

Open Morning



September 2026

The Year 6 Team

India - Mr Gray & Miss Gould

Peru - Mrs Ball & Mrs Taylor

Germany - Miss Ajazi & Miss
Redmond/Mrs Cross



Yearly overview

Year 6 Annual Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths & Maths Fluency	Place Value, Addition, Subtraction, Multiplication, Division Multiplying and Dividing by 10, 100 and 1000 Mental Calculation Strategies		Fractions, Percentages and Decimals BIDMAS, Algebra Area and Perimeter, Reflection and Translation Ratio, Volume and Measure		Statistics Pie Charts, Algebra, SATs Practice KS3 preparation	
English	Paperman - Narrative Goldilocks - Newspaper Report Fact file- Science	Recount - Letters from the Lighthouse Black history month Poem Persuasive Letter to the Grinch Comparisons- RW	Traditional Tale - Hansel and Gretel by Neil Gaiman Prison-postcard Diary- PSHE	Adventure - Kensuke's Kingdom by Michael Morpurgo Suspense- Beyond the lines DT-instructions	SATs practice- SPAG Horror – A Monster Calls by Patrick Ness Narrative- Varmints Comparison- Art	
Spelling	Revision – Year 3 and 4 words, Homophones Suffixes - -ment, -less, -ful, -ly, Vowel suffixes, Doubling consonants Revision - -cial, -tial, cially, -tially Revision - -ibly, -ably, -cious, -tious I sound spelt c Revision - -tion, -ation, -cian, -ssion, -sure, -ture		Silent letters Unstressed vowels Morphology Affixes Revision - -ough General revision – year 3/4 and 5/6 words, etymology		Hyphens Apostrophes for contractions and possession Commonly misspelt words Morphology and etymology Revision of strategies	
Science	Animals Including Humans The cardiovascular system	Evolution		Light The Eye	Living Things Micro-organisms	Electricity Circuit symbols
Geography			North America			Local Geography Study
History		WW2			Mayans	
RW	Islam	Humanism		Islam	Christianity	
D&T		Food and Nutrition Soup and Bread		Textiles + coding Soft toy making		
Art	Section 1 – Nnenna Okore project			Section 2 –Nnenna Okore project		Section 3 – Nnenna Okore project
PSHE	7 habits Being me in my world	7 habits Celebrating Difference	7 habits Dreams and Goals		7 habits Relationships	7 habits Change in me
Computing	My online life		Data Matters		Micro bits	
Reading	Reading for Pleasure Stamina Vocabulary, Retrieval	Summarising Text Variety Inference, 3 mark questions	Mixture of Question Types Text Variety Exam Technique	Mixture of Question Types Text Variety Exam Technique	Reading from a variety of cultures	Classic Texts from our Literacy Heritage
Spanish	En La Cafeteria		Tienes Una Mascota?		En el Colegio	
Music		Hip-Hop		Grime		Music Composition

Maths

Taught in targeted groups

Tailored styles of teaching to suit children

Smaller groups by utilising staff skills across the school

Homework focuses on the learning delivered within the week via a SATs style workbook.

The expectation is to complete the two-pages set by the teacher - more information to follow

English - Writing

In our writing curriculum, we are using a whole class approach to build vocabulary and then create sentences. The grammar and punctuation expectations will be in line with the national curriculum. At the end of each unit, all children will complete an independent piece of writing. Children will respond to the feedback in school but parents will have the opportunity to see their child's writing progress throughout the year.

Spelling homework will be 10 words relating to the in class learning. These will be posted in the Bi-Newsletter.

English - Reading

Our Guided reading lessons each day focus on explicit teaching of reading skills (vocabulary meaning, retrieval and inference) plus aiming to develop a love of reading e.g. by recommending authors, genres to widen their reading diet.

Class readers - 10-15 minutes each day is allocated for the teacher to read aloud to the children. In year 6, we are reading 'Holes' by Louise Sacher and Hansel and Gretel (based on a writing unit) in the Autumn term, Letters from the Lighthouse and Kensukes's Kingdom (both based on our writing units) in Spring term and A Monster Calls (based on a writing unit) and The Final Year. We find Year 6 can relate to it as it is based on transitioning to secondary school from the perspective of a Year 6 child.

Reading homework - we expect children to be reading daily to an adult at home and for the adult to sign their reading record.

Behaviour/Consequences

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

Children are repeatedly praised for their good behaviour and work. However, if a child isn't following expectations, as per policy, the steps are as follows:

- 2 reminders
- Minutes - which can be earned back
- Incomplete work to be sent home

For more serious incidents, reflections will be issued immediately.

If homework is not handed in on time (every Wednesday morning), the children will complete the missing homework with Mrs Khan during lunchtime.

Reflection - what happens?

Reflection is exactly what it sounds like!

An opportunity for children to have time to think through any choices they have made which might have had a negative impact on someone else.

They will work with a member of staff after they have eaten their lunch and do some targeted work around the issue which arose.

The purpose behind this is to allow them to make better choices in the future and avoid repeat incidents.

SATs- SATs are important, but they are not something to be scared of.

I tried my best, I was supported and I am proud of what I achieved.

This year, SATs will take place on the week beginning 10th May.

