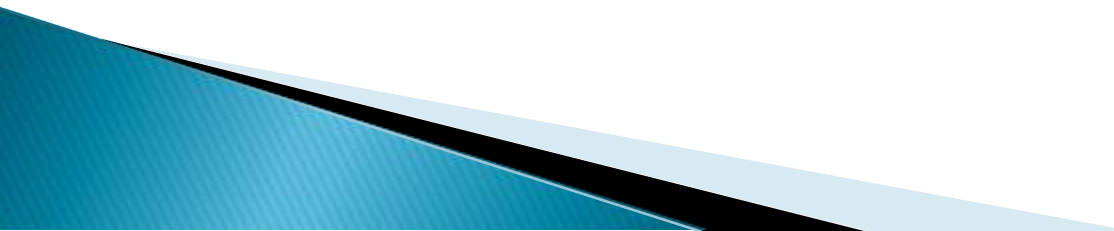




Year 6 Parent Information Meeting

Welcome to Year 6!

- ▶ 6H – Mr Hayward
 - ▶ 6HB – Mrs Housley (Mon–Thurs)
 - ▶ Mrs Brooks (Fri)

 - ▶ Supported across the year group by:
 - ▶ Mrs Dell
 - ▶ Miss Reardon
 - ▶ Mrs Kidner
 - ▶ Mrs Reid
- 

Year 6 Timetable

	9.00 – 9.30	9.30 – 10.40		10.55 – 12.15		1.30 – 2.10	2.10– 3.15	
Monday	REGISTRATION	Reading	Maths	BREAK 10.55 – 11.10	Writing	REGISTRATION Read Aloud	1.20 Whole School Worship PSHE	Science
Tuesday	REGISTRATION	Reading	Arithmetic Maths 10.20 Worship	BREAK 10.55 – 11.10	Writing	REGISTRATION Read Aloud	Indoor PE	Art
Wednesday	REGISTRATION	Reading	Maths	BREAK 10.55 – 11.10	Writing	REGISTRATION Read Aloud	PPA (week 1) French BN RE RH	PPA (week 2) Music RE LT
Thursday	REGISTRATION	Reading	Maths 10.20 Worship	BREAK 10.55 – 11.10	Writing	REGISTRATION Read Aloud	Week 1 Geography Week 2 History	
Friday	REGISTRATION	Reading	Maths 10.20 Special Mentions	BREAK 10.55 – 11.10	Writing edit SPAG and Spelling	REGISTRATION Read Aloud	Computing	Outdoor PE

Learning Futures



Learning Futures

- ▶ All children in Y1 to Y6 will be issued with their very own iPad on **Wednesday 20th September** to enhance our existing curriculum and help to support children with their learning. These iPads will be used both in school and at home. Children will also be provided with their own stylus which will remain in school.
- ▶ Children in Reception will have access to an iPad one between two. These devices will remain in school.
- ▶ It is really important that your child brings their iPad to school everyday and that it is charged and ready to use. If an iPad is forgotten, a spare device will not be provided.
- ▶ Staff will be able to monitor what students are doing on their iPads using an app called Apple Classroom.
- ▶ Parents will be able to manage their child's device outside school hours using the JAMF Parent app (More information about this app can be found on the Learning Futures school website page).
- ▶ The ATLP IT team will monitor the use of the Learning Futures iPad to protect all users from access to harmful and inappropriate material. A programme called Smoothwall helps with this.
- ▶ Limitations to device functionality have also been applied between the hours of 20:00 and 7:00 to help keep children safe at home whilst using technology.
- ▶ More information on Learning Futures can be found on our school website page – <https://st-michaels-lichfield.staffs.sch.uk/about/learning-futures/>

