

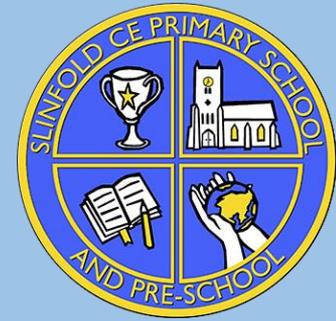
Rother Class 2024 – 2025

The Team:

Miss Geary

Mrs Hammond

Topics



Our topics this year are called :

Autumn - Keep calm and carry on (World War 2)

Spring - Explorers (Matthew Henson)

Summer – Rainforests and Mayans





The children will be developing a range of skills using high quality texts.

Key Text:

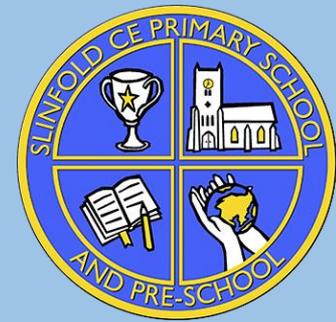
This term we are reading Adolphus Tips by Michael Murpurgo

The children will have experience evaluating and writing in different styles, for example:

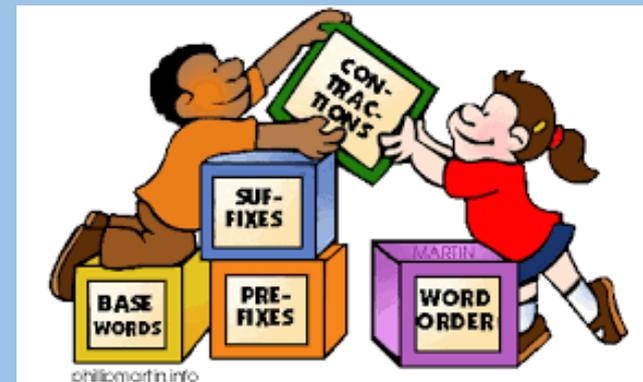
- Diaries
- Letters
- Poems
- Setting Descriptions
- Newspapers

The requirements for grammar in the National Curriculum will be covered through the key texts and weekly reading activities.

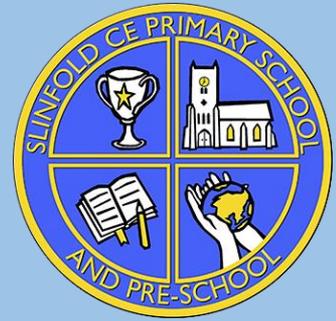
Grammar



- Grammar is taught through the chosen high quality texts. The children are taught to recognise the technical terms e.g. noun, verb, adjective etc as well as all other aspects of grammar. All children will receive grammar flashcards that they are expected to know by May ready for the SATs.
- Each year group will also have some specific grammar and spelling teaching to cover additional areas of the curriculum.
- Also, weekly spelling words that are taught during spelling lessons will be available to play games with on spelling shed. (Log in details in reading diary)



Spelling



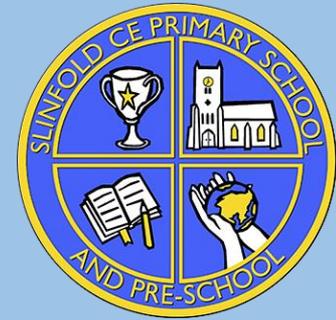
You can help at home by:

- Practising spelling the high frequency words using the homework tasks and encourage children to write the words into a sentence to help them understand the meaning.
- Encourage your child to recognise these words in their reading.
- Encourage your child to use their sounds when reading to decoding unfamiliar words
- Encourage your child to use a dictionary to look up any unfamiliar words.
- Nessy is used as a spelling intervention.

