

Welcome to  
Year 5 and 6



Oakdale Primary School  
2019-20

Class information:

Teacher names: Mrs Colasurdo and Mrs McDonagh

TA names: Mrs Smith, Mrs Henderson, Mrs Haynes, Miss Nicholls

Phase Leader: Miss Smith

If you need to contact us please either email the school office or ring the school office and we will organise an appointment. Please contact the class teacher in the first instance. Concerns can be escalated to the Phase Leader.



# Curriculum:



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	Out of This World	Ancient Greece	Beowulf	Super Stanground!	Mysterious Materials	Raging Rivers

Please see the website for copies of documents that relate to the year group

- Year group overview
- Common Exception Words
- Suggested book lists



# Morning Routine UKS2

- Doors open 8.35am
- Children to be in class and settled by 8.45
- Gates locked at 8.50. Register is taken at this time
- Children arriving after this time need to sign in at the office

# Playtime/Lunchtime



- We are a healthy school and promote healthy eating
- Healthy snack (free fruit for Key Stage One) These need to be taken into the classroom to be kept in the child's tray. The children are not permitted to access their lunchboxes for snacks.
- No chocolate, crisps or nuts.
- Water in a clear, **named** bottle



# Medical



If possible, medicines should be taken outside school hours (e.g. three times a day is manageable outside school times)

Medicines must be:

- Prescribed
- In-date
- Provided in the original container
- Labelled by the pharmacist, and include instructions for administration, dosage and storage.
- Taken to the school office and a form completed.

Parents are responsible for collecting medicine at the end of the school day from the office.

# Rewards and sanctions



## Four Tier Classroom system

All classes will agree their class rules. In addition to this a class display will be used to move children up/down according to their choices.



Aspire		Respect	
Challenge		Collaborate	

Letter home at the end of term for exemplary behaviour

## SANCTION ESCALATION: GUIDANCE TO BE USED IN CONJUNCTION WITH BEHAVIOUR AND ANTI-BULLYING POLICY

<b>Sparkly behaviours:</b> ☆☆☆ Exceptional behaviour and demonstrating school values	<b>Process:</b> ☆☆☆ On sparkly three times a week automatic golden ticket prize. ☆☆☆
<b>Green light behaviours:</b> Following expectation of rules and good behaviour	<b>Process and Potential Sanction:</b> Potential to move to sparkly with continued good behaviour
<b>Green light behaviours:</b> One example of disruptive behaviour Disrespecting adults or other children Ignoring warnings Unsafe behaviour	<b>Process and Potential Sanction:</b> Issue warning Explain Give time for reflection/apology
<b>Amber light behaviours:</b> Ongoing disruptive behaviour Aggression towards other children Deliberate defiance of an adult Deliberate damage to property Inappropriate behaviour affecting another child's learning/wellbeing – repeated/ongoing	<b>Process and Sanction:</b> Investigate and record incident (lunchtime incident-record on slips, pass to relevant staff and file centrally) Inform Phase Leader or Deputy Miss playtime/lunchtime If incidents occur in class, child to be removed from activity, preferably in same room. Children may be sent to another class on some occasions. Miss collective 'treat' Call to parents if necessary – e.g. fighting Instigate behaviour plan
<b>Red light behaviours:</b> Repeated amber light behaviours with behaviour plan or support strategies Unprovoked violence Repeated incidents of fighting	<b>Process and Sanction:</b> Record incident; record witness views Visit to Headteacher Internal or external exclusion for a fixed period

# Homework



## Reading Record Book

Read 3-5 times a week.

Complete comments in diaries regularly.

Reading records will be checked.

## Book changing

Children are able to change their books independently when they have finished reading them. They will be given time to access the KS2 library area. Year 6 children are all allocated a Kindle which they can also read during school time.

## Homework

Handed out on Fridays and returned every Wednesday. Homework will alternate between and English and maths to support basic skills including KIRF for maths. We track returned homework and the expectation is that all pupils complete the tasks set. These will be basic skills based and/or directly linked to the teaching that week.

# PE



All children will be expected to change for PE and will require an indoor and outdoor PE kit. Kits need to be kept in a drawstring bag as storage space is limited.