Year 6 Core Skills



Year Six Maths Core Skills	Year Six Writing Core Skills	Year Six Reading Core skills
<p>I can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?)</p> <p>I can find the difference between the largest and smallest whole numbers that can be made from using three digits.</p> <p>I can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$).</p> <p>I can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55).</p> <p>I can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities. (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole I can calculate using fractions, decimals or percentages (e.g. I know that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$ 15% of 60; $1\frac{1}{4} + \frac{3}{4} = \frac{7}{4}$; $\frac{7}{9}$ of 108; 0.8×70).</p> <p>I can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).</p> <p>I can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).</p> <p>I can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram</p>	<p>I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <p>I can describe settings, characters and atmosphere in narratives.</p> <p>I can integrate dialogue in narratives to convey character and advance the action.</p> <p>I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues, using passive verbs, using modal verbs to suggest degrees of possibility).</p> <p>I can use a range of devices to build cohesion e.g. conjunctions, adverbials of time and place, pronouns, synonyms within and across paragraphs.</p> <p>I can use verb tenses correctly and consistently throughout my writing.</p> <p>I can use the range of punctuation taught at Key Stage 2 mostly correctly.</p> <p>I can maintain legibility in joined handwriting when writing at speed.</p> <p>I can spell correctly most words correctly from Year 5 /6 list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>	<p>I can read age appropriate books with confidence and fluency (including whole novels).</p> <p>I can read aloud with intonation that shows understanding.</p> <p>I can work out the meaning of words from the context.</p> <p>I can learn a wider range of poems by heart.</p> <p>I can evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>I can make comparisons within and across books.</p> <p>I can summarise main ideas, identifying key details and using quotations for illustration.</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence.</p> <p>I can retrieve information from non-fiction.</p> <p>I can check that a text makes sense by discussing and exploring the meaning of unfamiliar words in context.</p>



Year Six Maths Greater Depth	Year Six Writing Greater Depth	Year Six Reading Greater Depth
<p>I can access maths problems presented in a wide range of different, complex ways.</p> <p>I can justify and prove my conjectures when reasoning.</p> <p>I can ask my own mathematical questions and follow my own lines of enquiry when exploring an open-ended maths problem.</p>	<p>I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as a model for my own writing (e.g. literary language, characterisation and structure).</p> <p>I can distinguish between the language of speech and writing and choose the appropriate register.</p> <p>I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p> <p>I can use the range of punctuation taught at Key Stage 2 correctly e.g. semi-colons, dashes, colons, hyphens and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	<p>I can read a wide range of age appropriate books with confidence and fluency (including whole novels).</p> <p>I can make comparisons within and across a wide range <u>books</u>.</p> <p>I can explain in detail and discuss my understanding of what I have read, drawing inferences and justifying these with evidence.</p>



Home Learning

- ▶ Home Learning set by Thursday each week and due in the following Tuesday at the latest
- ▶ Children will receive an online copy of SPAG and Maths CGP books (separate email to follow) and spellings each week
- ▶ Home Learning is mostly provided to consolidate learning in the classroom
- ▶ **Reading should be done each day. We expect children to record a comment three times each week in their reading record. We are exploring online reading records to use our new technology**
- ▶ **TT Rockstars and Spelling Shed should also be accessed regularly**

Reading Vipers

Reading Vipers

Vocabulary

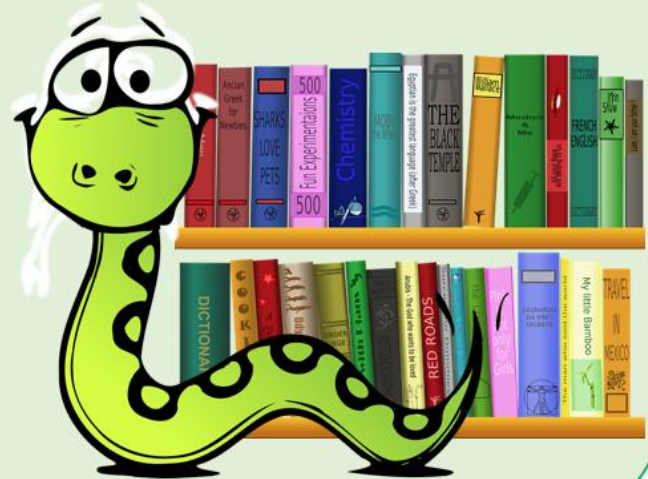
Infer

Predict

Explain

Retrieve

Sequence or Summarise




www.literacyshed.com | © 2017

Teaching of Reading – KS2

In KS2, your child will have a minimum of four 30 minute 'Teaching of Reading' sessions per week. **Reading is a priority in EVERY classroom in school; practice and provision is not just limited to these 30 minute slots, but throughout the curriculum subjects across the day too.**

Each explicit Teaching of Reading session will focus on a particular element of the skills required to be a successful reader, all intertwined with a balance of independent/paired practice and teacher modelling.

