



Miss Scott - Year Six

Meet the Teacher

To Grow, You Must Always Do
What You Are Afraid to Do





Agenda

A little about me

Key information for the year ahead

How to help at home

SATS overview

Dates for the Diary



A little about me





Key information



Our Classroom Team

Miss Scott (Class Teacher: Monday-Friday)

Mrs Hayes

Mrs Green (PPA cover: Monday pm)

Upbeat Academy (PE: Monday pm)

Attendance matters

- Attendance last year – 95%
- Target – 97%
- Children need to be in school to learn.
- Child with 80% attendance has lost 8 weeks of teaching time
- Child with 95% attendance has lost 2 weeks of teaching time
- Child who is 5 mins late per day loses 3.4 days of teaching time
- In Year Six especially it is vital to be in school as much as possible.

Year Six Essentials

As with ALL year groups, Reading remains a KEY focus of the year. We shall encourage children to read a wider range of texts and those which will challenge reading and comprehension ability.

Children may read from a wider variety of texts; this will include: classical literature (e.g. Black Beauty, Treasure Island, Hamlet, Romeo and Juliet).

Children are expected to update their virtual reading diary with updates on their reading – please check this like you would a reading diary.

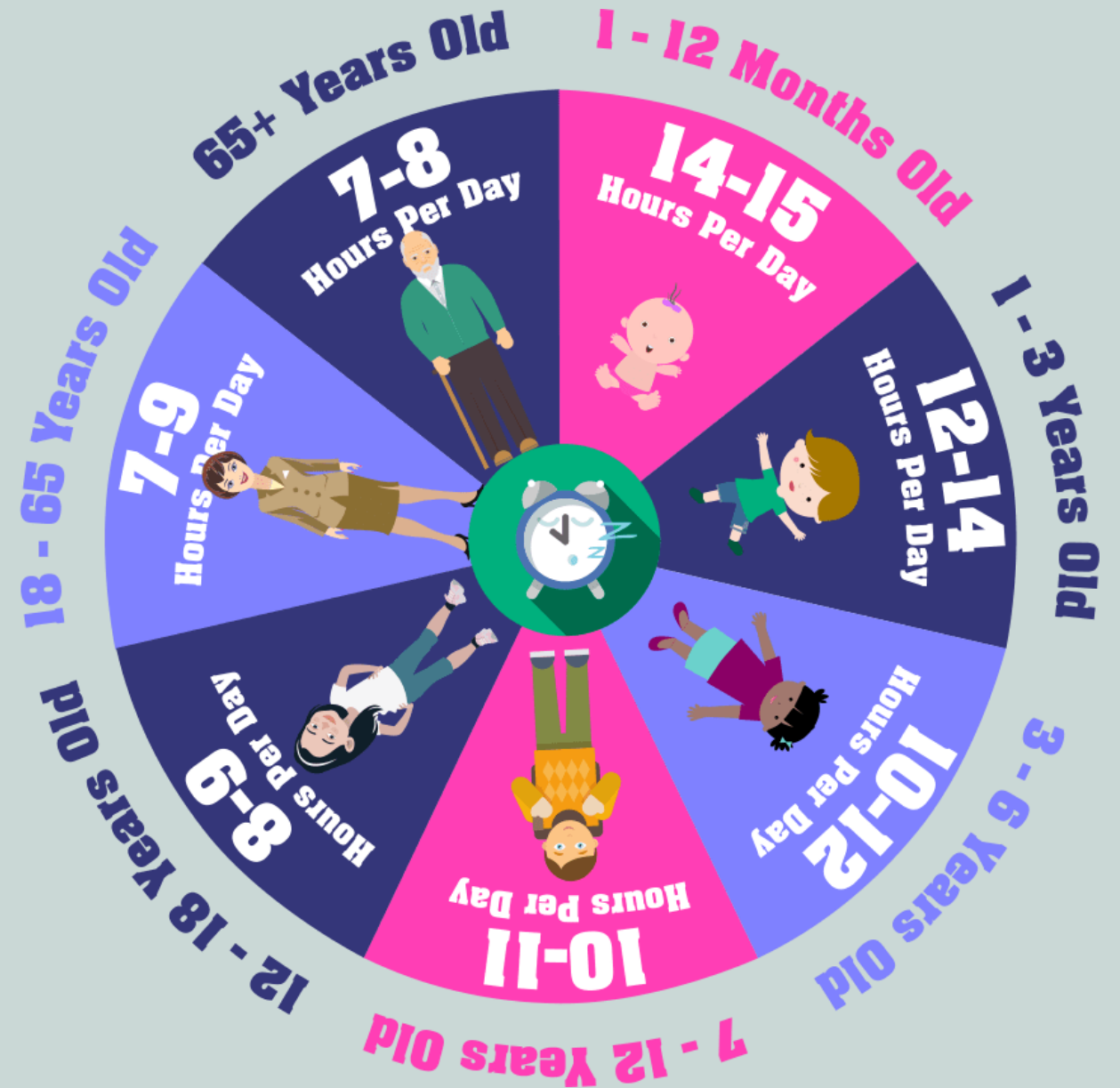
Even though they are in Year 6, it is still important to hear your child read regularly.

