contact with Mrs Taiwo the Deputy Headteacher and SENCO as required



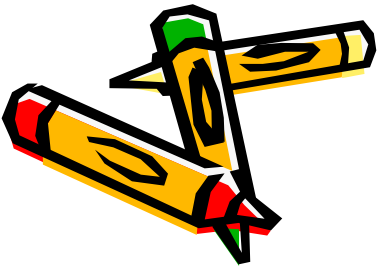
What to do if you are concerned about something….

1. Speak to the class teacher first
2. Meet with Mrs Lalloo or Mrs Odedra the Phase Leaders for Year 5 and 6
3. Arrange a meeting with Mrs Chowdhury or Mrs Taiwo as appropriate



Themed Weeks

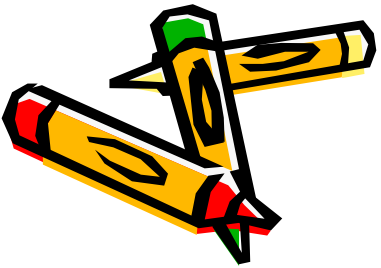
- We organise a number of themed weeks during the year. All our themed weeks are a part of our curriculum enrichment.
- International Week
- Maths Week
- Science Week
- National Sports Week



Another busy year at Sandfield Close

Children can make the most of their time in Year 6 by:

- Coming to school regularly and on time
- Taking an active role during all lessons
- Remembering and following the Golden Rules
- Completing homework on time
- Asking for help if they are unsure
- Treating all children and adults with respect
- Making the most of the opportunities on offer



How can parents get involved?

Our partnership with parents is important to us.
Parents can get more involved with the school by:

- Attending Parent-Teacher meetings
- Supporting children's learning at home
- Joining us for assemblies
- Getting involved in events organised by the PTA
- Check the calendar on the school website
- Reading the weekly newsletter on the school website
- Maintaining regular contact with the school and letting us know about anything which may be affecting your child
- Attending family learning classes at the school
- www.sandfieldclose.leicester.sch.uk checking the school website for important updates eg snow closures, flu
- Registering for ParentMail to receive messages and updates. Curriculum guidance documents will be sent by e-mail to parents who have registered an e-mail address with ParentMail.

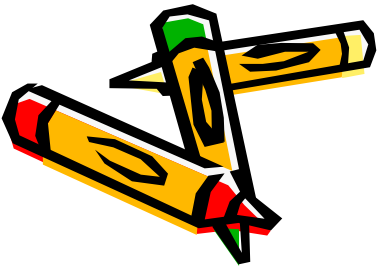
SAT's week

Monday 9th May 2016- Reading paper

Tuesday 10th May 2016- Spelling, Grammar and Punctuation

Wednesday 11th May 2016- Mental Maths paper and Reasoning paper 1

Thursday 12th May 2016- Reasoning paper 2



Any general questions?