



Gusford Primary School

“Promoting Achievement and Success.”

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Headteacher : Mrs C Claydon

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Dear Parents/Carers,

Welcome to Year 6! We thought it might be useful, after a few weeks into the term, to provide you with some information on how things will be organised in Year 6.

Grouping of pupils

Pupils will be taught in ability groups for Maths and English. This enables us to tailor the lessons precisely to the needs of the children as they progress towards Key Stage 3. Additional sessions with TAs are also organised to meet the needs of specific pupils, either in small groups or individually.

Reading

The majority of the children's reading will take place during English lessons. Children will also participate in reading activities within their class group, but only those pupils with special needs, or those who need a boost, will be heard regularly on an independent basis (although we do monitor and encourage personal reading for all pupils). To extend their ability to reflect on what is read, Year 6 pupils are expected to keep a reading journal in which they keep a record of what they have read and their responses to this. In line with the school Reading Policy, we expect pupils to read at home for 60 minutes per week, which may be in a block or small amounts each day. To support us with this, we ask parents/carers to sign the journal to acknowledge that the child has read the required amount that week and pupils' journals will be checked each Friday. Should a child not meet these reading expectations, they will attend a 15 minute catch-up session during the lunchbreak on a Friday.

We would be very grateful if you could continue to support your child with their reading – this may not necessarily be 'hearing them read' in the traditional sense, but questioning them and discussing the text. Your child will bring home a booklet of ideas and activities which can help with this. Although many pupils are proficient readers by this age, it is, nevertheless, crucial that they continue to read as much as possible and **challenge** themselves with their reading material. As a quick guide, if the book is the right level of difficulty, they should be able to read most of the words on the page but there should be a few words which they need to decode or work out the meaning on each page. In school, we encourage them to read a range of books and although comics are fun to read sometimes, it is important that they also read challenging novels to prepare them for the SATs and being at secondary school. Each term two pupils from each class are awarded a reading prize for effort and achievement.

Spellings

Spelling will be taught as part of the daily English lessons. We cover a range of spelling rules and strategies and we are also trying to learn to the words set out in the National Curriculum as Year3/4 and Year5/6 word lists. We would appreciate your support at home by assisting your child to learn the words which your child brings home each week. We will soon be sending home some ideas of games and activities to help your child to learn them. They could do 'look, cover, write, check', play matching games, highlight the letters which they need to remember, draw pictures, invent silly rhymes or have mini quizzes and challenges at home. There are also some excellent resources on the recommended websites listed at the bottom of this letter.



The *Active Learning* Trust



Intervention Programmes

In order to provide pupils with the best opportunity of reaching 'Expected Standard' in Reading, Writing, GPS (Grammar, Punctuation and Spelling) and Mathematics we run a variety of intervention programmes which are designed to identify and fill specific gaps in knowledge. Most of these are based on an excellent programme known as PIXL (Partners in Excellence) which is a nationally recognised and effective programme for supporting pupil progress. These sessions usually take place during the afternoon.

Special Educational Needs (SEN)

All Year 6 children who are currently on the SEN register will be working on individual targets set out on their IEPs (Individual Education Plan). Progress against these targets will be assessed and feedback will be given to parents at open evenings. Additional support will be provided where necessary, either in class or in small group sessions. Please contact your child's class teacher or the Special Needs Coordinator (Mrs. Hook) if you have any concerns.

Assessment

Pupils are regularly assessed and will sometimes take tests to formally monitor progress. Year 6 pupils sit national tests in May to assess their progress against national standards. It is important to note that class teachers will also make their own assessments based on each child's performance over the year. Whilst the school recognises the importance of the tests, we do not wish them to be a source of stress for the children. To this end we endeavour to maintain a normal teaching timetable until a few weeks before the tests. Year 6 pupils are not set any homework in the half term after Easter to allow time for their own personal revision. Please see the relevant class teacher if you have any concerns or would like some advice about the SATs.

Homework

In line with the Homework Policy, Year 6 will receive Mathematics homework once a week alongside the expectations for weekly reading and spelling practice. Unless stated otherwise, the homework will be due in a week after it is set. Please notify the relevant teacher if there are any difficulties with the work set – we do not wish it to cause any unnecessary stress at home! Please encourage your child to speak to their Maths teacher if they need any support with the homework.

P.E

P.E. will take place twice a week, usually one indoor session and one outdoor session.