Sleep matters

In Year Six it is essential that children are arriving at school ready to learn.

For this sleep routines are massively important.

Please also consider the amount of additional activities that are the 'right fit' for your child.

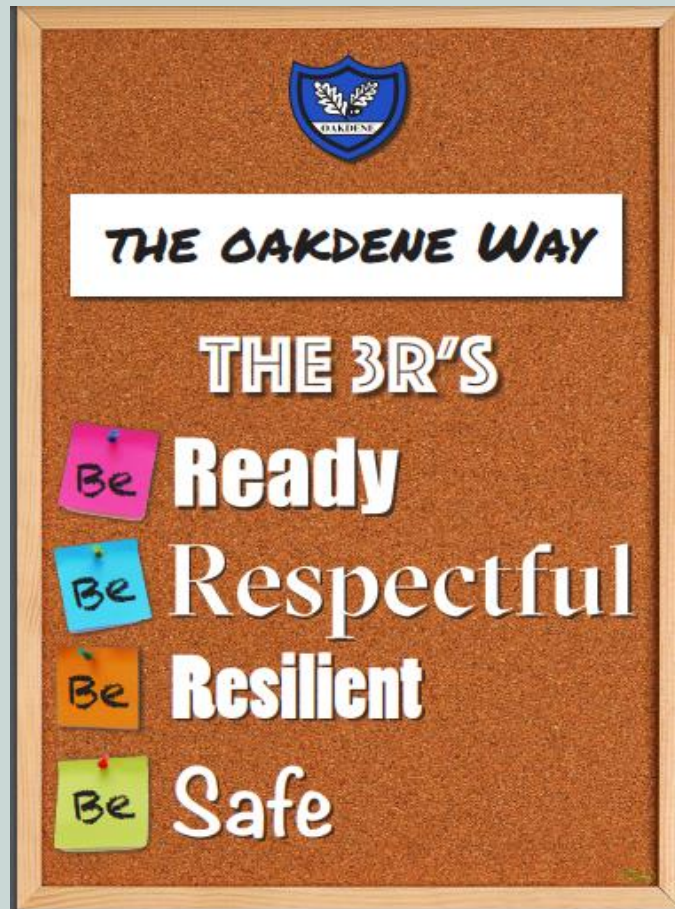


Thinking Ahead

- Local schools are having their information evenings this month into next. Please visit as this will provide you with an insight and flavour to the school and whether this is right for you and your child.
- You will need to make an application to Secondary School during October. Please ensure you submit this within the appropriate time window.
- You will be notified in March of the success of your application and which Secondary school your child has been allocated.
- We want children to be as ready as possible for this transition.
- Independence is something we are working on.



The Oakdene Way – 3 R's



School values – celebrated half-termly

- Responsibility (Autumn 1)
- Respect (Autumn 2)
- Friendship (Spring 1)
- Honesty (Spring 2)
- Determination (Summer 1)
- Pride (Summer 2)

