

Highweek Primary School

Year 5 & 6 parent handbook



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Welcome to year 5 & 6!

At Highweek Primary School, we believe in *laying the foundations of lifelong learning*. We establish and enforce this through an exciting and rich curriculum of learning which focuses on building upon attitudes, skills and knowledge in each year group. Our full curriculum and progression of knowledge and skills documents for each subject can be found here

<https://www.highweekprimary.co.uk/learning> .

In year 5 & 6, children have a daily maths and English lesson as well as a rich and varied wider curriculum. Each term, parents will receive a curriculum map, detailing what your child will be learning about in the term. Our engaging curriculum is supported by exceptional personal opportunities including visitors, trips, 11 before 11* experiences, clubs and more.

Throughout the year, teachers will assess the academic progress of all pupils in their class in-line with the national curriculum and will record this during assessment weeks.

If you have any concerns or questions about your child's progress, please contact Mrs Francesca Toms (Assistant Headteacher & KS2 leader) flilley@highweekprimary.co.uk

*11 before 11: we aim to provide each pupil with 11 exceptional experiences which will challenge and inspire our children before they leave us at 11 years old.

Year 6 specific information

Dear Year 6 Parents,

Welcome to what is sure to be an exciting and pivotal year for your children! Year 6 is a significant milestone in primary school, as it marks the culmination of their primary education and prepares them for the exciting transition to secondary school. This year, students will face the challenge of SATs tests, an important part of their academic journey. However, it's not all hard work! There are many exciting events planned, including our much-anticipated residential trip to Forest and Beach in the Summer term, where the children will have the chance to bond and create lasting memories. Additionally, the Year 6 production will offer them an opportunity to showcase their talents and creativity. With so much to look forward to, this year promises to be both memorable and rewarding for your children. We look forward to supporting them every step of the way.

If you have any questions or concerns about year 6, please do not hesitate to contact your child's teacher.

Reading

At Highweek Primary School, our aim is to develop an ethos of reading for pleasure, teaching our children the skills that will enable a lifelong enjoyment of books and learning. We recognise the importance of reading from a young age as it underpins every part of the curriculum. Children who enjoy reading are able to access learning in every area, and can make progress in all subjects. Engaging in reading with your children at home will assist in installing this within them.

To read more about our intent for reading at Highweek, please visit <https://www.highweekprimary.co.uk/phonics-reading>

Children in year 5 & 6 are developing as readers, and beginning to develop a preference for the style of literature they enjoy reading. We support this with our vast range of texts available within our school library and throughout the guided reading and wider curriculum.

Accelerated reader

Children in year 5 & 6 are used to using the AR programme. During each termly 'assessment week', children will complete a Star Reader Test which reports their reading progress, areas for development and gives them their Zone of Proximal Development (ZPD) reading range. This shows the range of books they should be reading to challenge them while still being able to read fluently.

Children are able to take AR quizzes in school and at home. These quizzes test the children on a range of questions about the book they have just finished and tests their overall comprehension of the text. The number of words in the book contribute to the pupil's yearly word count. Children are awarded with certificates in assembly for reaching the wordcount milestones of 100,000

words, 250,000 words, 750,000 words, 1,000,000 words and then at every further 500,000 words.

To access accelerated reader at home, please visit the link

<https://login.renaissance.com/12d2c921-2483-4f58-a73d-73df33bf762c?state=12fe124e-1912-434f-8e05-b3fb63957ec9> .

Reading at home

Reading underpins the rest of the curriculum and can make a remarkable difference in your child's learning attainment. We encourage children to read daily at home. Please support your child by listening to them read as frequently as possible, and support their developing comprehension skills by asking questions while they are reading.

Comprehension questions to ask your child:

- What was the main event of this chapter?
- How do you think this character was feeling when _____?
- How could you summarise the events of this page in one sentence?
- What does _____ tell you about _____?
- What does that word mean? Which other word could be used?

Writing

Handwriting

Children at Highweek are taught to write using the cursive handwriting style.