Date	Subject	Test papers
Monday 10 May	English grammar, punctuation and spelling	Paper 1: questions Paper 1: spelling
Tuesday 11 May	English reading	English reading
Wednesday 12 May	Mathematics	Paper 1: arithmetic Paper 2: reasoning
Thursday 13 May	Mathematics	Paper 3: reasoning

How you can help



DO

Encourage your child to read regularly

Ask them about what they have been learning

Practise times tables and number facts little and often

Encourage them to explain their thinking

Praise effort, perseverance and progress

Make sure they have good sleep, food and downtime

Talk positively about Year 6



DON'T

Turn every evening into SATs revision

Compare them with siblings, friends or classmates

Make them complete lots of SATs papers

Focus only on scores and marks

Tell them they *must* achieve a particular score

Let SATs become a source of anxiety

Use phrases such as “SATs are really important for your future”

**Supporting
your child
with reading**

**Class
expectations
and routines**

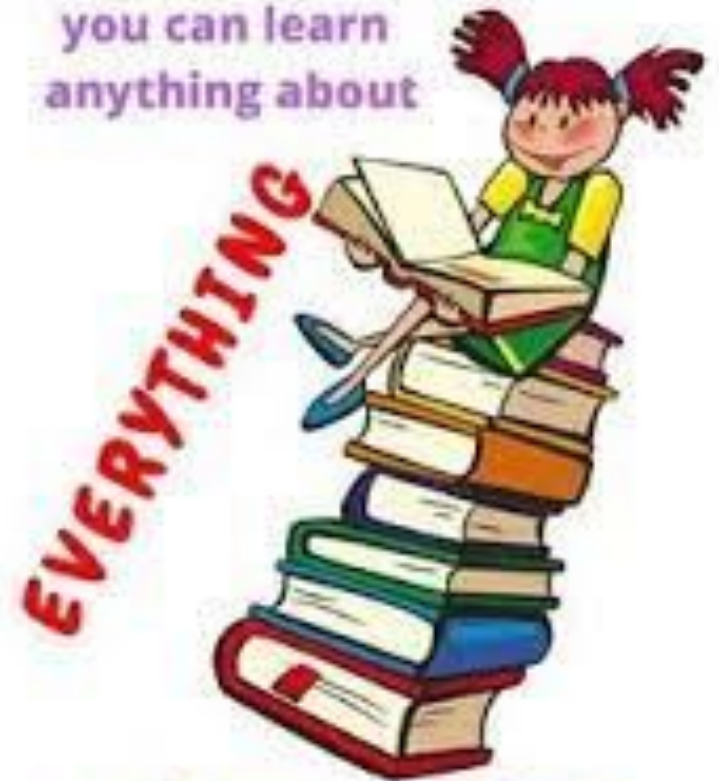
“
READING IS THE
GATEWAY FOR
CHILDREN THAT
MAKES ALL OTHER
LEARNING POSSIBLE.

Barack Obama

”

SKILLSCOUTER.COM

Reading is important,
because if you can read,
you can learn
anything about



and everything about
anything.

Vocabulary - Having a large vocabulary bank will help your child make sense of text which will support all areas of learning.

Here's how many words children would have heard by the time they were 5 years old (taken from the DfE's Reading Framework July 2021)

- ▶ Never read to – 4,662 words
- ▶ 1-2 times a week – 63,570 words
- ▶ 3-5 times a week – 169,520 words
- ▶ Daily – 296,660 words

Taking an active role in supporting your child in this area can dramatically impact their success in later life.

How is reading taught at Giles Junior?

- ▶ Phonics catch up program to close gaps and interventions throughout the school
- ▶ Guided reading lessons
- ▶ Echo reading to encourage reading fluency, rereading text, fluency reading practise sessions
- ▶ Comprehension focus
 - ▶ Questioning - inference
 - ▶ Vocabulary - understanding the meaning within context
 - ▶ Drama
 - ▶ Visualisation
- ▶ SATs style reading assessments across the school
- ▶ Class reader – promoting a love of reading, model reading fluently
- ▶ Exposure to different genres and authors through author study and new books selected for class libraries





- Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.
- Basically, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.

Book bands for age-appropriate books

Year Group	Autumn	Spring	Summer
Year 3	Gold	White	Lime
Year 4	Lime	Brown	Brown and moving into grey
Year 5	Brown	Grey	Grey moving into Navy
Year 6	Grey	Navy	Black

Less is more

Re-read portions of text for fluency and talk it through to show understanding.

Printables are available to support if required

Question Stems
• What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...?
• What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
• Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?

Supporting your child to read

- ▶ Practise phonics and sight words
- ▶ Echo reading – prosody
- ▶ Focus on small chunks rather than speeding through many pages
- ▶ Repeated reading
- ▶ Vocabulary and Inference based questions (question stems on handout)
- ▶ Being a role model and making reading a priority around the home
- ▶ Signing your child's reading record
- ▶ Range of genres, diverse texts, ebooks, libraries



Additional information

- ▶ PE Days – Yellow group (Tuesday and Wednesday) Blue group (Wednesday and Thursday)
- ▶ Toilet expectations – Children will be reminded to go before school, break and lunchtimes and will be allowed to go at other appropriate times throughout the school day.
- ▶ Trips – We are planning the following trips: WW2 workshop), Legoland and PGL.
- ▶ Equipment needed – All children are required if possible to have the following equipment in school: Blue pen, purple pen, ruler, glue stick, sharpener, pencil, rubber, pencil case, whiteboard pen, colouring pens/pencils.
- ▶ Any queries or concerns we do have an open door policy. However please be mindful that the beginning and end of the day may be extremely busy so we may make arrangements to contact you later in the day depending on urgency and need.

Homework

Year Group	 Reading	 Spellings	 Times Tables	 Maths	 SPaG
Year 6	Read at least 3 times each week	Regular practice	Practise at least 3 times each week	Weekly workbook	Weekly workbook

Boosters

We have identified a group who would benefit from a little extra practice in areas like focus, working independently or key skills in maths and reading. The sessions are gentle, positive and very personalised. These sessions last 45mins. Letters will be sent out later this week.

Reading

Miss Ajazi - Tuesday After school
Mr Gray - Thursday After school

Maths

Mrs Bull - Tuesday Morning
Mrs Khan- Tuesday Morning

Any questions?