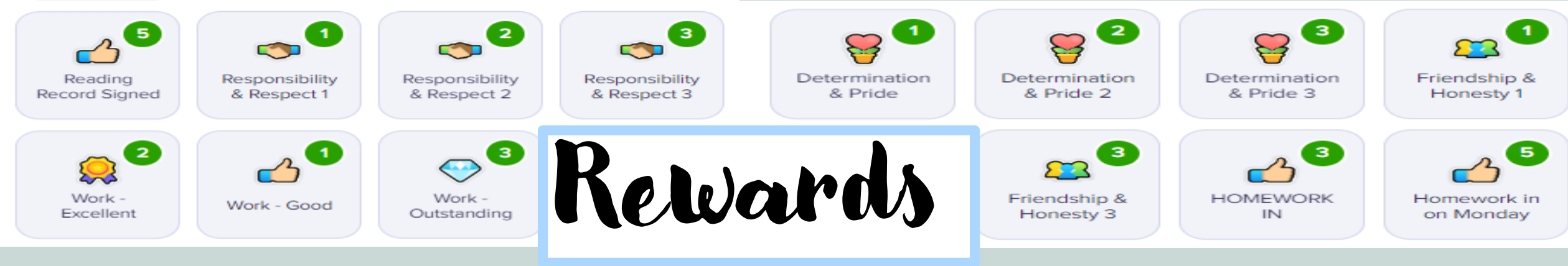
Our rules and values help us to 'Grow and Learn together'



Expectations



- **Role models** to the rest of the school community.
- Live and breathe the school values.
- **Responsibilities** to fulfil (e.g. Buddies to Reception, jobs around the school etc).
- **Behaviour** must be exemplary.
- Positive **attitude** to learning – asking questions about their own learning and pushing themselves at all times with a growth mindset.
- Standards of work to be high – quality and quantity.
- High standard of presentation, both in work and in their uniform
- Pro-active approach to homework.
- **Independent** and accountable for own resources
- Excellent **manners** and etiquette when in the dinner hall
- **Resilience** shown when necessary
- Same standards no matter who is teaching the class



- Children are rewarded for their efforts with class dojos. There are 2 weekly prizes for dojo winners per class, and the dojos are also counted up at the end of each week for team awards, with the winning team for the term winning a reward.
- Dojos are given out for our 3 Rs and school values. Children can receive 1, 2 or 3 dojos at a time. They will also receive 1-3 dojos for good, excellent or outstanding work.
- Dojos are also given for return of homework in a timely manner.
- Stickers are given within work
- Three certificates will be given out each Friday in assemblies to children who have shown these values. Children should bring these home to share with parents.
- Weekly reading certificates
- Headteacher certificates – some already given this half term!
- Each term, there are 2 values awards per class – one chosen by the children and one by the staff.

Sanctions

- Sanctions are consistent with the updated behaviour policy –available on the school website.
- If children are not following the Oakdene Way, they will receive a warning. On the next occasion, they will spend 3 minutes of the upcoming break or lunchtime with their teacher. We look to praise in public and reprimand in private.
- If children are consistently not following the Oakdene Way, parents will be contacted by the class teacher initially. If no improvement is seen over a period of time, the key stage leader and finally the deputy headteacher/headteacher may become involved.
- Reflections – 10 minutes with a member of staff at lunchtimes. These are now used for more serious incidents or consistent low-level behaviour. Parents will be informed if their child has a Reflection at any point.

Uniform

Summer uniform

Girls- light blue checked dress, cardigan with school logo, white socks, black shoes

Boys- light blue polo shirt, jumper with school logo, grey shorts, grey socks, black shoes

Winter uniform (from October half-term)

Girls - light blue shirt, navy pinafore dress/skirt, tie, cardigan with school logo, tie, navy socks, black shoes

Boys - light blue shirt, jumper with school logo, grey pants, tie, grey socks, black shoes

Long hair should be tied up and they can have small blue accessories e.g. navy clips, bobbles, bows

Coats should be plain dark and one should be brought to school each day.

Please ensure all clothing that children might take off is clearly labelled!

Our Curriculum

Visit www.oakdeneprimaryschool.co.uk and see our class page for regular updates on this term's work and a long-term overview. See the curriculum page on the website for overall subject topics, milestones and more information.

Reading, Writing and Maths take place in the mornings, along with assemblies.

