

Welcome to Year 6



Keeping Up to Date





Year 5



Year 5/6



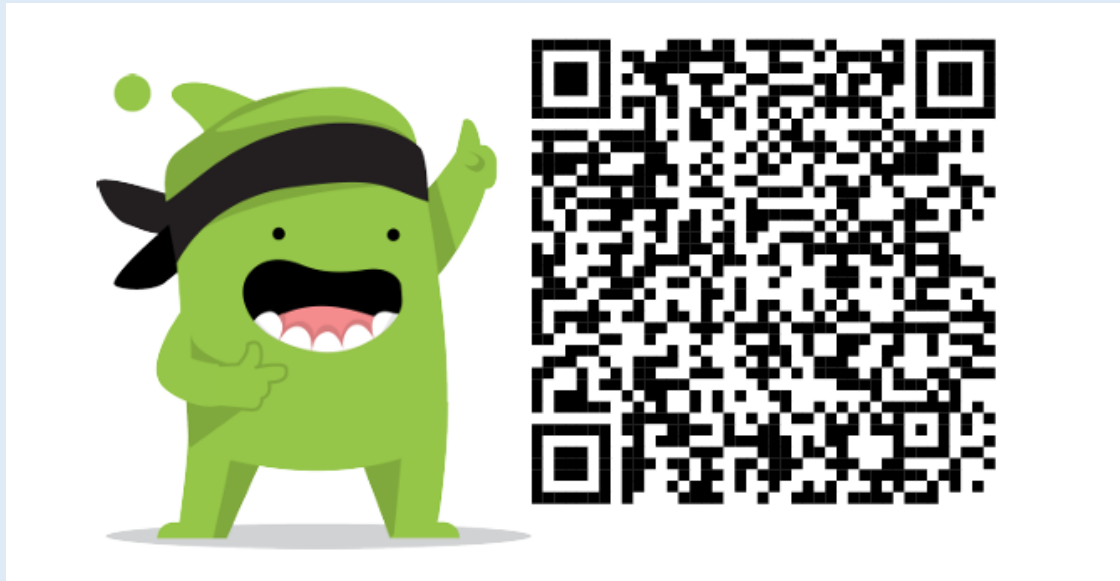
Year 6

Download the Dojo App

If you are not already connected,
please use the QR code below



Children can download the app to comment on posts & view msgs



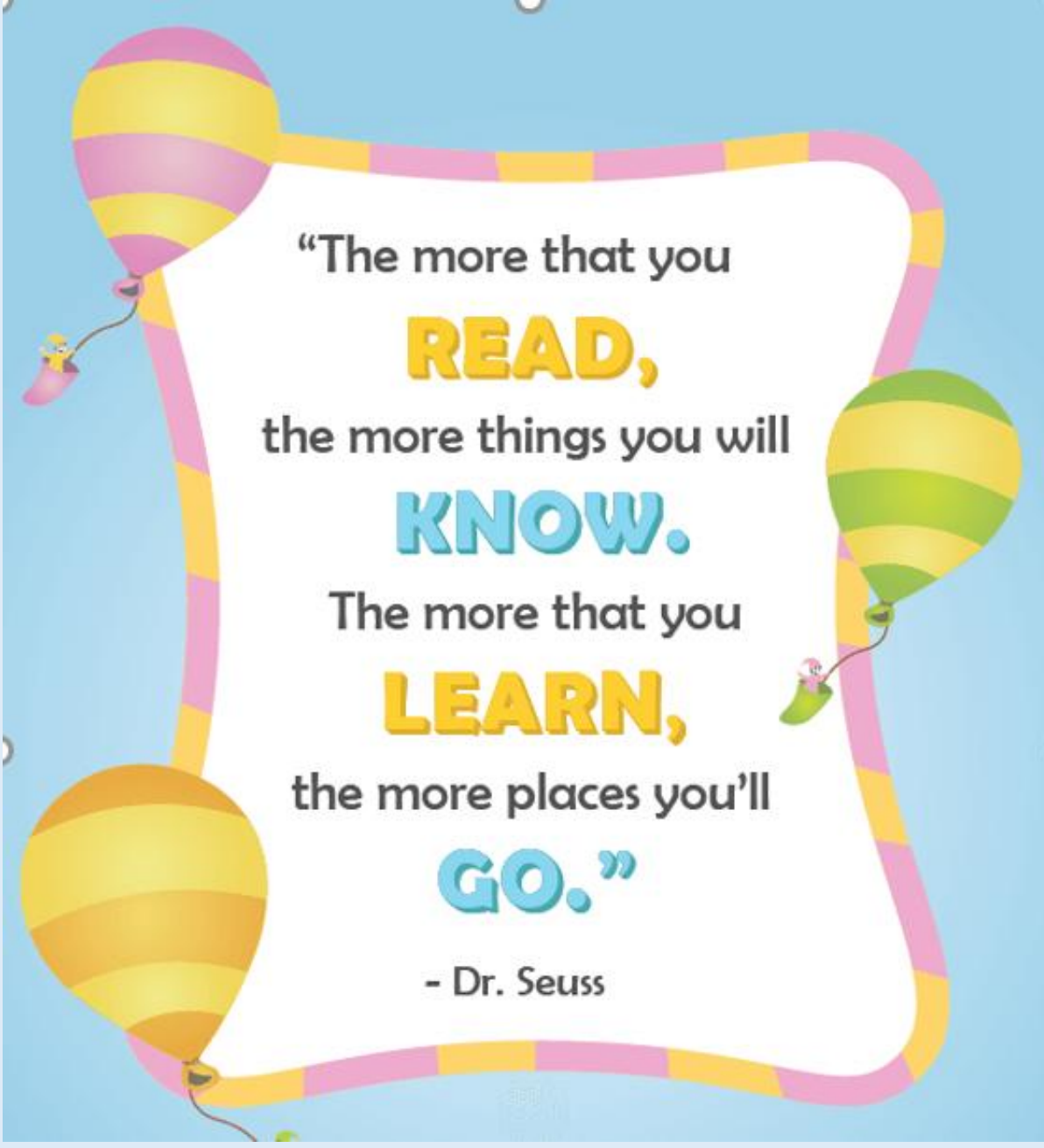
QR code in their reading diaries

Timetable

Year 6 Timetable – Mrs Owens

	Monday	Tuesday	Wed	Thursday	Friday
	Flashback + Targeted Maths/Eng				
8:45 - 9:00					
9:00- 9:40	Assembly	Guided Reading	Guided Reading	Guided Reading	Assembly
9:40 - 10:45	Guided Reading	English		English	R.E
	English				
10:45 - 11:00	BREAK				
11:00-12:10	Maths	Maths	Maths	Maths	Maths/English
12:10 - 1:00	LUNCH				
1:00 - 1:20	SPAG	PPA/PE			SPAG
1:20 - 2:00	R.E			PSHE (JE cover)	Computing/Music (JE cover)
2:00 - 3:00	Spanish			Science	History/Geography
3:00 - 3:15	Reading in Class				
					HWK + next steps

*Art taught in a chosen week



"The more that you
READ,
the more things you will
KNOW.

The more that you
LEARN,
the more places you'll
GO."

- Dr. Seuss

