

Milverton Community Primary and Pre-School

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We Care. We Aspire. We Belong

15 January 2026

Dear Parents,

Firstly, I would like to thank you for your kind messages and gifts at Christmas and wish you all a Happy New Year. It does feel like we have been back for months not days!

Anyway, welcome back!

I have planned a variety of learning experiences that are categorised on the attached quest coverage leaflet.

This term, some of the sessions will be team taught with Class 5, however, most of the sessions will be as year groups. The core subjects of English and Maths will be taught as usual in year groups as will subjects such as PE, PSHCE, RE (locally agreed syllabus) and music.

The children have already begun their cross-curricular learning and are very enthusiastic. We have already sent out details of an exciting trip to 'We The Curious and Planetarium' in Bristol as a quest opener and we have our trip to Exeter planned to see and listen to The Bournemouth Symphony Orchestra play 'The Four Elements' composed by James Redwood - more details will follow via ParentMail.

Homework, we feel, is still an important part of the Year 6 curriculum and preparation for their next stage of learning at secondary school. We ask the children to maintain the current expectations and try their hardest to meet the deadlines set.

Homework continues as follows:

- The children will have differentiated, colour-coded, spellings set on each Monday for a test the following Monday. They will also have on-going tricky words to learn in class and three attached to their weekly spelling grid.
- Maths homework will be set on Monday and will be due in the following Monday. This will either be a 'MyMaths' task or written sheet.
- Children will be expected to continue to practise their times tables at home for a weekly review.
- The children are also expected to continue their fantastic reading efforts up by reading at least 4 times a week to an adult at home. Reading record folders are checked on Monday mornings but need to be in school every day please.

Reading is the most important skill the children need to learn. Not only the ability to read accurately and fluently but also the chance to enjoy escaping into a good book and subsequently the ability to answer questions on the text they have read. With the SATs approaching any help you can give to your child to enjoy reading and answering questions verbally will be of huge benefit. I can do as much as I can at school and the current research and data that is available to us indicates large gains by those children who both read for themselves for enjoyment on a regular basis and also have an adult close by to question them on what they have read.



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In case you are interested, I have added the following from the Government's research into reading from 'The Reading Framework' July 2023.

Multiple studies suggest that enjoyment is associated with higher reading performance. The recent 2021 PIRLS data for England showed that the pupils who said they liked reading the most scored, on average, 34 points more than those who said they did not like reading. In effect, pupils who are reading regularly for enjoyment give themselves unofficial reading lessons, supporting their reading comprehension.

Wide recreational reading expands pupils' knowledge about the world and about language, as well as their understanding of subject-specific academic and technical vocabulary. Such knowledge eases their access to the whole curriculum. Higher performance in mathematics has also been found.

Further, pupils who read regularly report heightened levels of social and emotional wellbeing. For many, reading is a form of relaxation, a place to escape everyday challenges, a source of entertainment. Reading allows readers to adopt new perspectives, develop empathy and become more socially conscious.

At Milverton, we try and promote reading in many ways including: visiting authors, authors of the term, regular quiet reading sessions, reading buddies, class libraries, non-fiction topic books on display and for use and, of course, the daily class reader that we all love. It really does make sense that the more the children do and enjoy the better the outcomes are across a whole variety of areas.

The National Curriculum for reading breaks down reading comprehension into domains. These domains are as follows:

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 of words and phrases
2h	make comparisons within the text

In class we regularly practice answering questions on each of the domains. We do this both verbally and in writing. We use past SATs papers to give the children experience in the types of questions they will be asked when they participate in the SATs in May (more information about the SATs will follow soon). Mr. Penny has created example questions that you could use. These are attached at the end of this letter. Thank you in advance for any support you can give your child with reading.



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In addition, the children have enthusiastically agreed to complete a home project about the quest this term. The project is about any aspect of 'Earth and Beyond' that they are fascinated by. This could be a planet, stars, space travel, Apollo missions, how to be an astronaut or even aliens! The project is designed to allow the children to plan their time effectively, gather information from a variety of sources, prepare the information in a variety of ways ready to present their projects to their class. The presentation will involve the children speaking and being supported by the resources they prepare. This could be a mixture of computing, 3D models, posters, handouts, leaflets etc. Hours and hours could be spent on a project like this, so we are hopefully limiting the time spent on the project by asking the presentation to be no more than 3 minutes. Could I ask the deadline for projects be Friday February 20th. Thank you.

Class 6 will have PE sessions on Thursdays and Fridays but may do some extra sport during the week so can I please ask that their **full** kit is in school every day. Would you please help the children name their kit so I can return it to them quickly if they lose it.

If any of you have any interests or expertise in the quest this term and would like to support the learning in some way, or if you have any queries, please do not hesitate to contact me here at school.

I hope you find this information useful.

Many thanks for your on-going support.

Best wishes,

Peter Coupe



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Here are some questions you could ask your child about their reading. Choose a few each night to engage in conversation.

Before reading:

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book?
- What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be problem in the story? Why?
- What do you already know about the topic of this book?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

During reading:

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did / said / acted like that?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? What did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?



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After reading:

Finding the Main Idea - about?"

"What is this part of the story mostly about?"
"What is the best title for this passage?"

Recalling Details -

"Can you go back in the story and find: who? what? where? when? why? how?" about a specific detail that you choose from the reading.

Sequence -

"How did ___ happen in the story?"
"Tell me the order in which ___ happened."
"What happened first, second, last, before, or after?"

Cause and Effect -

"Why or how did it happen?" (When finding the cause)
"What happened?" (When finding the effect)

Comparing/Contrasting -

"Compare and contrast these two things."
"How are ___ and ___ alike?"
"How are ___ and ___ different?"

Making Predictions -

"What do you think will happen next in the story?"
"If ___ happens, what will most likely happen in the future, and how do you know that?" Word Meaning - "What is the best meaning of the word ___?"
"What words in the sentence helped you work that out?"

In Context



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Drawing Conclusions -
Making Inferences

"From the story, how you can tell that ___?"
"What do you think they meant when they said ___?"
"Why do you think ___ felt that way?"

Fact and Opinion -
proved from the text?"

"Which of these statements cannot be true?"
"Which of these statements is fact?"
"Which word/phrase in this sentence would show this is someone's opinion rather than fact?"

Author's Purpose -

"Why did the author write this whole article?"
"Why did the author write this paragraph?"

Understanding
Figurative Language-

"What is the meaning of this phrase?"
"Which of these is a simile?" (He shone like a star)
"A metaphor?" (The vine was a snake)
"Can you find any personification?" (The sea growled)

Real and Make -
Believe

"Could this really happen? Why? Why not?"

Summarizing -

"What is this passage/paragraph mostly about?"
"Tell me all of the major details that were in this story."



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