Science, RE, Computing, PE, PSHE, Art, DT, History, Geography, Music & French in the afternoons

Try to make links wherever possible



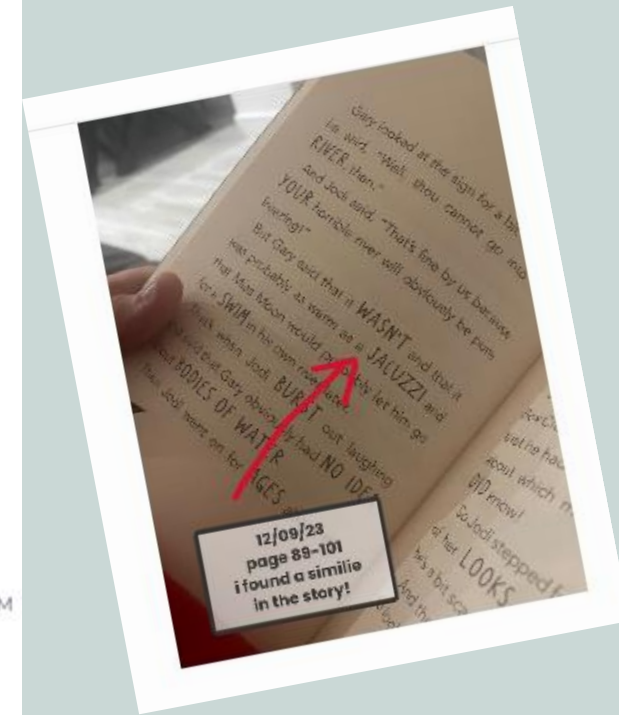
Reading for Pleasure



- Important that children all read a broad range of genres
- Children can select books from the classroom library, school library or read books from home.
- Reading approximately 80 pages of a novel per week is expected. If they take longer than about a month on a book, they tend to lose interest in it. Most Year Six books 300+ pages
- Year Six use Seesaw to keep a reading record. Children will photograph the cover, then add comments, vocab, ratings etc as they go along. They can edit posts using their home learning log-in.
- Seesaw also gives children the opportunity to read aloud and record it, which enables staff in school to hear them read more often.
- Reading Journal new for this year.



September 16, 2023 12:20 PM



Reading

Oakdene Teacher

view all comments

12th sept - chapter 6 and 7

13th sept - read chapter 8 really good voice overs

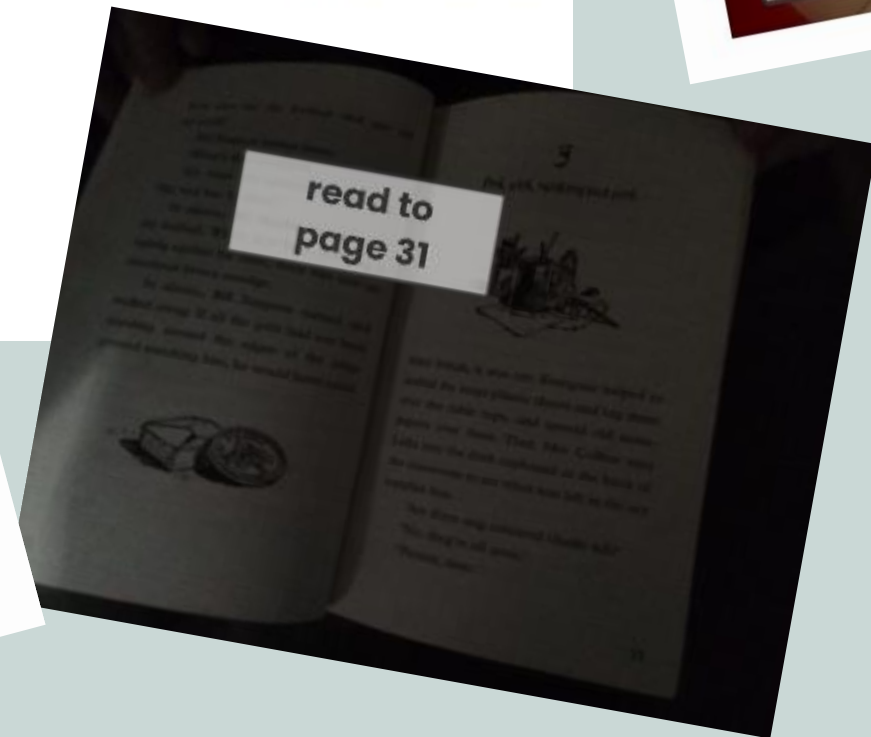
14th Sept - pages 52 - 56 sienna ready well but sounded some words out

16th Sept- 57 -62 Sienna read well

Oakdene Teacher Amazing reading record! Keep it up!

Children are also encouraged to record themselves reading so that we can regularly listen to how their reading fluency is developing.