Read Write Inc Programme

A systematic approach to teaching phonics. Children will begin to identify and recall the sounds of single phonemes before learning to blend sounds to make and read words.

Reception	Book Band	Colour	Sounds	Share at Home Book
↓	BLENDING BOOKS		CVC Blending	✓
	RED DITTIES		Ditty Books	✓
	GREEN		<i>a e i o u</i>	✓
	PURPLE *Rec Exceeding		<i>a e i o u</i>	✓
	PINK		<i>ve/ng nk tt ll ff ck pp nn sh ay ee igh ow oo</i>	✓
Year 1 ↓	ORANGE		<i>ay ee ow oo/oo or/oor/ore air ir ou oy/oi</i>	✓
	YELLOW		<i>a e l o u e/ea oo ay ee igh ow oo/oo</i>	✓
	After RWI yellow band, children have been exposed to all phonics sounds. Most children will remain on the RWI scheme, however some able pupils may move onto the Oxford Reading Tree Scheme			
	BLUE		<i>or/oor/ore air ir ou oi/oy ay/a-e/a ee/ea/ey igh/i- e/ie/i ow/o-e/o</i>	Turquoise (ORT) ✓
	GREY		<i>oo/u-e/ue or/oor/ore/aw are/air ir/ur/er ou/ow ay/a- e/ai/aigh/a ow/o-e/oa/o oo/u-e/ue/ew ire/ear ure/ture tion ous/cious/tious able/ible/ably/ibly</i>	Purple (ORT) ✓

Read Write Inc Programme of Phonics ENDS.

