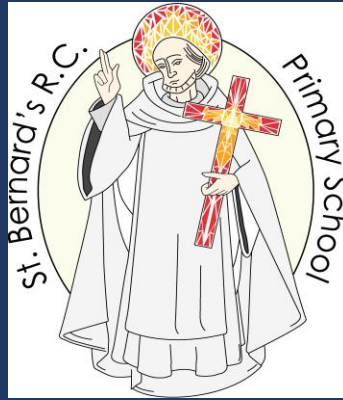




‘A unique family in faith, love and learning.’

Meet the teacher

Class Information

Year 6

Staff in Y6

- Mrs Scholes – Class Teacher
- Mrs Kay – Teaching Assistant
- Mrs Disley– Teaching Assistant PPA Cover Tuesday PM
- Miss Edwards- Computing.
- Coaches for PE – Tuesday PM and Thursday AM.

- There will be a half termly newsletter posted on the school website to provide you with information on what is happening each half term.



Newsletters

Routines

PE: Tuesday and Thursday

Children will need to come to school on these days wearing their PE kit.

PE kit (long track suits bottoms/ shorts / leggings – navy or black.
PE top and school jumper. No earrings to be worn on PE days – this is health and safety.

Trainers to be worn to school on Tuesday and Thursday. Trainers will be kept on for outdoor lessons. Pupils can change into pumps for indoor sessions such as gymnastics and dance to give extra grip.

Homework

- Maths homework will be handed out on a Friday and due in the following Wednesday. It will always be linked to work carried out in class that week.
- Daily reading - Pupils will receive a book of their choosing from school to encourage reading for pleasure. They can also access new scheme Reading Plus at home.
- Daily Times table practise. TTRS is great for this.
- SPAG exercises will be set weekly on [Spag.com](https://www.spag.com).
- There is a weekly Spelling Assignment set via Spelling Shed.
- All passwords will be sent home for the children to keep safe and use when needed.
- It is not expected that your child spends hours on a piece that they are struggling with. No more than 1 hour is expected.

Online Resources

- TTRS and Spag.com have been an online resource for several years and are great at encouraging confidence and improving ability.
- Spelling Shed is now even better - lots of great interactive games.
- Reading Plus is our new Reading online resource. Children will be completing these in class also.

Passwords

- Don't panic if passwords are lost – there is a master copy held in class.

Expectations

That times tables up to 12×12 are known. That there is a quick recall and that the inverse is known too.

That a basic strategy for the 4 operations in maths is learnt.

That the Y5/6 spelling words and patterns are learnt and used in their writing.

Daily reading – words unknown to be looked up in a dictionary. These could even be recorded in their reading record.

That editing of work takes place effectively.

Spelling expectations

The Y5 / Y6 spelling list will be sent home. It is a challenging list. Lots of patterns need to be learnt.

Weekly practise will take place in class.

Spelling corrections needed in their books. This form of correction is also expected in Homework pieces of work.

Morning Fix it time



- Pupils will be expected to look at a previous piece of work and make necessary improvements. This is a valuable exercise and encourages pupils to self edit and improve work.
- It is therefore essential that your child is punctual to school in the morning or this time for editing and improving will be lost.

Attendance

- Attendance is always a big focus and we encourage you not to book holidays in term time as valuable learning is missed.
- Sky High Attendance was a great success last year and will continue this year. The class with the best attendance each week will be announced during Friday's Awards Assembly and the winning class will be given 5 extra minutes of playtime for one day the following week. This will lead onto a termly and yearly reward.

Behaviour Expectations

- We have a very comprehensive whole school rewards and sanctions system in school.
- The children from Y1 to Y6 fully understand the system.
- Teachers are consistent with their approach and use it effectively too.

Rewards

- Children can earn dojo's throughout the week for good behaviour, following school rules, effort in work and following our school values. Each week our top 5 dojo winners will receive a treat in Golden Time.