Page 25 to 35
12th Sept - 35 - 49
13th Sept - 50 - end





- PE Kit to be worn by children for the full day on the days they have PE.
- *Only jogging suits will be accepted. No tracksuit trousers, leggings or other trousers can be worn. Jogging suits are available to order from school (please note we sell these at cost price with no additional charges) or you can purchase a plain, navy blue overhead hoody or crew neck sweatshirt and plain navy jogging trousers. Leavers' Hoodies are fine for PE in Y6.*
- *Trainers for outside - we would prefer black or navy blue and only white in exceptional circumstances.*
- PE takes place on a Monday afternoon with Upbeat Academy and a Thursday afternoon with Miss Scott.
- Swimming will take place later in the year at Newton-Le-Willows Sports Centre.
- A letter is required for non-participation.

Computing

- Computing sessions include a mixture of work on desktop computers and tablets.
- Our Computing curriculum looks at Computer Science (including programming), Information Technology and Digital Literacy (including Safe & Responsible Use of the internet and technology).
- We focus on Digital Literacy in the autumn term, Computer Science in the spring, and Information Technology in summer.
- Areas of e-Safety covered:- passwords, data protection, social media, trusted sources, digital footprints, copyright infringement, cyber-bullying
- Childnet.com, Thinkuknow.co.uk and nationalonlinesafety.com are all useful websites for parents to visit linked to e-Safety.
- Our Computing work (and work in other subjects) will be saved on Seesaw to evidence understanding and progress.
- Please be aware that Seesaw is not a communication tool for parents and teachers. It is a work evidence portfolio and should only be used out of school if children are producing work at home or for their ongoing reading record. Class Dojo is for all communication with the class teacher.

SRE

- Some elements form part of the on-going PSHE and Science curriculum
- Main unit of work on Puberty in PSHE in the Spring Term.
- Important that all children can explore this issues in a safe environment.
- Any visual resources are available for parents to preview before the children use them.
- This is a key part in the Science and PSHE curriculum to aid their development and understanding, especially around the changes that happen to themselves and others.

Citizenship

- Soon to be launched a new citizenship award with bronze, silver, gold and diamond awards.
- Shared targets between school and home to achieve each level.
- Will be launched with Y5 and Y6 so that they can progress through the levels.
- Examples will be shared when this is launched.

The image displays four citizenship award cards, each representing a different level: Bronze, Silver, Gold, and Diamond. Each card is designed with a specific color scheme and confetti pattern. The cards are tilted and overlapping, showing their layout and content.

BRONZE CITIZENSHIP AWARD CARD

Value	Task/Activity	Signed/Achieved	Date Achieved
Responsibility			
Respect			
Friendship			

SILVER CITIZENSHIP AWARD CARD

Value	Task/Activity	Signed/Achieved	Date Achieved
Responsibility			
Respect			
Friendship			

GOLD CITIZENSHIP AWARD CARD

Value	Task/Activity	Signed/Achieved	Date Achieved
Responsibility			
Respect			
Friendship			

DIAMOND CITIZENSHIP AWARD CARD

Value	Task/Activity	Signed/Achieved	Date Achieved
Responsibility			
Respect			
Friendship			

Leave for exceptional circumstances

- Holidays will not be authorised during term time.
- Authorised absence for illness or very exceptional circumstance.
- Children do miss out on a lot, particularly with friendships, when holidays are taken. This is especially the case this year, when we may still be catching up on gaps in children's prior learning.
- We do not set work for children on holiday (school policy) and if you wish them to do something, then let them keep a diary or do a project. It can be uploaded to Seesaw in 'Homework and Other'.

Clubs

- A letter has gone out regarding clubs for the 1st half of the autumn term.
- Some clubs are run by school staff, whilst others run by external agencies. Clubs will often include a charge for parents.
- Different clubs will be available as the year progresses to offer a range of activities.
- Please let us know in advance if your child is unable to attend a before or after-school activity.



Helping at Home



Homework

- Reading - 80 pages per week – no need to sign now, but you may ask your child to see their Seesaw reading record!
- English and/or Maths homework given out on Fridays and due back to school on the following Tuesday.
- Spellings are learned weekly – children bring an individual list on a Monday, and they are tested on the Friday.
- Times Tables –Use TT Rockstars to keep them fresh – we will be having a renewed push on TT Rockstars shortly!
- Investigating revision books to purchase.

