

A decorative border of various tropical plants, including monstera leaves, ferns, and cacti with pink and red flowers, surrounds the central text area.

Welcome to Year 6!

MISS ALLIN & MRS PHIPPS

Contact Books

- WE USE OUR CONTACT BOOKS IN SCHOOL MOST DAYS.
- IF CHILDREN READ AT HOME, THIS SHOULD BE WRITTEN INTO THE CONTACT BOOK.
- SPELLING TESTS WILL BE DONE IN A SPELLING BOOK WHICH WILL STAY IN SCHOOL BUT THEY WILL WRITE THEIR SCORES IN THE CONTACT BOOK.

Home Learning

- WE WILL BE CONTINUING WITH OUR LEARNING LOG 'MENU' WITH LOTS OF TASKS TO COMPLETE THROUGHOUT THE TERM. CHILDREN DO NOT HAVE TO HAND ONE IN EVERY WEEK, BUT THERE WILL BE A MINIMUM REQUIREMENT FOR HOW MANY SHOULD BE DONE EACH TERM. COMPLETED LEARNING LOGS SHOULD BE HANDED IN BY THURSDAY SO THEY CAN BE SEND HOME AGAIN ON FRIDAY.
- NEW SPELLINGS WILL BE SENT HOME FOR THE WHOLE TERM, LABELLED WITH THE DATE AT THE TOP TO SHOW WHEN EACH SET WILL BE TESTED. OUR SPELLING TESTS THIS TERM WILL BE ON A THURSDAY.

Home Learning



READING - AT LEAST 4 TIMES A WEEK

Accelerated Reader



- ONCE CHILDREN HAVE COMPLETED THEIR READING ASSESSMENT IN SCHOOL, THEY WILL BE GIVEN A LABELS WITH THEIR RECOMMENDED READING LEVEL AND BOOK COLOURS. THESE WILL BE STUCK INTO THEIR CONTACT BOOKS. THIS ASSESSMENT WILL BE REDONE EACH TERM THROUGHOUT THE YEAR.

- CHILDREN WILL BE ENCOURAGED TO CHOOSE A BOOK AT THE APPROPRIATE LEVEL FOR THEM. ONCE THEY HAVE FINISHED A BOOK, THEY WILL NEED TO GO ONLINE AND COMPLETE A QUIZ. THIS WILL BE DONE IN SCHOOL.

Notes...

- OUR P.E. SLOT MAY CHANGE EACH TERM AND IDEALLY P.E. KITS WILL NEED TO BE IN SCHOOL EVERYDAY – SOMETIMES WE HAVE TO CHANGE OUR P.E. SLOT AT SHORT NOTICE.
- CHILDREN SHOULD NOT BE BRINGING PENCIL CASES IN TO SCHOOL - ALL STATIONERY IS PROVIDED IN THE CLASSROOM.
- REMINDER THAT JEWELLERY SHOULD NOT BE WORN IN SCHOOL (OTHER THAN PLAIN EARRINGS) AND WATCHES. NO SMART WATCHES PLEASE.

Statutory Assessment Writing

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Working at the expected standard

The pupil can:

- 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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 cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 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.²

Statutory Assessment Writing

- HANDWRITING MUST BE JOINED AND CLEAR FOR CHILDREN TO REACH THE EXPECTED STANDARD FOR THE END OF YEAR 6.

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Working at greater depth

The pupil can:

- 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 (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ 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 key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

SATs

SATS WILL BE THE WEEK BEGINNING MONDAY 13TH MAY 2024

THERE ARE TESTS IN:

- **READING**
- **GRAMMAR, PUNCTUATION AND SPELLING**
- **MATHS**

THERE WILL BE A MEETING ABOUT THE KS2 SATS NEARER THE TIME.

Year 6 Curriculum

AUTUMN: WORLD WAR TWO

SPRING: CHARLES DARWIN & THE VOYAGE OF HMS BEAGLE

SUMMER: THE ANCIENT MAYA & THE RAINFORESTS

AUTUMN TERM - SWIMMING AT WHITE OAK (WEDNESDAY AFTERNOON)

SPRING TERM - FOREST SCHOOL WITH MRS VERGE

Contact

IF YOU NEED TO GET IN CONTACT WITH ME, PLEASE EITHER WRITE A MESSAGE IN YOUR CHILD'S CONTACT BOOK OR SEND ME AN EMAIL

AT

yearsix@high-firs.kent.sch.uk