The strategies and curriculum areas covered across the sequence will ensure all strands of the Scarborough Reading Rope (next slide) are included in our reading provision with the aim to have as many children as possible leave us in KS2 as skilled readers who are fluent in their execution, secure in their strategies to comprehend from a range of genres and enjoy reading for pleasure.



THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

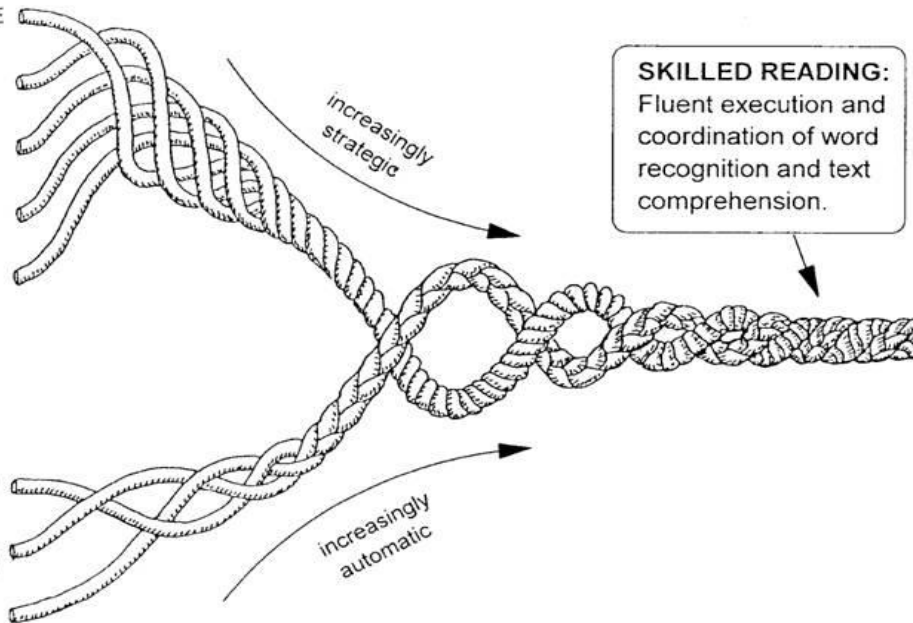
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



SKILLED READING:

Fluent execution and
coordination of word
recognition and text
comprehension.

Accelerated Reader

https://learningpartnership.sharepoint.com/:v:/s/StMichaelsFileShares/ERV9H_XiTfZMhtFl6UDqJ48BJxCg8l4cOoMCXxVw7yzzRA?email=M.Hayward%40st-michaels-lichfield.staffs.sch.uk&e=zCcPiv

Teaching of Reading – Session Overviews

Session 1

Reading in the moment

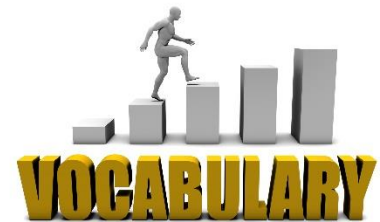
The focus for this first session is for the teacher to introduce the text the children will be focusing on that week. They model fluent and expressive reading whilst stopping at key points in the extract to 'Think Aloud' and model their own thought processes as they read. Children are also questioned on their opinions, predictions, inferences and links to their own background knowledge relating to the text. Unfamiliar vocabulary is identified and discussed and children are given the opportunity to perform a supported first read too.



Session 2

Vocabulary

The focus for the second session is to delve deeper into the vocabulary choices within the text. 'Goldilocks words' (words that are not too easy, not too hard, but just right) are selected and taught to the children explicitly. This process can include finding synonyms and antonyms, looking at the morphology/etymology of a word and having a go at using it in varying contexts. These words are added to a visual Word Wall display in the classroom for children to reference and use within their written and oral language at a later date. Once again, children are given the opportunity to read the text with their teacher.