Helping at home

- Read with your child as often as possible, discuss the book and making predictions about what will happen next.
- Encourage your child to read aloud to you, as well as hearing you read to them.
- Encourage children to explain the meaning of unfamiliar words and language.
- Use a dictionary or thesaurus to look up their word meanings.
- Ensure that your child practises their spellings at home every evening. Every child will have a spelling journal that they will bring home every day. Encourage your child to complete their spelling every night throughout the week.
- When writing at home encourage your child to check their spelling, grammar and punctuation. Their handwriting should also be cursive and produced with a blue pen (may alter due to spelling strategies).

Helping at home



- Times Table Rockstars is being relaunched and is proven to help massively with quick recall (essential for time in Y6 SATS!)
 - Logins in homework diaries.
 - Competitions will be set regularly.
-
- Please monitor your child's homework to ensure that this is completed with care and sufficient attention to detail.
 - If homework is poorly presented, or incomplete children will be expected to complete this again during lunchtime.
 - We expect the same standards at home as we do at school.

Social Media

- Children below the age of 13 should not have access to any social media networking sites / platforms.
- TikTok (13), Instagram (13), WhatsApp (16), Facebook (13), Twitter (13), Snapchat (13) etc
- Young people risk being exposed to content which is intended for older users when they use sites that are not designed for people their age.
- Significant friendship issues can arise when using these apps which can in turn cause children to become distressed and impact their time at school.
- If phones are brought into school for walking home, these need to be switched off and handed into class for the duration of the day where they will be stored – only brought in if essential.

Medical Info

Support your child:

- Keep the school and class teacher up to date with new medical information.
- Ensure that your child's asthma pump/inhaler, Epi-pen or additional medicine is in date and with a good expiration life.
- Ensure that all contact information; especially phone numbers are correct.
- Inform us if your child's medical information or needs change.
- You will always be contacted if your child sustains any form of head injury – this includes minor bumps and knocks.
- Children will only be permitted to miss PE if they have a letter from a parent/carer.



SATS information



SATS

To take place in the week Monday 13th May - Thursday 16th May

Exactly the same assessment formats that they have done every term in school already – nothing to worry about!

Monday – 45-minute Grammar test + 20-word Spelling test

Tuesday - 1 60-minute Reading paper

Wednesday – Arithmetic paper (30 minutes) + Reasoning Paper (40 minutes)

Thursday – 2nd Maths Reasoning paper (40 minutes)

Writing is judged by teacher assessment across children's independent pieces of writing in class

Writing

We use a text-based approach to reading and writing – our writing is taught through illustrated texts and longer novels.

Shorter pieces of writing used to practise skills, leading to extended pieces of writing each half-term linked to our texts

Final independent, extended pieces of work - Planning; drafting; editing carousel; re-drafting

Assessment criteria to be demonstrated wherever possible in writing, including across other subject areas (especially for working at greater depth of the expected standard)

Accurate spelling is absolutely vital in all pieces of writing –short, regular spelling sessions to help support this, with weekly spelling test and dictations.

Reading Domains

KS2 Reading SATs papers analysis by @_MissieBee <i>% of questions by content domain</i>						
Content domain	'16	'17	'18	'19	'22	'23
2a	20	20	20	12	10	18
2b	30	28	26	42	38	32
2c	2	4	6	2	4	2
2d	36	44	44	36	44	46
2e	6	0	0	0	2	0
2f	2	2	0	0	2	2
2g	4	2	0	6	0	0
2h	0	0	4	2	0	0

Content domain reference	
2a	give/explain the meaning of words in context
2b	retrieve and record information/identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text/explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify/explain how information/narrative content is related and contributes to meaning as a whole
2g	identify/explain how meaning is enhanced through choice words and phrases
2h	make comparisons within the text

Reading Strategies

In school we are using the following strategies to develop reading:

- Echo reading (teacher reads a sentence/phrase and child echoes this back)
- Fluency strategies
- Group reading during Book Talk
- Paired reading
- Accessible texts tailored to child's needs
- Engaging and current book titles
- Range of text types (comics, novels, classics, biographies)

Reading Domains

The amount of vocabulary-focused questions (content domain 2a) was back up to levels similar to those seen in 2016, 2017 and 2018. Like last year, there were no questions based on authorial choice (2g) or comparisons (2h). Prediction questions (2e) also had no representation this year, just like years 2017, 2018 and 2019.

