

Welcome to

Year 5



A little bit about us...

- Class Teacher: Mr Williams – overall responsibility for the class
- HLTA: Mrs Haylock – Teaches the class on Wednesday mornings



Homework in Year 5

- **Daily reading** – minimum of 20 minutes. *If possible, try to share reading with your child several times a week to support them in understanding the text and unfamiliar vocabulary.*
- **Spelling Shed** - Lists are set on a Wednesday for a test on the following Wednesday.
- **Maths Shed** – set on Wednesday for the following Wednesday, reinforcing the children's key skills in Maths

Please note...

Additional homework may start to be set via Google Classrooms to support other areas of learning. A message will be sent via ClassDojo to confirm this as and when appropriate.



Reading Logs

20 minutes a day. *If possible, try to share reading with your child several times a week to support them in understanding the text and unfamiliar vocabulary.*

Useful websites:

- <http://www.lovereadng4kids.co.uk>
- <http://www.readingzone.com/>
- <https://www.waterstones.com/campaign/books-of-the-month>
- <https://www.booktrust.org.uk/books-and-reading/bookfinder/>



Please note...

Reading logs are currently being sent home on Friday for return on Monday. Children just need to keep a track of the book and pages read in their reading logs over the weekend.



Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percentage Increase In Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
80	14.2	1,146,000	1,953,042	70%
70	9.6	622,000	1,269,917	104%
60	6.5	432,000	1,096,615	154%
50	4.6	282,000	895,043	217%
40	3.2	200,000	825,000	313%
30	1.8	106,000	694,889	556%
20	0.7	21,000	321,000	1429%
10	0.1	8,000	Based on reading level, ~300,000 words	
2	0	0		

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from Adams (2006), with baseline data from Anderson, Wilson and Fielding (1988).

Water Bottles

From Monday 21st September the procedures for water bottles will change:

- In the morning, children will place their water bottles (filled and cleaned at home) into a container.
- Water bottles will then be cleaned and distributed in class.
- Water bottles will be taken home at the end of each day and returned each morning.

Please note...

Only water should be put in the water bottles and only the red bottles, issued by school, should be used as water bottles.



Other Reminders

- **School Dinners** – Please remember to order these online using the procedures that were sent out at the start of term
- **Birthday Sweets** – Unfortunately at this time, children will not be able to bring in sweets on their birthday



Curriculum

- Core subjects; English, Maths and Science
- Foundation subjects; Art, Computing, Design & Technology, Foreign Languages, Geography, History, Music and Physical Education
- Creative curriculum teaches many subjects as part of one topic e.g. Earth and Space
- Outdoor learning



The curriculum - what does this mean for the children?

English Writing

- Strong emphasis on spelling, punctuation and grammar (SPaG)
- Handwriting must be joined, fluent and legible
- Spoken English has a greater emphasis – presenting, debating etc.
- Developing a love of literature and being able to talk confidently about what they've read – strong links to secure writing!
- Drafting, evaluating and editing their own work with growing independence

The curriculum - what does this mean for the children?

English Reading

- More children reading – greater engagement
- Focus on ‘high quality’ reading
- KS2 adopted whole class reading approach which highlights literature of interest
- Focus not only on ability to read but understanding what is read – VIPERS skills
- Reading with an adult into and throughout KS2
- Staff and adults reading children’s literature – encouraging whole family
- Fundraiser – families to consider donating year group reading lists

The curriculum - what does this mean for the children?

Maths

- Developing mathematical fluency
 - automatic recall of multiplication and division facts
 - converting freely between decimals, fractions and percentages
 - using efficient written methods
- Mathematical reasoning
 - justifying and proving their ideas
- Problem solving
 - applying to a range of problems and persevering in seeking solutions

Assessment

How we record your child's attainment and progress

On-going records transferred to computer records half termly

Overall judgement of :

E = emerging

D = developing

S = secure

M = mastered



Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **we** can help:

- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Running meetings like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently



Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Ensure your child has all the equipment/uniform they need
- Keep communication channels open
- Come to meetings like this
- If you are able to offer some time, please do! (School trips, help in school, summer/Christmas fair – let the office know if you are able to spare time)
- Support fundraising efforts where possible
- Reinforce school rules when on school grounds
- Support the PTFA if you can



Home/School Partnership

What to do if you have a concern:

First – Please make an appointment to speak to see me.

I will be able to take action to address it or suggest who can help.

If something happens at home that you feel we need to know about (e.g. family bereavement):

Please let us know as soon as possible if you are able.

This information is confidential and will only be shared on a 'need to know basis'.



Class Dojo

Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
- Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
- **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
- Please **do not** use Class Dojo to inform teachers of absences or appointments. If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.



Independence and Responsibility

How can the **children** help?

- Demonstrate greater independence
- Jobs and roles of responsibility – benches, trolleys etc.
- To sit sensibly, have respect for others
- To give homework to the teacher on time
- To listen and be respectful with support workers in class
- Maintain a growth mindset – **‘I can do it!’** **‘A mistake is a learning step!’**



Special Educational Needs and Disabilities

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age.

SEND can be in the areas of:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Around one in five children has SEN at some point during their school years. Some children have SEN right through their time in school.



What to do if you think your child may have SEND?

- Don't worry! There is a lot we can all do to make sure they are happy and learn well at school.
- Speak to your child's class teacher. They will make a note of your concerns and make sure they are passed on.
- Arrange an appointment to speak to the school SENCO (Mrs Humphries and/or Miss Royle).

You know your child best. Your opinions are invaluable in helping us to find the right support for him or her.



What will we do if we think your child may have SEND?

- We will talk with you about why we think your child may benefit from SEN Support.
- We may carry out additional assessments to help us personalise his/her learning.
- A shared plan will be put in place, with targets and strategies to help them (ITLP). You will be asked for your input into this.
- They may be offered time in one of our intervention groups. These are usually led by teaching assistants. TAs are trained and experienced in leading the interventions we offer.
- We may ask for additional input from external experts. You will always be asked for your permission before this happens.



- You can find out more about the school's approach to SEND from:

- The school's website

<http://www.highlane.stockport.sch.uk>

- Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

<https://stockport.fsd.org.uk>

Or search 'Stockport SEND'



Thank you for your time and
support