Teaching of Reading – Session Overviews

Session 3

Fluency and Prosody

The importance of children reading with strong fluency cannot be underestimated. These sessions provide them with the opportunity to enhance their expression, phrasing, smoothness and pace when reading, making it enjoyable for a reader to listen to whilst also aiding comprehension by emphasising certain words or phrases intended to stand out by the author. Prosody takes this one step further: pupils are given the opportunity to rehearse sections of a text, focusing on volume, pauses, pitch and speed to read the text in a way they feel is necessary and relevant to the context. Strong teacher modelling takes place in all of these sessions and children are often tasked with text marking and analysing a performer's use of strategies in their 'vocal toolbox' when reading aloud.

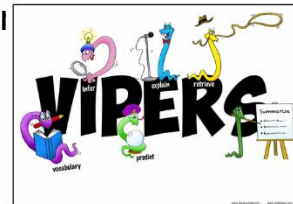
Reading fluency is the ability to **accurately** read at an appropriate **rate** while demonstrating **prosody** and **comprehension** of the text.

Session 4

Return to the Text

After a week of guided practice, the purpose of this final session is for the children to have the opportunity to independently engage with a text, answering a range of questions linked to the question domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising & Sequencing (VIPERS). Children are expected to **apply** their strategies in 'In the Moment of Reading', 'Vocabulary Understanding' and 'Fluency' to a text. Preferences and opinions of a text are often discussed during this session too, providing children with the platform to build up their own personal bank of reading preferences across a range of genres.

Session 4s every other week will be a 'cold' text to allow assessment of the techniques we have been teaching

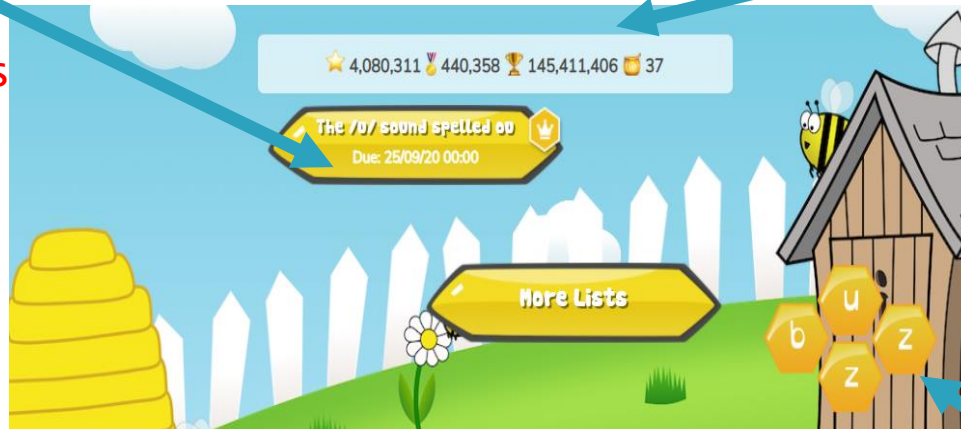


Spelling Shed Instructions

- ▶ Children use their unique QR code to sign in via Wonde.com or the Wonde app on their ipads.
(this means they won't need to remember passwords)

Click here to play games based on the current week's assigned word list. There will be 10 words to learn here each week and they will update each Friday.

Click 'play' on the Spelling Shed tab.



Children will earn honey and trophies the more they access the spellings.