Children are now confident in blending sounds to read and decode a wide range of words.

Children move to the OXFORD READING TREE.

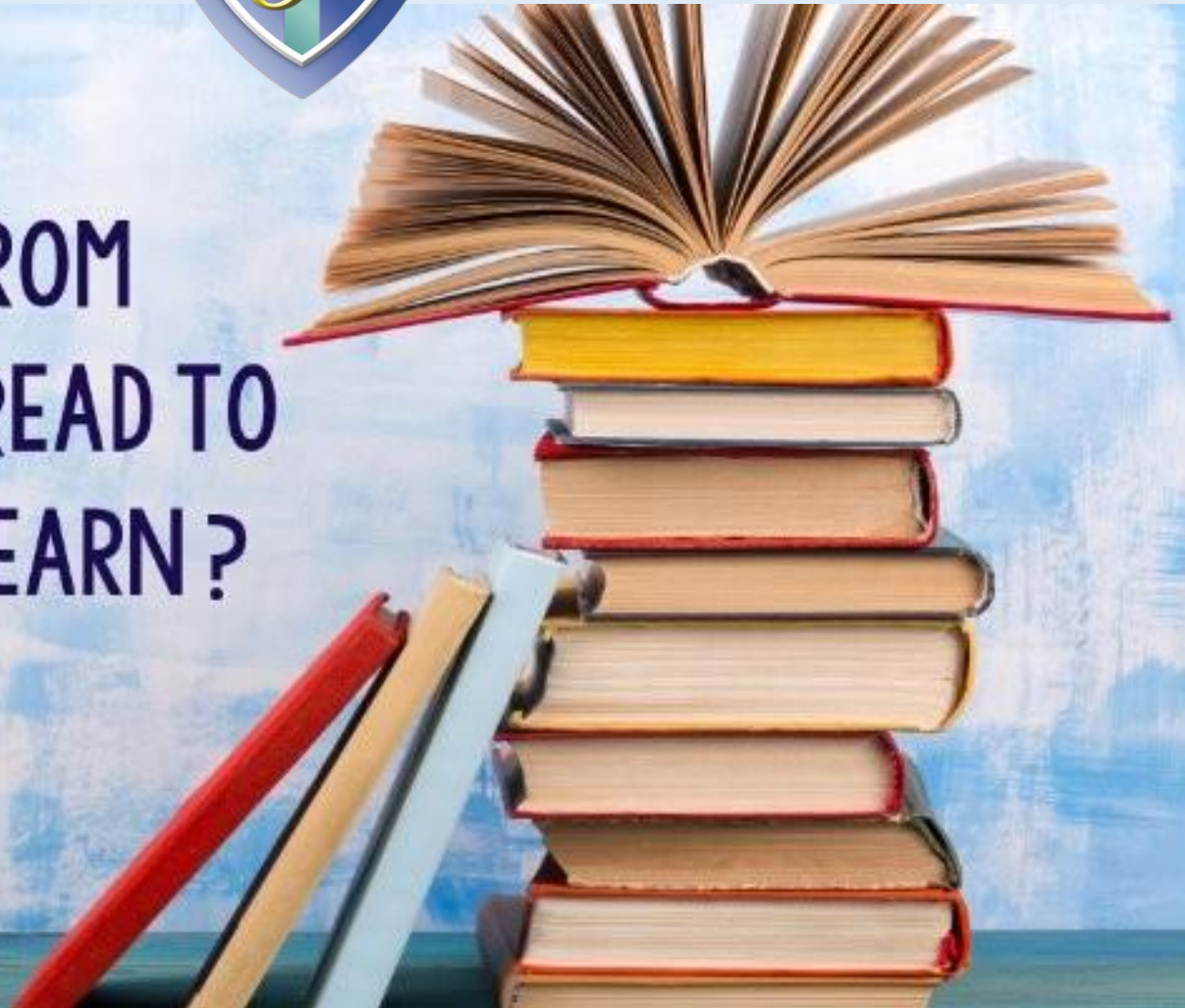
Year 2	Gold	Library Book
	White	✓
	Lime	✓
Year 3	Brown	✓
Year 4	Grey	✓
Year 5	Ocean Blue	✓
Year 6	Cherry Red	✓

*Pupils will progress through the book banding system according to their individual rate of progress, this is not restricted to year groups. The suitability of a book will be chosen according to a range of factors:

- 90 – 95% reading accuracy
- read 90 words per minute on an age appropriate text (Year 2 onwards)
- understand what they read by talking about the text and answering questions.