Analysis states that there are “just 21 and a half minutes to answer 38 questions - meaning you have to give an answer every 34 seconds (this includes the time it will take to go back and re-read a passage to get their answer).”

KS2 Reading SATs papers analysis by @_MissieBee % of questions by content domain							Content domain reference	
Content domain	'16	'17	'18	'19	'22	'23	2a	give/explain the meaning of words in context
2a	20	20	20	12	10	18	2b	retrieve and record information/identify key details from fiction and non-fiction
2b	30	28	26	42	38	32	2c	summarise main ideas from more than one paragraph
2c	2	4	6	2	4	2	2d	make inferences from the text/explain and justify inferences with evidence from the text
2d	36	44	44	36	44	46	2e	predict what might happen from details stated and implied
2e	6	0	0	0	2	0	2f	identify/explain how information/narrative content is related and contributes to meaning as a whole
2f	2	2	0	0	2	2	2g	identify/explain how meaning is enhanced through choice words and phrases
2g	4	2	0	6	0	0	2h	make comparisons within the text
2h	0	0	4	2	0	0		

Reading Domains

KS2 Reading SATs papers analysis by @_MissieBee												
	2016		2017		2018		2019		2022		2023	
Extract	Words	Marks	W	M	W	M	W	M	W	M	W	M
First	384	16	602	15	560	17	633	14	474	16	627	14
Second	768	22	709	17	214	17	632	19	538	15	808	20
Third	635	12	626	18	714	16	903	17	541	19	611	16
Total	1,787	50	1,937	50	1,488	50	2,168	50	1,553	50	2,046	50
3m Qs	2 (second ex.)		2 (third ex.)		2 (third ex.)		2 (third ex.)		2 (third ex.)		2 (2 nd & 3 rd ex.)	

Key:

Fiction

Non-fiction

Poetry

Important to note that the paper last year was the second 'wordiest' and the highest since 2019 (and only just). This highlights the need for our children to be fluent and accurate readers at speed to read in the time given.

Reading

We read from our class novel every day.

These books are handpicked from the latest and best fiction available for Year 6.

Daily comprehension sessions take place in class using 'Pathways to Read', especially focusing on identified content domains for comprehension

In Year 6, much of the work is looking at answering comprehension questions in the right way with enough detail - explaining and giving evidence in answers

Building vocabulary is a vital skill – we play word games to extend vocabulary.

Finding out meanings of unfamiliar words in reading books is important.

Reading at a speed suitable for their age is vitally important in Year 6. Children should be reading at a speed of approximately 180 words per minute at Year 6.

Maths

There are 3 aims of the Maths curriculum – Fluency, Reasoning and Problem Solving

Usually, we start a lesson with a ‘challenge’ which gets children to work together and think initially, then the teacher leads guided work before the children practise independent tasks.

Most children will receive the same tasks, but work differentiated by extended questioning (greater depth), expectation and support

Immediate intervention is given when children struggle

Children also do daily mental Maths work and retrieval questions which revise previous learning

We focus on children gaining an in-depth understanding (mastery) of year group content - not accelerated learning of further content. Careful questioning ensures children are extended.