Cursive:

- The letters start at different points (like the print font).
- The finishing points for all the letters is the writing line; except for o, r, v and w which have a top exit stroke.
- The single letter formations are taught with just the exit strokes.



Children in year 5 & 6 should demonstrate joined handwriting which is legible when writing at length. Handwriting is modelled by the teacher and is developed through discrete handwriting sessions.

Pen licences

Silver pen licences are awarded to children who have mastered the legible cursive style of handwriting and gold pen licences are awarded to children who consistently demonstrate exceptional handwriting presentation throughout all of their work.

The writing curriculum

We teach writing in two main overarching themes: transcription and composition of writing. Transcription largely means the technical element of writing (e.g. spelling, punctuation, grammar and handwriting) and the composition means the ideas for and purpose

of writing. Both elements are taught alongside each other in a sequence of work that builds towards the end point (or 'big write').

Feedback in writing

The teacher will give feedback to your child to move them on. This may be specifically about editing spelling errors or challenging them further to make progress. At the end of each sequence, a target is given. This target is identified to be your child's 'next step' in their writing journey.

Spelling

In year 5 & 6, children are encouraged to make attempts at aspirational vocabulary as well as be secure in the spellings of the year 5 & 6 statutory words and be able to apply the spelling rules taught.

Spelling is taught discretely (using No Nonsense Spelling) and weaves into each area of the curriculum. We focus on exploring the tier 2 and tier 3 vocabulary* for each topic and aim to include exciting and interesting vocabulary in our work.

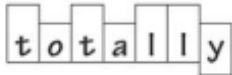

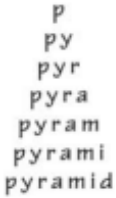
Your child will be sent home with a weekly list of spellings to learn to be tested on. These will be sent home on a Friday and tested the following Friday. Children are encouraged to 'beat their best' each week.

Please look at the following page for recommendations for supporting your child to learn their spellings.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

*tier 2 & 3 spellings: high frequency in written texts (gregarious, beneficial, required, maintain) Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia)

<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>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. 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>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately. 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.

(Taken from No Nonsense Spelling)

Maths

Curriculum Coverage of Maths in Year 5 & 6

Overview and Key Concepts

In Years 5 and 6, the mathematics curriculum is designed to build a solid foundation in key areas while introducing more complex concepts. The focus is on ensuring that students not only understand mathematical procedures but also develop the ability to apply these concepts in varied contexts, fostering both fluency and reasoning.

Year 5 covers advanced topics within the four operations, including long multiplication and division, fractions, decimals, and percentages. Students deepen their understanding of geometry, including properties of shapes, angles, and symmetry, and begin to explore measurement in more detail, including volume and area.

Year 6 builds upon these concepts, pushing students towards a more abstract understanding of mathematics, including algebra, ratio, and proportion. There is also a stronger emphasis on problem-solving and the application of mathematics to real-world scenarios, preparing students for the transition to secondary school.

Mastery Approach and Scaffolding Support

The mastery approach is central to mathematics teaching in both Year 5 and Year 6. This approach ensures that all students develop a deep understanding of mathematical concepts before moving on to more advanced topics. In this framework, new content is introduced through a series of carefully structured lessons that allow students to explore concepts in depth, with ample time dedicated to each area.

Scaffolding plays a crucial role in supporting students through this journey. In Year 5, scaffolding might include the use of concrete resources such as manipulatives (e.g., base ten blocks or fraction bars) to help students grasp abstract concepts. As students progress

to Year 6, scaffolding gradually reduces, with more emphasis placed on mental strategies, reasoning, and self-directed problem-solving. Teachers carefully differentiate instruction, offering tailored support where needed, such as breaking tasks into smaller steps or providing additional practice to ensure all students achieve mastery.