Our PE days are: Tuesday and Thursday/Friday.

Expectation is that children bring kit on these days.

# Internet Safety



- Be aware of the access that your children have to the internet ensuring that you have security settings on.
- Talk to your children about keeping safe online.
- More information, including how to set security settings is available on the NSPCC website or click on the link on the Oakdale website.
- If you have concerns involving e-safety please inform the school.

# Whatsapp



- Use of Whatsapp and other group chats can be helpful for parents to keep in touch.
- If there are any issues regarding school we would always encourage you to come and speak to us, if we don't know about the issue, we can't help to get it resolved.
- When negative comments are shared we invariably end up hearing about them and it can be very upsetting.

# Assessment



We use three main forms of assessment: in-school teacher knowledge (tracking outcomes to key objectives), tests, and national standardised test assessment.

Pupils are only deemed 'at the expected standard' if they have a secure understanding of all the year group key objectives. The standard expectation is high (70% of pupils achieved the expected standard in 2019 at the end of KS2 in R,W,M)

In Year 6 during the spring term our weekly homework will be examples of SATs style questions for reading, maths and grammar. We will also focus on spelling year 5/6 common exception words.



## Statutory assessments - KS2 SATs

- Key Stage 2 SATs take place nationally in the week commencing 11<sup>th</sup> May 2020.
- Statutory tests will be administered in the following subjects:
  - Reading (60 minutes)
  - Spelling (approximately 15 minutes)
  - Punctuation, Vocabulary and Grammar (45 minutes)
  - Mathematics
    - Paper 1: Arithmetic (30 minutes)
    - Paper 2: Reasoning (40 minutes)
    - Paper 3: Reasoning (40 minutes)
- In addition, some schools will be required to take part in Science testing.
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally, as in recent years.
- Children's raw scores are equated to a scale score. The expected standard is a scale of 100. (70% passed in R,W,M last year) A score of 110+ is deemed 'greater depth' (13% R,W,M last year)
- Results will be reported in your child's ends of year report



## Reading

The Reading Test usually consists of 3 texts:

Children will be expected to read one text and then answer the questions about that text in the answer booklet before moving on to the next text.

The texts will cover a range of poetry, fiction and non-fiction.

Questions are designed to assess the comprehension and understanding of a child's reading.

Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.



## Maths

Children will sit three tests: Paper 1, Paper 2 and Paper 3:

- Paper 1 is for arithmetic, lasting 35 minutes and worth 40 marks. It covers calculation methods for all operations.
- Papers 2 and 3 cover problem solving, reasoning and mathematical fluency, lasts for 40 minutes and are worth 35 marks each.
- Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

4 This table shows the heights of three mountains.

Mountain	Height in metres
Mount Everest	8,848
Mount Kilimanjaro	5,895
Den Nevil	1,344

How much higher is Mount Everest than the combined height of the other two mountains?

Show your method

2 marks

# Writing

## 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 correctly<sup>4</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>5</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## 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 writing<sup>3</sup> 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.<sup>4</sup>

[There are no additional statements for spelling or handwriting]

## Another dimension

In 2621 on the planet Zorda, a young but poor boy carefully fixed his droid, ~~which~~ which was the only source of income he had left. Whilst his mother was busy, he typed things on the micro tablet that soon constantly shut down ~~without~~ in the middle of a game. "Please fix the droid properly with care," his mother begged. "And when you've finished, take it to the market to be sold," she cried. "Yes mother," he groaned and nodded as he said it. Quickly, Jack picked up the brand-new looking droid and raced out the door before he was shouted at again. ~~Soon~~ Jack. Within a few minutes he was already at the ~~on~~ at the alley way which led to the market when an old man in robes blocked the pathway. "Where are you going with that droid boy?" asked the curious old man. "I intend to sell it at the market Sir," Jack said, feeling disrupted from his walk.   
 *arguing*

# Sources of information



- Annual Calendar
- School Website- more assessment information including Maths KIRFs.
- Twitter
- Curriculum overview on the website
- Parentmail/Parentpay
- Parents evenings





Thank you for coming- we look forward to working with you to support your child's education.