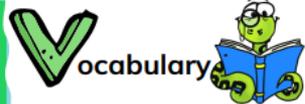




Reading

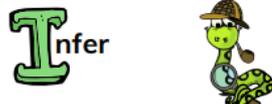


- Children are expected to read every day for 20 minutes.
- Please make sure your child records their reading in their reading record. Please comment on your child's reading if they have read to you or you have asked them questions about their book.
- In School we focus on VIPERS this is a scheme that helps children to think deeper into what they have read.
- Reading records – This is used as a way of showing your child's reading journey. Please ensure your child brings this into school daily. They should also be bringing this home every night. These will be looked at every Friday so any messages for teachers can go in here.



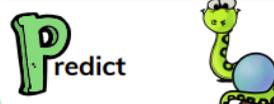
Find and explain meaning of words in context

- What do the words and suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



Make and justify inferences using evidence from the text.

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of show...
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



Predict what might happen from the details given and implied

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this?
- What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Explain your answer using evidence from the text.



Explain how content is related and contributes to the meaning

- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.
- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



Retrieve and record information and identify key details.

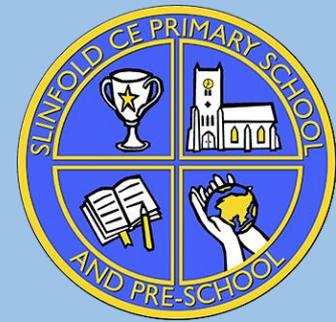
- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened...?
- What does...?
- How is ...
- What can you see in this section?
- Give one example...
- The story is ...



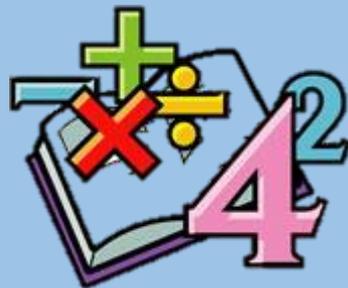
Summarise the main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Look at the first two paragraphs. Which sentence below best describes the...

maths



- A range of maths skills will be covered over the course of the year. The emphasis is on ensuring your child has a deep understanding of the concepts taught, so they can apply their maths skills to problem solving in a range of contexts.
- There is a heavy emphasis on place value in the Autumn term as this underpins all maths learning.
- **Timestable Rock Stars will be used for homework tasks and some lessons in school to consolidate class learning.**
- Children will receive a Maths booklet which includes all the Maths Learning for the whole year. This is a very good resource for revision closer to SATs





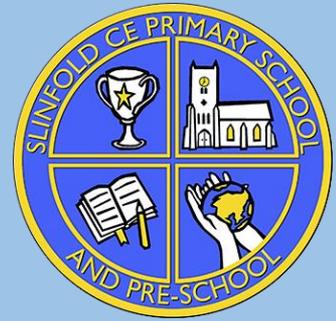
Timetable

- PE is on Thursdays and Fridays
- Music and PSHE– Will be taught by Mrs Barter on Thursday
- PPA - This is on a Thursday morning when the children will have Mrs Barter for PSHE and Music and Mr Petros for PE.





Forest schools



- Forest school is on a Tuesday afternoon for the 2nd half of the Summer term.
- Please make sure your child brings in a suitable change of clothes, waterproof coat and wellington boots, sun hat, long trousers and long sleeves and a water bottle on that day.





HOMework



- Homework will be set on **Wednesday** to be handed in the following **Wednesday**.

- Reading: In Year 6, every child is expected to read for at least 20 minutes at least 4-5x a week; this should be recorded in your child's Reading Record. These will be checked on a Friday weekly and reading with either the Class Teacher or Teaching Assistant. These home reading sessions should be children reading aloud to an adult to support both fluency and to develop comprehension skills, which can be built upon by asking the children questions about what they have read. There are some prompts of these questions in the front of your child's reading record.

- Times Tables: The children should already (or nearly) be able to confidently recall all of their times table. These should be practised regularly at home to consolidate the children's learning in the classroom. Some of this learning can be completed on Timetable Rock stars (log in details will follow soon).

