



Some year 6 fun to look forward to!



Welcome to Year 6!

Lifelong learners with open minds

We aim to ensure that all our pupils achieve their full potential and have high expectations of our children in all aspects of their development.

As a whole school we are continuing to work hard on improving our children's positive learning behaviours. Our aim is to improve children's intrinsic motivation and help them to become more resilient and independent in their learning.

Meet the year 6 team

6C Mr Cole
Mrs Blois

6H Miss Howells
Mrs Harris

6M Mr Marlowe
Mrs Rehman

Mrs Howard (Maths group)

Our year group mission statement for year 6

Year Six

Mission Statement 2022-23

As the year six team, at the top of the school, we have agreed that we are eager to make this the best year yet and aspire to be outstanding members of Harrison Primary School.

Being the eldest children at our school, we will be responsible and positive role models to the rest of the Harrison community. We will help others and endeavour to support the younger children.

With our learning, we will be ambitious and we will set our goals high; we will always have high expectations. In our learning environments, we will be imaginative and creative in what we do and ensure that we engage and participate in all lessons.

Collaboration is important to us and we pride ourselves in our ability to help and support one another with our learning. We will also be cheerful and positive when working with others.

As this is our final year in primary school, we recognise that we should be increasingly independent and mature in order to be prepared for secondary school.

Attendance

Regular attendance and punctuality are vital for good progress and we expect all children's attendance to be 97%.

Attendance is shown as a percentage figure and we have detailed research below that shows how attendance, even at this early stage of education, affects outcomes for children at GCSE. We hope the tables below illustrate for you the importance of good attendance; this includes avoiding taking holidays during term time.

If your child had less than 97% attendance, we would urge you to ensure their attendance improves this year.

How Attendance affects GCSE Achievement

% attendance	Percentage achieving 5 A*-C GCSEs
100 – 93.5%	74.3%
93.4 – 92.5%	60.4%
92.4 – 91.5%	53.1%
91.4 – 90%	44.6%
89.9 – 88%	34.7%
Less than 88%	26.7%

Arrive on time

Children can access the school building from 8.45

The doors will be closed at 8.55 – children arriving after this time must enter via the main school office.

Please note that our morning session begins as soon as the children are in school at 8.45 and children missing this time miss out on valuable curriculum time such as guided reading and spelling.

PE kits

Please can you ensure your children remember to be dressed appropriately for the weather when they have outdoor P.E. (eg. joggers and leggings in the colder months)

Please also remind your children to wear their hair tied up if it is long and preferably avoid wearing earrings on P.E. days.

Expectation

We expect Year 6 to set an excellent example to the rest of the school and visitors.

- Positive role models in their behaviour, work and attitude.
- **A higher profile for Year Six – greater responsibility** around school e.g. escorting visitors, helping at whole school events
- **Children as Decision Makers**
- Year 6 will have children voted to represent their year group in the School council.

Rewards - Merit point system

At Harrison we award merit points for positive learning behaviour falling into the 4 strands of **Citizenship**, **Attitude to learning**, **Responsibility** and **Excellence**.

Children collect merit points on their merit card or chart to work towards their bronze, silver, gold, platinum and head teacher's award certificates.

Each week one child will be selected from each class for a Head teacher's award and leaf for the Harrison tree for exceptional work, effort, attitude or citizenship.

Citizenship: (red)

Use kind words.
Be a good friend.
Show good manners.
Show respect to others.
Make our school a better place.
Volunteer.
Look after our environment.
Help others .
Encourage others.
Recognising the rights of others.
Listen to others.
Contribute to our community.

Attitude to learning (blue)

Resilience - stick at a task even when it is hard.
Have a go!
Determination - concentrate on your work and avoid distractions.
Curiosity- ask questions to help you understand.
Motivation - try to be the best you can be.
Challenge yourself.
Cooperation - work well with other people.
Learn from your mistakes.
Ask for help.

