



Year 6

Information Meeting

Hurworth
Primary School



Any questions?

Staff

Miss Fogg



Mrs Sellars



Mrs Maddison
Head Teacher



Mrs Lennon
Deputy Head Teacher



Miss Fogg
Assistant Head Teacher



The School Day

- Gates open at 8:45
- Children can come straight to the Year 6 classroom (head towards the field & turn right. The Year 6 classroom is the first on the right)
- Children will be assigned a shared locker just outside the classroom
- There are pegs in the classroom
- Any packed lunches are stored on a trolley just outside the hall.
Water bottles will be easily accessible in the classroom
- The school day ends at 3:20. Children should be collected from the school gate or can walk home by themselves if these arrangements have been confirmed by email or letter

Daily Routines

Mornings

- Monday & Friday assemblies
- English
- Whole class reading or class novel
- Grammar, punctuation & spelling
- Maths
- Arithmetic & multiplication tables

Afternoons

- We Love to Read & class novel
- Wider curriculum subjects
- Tuesday, Wednesday & Thursday assemblies

Daily Routines

Playtimes

- 10:30-10.45 with Years 4, 5, 6
- Two playtimes each week will be on the MUGA
- Children are welcome to bring in a nut- & sesame-free, healthy snack (e.g. fruit or vegetables)
- Children should bring water in each day &, as a minimum, they will be encouraged to use play- & lunchtimes for drinks, as well as toilet trips

Lunchtimes

- Our lunchtimes run from 12:00-1:00
- We run a family system, where each family of children from across the school eats & plays together
- At lunchtimes, the children can play across all of our areas



Uniform

- Our school colours are royal blue, white & grey
- Branded items can be purchased from Brigade. Branded items are **not** compulsory
- Uniform expectations:
 - Royal blue sweatshirt or cardigan
 - Grey skirt, pinafore, trousers or shorts
 - White polo shirt
 - White or grey socks/black or grey tights (with skirts or pinafores)
 - Sensible black shoes (no high heels or trainers)
 - Blue & white gingham dress
- Please make sure that all jumpers, cardigans, coats, hats & gloves are named

Uniform

- **Jewellery:** For reasons of health & safety, jewellery is not to be worn at school. In those cases where children have pierced ears & need to wear earrings to school then these should be one set of single studs only. Smart watches should not be worn in school. Simple analogue or digital watches are permitted, but should not be used as a distraction
- **Hair:** Children should have smart hair cuts. Radical designs & hair dye are strongly discouraged
- **Make Up:** It is not appropriate for children to wear make-up or nail varnish
- We aim to avoid designer products (bags, coats, water bottles)

PE

- **Thursday** is the Y6 PE day
- Children should come to school in their PE kit
- They will need appropriate clothing for the weather (sunhats for warm weather, waterproof coats & hats for cold weather)
- All jewellery must be removed before PE. If your child is wearing earrings, please ensure that they can remove their own or that you provide plasters to cover them
- Please avoid fashion, branded or patterned sportswear
- **Please make sure that all hoodies are labelled with your child's name**



White T-shirt
(available with school logo)



Royal blue shorts



Royal blue hooded sweatshirt (available with school logo)



Long, plain jogging bottoms or leggings



Trainers

Statutory Assessment

- **Key Stage 2 Tests** (national curriculum assessments, commonly known as SATs)
- Measure pupils' attainment in relation to standards set out in the national curriculum
- **Monday 12 May 2025:** English grammar punctuation & spelling (papers 1 & 2)
- **Tuesday 13 May:** English reading
- **Wednesday 14 May:** Mathematics arithmetic & reasoning (papers 1 & 2)
- **Thursday 15 May:** Mathematics reasoning (paper 3)
- No test for writing. This is teacher assessment based on the child's overall work & performance. There is an external moderation process

National Curriculum

- English (reading, writing, spelling, handwriting)
- Maths
- Science
- Computing
- Music
- PE (including a block of swimming in Autumn 1)

- PSHE
- RE
- Science
- Geography
- History
- Art & Design
- Design & Technology
- French

Reading Expectations

The teaching of reading in Year 6 should enable children to:

Word Reading

Decode unfamiliar words, choosing the most appropriate strategies.