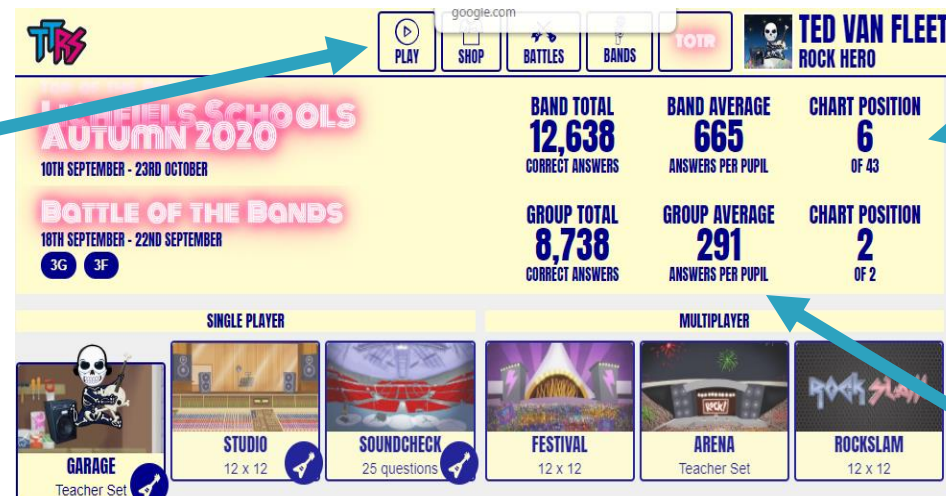
Printable word lists will also be shared to your child's BGfL weekly.

Click here to play a 'boggle style' word game.

Times Tables Rockstars Instructions

- ▶ Children use their unique QR code to sign in via Wonde.com or the Wonde app on their ipads.

Click here to play against the clock times tables games. Scroll down to garage and press play.



This shows our whole school position in Lichfield.

This shows any current battles with other classes and their duration.

P.E Kit – Tuesdays and Fridays



Children can come to school in PE kits:

- ▶ Dark shorts or tracksuit bottoms
 - ▶ White t-shirt
 - ▶ House team coloured hoody (school branded available from White Lodge and Uniforms Plus)
 - ▶ Trainers
 - ▶ All long hair tied back
-
- **No earrings or jewellery permitted in PE lessons – if your child cannot remove their earrings please remove them at home**



Mobile Phone Policy

- ▶ Please refer to our Mobile Phone Agreement that has already been emailed to parents.

ANY PHONE BROUGHT IN WITHOUT A SIGNED MOBILE PHONE AGREEMENT WILL BE CONFISCATED AND ONLY RETURNED TO THE PARENT/GUARDIAN.

Behaviour

The screenshot shows a web browser window displaying the website for St. Michael's C.E. (C) Primary School. The browser's address bar shows the URL: <https://www.st-michaels-lichfield.staffs.sch.uk/more-about-us/policies>. The website header includes a navigation menu with links: LEARNING PLATFORM, EMERGENCY CLOSURES, HOME, OUR COMMUNITY, NEWS/EVENTS, CURRICULUM, MORE ABOUT US, and CONTACT US. The main content area is titled 'POLICIES' and features a grid of eight policy links, each with a document icon and a downward arrow. To the right of the policy grid is a 'VIEW OUR GALLERY' section with two photographs: one of a child in a blue jacket using a magnifying glass on a stone, and another of a group of children holding a banner with the school's logo.

St. Michael's C.E. (C) Primary School
Sturgeons Hill, Lichfield
Staffordshire WS14 9AW
t: 01543 227425
e: contactus@st-michaels-lichfield.staffs.sch.uk

POLICIES

- Abusive and Threatening Behaviour Policy Jan 2018
- Anti Bullying Policy
- Assessment Policy 2018
- Attendance Policy 2018
- Behaviour and Expectations Policy
- Best Value Statement 2018
- Charging and Remission for Music
- Charging and Remissions Policy 2018

VIEW OUR GALLERY

Behaviour and Expectations

This is based around our School Values and our RESPECT code.

Focuses on the positive with children being rewarded with House Points and Respect Tokens.

Children are awarded house points for learning completed in class. These will be awarded by the adults working with children in class. Children have their individual house point cards and work towards their Merit Badge (30 house points), then Bronze (50 house points), Silver (100 house points) and Gold Award (150 house points). Any children who reach their Gold Award will have the opportunity to work towards their Platinum Award (250 house points).

In Reception, children are not awarded house points but instead, children are able to move up the rocket. A child may move up the rocket for things such as completing some excellent learning in class, demonstrating the school RESPECT code, etc.

