



# Welcome to Class 6

Mr. Hunt, Mrs Bye, Mr Gilbert and  
Mrs Baxter



**Mrs K Bye**

LSA



**Mrs S Baxter**

HLTA Parent Support  
and Breakfast Club



**Mr P Gilbert**

LSA



# Expectations

- Correct school uniform (named)
- Correct PE kit ( named)
- Water bottle (water and not juice, named)
- Coat
- Hat/Suncream in warm weather

## Attendance

- Children need to be in school by 8:40am each day.
- It is paramount that children are in school as much as possible. As a school our attendance target is 97%.



# Expectations

- Learning Behaviours- last year of Primary School so will be preparing for transition to Secondary School:
- Independence: - being prepared for lessons  
( resources / PE kit, correct school uniform /attendance etc)
- using resources/displays to support independent learning.
- Responsibility – for learning and behaviour.

# Year 6 – Expectations :

- Reading, ( Accelerated Reader)
- Spelling,:
- Grammar,
- Writing, ( including cross –curricular)
- Maths. –include recall of multiplication and related division facts- please encourage regular practice over the holidays





# Non-Negotiables: Year 6



## Unlocking learning through oracy

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|---|--|
| <ul style="list-style-type: none"><li>• Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.</li><li>• Ask questions to develop ideas and make contributions that take account of others' views.</li><li>• Use evidence to support ideas and opinions.</li><li>• Explain ideas and opinions – elaborating to make meaning explicit.</li><li>• Take an active part in discussions, taking different roles.</li><li>• Use hypothetical speculative language to express possibilities.</li><li>• Use Standard English fluently in formal situations.</li><li>• Debate an issue maintaining a focused point of view.</li><li>• Use formal language of persuasion to structure a logical argument.</li></ul> | <ul style="list-style-type: none"><li>• Perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear.</li><li>• Perform poems or plays from memory making deliberate choices about how they convey ideas about characters, context and atmosphere.</li><li>• Pay close attention to, and consider the view and opinions of, others in discussions.</li><li>• Make contributions to discussions, evaluating others' ideas and responding to them.</li><li>• Understand and select the appropriate register according to the context.</li></ul> |
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Reading	Writing	Mathematics
<ul style="list-style-type: none"><li>• Refer to text to support opinions and predictions.</li><li>• Give a view about choice of vocabulary, structure, etc.</li><li>• Distinguish between fact &amp; opinion.</li><li>• Appreciate how a set of sentences has been arranged to create maximum effect.</li><li>• Recognise:<ul style="list-style-type: none"><li>◦ complex sentences with more than one subordinate clause</li><li>◦ phrases which add detail to sentences</li></ul></li><li>• Explain how a writer has used sentences to create particular effects.</li><li>• Skim and scan to aide note-taking.</li></ul>	<ul style="list-style-type: none"><li>• Use subordinate clauses to write complex sentences.</li><li>• Use passive voice where appropriate.</li><li>• Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</li><li>• Use a sentence structure and layout matched to requirements of text type.</li><li>• Use semi-colon, colon or dash to mark the boundary between independent clauses.</li><li>• Use colon to introduce a list &amp; semi colon within a list.</li><li>• Use correct punctuation of bullet points.</li><li>• Use hyphens to avoid ambiguity.</li><li>• Use full range of punctuation matched to requirements of text type.</li><li>• Use wide range of devices to build cohesion within and across paragraphs.</li><li>• Use paragraphs to signal change in time, scene, action, mood or person.</li><li>• Write legibly, fluently and with increasing speed.</li></ul>	<ul style="list-style-type: none"><li>• Use negative numbers in context &amp; calculate intervals across zero.</li><li>• Compare &amp; order numbers up to 10,000,000.</li><li>• Identify common factors, common multiples &amp; prime numbers.</li><li>• Round any whole number to a required degree of accuracy.</li><li>• Identify the value of each digit to 3 decimal places.</li><li>• Use knowledge of order of operations to carry out calculations involving four operations.</li><li>• Multiply:<ul style="list-style-type: none"><li>◦ 4-digit by 2-digit</li></ul></li><li>• Divide:<ul style="list-style-type: none"><li>◦ 4-digit by 2-digit</li></ul></li><li>• Add &amp; subtract fractions with different denominators &amp; mixed numbers.</li><li>• Multiply simple pairs of proper fractions, writing the answer in the simplest form.</li><li>• Divide proper fractions by whole numbers.</li><li>• Calculate % of whole number.</li></ul>

# Bikeability

- Learn 2Ride and Bikeability Level 2 will commence on TBC:
- A link will be sent out to be completed.
- Prior to sessions beginning you will be informed on which day your child's sessions are.



# End of KS2 SATs 2026/2027



Monday 10<sup>th</sup> May- Thursday 13<sup>th</sup> May 2027

- Grammar and Spelling
- Reading
- Maths: Arithmetic Paper 1 and Reasoning Paper 2
- Maths: Reasoning Paper 3

Writing and Science Levels are Teacher Assessed.

# Year 6 Residential

- Camp Kernow has provisionally been booked for 21<sup>st</sup>-23<sup>rd</sup> June 2027 further details to follow.



- <https://campkernow.org.uk/>

# Homework



- Maths and English Homework Books ( at times My Maths and SPAG.com will be set )
  - Reading ( Accelerated Reader books- see following slides)
  - Any work which is not completed in class/school.
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- ( children will be provided with their logins in September for My Maths and SPAG.com)

# Home Reading



## Accelerated Reader: A Guide for Parents

From Year 2 -6, all children take part in the **Accelerated Reader** programme, which is designed to do the following things:

- Find books that are the right level for your child
- Encourage your child to read more
- Improve your child's reading ability.

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/#closeSignup>

# Home Reading



“How much should my child read each day?”

- According to Renaissance Learning’s research, children who read at least 20 minutes a day with a 90% comprehension rate on AR quizzes see the greatest gains.
- Therefore, your child should have at least 20 minutes set aside for reading during day.

# Communication



- Letters home via email- spares can be collected from
- the office.
- Texts
- Website: check for key dates and upcoming events
- St Stephens Facebook page
- Newsletter emailed out- this also contains key information.
- Termly overviews.
  
- Please make appointments at reception if you would like to see your child's teacher.
  
- Please ensure that contact details and medical details are up to date.