MOVING FROM LEARNING TO READ TO READING TO LEARN?



Reading Expectations at St. Joseph's

- We advise you read with your child **every night** and complete the reading diary(it is essential you read with them at least 3 times a week)
- Bronze Reading awards (10 weeks where children have read at home at least three times in a week)
- Silver (20 weeks)
- Gold (30 weeks)
- Reading for enjoyment (Rec + Y1 – share a story) (Y2 – Y6 library books)

Fluent Readers

The ability to read a text at a comfortable pace, with accuracy and without hesitation.



For a child to be classed as fluent/on track for fluency at this stage in the year, they should be reading at the following rate:

Year 2 = 90 wpm

Year 3 = 95 wpm

Year 4 = 100 wpm

Year 5 = 110 wpm

Year 6 = 120 wpm

wpm = words per minute



How can I help my child become a fluent reader?

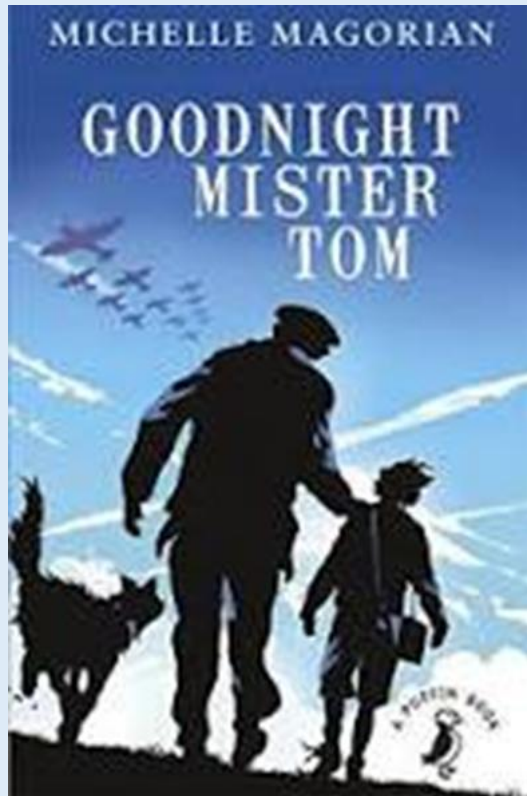


1. **Read, Read, Read and Read again.** The key to fluency is developing muscle memory for words, read with your child developing their familiarity with tricky words, phrases and vocabulary.
2. **Model reading** – read aloud to your child to provide them with a good example of fluent reading.
3. Find **books that engage** your child, reading should be interesting and if a book entertains your child they are more likely to persevere. One sentence of happy reading is worth more than a book of frustration.
4. Ask your child to **follow their reading with a pen or finger**. This is as children find decoding phases easier when they don't lose their place as they read along with a piece of text.
5. **Echo reading** is a great strategy to try. Read the text aloud first, then have your child echo what you read afterwards.
6. **Choral reading** – reading together
7. **Repeat** – reread their favourite story or their favourite part of the book to develop confidence.

Novels this Year



Novels this Year





It is essential that children can recall their times tables quickly.

*Children who failed to pass the MTC in year 4 will continue to work on their times tables
All children have a log in for TTRS and should go on regularly to keep up with quick recall.*

Progression in Number Bonds

Find the bonds to 10.

1		9	
5		3	
7		8	
2		4	
6		10	

Find the bonds to 20.

3		2	
7		5	
10		8	
16		13	
1		6	
9		11	
12		14	
4		0	
17		15	
19		18	

Find the bonds to 100.

50		40	
30		15	
65		25	
10		5	
80		60	
20		70	
45		35	
95		75	
85		0	
100		90	

Find the bonds to 100.

7		84		77	
56		67		22	
34		3		36	
45		76		47	
49		64		53	
73		24		82	
19		89		11	
62		72		39	
79		31		68	
99		42		27	

Find the bonds to 1000.

9		988		106	
412		53		69	
101		256		287	
222		534		124	
577		382		62	
47		13		452	
314		688		307	
168		436		848	
796		81		74	
831		932		448	

Find the bonds to 1.