Children are awarded RESPECT tokens for demonstrating our RESPECT code around school (See next slide), such as at breaktimes and lunchtimes, etc. When children are awarded a RESPECT token they add them into their house team's Perspex tube which is kept outside the school office. At the end of each half term, these tokens are then added up and the house team with the most points will receive an end of term treat such as an extra break times, etc. Children may also receive a RESPECT sticker for demonstrating our RESPECT code around school.

Each week, Special Mentions Worship takes place on a Friday with class teachers nominating two pupils for going above and beyond in their learning or contributions to wider school life.

At St Michael's we have 6 school values, with each one having a special focus during each half term. You can see these below:

Belonging

Respect

Friendship

Forgiveness

Perseverance

Courage

Respect our school - everyone and everything



Everyone listens to instructions



Silence when asked



Please and thank you; be polite and kind



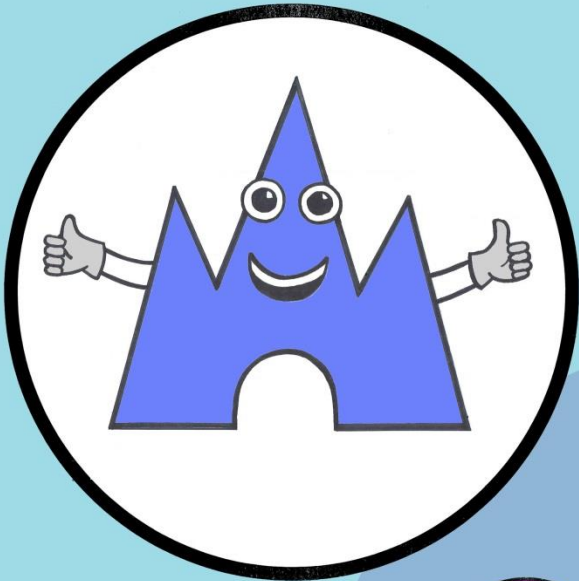
Enter and exit school calmly and sensibly - no running



Corridors - walk silently in single file to the left



Talking - one voice at a time





House Point
Cards



RESPECT
token tubes



RESPECT
Stickers

Forgiveness

Friendship

Courage

Perseverance

Belonging







KS2 SATS

Will take place during May – Monday 13th May
4 days

We will have a further meeting to discuss this early in the Spring Term – look out for the invite.

This meeting will discuss the RSE curriculum too. Resources used will be shared nearer the time.

Standon Bowers



Further information will be shared nearer the time.

**MONDAY 22ND JANUARY 2024 4 nights.
Deposits 22nd Sept, balance 22nd December**

FRANCE – MONDAY 4TH MARCH 2024

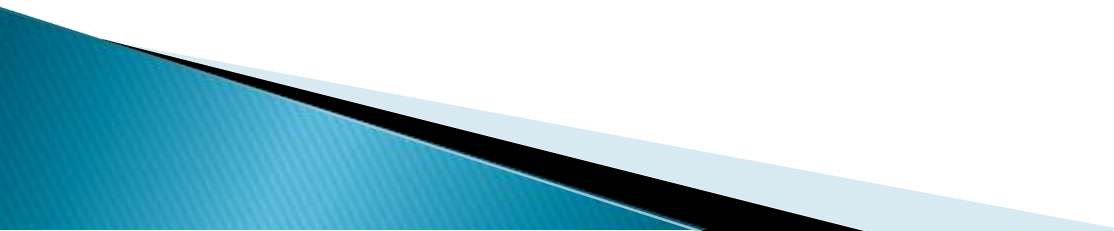
Standon Bowers Activities Include:

- Archery
- BMXing
- Bush craft
- Bridge building
- Caving
- Climbing
- High ropes course
- Offsite adventures
- Orienteering
- Scrambling

