



EUXTON

Church of England Primary School

Class of 2024





EUXTON

Church of England Primary School

Year 6 staff team



Mrs H MacDonald



Mrs J Yarker



Mrs D Balshaw



Mrs H King

YEAR 6 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.00	Morning Work	Morning Work	Morning Work	Morning Work-	Morning Work
9.00-9.30	Intervention	Intervention	Intervention	Intervention	Intervention
Worship	Vicar's worship	Library	School worship	Songs of Praise	Celebration Worship
9.30-10.15	Maths	Computing	Maths	Maths + timestable test	Maths
10.15-10.30	Spellings	Spellings	Spellings	Spellings-TEST	Spellings
10.30-10.45	Grammar	Class worship	Grammar	Grammar	Grammar
10.45-11.00	Break				
11.00-11.10	Class read				
11.15-12.00	English	English	English	English	English
12.00-12.30	Guided Reading				
12.30-1.30	Lunch				
1.30-1.40	Big read				
1.40-1.55	<u>Maths</u> fluency	<u>Maths</u> fluency	<u>Maths</u> fluency	<u>Maths</u> fluency	PE
1.55-2.30	Science	RE	History	PPA	
2.30-2.45	Daily Mile & comfort break				
2.45-3.25	Science	PE	History		PSHE/DT
3.25	Pack-away				Pack-away



Class routines

Water bottles-please keep to a reasonable size (around 750ml). Children have their own designated water bottle place. They are allowed to drink during lessons, as long as it isn't during an input (teaching delivering new knowledge).

Toilet breaks-children are allowed toilet breaks but we do encourage them to visit the toilet during playtime. We may also adopt the 'on the motorway' analogy, especially if a child asks during an input (valuable learning time).



School bags-please keep to a reasonable size and encourage children to pack for themselves.

Snacks during Daily Mile-children are still allowed to have their snack during our shortened afternoon break. Please be aware, however, that we are also encouraging them to run, so smaller snacks would be simpler!



EUXTON

Church of England Primary School

Medication

We appear to have all medication now. However, if your child requires medication in school, or if their circumstances change, please notify us immediately.



PE



Children should bring trainers to school (and shinpads currently) for our Friday PE lesson as this is commonly outside.

Thank you for your email about earrings. At LCC we follow the Safe Practice Book which states on p212

2.14.8 A clear and consistently applied policy for the removal of personal effects should be in place. The Association for Physical Education strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings.



EUXTON

Church of England Primary School

Behaviour

It is virtually impossible for students to develop self-management skills and take responsibility for their behavior without a structured, rational, and consistent classroom setting.



BROOKES

Adapted from *Understanding and Supporting Students with Emotional and Behavioral Disorders*, by Vern Jones & Al Greenwood

*Be the Year 6 child
others want to
become.*

The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

<u>School Rules</u>	<ul style="list-style-type: none"> ❖ Shine in work and play ❖ Respect ourselves, each other and God. ❖ Be kind, polite and helpful ❖ Be fair and truthful ❖ Be active in listening and learning 				
<u>Christian values</u>	Compassion Forgiveness	Friendship and Fellowship	Peace Hope	Wisdom Humility	Trust
<u>British Values</u>	Mutual respect	Tolerance	Democracy	Individual Liberty	Rule of Law



EUXTON

Church of England Primary School

End of day routine

- ❖ We have a safeguarding list which has identified how your child travels home. We know that is common for Year 6 children to walk home independently.
- ❖ We have trialled lining up in a different zone of the playground to ensure ease of identifying parents. Please note that all Year 6 children must tell the teaching member of staff (or other class member) how they are going home.
- ❖ **Please re-cap road safety often.**
- ❖ Please do not ride bikes or scooter across the playground. If cycling-wear a helmet!

ROAD SAFETY

THINK

about where you should cross.



STOP

in a safe place at the side of the road.



USE YOUR EYES & EARS

to see and hear any approaching vehicles.



WAIT

until all the vehicles have passed.



LOOK AND LISTEN

again to make sure all is clear.



CROSS

the road. Keep looking and listening.





Reception

Year 1

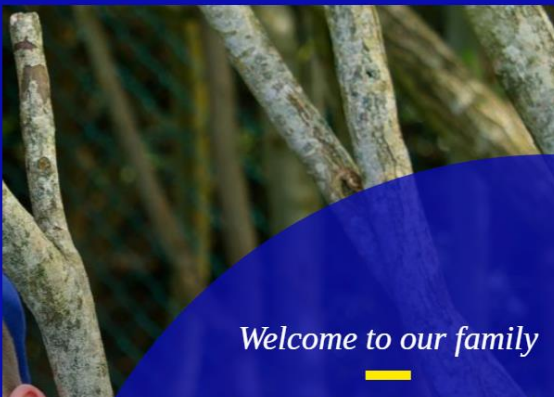
Year 2

Year 3

Year 4

Year 5

Year 6



Welcome to our family



The class blogs are updated every Friday. This is where homework and information for the week is shared.

Year 6 2024 - 2025

Year 6: Blog items

Year 6 Blog-Friday 20th September

by Mrs MacDonald

Year 6 Friday Blog-Friday 13 September

by Mrs MacDonald

Year 6 Friday Blog

by Mrs MacDonald

[View all Gallery items](#)

Year 6: Gallery items

Our third week in Year 6-playing with our buddies

by Mrs MacDonald

Our learning this week.

by Mrs MacDonald

Our first week in Year 6

by Mrs MacDonald



EUXTON

Church of England Primary School

**‘ If you don’t
like to read,
you haven’t
found the
right book. ’**

J.K Rowling




<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>


Guided reading for Autumn term.

Aim: to increase reading stamina and to expose the children to high-quality novels.

I complete a reading discussion with each group once per week. Some groups may also have a reading session with Mrs Yarker or Mrs Balshaw. We treat the session like a book club discussion and I structure and lead it so we are diving deeper into the story.

Please check-in with your child’s reading at least once per week, initialling their Reading Record.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _ _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.



EUXTON

Church of England Primary School

Homework

The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies reviewed with the highest impacts set homework twice a week in a particular subject.