Responsibility (yellow)

Organise yourself.
Listen carefully to instructions.
Think for yourself and make the right choices
Share your ideas with others.
Reflect upon your learning.
Use your imagination in every subject.
Be truthful and reliable.
Take pride in your learning.
Take ownership of your own learning.
Use words to show how you are feeling.

Excellence (green)

Build on feedback and improve your work.
Demonstrate you can meet your targets.
Complete all home learning on time.
Produce work of a high standard.
Show excellent skills in practical work.
Master a new skill.
Solve problems and meet new challenges.

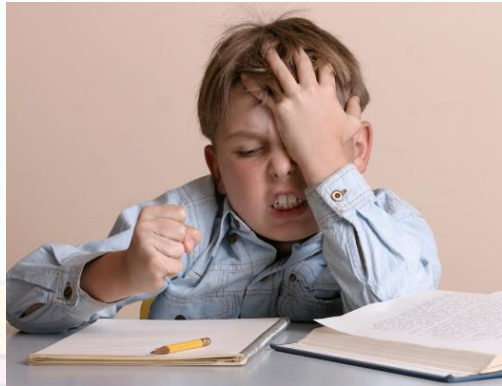
Home learning in year 6

Homework will be handed out on a Friday, to be handed in the following Wednesday.

- SPAG worksheet (Spelling, Punctuation and Grammar)
- Daily Spellings (Not all in one go!)
- A maths/mental arithmetic task (set by your child's maths teacher)

Children will self-mark their work each week so they can see what their next steps are. We will check this, give positive verbal feedback and award merit points.

- Once a year they will get a longer, topic-based project. It is expected that all children regularly continue to
- practise **times tables** to improve recall speed (new test from government).
- **Read every day** - essential to ensure children continue to have a love of books, build on their stamina, develop their vocabulary and continue to improve their English/life skills.



Homework should not be a battle and if your child has any problems, please ask them to come and chat with us about what they do not understand before it is due in, so we can help them and they can achieve.

In year 6, we are trying to encourage the children take responsibility for bringing their home learning to school in preparation for being organised for secondary school.

Reading

- Please continue to encourage this valuable life skill.
- Children may say they do not like reading-it may just be that they have not found an author who inspires them.
- Continue to encourage reading before bed to help them wind down and come off technology.
- Reading stamina-reading regularly builds children's ability to concentrate for longer and read for a sustained period of time.
- Improved vocabulary-choosing books where children frequently meet new words helps them to continue to develop a broader vocabulary, which can then be applied in written contexts; better readers makes for better writers.

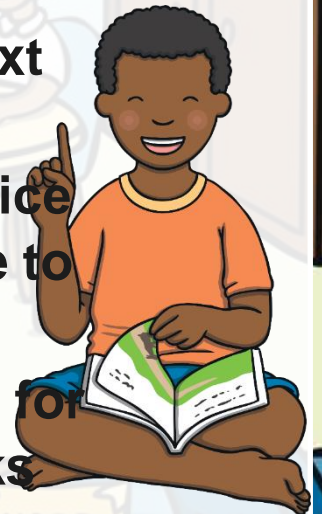


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Reading Targets in Year 6

To be able to read fluently, accurately and confidently

- **Clarify** (ask questions, discuss)
- **Monitor and summarise** (fact/opinion, recognise key points and ideas, summarise and explain in own words)
- **Select and retrieve** (skim/scan, find and copy)
- **Respond and explain** (points of view, comparisons, reasoned justification)
- **Inference** (draw inferences about characters thoughts and feelings, justify and explain using text evidence)
- **Language for effect** (explain how author's choice of language, structure and presentation contribute to meaning, impact on reader)
- **Themes and conventions** (different purposes for reading, common themes across books, make links across range of books)



Reading Targets in Year 6

Year 6 - Key learning in Reading

Clarify

I ask pertinent and helpful questions to improve my understanding of a text.