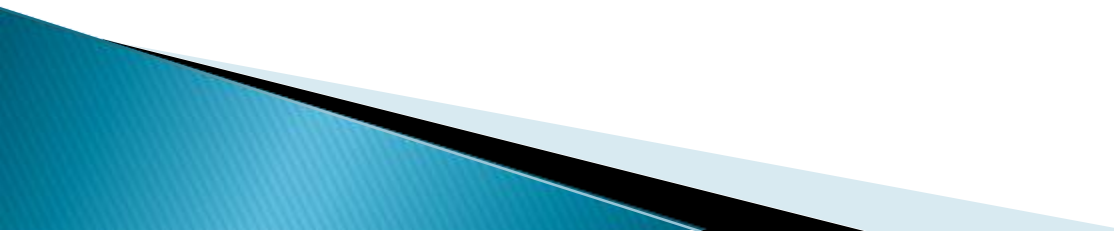


<https://www.entrust-ed.co.uk/services/our-centre>

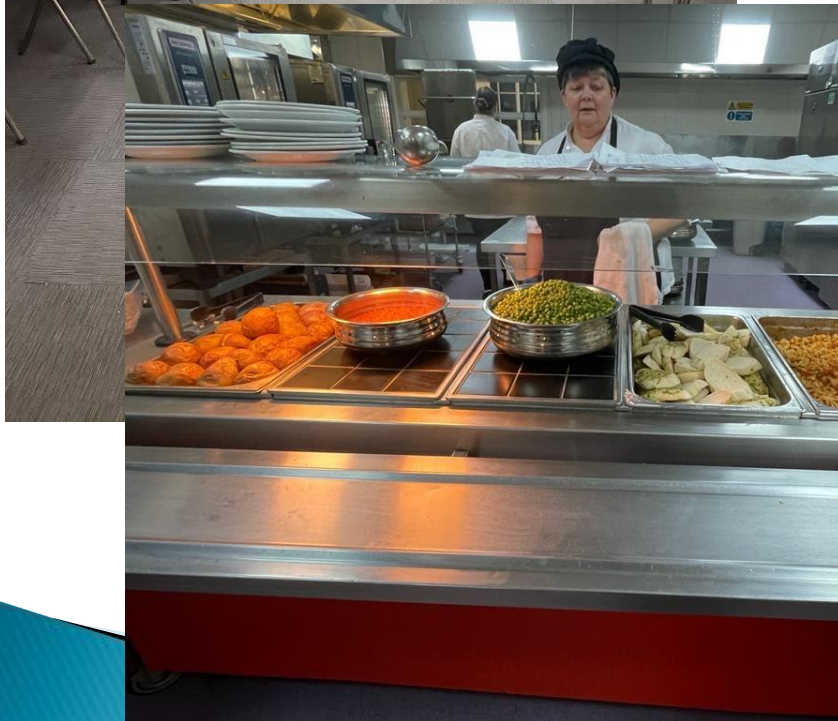
Daily Routine

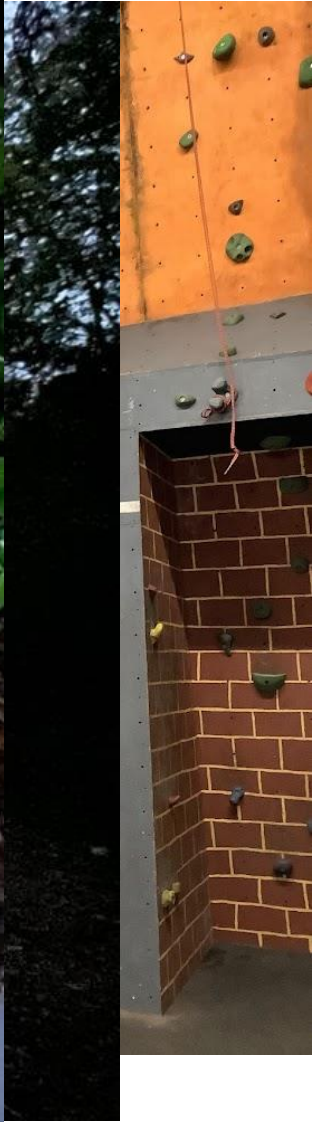
- ▶ 07.30 Rise
 - ▶ 08.00 Breakfast
 - ▶ 0830 Duties
 - ▶ 09.15 Morning Inspection
 - ▶ 09.30 Morning Session
 - ▶ 12.30 Lunch
 - ▶ 13.45 Afternoon session
 - ▶ 17.00 Evening meal
 - ▶ 18.00 Duties
 - ▶ 18.30 Evening session
 - ▶ 21.00 Supper
- 