Group Work and Collaborative Learning

Group work is an integral part of maths lessons in both year groups. Collaborative learning encourages students to articulate their thinking, share strategies, and learn from their peers. In Year 5, group work often involves solving problems that require applying the four operations or exploring geometry concepts. In Year 6, group tasks become more complex, involving multi-step problems that integrate various mathematical concepts, such as using ratio and proportion in real-world contexts.

Working in mixed-ability groups can be particularly beneficial, as students with different strengths can support each other, fostering a deeper understanding for all. However, there are also times when grouping by ability may be appropriate, allowing for more targeted instruction. For example, higher-ability students may be grouped together to tackle more challenging problems, while other groups receive additional support to consolidate their understanding.

Extra Challenges and Extension Opportunities

To stretch more able students, extra challenges are integrated into the curriculum. These challenges often involve open-ended problems that require students to apply their knowledge creatively and critically. NRICH resources are particularly valuable for this purpose, providing rich, thought-provoking tasks that promote higher-order thinking and deep mathematical reasoning. These tasks are often linked to the White Rose Maths sequences, ensuring they complement the core curriculum.

In Year 5, challenges might involve exploring patterns or sequences, while in Year 6, students might tackle problems involving algebraic reasoning or complex multi-step problems that require a combination of skills. These extension tasks not only push students' thinking but also keep them engaged and motivated.

Opportunities for Mixed and Separate Year Group Learning

While much of the curriculum is taught within individual year groups, there are valuable opportunities for mixed-year group learning, particularly in a two-form entry or mixed-age class setting. These opportunities allow younger students to benefit from the experience of older peers, while older students reinforce their own understanding by explaining concepts to others.

For example, a mixed-year group project might involve investigating geometric shapes, with Year 5 students focusing on properties and Year 6 students exploring transformations and symmetry. Alternatively, during revision periods, Year 6 students might take on a mentoring role, helping Year 5 students with specific areas they've already mastered.

However, separating the year groups is also important, particularly when introducing new concepts that are specific to each year group's curriculum. For example, Year 6 students may need focused time on algebra, while Year 5 students concentrate on mastering decimals and fractions. This separation ensures that each year group receives instruction tailored to their specific learning needs.

Following the White Rose Maths Sequences and Using NRICH Resources

The White Rose Maths sequences provide a comprehensive and coherent structure for mathematics teaching, ensuring that each concept is introduced in a logical order and revisited over time to build depth and fluency. These sequences are followed closely in

both Year 5 and Year 6, with lessons carefully planned to align with the progression outlined in these schemes.

NRICH resources complement the White Rose sequences by providing high-quality, challenging tasks that promote deep thinking and problem-solving skills. These resources are used to enrich lessons, offering students opportunities to explore mathematical concepts beyond the standard curriculum. The combination of White Rose's structured approach and NRICH's innovative challenges creates a balanced and rigorous maths education, preparing students for success in mathematics both in primary school and beyond.

Wider curriculum

It is our aim that by the time the children leave Highweek Primary School to embark on the next stage of their education, they are equipped with academic attitudes, skills and knowledge, and have developed the personal attributes needed to enable them to become successful citizens of the future.

Each term, parents will be able to view the curriculum map which details what your child will be learning about in each topic as well as an 'exit point'. This means that you will see what the children are working towards at the end of the sequence. This will look different in every subject. Teachers carefully plan and structure each unit of work towards the final outcome, ensuring that all pupils have gained the knowledge and skills within the lessons to build towards this point.

You can visit our learning page to find out about each subject on our school website here:

<https://www.highweekprimary.co.uk/learning>

You can visit your child's class page here:

Torridge: <https://www.highweekprimary.co.uk/torridge-year-5-6>

Tamar: <https://www.highweekprimary.co.uk/tamar-year-5-6>

Teign: <https://www.highweekprimary.co.uk/teign-year-5-6>

The curriculum map is a grid of boxes containing learning objectives for Year 5. It includes a central box for 'SUMMER' with the theme 'Hola South America' and a map of South America. The boxes are organized as follows:

- History:**
 - Unfortunate Events - Lemony Snicket:** A series of Unfortunate Events - Lemony Snicket. Outcome: To write a research.
 - Earth View:** Outcome: To write a haiku poem about an aspect of space history.
 - Ancient Mayans:** This term, we will be learning about the Ancient Mayans in history. We will look at their beliefs about the creation of the world and compare it to others. We will also explore Mayan stories, sports, life, religion and myths.
- Geography:**
 - South America:** This term the children will be learning about Geography including looking at the features of 2D and 3D shapes, area of 2D shapes, classifying angles as well as measuring, calculating and drawing angles. The children will also be learning about position and direction by working on co-ordinate grids, lines of longitude and transverse angles. Year 5 pupils will record their work on personal, negative number, converting units of measurement and finding the volume of 3D shapes. Year 5 pupils will be learning about algebra and how to read and interpret pie charts as well as missing and connecting group learning to support them in their learning at the year.
- Science:**
 - Classifying Organisms:** Children will be learning how to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. We will be particularly looking at the work of Carl Linnaeus.
- Other:**
 - Creation and Science:** Why do some people believe in God and some don't? Conflicting or complementary?

Part of a curriculum map available on our school website.

Homework

We give weekly homework tasks which may vary throughout the year. This is designed to consolidate or build upon the learning which has been undertaken in class, or to preview upcoming learning. Retrieval practice related research states that a topic or content needs to be revisited several times in order for it to 'stick'.

Spelling

Please see the earlier section on spelling.

Times tables

Secure knowledge and recall of times tables can give a child a significant advantage in their maths progress. Each child is expected to spend at least half an hour a week learning their times tables. Primarily, this is done on their Times Tables Rockstars (TTRs) account. Each child has their own log in and password. Please see your child's teacher if you need this information. If you are unable to access the internet at home, please see your child's teacher who will provide an alternative means for the 30 minutes weekly times tables practice.

Homework

Each week, your child will be provided with a homework task or sheet which is linked to either maths, reading or spelling, punctuation and grammar (SPaG). These will be at the appropriate level for your child to be able to complete independently. This homework is given out on a Friday and the deadline for it to be returned is the following Friday.

Homework club

Children who have not completed their homework, times table or spelling practice or who require support with completing their homework/ accessing the internet will be invited to attend a homework club session. This will be facilitated by a teacher and the children will have access to the materials and support needed for them to complete their homework. If you would like to book your child into homework club, please contact Mrs Nicola Morlidge in the office nmorlidge@highweekprimary.co.uk

Homework club takes place on a Tuesday straight after school until 4.15pm.

If your child is struggling with their homework, please contact your child's teacher:

flilley@highweekprimary.co.uk

ehopkins@highweekprimary.co.uk

nsherriff@highweekprimary.co.uk

Assessment

Throughout the year, your child's teacher will be undertaking constant teacher assessment without the use of formalised testing. Each term, we have 'assessment week' designed to formally measure your child's progress and consider next steps. The tests taken for year 5 & 6 pupils during this week include but may not be limited to:

- Star reading (accelerated reader progress test)
- White Rose maths assessment
- Spelling tests
- Practice SATs papers (year 6 only)

We keep track of your child's progress and input their data using an internal system. When we discuss your child's progress with you during parents evenings, we may share these results with you.

Safety

If your child walks home from school, please ensure permission has been given via the main school office. If a collection arrangement changes, please contact the school office with plenty of notice where possible.

Children in year 5 & 6 may bring their mobile phone to school ONLY if they are walking to or from school on their own. These are collected in the mobile phone box and not to be left in children's bags. Please note we cannot take any responsibility for losses of mobile phones if children choose to bring them to school.

If you would like to read about safeguarding at Highweek Primary School, please visit this link

<https://www.highweekprimary.co.uk/safeguarding-and-child-protection>

If you have a safeguarding concern about a pupil at our school, please contact our Designated Safeguarding Lead (DSL) Ms Claire Redwood.