Sanctions

- We are currently reviewing our Behaviour Policy and our sanctions will be updated. This will be shared with children and parents before introduced so that we can work together to ensure the highest level of expectations

Assessment - SATS

- Formal tests (Statutory Assessment Tests) will be in Reading, Spag and maths.
- Writing will be teacher assessed.
- Termly assessments will take place.
- SATS dates for Y6 are: Monday 11th May 2026 – Thursday 14th May 2026.
- SATS meeting to be held on **Tuesday 20th Jan @ 2:45pm**

Internet Safety

- In school we have internet / online safety lessons.
- NSPCC has advice on how to set up parental controls and how to talk to your child about staying safe online.
- www.nspcc.org.uk
- Online safety advice for 6 to 10 year olds.
- www.internetmatters.org

Year 6 Maths Expectations

P. V.	1. Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy.
	2. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.
Add, Sub, Mult, Div	3. Multiply and divide numbers up to 4 digits by a 2-digit whole number using the formal written methods and interpret remainders as whole number remainders, fractions, or by rounding.
	4. Identify common factors, common multiples and prime numbers.
	5. Use their knowledge of the order of operations to carry out calculations involving the four operations.
	6. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Fractions	7. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
	8. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
	9. Multiply simple proper fractions and simplify the answer (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$). Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$).
	10. Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.
	11. Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places.
	12. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
R & P	13. Solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison.
	14. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Year 6 Maths Expectations continued

ALGEBRA	15. Express missing number problems algebraically. Use simple formulae expressed in words.
	16. Generate and describe linear number sequences.
	17. Find pairs of numbers that satisfy number sentences involving two unknowns. Enumerate all possibilities of combinations of two variables.
MEASURE	18. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Convert between miles and km.
	19. Use, read, write & convert between standard units of measure, converting length, mass, volume & time from smaller to larger units, and vice versa, using decimal notation up to 3 decimal places.
	20. Recognise that shapes with the same areas can have different perimeters and vice versa.
	21. Calculate the area of parallelograms and triangles. Recognise when it is possible to use formulae for area and volume of shapes.
	22. Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units.
GEOMETRY	23. Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets.
	24. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
	25. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
	26. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
P & D	27. Describe positions on the full coordinate grid (all four quadrants).
	28. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
STATS	29. Interpret and construct pie charts and line graphs and use these to solve problems.
	30. Calculate and interpret the mean as an average.

Y6 Reading Expectations

- I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) for read for a range of purposes. I can read a wide range of books including myths, legends and traditional stories, modern fiction, fiction for our literary heritage and books from other cultures and traditions.
- I can confidently use my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words. I can read and pronounce unfamiliar words using my knowledge of letter strings. I can read around unfamiliar words to help me understand their meaning.
- I can understand, explore and explain the meaning of words in context. I can discuss vocabulary and phrases chosen by authors. I can use evidence to explain how authors' use of language impacts on the reader.
- I can deliver a formal presentation about key details and themes in a text I have read. I can summarise main ideas from more than one paragraph.

Y6 Reading Expectations

- I can draw inferences from the text about characters' feelings, thoughts and motives through their actions. I can use evidence from the text to support my decisions. I can make predictions from what is stated and what is implied.
- I can discuss and evaluate how authors use language for effect including figurative language. I can participate in discussions about books and build on my own and others' ideas. I can challenge views courteously.
- I can compare themes and conventions across a breadth of texts. I can give reasoned justifications for my views across a breadth of texts.
- I can use conventions to learn poems and plays off by heart. I can suitably perform a range of poems and plays for different audiences. I can select appropriate intonation, tone and volume so that the meaning is clear to an audience.
- I can confidently comment on the structure and layout of a text. I can compare structures of different texts and comment on their effectiveness. I can identify how the structure of texts supports and guides the reader.
- I can participate in discussions about books I am reading or books I have read with clarity. I can explain and discuss my understanding of what I have read through formal presentations and debates. I can use technical and other terms for discussing what I read and hear eg) metaphor, analogy, imagery, style and effect.

Writing Expectations

Class: 6

Working towards...

- * In narratives, describe settings and characters, and in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- * Can spell most or all Y3/4 spellings and some Y5/6 spellings.
- * Write legibly.
- * Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.
- * Use paragraphs to organise ideas.
- * Write for a range of purposes.

Working at...

- * In narratives, describe settings, characters and atmosphere.
- * Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- * Can spell correctly most words from the Y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- * Maintain legibility in joined handwriting when writing at speed.
- * 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)
- * Use a range of devices to build cohesions (eg. conjunctions, adverbials, place, pronouns, synonyms) within and across paragraphs.
- * Use verb tenses consistently and correctly throughout writing.
- * Integrate dialogue in narratives to convey character and advance the action.
- * 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)

Greater depth...

- * 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.
- * Distinguish between the language of speech and writing and choose the appropriate register.
- * Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- * Use the range of punctuation taught at KS2 correctly (eg. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.



Your support
is always
appreciated.

Thank you for
reading.