I can determine alternate meanings of known words by using my contextual knowledge.

Monitor and Summarise

I can distinguish between statements of fact and opinion and recognise examples in the language used by authors to persuade readers.

I can use reference to language, structural and presentational features to support understanding of age - appropriate texts.

I can secure phase 1 targets.

Select and retrieve

I can skim and scan efficiently to extract information and make well organized notes of the main ideas using quotation and reference to the text using my own words.

I can retrieve, record and present information from non-fiction and make notes using quotation and reference to the text.

I can draw upon and integrate information from a range of presentational devices when building meaning from reading.

I can produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources

I can secure phase 1 and 2 targets.

Respond and explain

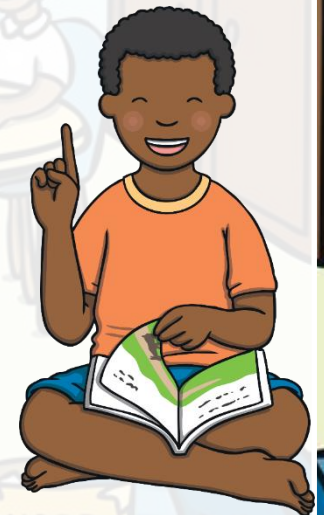
I can participate in discussions about books that are read, building on my own and others ideas and can challenge views courteously.

I can make comparisons within and across books by comparing information, characters or events within and between texts.

I can consider the similarities and differences in approaches taken and viewpoints of authors and of fictional characters.

I can explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

I can provide reasoned justifications for my views.



Writing and Spag

Year 6 Key Learning in Writing	I think	My partner
Composition - Sentence Structure and Punctuation - the nuts and bolts of my writing!		
I can write compound sentences using conjunctions such as: and, but, so, or.		
I can write in complex sentences by adding a subordinate clause. I can use subordinating conjunctions such as: although, because, therefore, also, consequently.		
I can use fronted adverbials to begin my sentences such as: Under the clock, All night long, Before the sun came up, By the old school gates		
I can change the order of the elements of my sentences such as fronted adverbials, subordinate clauses, embedded relative clauses etc .		
I can change my tense deliberately for effect. For example in the use of a flashback, letter or diary.		
Composition - Text Structure and Organisation - My Layout		
I can order my paragraphs in a logical sequence.		
I can use conjunctions to begin my paragraphs and help to link them together such as: Firstly, In addition, In conclusion, and Lastly.		
I can use conjunctions to link my paragraphs such as: furthermore, moreover, on the other hand.		
I can organise my writing appropriately using questions, subheadings, bullet points, diagrams and charts etc .		
I can use appropriate devices to link my paragraphs. Eg using repetition of key word or phrase in the final sentence of one paragraph and the opening sentence of the next.		
Composition and Effect - My Ideas!		
I can make choices about what type of writing I need to do depending upon the purpose and audience.		
I can plan, draft, edit and evaluate my own writing.		
I can choose my ideas carefully to make sure they are interesting and relevant to my reader.		
I can use descriptive and emotive language to interest my reader.		
I can use technical or formal words to show how well I know about the subject.		
I can describe my settings and characters to create atmosphere and use dialogue to move the action along in my narrative writing.		
Grammar punctuation and spelling		
I can use question marks, commas, exclamation marks, brackets, colons (introduce lists) semi colons (demarcate within lists), semi colons (between clauses), ellipsis, hyphens and inverted commas.		
I can understand and choose when to use formal or informal vocabulary.		
I understand the difference between the active and passive voice and know when to use the passive.		
I understand why certain nouns are abstract: love, courage, joy etc		
I can modify words using prefixes to create antonyms.		
I know how words are related - synonyms and antonyms.		
I can use connectives to create cohesion within a text.		
Handwriting - My presentation!		
I can join my handwriting when appropriate so that it is clear.		