0.3		0.67		0.44	
0.29		0.31		0.14	
0.5		0.1		0.97	
0.26		0.8		0.06	

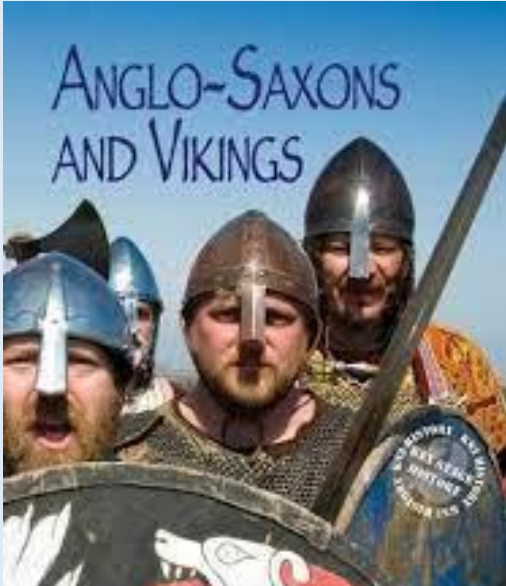
Find the bonds to 10.

3.12		7.26		4.33	
7.9		4.88		6.34	
1.97		8.42		4.19	
8.03		2.02		6.67	

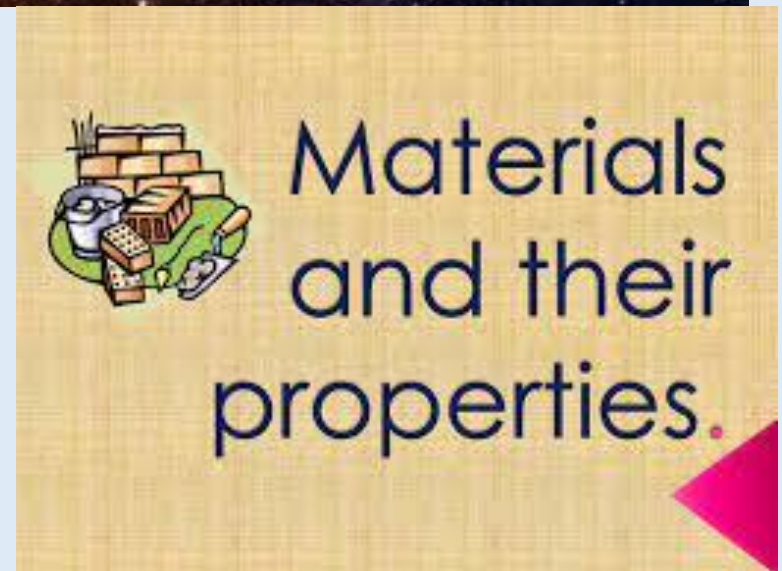
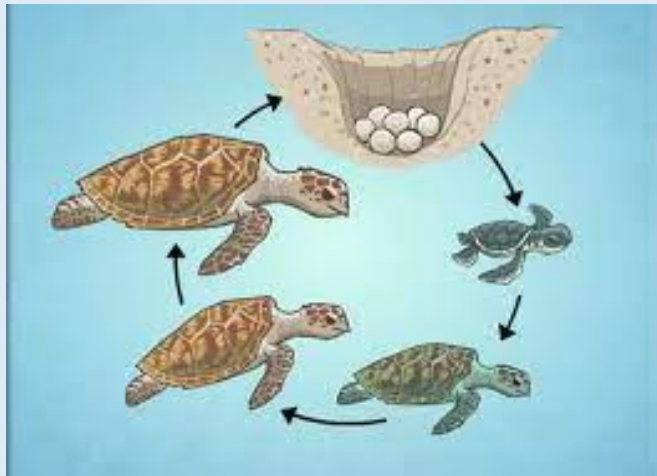
Year 5/6 St. Joseph's Curriculum 2023-2024 (Cycle B)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel	Beowulf	Kensuke's Kingdom	Good Night Mr Tom War Horse		Hugo Cabret	
English (Writing)	Quest - Hero villain Model: Beowulf Non-chronological report Model: Monsters Poetry: Model: Kenning Poem: Beowulf	Story from a different perspective/Stranded Model: Volcanic Panic Autobiography – Model: Santa writing as character based on Kensuke's Kingdom	Historical Story – WAGOLL: The Blitz (guided + independent based on novel + The Piano) Formal/informal letters – Goodnight Mr Tom	Journalistic Writing – Sightings of Dragons (Pie Corbett) Suspense story: The Manor House (speech, action, dialogue, description)	Portal Stories– Model: Clock Close Persuasive Writing – Leaflet Writing: Theme Park	Discussion Text: Is it right to lie? WAGOLL
Poetry	Read + Analyse – Beowulf poetry GR	Read + Analyse RECITE	Read, Analyse GR Poetry Week	Read, Analyse, RECITE	Read + Analyse, COMPOSE Free Verse	Read, Analyse, COMPOSE Figurative Language: City of Silence (Pie Corbett)
Maths	White Rose Maths (See separate document)					
RE	Creation	God's Covenants	Inspirational people	Reconciliation	Life in the Risen Jesus	Other Faiths
Science	Living things and their habitats	Earth and space	Properties and changes of materials	Properties and changes of materials	Forces	Forces
History	Settlements: Anglo Saxons, Scots and Vikings		World War II	Preston at War		
Geography		National Study - UK			World Study - Mountains	International Study - Africa
Computing	Coding	Online Safety UK Bebras Challenge	Spreadsheets	Blogging	Text Adventures	Networks Quizzing
PE	Hockey + Invasion Games	Gymnastics Net + Wall Games	Gymnastics Dance	Striking + Fielding	OAA Swimming (Y6)	OAA Swimming (Y6)
Art	Portraits: Realistic, Abstract, Manga Picasso (Abstract portrait) Sandra Chevrier		Andy Goldsworthy Outside Art Drawing and Printing		Banksy Keith Haring Street Art Graffiti Painting	
DT		Food: Design and make Pizza (healthier options)		Structures including electronics: Anderson Shelters		Textiles: Funky Furnishings (multifunctioning cushion)
Music	Happy		Classroom Jazz 1		You've Got a Friend	
PSHE	Valuing Differences	Me and my Relationships	Being my Best	Rights and Respect	Growing and Changing	Keeping Safe
Spanish	Phonetics Lesson 3 (Core) At The Café (Intermediate)	Do You Have A Pet? (Intermediate)	At School (Progressive)	Regular Verbs (Progressive)	Pen Pal Letters (Link with Spanish School)	