Facilities

- ▶ Dormitories with all bedding provided **except for quilt cover and pillow case**
 - ▶ Shower blocks, toilets
 - ▶ Drying room
 - ▶ Classrooms
 - ▶ Dining room
- 








Activities

Over the week the children will participate in a variety of activities such as

- ▶ Caving
 - ▶ Bridge building
 - ▶ Climbing
 - ▶ Blindfold trail
 - ▶ Axe throwing
 - ▶ Alderley Edge walk and mine trip
 - ▶ High ropes
 - ▶ BMX
 - ▶ Low ropes
 - ▶ Team games
 - ▶ Evening activities
- 

Outdoor Education Menu

Breakfast

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Omelette with Sausage & Hash Brown	Scrambled Egg with Bacon & Potato Waffle	Omelette with Sausage & Spaghetti Hoops	Bacon with Hash Brown & Tomatoes	Scrambled Egg with Sausage & Beans
ALSO AVAILABLE: Fresh Fruit, Yoghurt, Cereals, Toast, Teacakes, Crumpets & Pancakes with Butter, Marmalade & Jam, Tea, Milk & Fruit Juice				

Lunch: Choice of Sandwiches, Crisps, Fresh Fruit, Cookie & Cold Drink

Dinner

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Pork Sausages with Mash, Yorkie & Gravy	Pasta with Chicken Meatballs in Classic Tomato Sauce with Garlic Bread	Roast Turkey with Roasties & Gravy	Fish Fingers with Seasoned Potato Wedges
Veggie Sausages with Mash, Yorkie & Gravy (v)	Classic Tomato Pasta with Garlic Bread (v)	Quorn Fillet with Roasties & Gravy (v)	Margherita Pizza with Seasoned Potato Wedges (v)
Carrots & Peas	Peas & Sweetcorn	Carrots & Broccoli	Sweetcorn & Slaw
Chocolate Brownie	Toffee Apple Sponge	Marble Sponge	Jam Sponge

Supper

Hot chocolate and biscuits

A salad bar, fresh fruit, jelly & mousse will be available daily.

Jacket Potatoes with a choice of fillings

Useful Reminders

A medical form will be sent to you which will need to be returned before the trip

Bring all medication on the day in a labelled plastic bag and hand to a teacher (i.e. do not pack it in suitcase.)

Medication must be identified on the medical form and must be prescription. Self administering of vitamins, headache tablets or anything else is not allowed!





E

School		St Michael's		
Date				
Classroom				
Total	60			60
Teams	15	15	15	15
Mon am	Arrive		Arrive	
pm	axe	bush c	cave	bush c
	cave		axe	
eve	Flying Eggs		scv b	
Tue am	Alderley Edge		bush c	bridges
pm	Alderley Edge		low r	BMX S
			bridges	BMX T
eve	Photo Trail		Night Walk	
Wed am	BMX S	axe	high r	high r
	BMX T	cave		
pm	high r	high r	climb	climb
eve	scv b		Photo Trail	
Thur am	bush c	BMX S BMX T	Alderley Edge	
pm	climb	climb	Alderley Edge	
eve	Night Walk		Flying Eggs	
Fri am	low r	bridges	BMX S	axe
	bridges	low r	BMX T	cave
pm	Depart		Depart	

HIGH SCHOOL APPLICATIONS

- ▶ Application system open 1 September
 - ▶ Applications close 31 October
 - ▶ Open Days – King Edwards Wed 27 Sept
 - ▶ Friary Tues 3rd Oct 6pm
 - ▶ Netherstowe Thurs 5th Oct 5.30pm
 - ▶ Secondary School National Offer Day – 1 March 2024
- 



All other information, including the curriculum overviews, can be found on the St. Michael's School website.

Should you have any concerns please contact your child's class teacher at the end of the day or via

contactus@st-michaels-lichfield.staffs.sch.uk