Maths

KS2 Maths SATs analysis by @_MissieBee
Percentage of questions by content domain

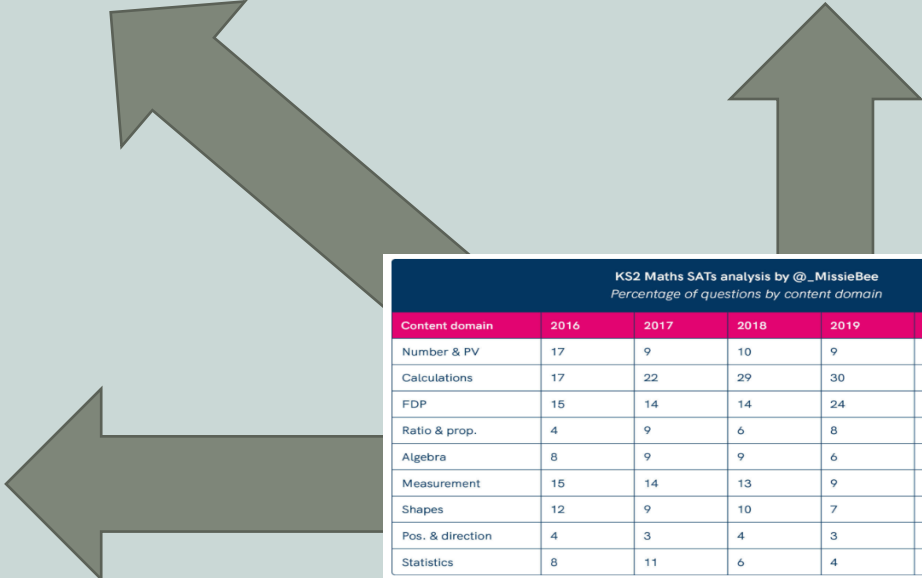
Content domain	2016	2017	2018	2019	2022	2023
Number & PV	17	9	10	9	9	10
Calculations	17	22	29	30	38	36
FDP	15	14	14	24	25	26
Ratio & prop.	4	9	6	8	6	5
Algebra	8	9	9	6	3	3
Measurement	15	14	13	9	7	8
Shapes	12	9	10	7	6	7
Pos. & direction	4	3	4	3	2	2
Statistics	8	11	6	4	3	2

Maths

We saw two large hikes in the proportion of calculations questions, firstly from 2017 to 2018 (a 7% increase) and then again from 2019 to 2020 (another 8% increase). In fact, this amount has increased every year until now: for the first time, we've seen a drop in representation of the calculations content domain, albeit only by 2%.

The combined total of these two content domains has previously steadily risen from 32% in 2016, to 36% in 2017, 43% in 2018, 54% in 2019 and finally to 63% in 2022. This year it fell again slightly to 62%. However, this still represents the majority of the maths paper.

The percentage of FDP questions also largely increased from 2018 to 2019 – a 10% jump! Ever since, it has remained at around one quarter of the paper, with this year's being the highest so far: 26% of the questions were based on fractions, decimals and percentages.



Content domain	2016	2017	2018	2019	2022	2023
Number & PV	17	9	10	9	9	10
Calculations	17	22	29	30	38	36
FDP	15	14	14	24	25	26
Ratio & prop.	4	9	6	8	6	5
Algebra	8	9	9	6	3	3
Measurement	15	14	13	9	7	8
Shapes	12	9	10	7	6	7
Pos. & direction	4	3	4	3	2	2
Statistics	8	11	6	4	3	2

Maths

At home, children have access to TT Rockstars, which is brilliant for fast recall of times tables

- To support children at home, any help with mental maths work, especially learning of basic facts is great. Children in Year 6 often still do not have a quick enough recall of basic facts – e.g. number bonds to 20, times tables facts, doubling and halving.
- In Year 6, children are expected to know equivalence facts for fractions and decimals – this can also be revised at home.
- Kitchen resources and shopping is great for Maths work – do children know capacity of bottles and containers, weight of bags of sugar, flour etc.?
- I would always recommend parents practise mental skills, number facts and aspects of shape and measure with their children rather than written calculation methods at home.

<https://www.oakdeneprimaryschool.co.uk/page/maths-at-oakdene/85659> - calculation policy if needed to see the way in which different calculations are taught in different years.



Dates for the Diary



Dates for the Diary

- 29th September – MacMillan Coffee Morning
 - 24th October – Y6 'Pool of Life' workshop
 - 25th and 26th October – Autumn Parents' Evening
 - 8th November – School Photographs
 - 6th February – Safer Internet Day
 - 7th March – World Book Day
 - 22nd – 25th March – PGL Weekend
 - 13th May – SATS begin
-
- We will arrange educational visits and other exciting events as the year progresses.
 - Please see the dates sent out on Class Dojo for additional dates.
 - More information about PGL payments and school visit soon!

Dates for the Diary

Additional presentations such as this will take place later in the year for additional information about PGL and SATS week.



Thank you

Contact Me:

If you wish to contact me regarding your child's wellbeing or education, or general questions or concerns, please do not hesitate to do so.

Messages before school: Please leave a message with a member of staff on the playground

Dojo: Message feature to contact me directly.

Email: Please send an email to the school email address and I will get back to you as soon as possible

By Appointment: please contact the school office. And appointments can be arranged. I will get back to you as soon as I can.

As stated earlier, please do not use Seesaw for communication. This is an online platform for children's work.