Our Learning



Our Learning in Science





- Given out every Friday and due back Every Wednesday.
- Spelling and alternate Maths + English
- Homework club will take place on Thursday lunch time for children who are struggling with homework or failed to complete.
- Spellings given out on Friday and tested the following Friday.

Spelling Homework

EVERY WEEK:

1. Choose one of the activities for spelling homework, in addition to learning to spell the words.
2. Complete the activity in your homework book.
3. Label your work with the activity number
4. Colour the appropriate place on this grid.

1* Make a wordsearch with your words. List them underneath.	2* Write a sentence for each word to explain its meaning.	3* Write each of the letters of each word in a different colour RAINBOW LETTERS	4* Get someone to test you on your words. Add each correct word to a colourful paper chain.
5* Create a word pyramid for your word 	6* Put your words to a number code eg A=1, B=2	7* Arrange your words in alphabetical order.	8* Use each of your words in a silly sentence. Underline the word used.
9* Sit back to back with a partner and test your words.	10* Write your words with wiggly lines	11* Write out your words, and draw lines to help you remember your spellings. Sep/a/rate	12* Write your words with red vowels and blue consonants believe
13* Illustrate each of your words with a picture.	14* Play hangman with a partner using your words.	15* Write your words in capitals	16* Write your words in colourful bubble writing.

Parents/Carers feel free to comment or write in the book.