Pen Licence

These have to be re-earned each academic year in order that children maintain a good standard of presentation with their written work.

End of Year 6 government handwriting expectations are high, therefore year 6 children must develop neat joined handwriting so that they can gain their pen licence.

Pen Licence

Congratulations to _____

for earning your pen licence!

 **Well Done!** 

Date _____ Signed _____


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Working at age related expectations year 6

How to make a human.

To create each human ^{soul} you ^{must} gather a wide range of emotions with ^{care} to be gathered: happiness, anger, fear, bad experiences, ~~jealousy~~ ^{lovely} friendship, love and humour.

1) I initially, ^{cautiously} ^{gill} up ^a cauldron ^{1/2} of the way up (1000ml) with concentrated happiness - make sure this is high-quality otherwise the human's feelings will seem artificial, making it unable to take anything seriously.

2) Next, rapidly drop in a couple of handfuls of anger, ^{ensure} that they have been thoroughly pounded and most importantly be wary not to overdose or the being will become aggressive, leading it to ^{become} unapproachable and unable to make friends.

3) Once the mixture has been converted into a ~~red~~ ^{vivid} pink, continue stirring

Annotations: *little tittle*, *Hugo*, *soil*, *Caution*, *imperative*, *Force you on using*, *adverb*

until all the lumps have dissolved. Once this is completed, add in roughly ^{50ml} of year-¹⁰ ^{be} cautious to sprinkle in the correct dose or the human soul will either be too big for its boots or a coward who never does anything.

4) Following this, let the eight teaspoons of bad experiences simmer at a low heat; ^{slightly} pour the ^{mix} paste into the once it has become a ^{vibrant} green colour. Follow this step carefully or the person will never learn from its mistakes and make the same, dumb mistakes repeatedly.

5) After allowing the mixture to rest for an hour, rapidly crumble a small block of responsibly-sourced friendship. This is a very important quality due to the fact it will help develop friends who could help in the robot rebellion!

6) Consequently, with a cautious manner, slice a ^{hundred} 100% piece of love and melt it in

Annotations: *Time comparison*, *50ml*, *imperative*

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Spelling

Individual target lists (taken from the medium frequency word lists set by the NC or compulsory word lists for KS2 set by the NC). Some children will have spelling intervention.

We should see them being applied in their writing.

Any age-appropriate misspelt words from their independent work will be added to their personal spelling list each week.

Mid-term assessments will be used to ensure children are embedding spellings/using rules and mnemonics to help them and not just learning for weekly test.

By end of year 6 children are expected to identify own spelling errors and correct them.

New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Maths

Year 6

*Maths groups are split 4 ways and have come up from year 5 ready.

*Focus is more reasoning, justifying their mathematical thinking and using visual representations to support their thinking.

*Question styles to prepare children for the types commonly encountered in the SATs to enable them to develop resilience and confident problem solve.

*Additional arithmetic and fluency sessions weekly

*Weekly timestables tests-please help your children learn these..

Some Important Dates

Wed / Thurs 14/15th Sep –Meet the Teacher

**17th-20th Oct – Y6 assessments
(mock SATs.)**

7th Nov-Sir 'Teachalot' Greek day

WB 28th Nov – parents' meetings

WB 6th Feb - Y6 second set of mock SATs

23rd March Kew Gardens visit

March (date tbc)– parents' meetings.

WB May 8th 2022 –SATs

Parents' meetings

- Our system for meeting with parents has yet to be confirmed this year.
- **Appointments will be offered during the week of 28th November**
- These slots are allocated for us to discuss your child's learning and your children are welcome to attend too.
- However please do not wait until these evenings if you have any concerns or worries. Please contact the school office to make a telephone appointment sooner so we can address any issues as soon as they arise.

A few last things....

- **Please remember that the children finish school at 3.25pm and will exit school from the field gate unless they are picking up siblings from the main playground.**