Read Year 5/6 statutory words with accuracy and automaticity.

Reading Expectations

Within age-appropriate texts that they can read themselves:

Fluency

Read at 90% accuracy.

Read at a rate that supports understanding **(145-169 WCPM)**.

Read in meaningful phrases and clauses within more complex structures.

Use more sophisticated punctuation, integrating pauses consistently and automatically.

Read with fluency and phrasing, adjusting pace, volume, intonation, tone, emphasis and pronunciation to enhance meaning and expression.

In order to develop a deep understanding of the texts read by themselves and with adults, children will need to be able to:

Comprehension

Use a range of strategies to self-monitor and correct inaccuracies in comprehension, including responding to and posing a range of questions.

Activate prior knowledge before, during and after reading, to decide what is important in a text.

Summarise some of the main events/information from a text, making links within and across sections and with other texts.

Infer meaning from texts, including those that include new ideas and values, through making connections to own lives, other texts and their knowledge and understanding of the world.

Draw on their knowledge of language and vocabulary to interpret layers of meaning through applying a deeper understanding of the varied uses of words.

Have knowledge of the structure of a wider range of more complex fiction and non-fiction texts, using this to support overall understanding.

Understand the meaning carried by more complex sentence structures, including grammar, punctuation and syntax.

Develop and amend mental representations based on connecting prior knowledge, interpreting new clues, revelations or additional information.

Writing Expectations

Transcription

Apply taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.

Spell the Year 3/4 statutory words mostly correctly.

Spell the Year 5/6 statutory words mostly correctly.

Maintain legibility in joined handwriting when writing at speed.

Use editing skills to proof-read and correct errors in order to increase accuracy and sense.

Sentence Structure

Use the range of punctuation taught at KS2 mostly correctly within writing.

Use verb tenses consistently and correctly throughout writing.

Writing Expectations

Composition

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.

Vary sentence structures to add detail, for emphasis and to avoid repetition.

In narratives, describe settings, characters and atmosphere.

Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

Integrate dialogue in narratives to convey character and advance the action.

Use a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

Evaluate and redraft sections of writing in order to enhance and improve.

Writing Expectations

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below.

Greater Depth	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).
	Distinguish between the language of speech and writing and choose the appropriate register.
	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
	Use the range of punctuation taught at key stage 2 correctly (such as semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.



Every Piece, Every Time

In Year 5, our writing must always...



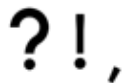
Have **clear, joined handwriting**.



Have **capital letters** and full stops.



Have **capital letters** for proper nouns.



Use **question marks, exclamation marks** and **commas** correctly.



Use **apostrophes** for **contraction** and **possession**.



Be written in the correct **tense** and in **Standard English**.



Be written in **paragraphs**.



Every Piece, Every Time

In Year 6, our writing must always...



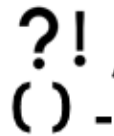
Have **clear, joined handwriting**.



Have **capital letters** and full stops.



Have **capital letters** for proper nouns.



Use **question marks, exclamation marks, commas, brackets and dashes** correctly.



Use **apostrophes** for **contraction** and **possession**.



Be written in the correct **tense** and in **Standard English**.



Be written in **paragraphs**.

Maths Expectations

Autumn	Place Value (4 weeks)	Position & Direction (1 week)	Four Operations (3 weeks)	Statistics & Circles (1 weeks)	Fractions A (3 weeks)	Fractions B (2 weeks)	Assessment (1 week)
Spring	Decimals (2 weeks)	FDP (2 weeks)	Ratio (2 weeks)	Algebra (2 weeks)	Measures (1 week)	Perimeter, Area & Volume (2 weeks)	Assessment (1 week)
Summer	Properties of Shape (2 weeks)		Revision (2 weeks)		Projects / Consolidation / Gaps / Secondary Ready (7 weeks)		