Weekly Arithmetic

N°	Question
1	$30 + 1000$
2	$606 + 1,945$
3	$\frac{2}{6} + \frac{4}{6}$
4	$436 \div 1$
5	$645 - 70$
6	$2.6 + 5.021$
7	$= 4,800 + 300$
8	44×6
9	$42 \div 6$
10	156×4

Handwriting



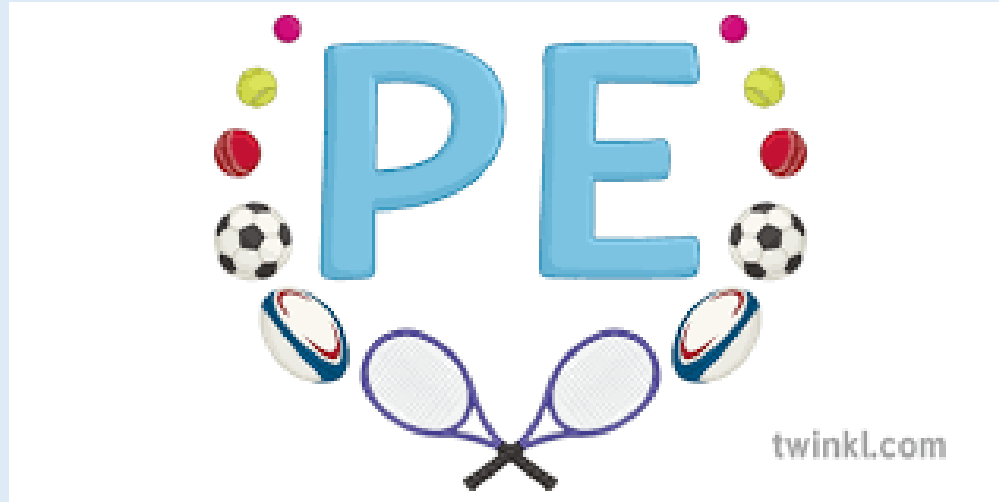
Whomsh in and round you go. Up, down and kick out a's toe.	Whomsh in and up tall and back down. Then halfway up and all the way round. Add a lead at the end. So it can join onto a friend.	Whomsh in and curl the c. C joins other letters easily.	Whomsh up halfway and go round. Then all the way up and back down. Kick out d's toe. And she's ready to go.	Whomsh in and curl like a snail and leave an easy joining tail.	Whomsh in to the top and go round and then zoom under the ground. Under the line, loop the last part and finish your f near the start.	Whomsh in, go round to the top. Go down under the line, loop and stop.	Whomsh in and up tall and then down. Halfway up, bend over and flick off the ground.	Whomsh up and down, then kick out a toe. Add a dot and it's ready to go.
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Whomsh up then zoom down under the line. Loop the tail then add your dot at the right time.	Whomsh up tall and back down. Go halfway up and around. Go down and out with a flick. Your k is ready to kick!	Whomsh in and up tall. Down to the ground and make your flick small.	Whomsh in and then down. Up, over and back to the ground. Up, over and down again. Add a flick to finish your m.	Whomsh in and then down. Up, over the hump and flick off the ground.	Whomsh in round you go. Lead out from the top for your o.	Whomsh in and then go down low. Back up to the top and round you go. Lead out at the end so that p can join onto a friend.	Whomsh in and round you go. Then zoom under the line and kick out q's big toe.	Whomsh to the top to start. Go down and curve the top for your r.
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Whomsh in and curl left. Curl right then lead out of your s.	Whomsh to the top and back down. Then add a flick off of the ground. You need to cross the x, then it's straight line on his tummy.	Whomsh up then down. Bend round, go up and down to the ground. Kick out a toe and u is ready to go.	Whomsh up then down into the valley. Zoom back up and across the top to finish your v.	Whomsh in, then down and back up. Down again, up and across at the top.	Climb up to the top and then slide down from left to right and have a rest. Turn back to the top, go from right to left and you have an x!	Whomsh up then down and bend round. Go up then down underground. Loop the last under the line. Lead the y out and it's looking fine.	Whomsh up then to the right. Zig zag down and back to the right.
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- Tuesday pm with Miss Bell
- Kit should be left in school and taken home each half term to be washed

Useful Websites

Year 6

[Home](#) >> [Class Pages](#) >> [Class Pages](#) >> [Year 6](#)



[Maths](#)



[SPAG](#)



[English](#)



Key Dates



Own Clothes Day (Chocolate): 3rd October

Robinwood: 3rd-5th October

Family Bingo Night: 9th October 5-7pm

Cinema Trip: 19th November

Autumn Disco: 23rd October 5-6:30pm

Parents Evening (phone call): 26th November

Carol Service: 16th December

Attendance & Punctuality

It is vital for children to be in school on time each day to ensure they achieve their full potential.

Attendance should be at least 97% - this is equal to 6 days off throughout the whole of the school year!

All absences need to contact the office!

Communication



ClassDojo