All children **must** have their P.E clothes in school on P.E. days. P.E is a very important part of the school curriculum. Children should also have trainers in school so that P.E lessons may take place outside if the weather is fine. Long hair should be tied back and earrings removed. If your child has only recently had their ears pierced they will need to bring in some medical tape to cover them with. Please ensure that all P.E. kit (and school uniform) is clearly named.

P.E. times are as follows:

6S	Wednesday (indoor) and Thursday (outdoor)
6T	Wednesday (indoor) and Thursday (outdoor)
6IM	Wednesday (indoor) and Friday (outdoor)

Rewards

At Gusford, we aim to encourage positive attitudes and behaviour – we have a range of rewards for pupils who work hard and behave well. For effort and attainment in lessons we operate The Knights merit system to motivate pupils both individually and as a team. Pupils also receive Lottery Tickets to reward good manners, helpfulness and generally being model pupils. At the end of each term we have a Celebration Assembly where certificates and prizes are distributed to pupils for a range of achievements. Each teacher also awards a Writer, Reader and Mathematician of the Month: for this, the child's photograph is displayed on our special board and they receive 10 bonus merits.

Behaviour

This term we are continuing with the Traffic Light system for behaviour – a copy of which is attached to this letter. As you can see the key aspect to this is that children are regularly rewarded for consistent, good behaviour. In addition, they have the opportunity to get a 'clean sheet' at the beginning of each lesson to encourage them to behave well even if, for instance, they have had a poor start to the day. We are also working really hard this year on building up the pupils' learning behaviours. As they are now in their last year before secondary school, we are trying to teach them the importance of hard work, resilience and responsibility for themselves. We encourage them to work hard and enjoy Year 6!

Yours faithfully

Mrs. Smith
Upper Junior Phase Leader

Helpful Websites

- www.bbc.co.uk/bitesize (KS2)
- www.mathszone.co.uk (plenty of interactive resources and games)
- www.mathsisfun.com (games and worksheets)
- <http://resources.woodlands-junior.kent.sch.uk> (interactive games)
- <http://teachingimage.com/> (free worksheets)
- www.topmarks.co.uk

Link to a video explaining the Y6 KS2 tests for parents:

https://www.youtube.com/watch?annotation_id=annotation_2320752969&feature=iv&src_vid=nF1n1q4CePI&v=fC2yhtEtk4o

Note it was from last year so the dates of the tests are not correct. The 2018 tests will start on Monday 14th May.

Gusford Traffic Light System

We have a simple Traffic Light System for sanctions and rewards that is followed consistently throughout Gusford.

Gold	<ul style="list-style-type: none"> • Children can be placed onto gold if they are exhibiting outstanding learning behaviours throughout a lesson. • Classes will aim for whole class Golden Time. For children who reach Gold and for those that consistently stay on Green, they earn 20 minutes per week but will lose 1 minute of Golden Time for each time that they move onto Yellow and 2 minutes for each time they are moved onto Orange. • Once a child reaches Gold 25 times they will receive a certificate in assembly and are awarded a golden brick on the Upper Junior Achievement Wall.
Green	<ul style="list-style-type: none"> • All children start on Green at the beginning of the day. • All children start on Green at the beginning of every lesson. • They stay on Green if they make good choices and choose good learning behaviours. • Most children should stay on Green. • Children may need a rule reminder before they are moved to Yellow and this sometimes maybe enough to change the behaviours.
Yellow	<ul style="list-style-type: none"> • If a child makes a poor choice then they will be moved to Yellow. It will be explained to them why they have been moved and what they need to do to return back to Green. At the first sign of rectifying their behaviour, the child will be moved back to Green. Positive language is used like "I know you can make the right choice." • Once they move back to Green, they would move to Yellow again if they decided to make a poor choice again. • If they continue to make poor behaviour choices then they move to Orange.
Orange	<ul style="list-style-type: none"> • If a child goes onto Orange, they will have a time out in another member of staff's classroom for 10 minutes. A discussion with the child then needs to happen about the specific behaviour that is expected. The consequence is a 15 minute detention for KS2 or 10 minutes for KS1. • If they get on to Orange more than two times in a lesson, they will be put onto Red. • If a child consistently moves on to Orange then they will go onto report.
Red	<ul style="list-style-type: none"> • If a child is put onto Red, the child will not receive Golden Time that week. Red behaviours include: <ul style="list-style-type: none"> • Physical aggression towards adult or child. • Constant defiance, swearing and threatening behaviours, intimidation. • Severe destruction of school property. • An instant red would mean isolation for a day/half day.