Number

Assessment / Revision

Measurement

Geometry

Statistics

Maths Expectations

- Read, write, order & compare numbers up to 10,000,000
- Rounding to a given value
- Multiply & divide using the formal written method (including short & long multiplication & division)
- Solve multi-step problems
- Add & subtract fractions with different denominators & mixed numbers
- Multiply & divide fractions
- Use ratio to solve problems
- Use negative numbers in context
- Convert between units of measure
- Draw & translate simple shapes
- Interpret & construct pie charts & line graphs

The Wider Curriculum



At School
Healthy Lifestyle
At the Weekend
Me in the World

Coding
Blogging
Spreadsheets



Landscape drawing
Portrait painting
Animal sculpture

Evolution
Light
Electricity



Where do we live?
How are Earth's natural resources distributed?

How has Hurworth changed?
Why did Darlington flourish in the Industrial Revolution?
Why did WWII begin & what part did the people of Darlington play?



Frame structures
Cams
Complex switches



Rounders, football, badminton, tag rugby, dance, athletics, swimming



Brass



Rights
Online safety
Healthy relationships
Money
Growing & changing
Staying healthy

Homework

- Handed out on **Monday** & returned on **Friday**
- New spelling rule introduced on Monday
- Practised 5 times in school through different activities & also sent home for practice
- Spelling quiz on Friday (4 words from that week's list, 2 new words using that same spelling pattern, 2 of the year group words & 2 words from previous weeks)
- On the website, there is a document about how to support your child with spelling
- Most weeks, there will also be a piece of arithmetic or reading homework
- The homework will mostly be based on something that the children have already been taught & so they should be able to complete it independently. It helps if you can encourage them to do it before the hand-in day so that they can ask for support in school, if needed
- The children are also encouraged to use Spelling Shed & Times Tables Rock Stars for additional practice. Logins will stay the same

Reading at Home

- All children are expected to read at least **three** times per week at home
- Children are welcome to choose their own books from our bookshelf or from the library, & can change it whenever they finish
- Children can record their own reading. We request that an adult checks this & signs it off before reading records are checked on Friday
- Children will also read in school throughout the week so please ensure their reading book & record are in their bags **each day**
- Children who have read **three** times will receive a bookworm treat & their names will be entered into our half-termly raffle to receive a book token

Independence

	Pride	Have a Go	Basics	Responsibility	Educational
Year Five	<ul style="list-style-type: none"> Take responsibility & have pride in their own appearance, including their work 	<ul style="list-style-type: none"> Support others when the need arises, using own initiative 	<ul style="list-style-type: none"> Keep classroom resources ready to use & ensure that they are tidied away afterwards 	<ul style="list-style-type: none"> Hand in homework which may have different deadlines during the week. Ensure they collect their own homework if they were absent on day it was issued 	
Year Six	<ul style="list-style-type: none"> Tackle open ended tasks & investigations without need for support 	<ul style="list-style-type: none"> Without prompting, check, edit & improve their own work & that of others 	<ul style="list-style-type: none"> Manage their own behaviour when no adult is present 	<ul style="list-style-type: none"> Fulfil the school responsibilities & coordinate & run certain school activities without seeking reassurance 	

We acknowledge that some children with Special Educational Needs may not be able to have the same level of independence as their peers as a result of their needs. Careful consideration will always be given to each individual so that they make progress & become the best version of themselves.

Trips & Experiences

- To help to encourage the children to become independent, we are going to be providing a variety of clubs, trips & enrichment experiences
- In Year 6, our trips will include:
 - Kirkleatham Museum (science); Baltic (art); Beamish (history); Durham University (PSHE)
- One of our enrichment experiences will link to enterprise. The children will run their own activities to fundraise for one of their trips in each year group

Our 'Independence Away From Home' Progression

Reception and Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
An extended day experience	An after-school club	An evening in school	An overnight stay off-site	A multi-day residential (activity centre)	An overnight stay (in a city close to Darlington)	A multi-day residential (in a city further afield)

Keep Up to Date

- You can find out more information about what the children are up to in school through our social media accounts
- We also add termly information about the children's learning & other useful information to the class pages on our school website:
www.hurworthprimary.com



Hurworth Primary School

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