- Spelling: High frequency words will be tested every term and your child will receive a personalised spelling list to help to learn these.

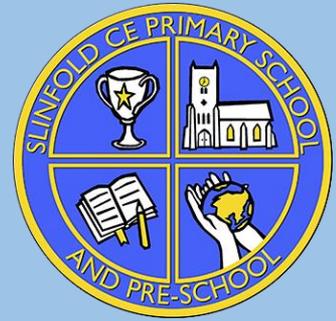
- Also, weekly spelling words that are taught during spelling lessons will be available to play games with on spelling shed. (Log in details in homework and reading diary)

- Other Homework: Some children like to be more creative and have a project to work towards. Therefore, below are some suggest homework tasks for you to choose from. During the term, we will ensure the children have the opportunity to share their homework and children will receive house points for the work they complete. We would expect Year 6 children to complete at least 1 of these tasks a week. This expectation is to help with the transition to secondary school where the expectation will be greater.

- Homework Club during lunch if children fail to hand their homework in.

- If your child has the access to Nessy please can you ensure that your child is using this for at least 20 minutes a week.



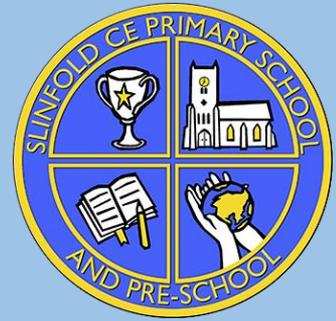


Behaviour expectations and rewards

- Class Charter – written by the children. This will be on the class page on the school website.
- Marbles are awarded in class and the children work towards an end of term marble reward.
- Secret Student a couple of times a week to win a prize.



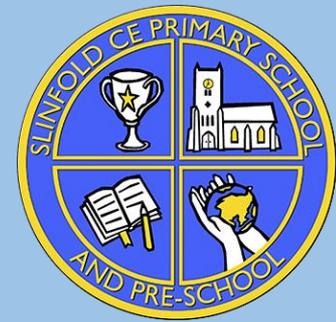
Church Service



Year 6's will narrate the Easter Service and we deliver the Leavers Service at the end of the year.



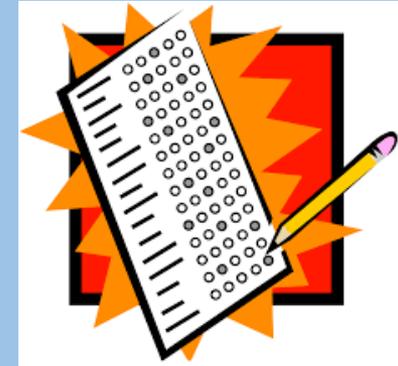
SATs



- Maths paper 1 – Arithmetic
- Maths paper 2 – Reasoning 1 = 110 Marks
- Maths paper 3 – Reasoning 2

- Reading Paper = 50 Marks

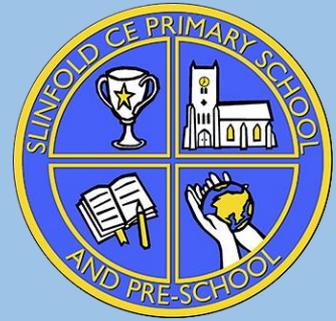
- SPaG paper 1 – 20 word Spelling Test
- SPaG paper 2 – Multiple Choice Questions = 70 Marks



To begin, your child will receive a raw score. This is simply the actual number of marks they achieved in their SATs. Then, their raw score is converted into a scaled score and this is used to judge how well your child has done in their SATs paper. In KS2, **80** is the lowest and **120** is the highest score your child could get. 100 is the expected standard by the end of year 6

- I will be running SATs booster sessions for the children nearer the time. These will run at 8-8:40 2 mornings a week.

Class of
2025



I am really looking forward to working with you and your children.

Any questions please ask now, see me at the end or make an appointment via the school office.

Thank you for your support!