

Year 6

Forest Gate Academy Parent Forum

September 2023



THE DEAN TRUST
Believe



THE DEAN TRUST
Believe Achieve Succeed

Who are we?

Miss Tranter - Class Teacher

Mrs Finnigan –Teaching Assistant

Mrs Pullen & Mrs Donaghy – PPA Class
Teacher



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Attendance

Our attendance goal this year is **97%**

Doors open at 8.35 am. School starts at 8:45 and lessons begin immediately! Children have their 'Start Now' (Spelling) task ready on their tables as soon as they arrive. No time is lost! They complete this task whilst the registers take place. If children arrive after this time they will be recorded as late and will need to enter school via the main school entrance. They will have already missed at least **1** opportunity for learning!

As soon as registers close, we start our 1st response phone calls to locate any missing children.



Uniform

We are really proud of our school uniform and our high standards. This is often commented on during trips out of school and when we have visitors to the site.

The school uniform is compulsory for all children from Nursery to Y6. To identify the school as a community the school sweatshirt, with unique logo, is available from the Petites Modes website (www.petitesmodessale.com) or their shop on Tatton Road in Sale. All other uniform items can also be purchased here.

All children must wear the correct uniform and P.E. kit. The uniform is listed below:

Girls' Uniform

Grey pinafore dress/skirt, grey trousers, white polo shirt and school badged sweatshirt/cardigan. A red and white check summer dress is permitted in the summer months only.

Black school shoes (not trainer type shoes or boots) **must** be worn by all pupils.

Make up or nail varnish are not permitted in school.

Jewellery is not permitted in school; if you intend to have your child's ears pierced this **must** be done at the beginning of the summer break, this will allow time for the healing process so they can be removed once returning to school.

Boys' Uniform

Grey trousers or shorts, white polo shirt and school badged sweatshirt. Black school shoes **must** be worn by all pupils.

Hair

Extreme hair fashions, including dyed and 'striped' hair / patterned and extensions are not permitted. Hair should be no shorter than a No.3. Long hair should be tied back with a plain bobble.





PLEASE clearly name all items of clothing brought into school as this helps greatly when trying to identify "LOST PROPERTY."



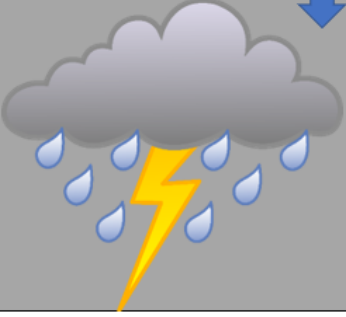
Whole school: White T-Shirt, Burgundy PE shorts.

For outdoor games all children should have suitable footwear, i.e. pumps or trainers (NOT their ordinary school shoes.)



Behaviour

Reward/Consequence	Stage	Examples of Behaviour
<p>3 dojos and a postcard home.</p> <p>My name will go in the Golden book – if I am in the Pot of Gold three times or more in a term, I will be invited to an exclusive special reward event.</p>	<p>Pot of Gold</p> 	<p>I am consistently showing positive behaviour for learning.</p> <p>I follow the class/school rules all the time, have exemplary manners and am a good role model for my peers.</p> <p>I display all of the school values.</p> <p>I always demonstrate exemplary effort in my learning.</p>
<p>2 dojos and a sticker.</p>	<p>Rainbow reward 2</p> 	<p>I am working well independently and with others.</p> <p>I am kind and considerate to others.</p> <p>I follow the class/school rules all the time, have good manners.</p> <p>I am working extremely hard.</p>
<p>1 dojo.</p>	<p>Rainbow reward 1</p> 	<p>I have a positive attitude and I am motivated and ready to learn. I am listening to the teacher and following instructions. I am working well with my peers.</p>
	<p>Sunshine</p> 	<p>All children start the day here.</p>

Reward/Consequence	Stage	Examples of Behaviour
<p>I will get a verbal warning and be reminded of the rules.</p>	<p>Chance</p> 	<p>I am stopping my peers from learning effectively.</p> <p>I am not listening.</p> <p>I am not working hard/ I am not playing nicely.</p>
<p>I will miss 5 minutes of my playtime.</p> <p>EYFS – I will spend 3-5 minutes on the thinking chair.</p>	<p>Choice</p> 	<p>I have not followed instructions.</p> <p>I am being disruptive in class.</p> <p>I have not told the truth.</p> <p>I have been rude to an adult.</p>
<p>My name will be recorded on CPOMS.</p> <p>I will miss 15 minutes of my playtime or lunchtime.</p> <p>If it is past lunchtime then I will be removed from my classroom and sent to a different class.</p> <p>EYFS – I will spend 10 minutes on the thinking chair.</p> <p>My teacher will inform my parents/carers.</p>	<p>Consequence</p> 	<p>I have refused to follow instructions from an adult.</p> <p>I have used bad/inappropriate language.</p> <p>I have made consistently poor choices.</p> <p>I have been continuously disruptive.</p> <p>I have hurt someone on purpose.</p>



Curriculum

English

Writing Objectives

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters [for example, knight, psalm, solemn]
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can use a thesaurus.
- I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- I can note and develop initial ideas, drawing on reading and research where necessary.
- I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- I can proof-read for spelling and punctuation errors.
- I can write legibly, fluently and with increasing speed.
- I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited for a task.
- I can use expanded noun phrases to convey complicated information concisely.
- I can use modal verbs or adverbs to indicate degrees of possibility.
- I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Reading Comprehension Objectives

- I can distinguish between statements of fact and opinion.
- I can draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can provide reasoned justifications for my views on what I have read.
- I can recommend books that I have read to peers, giving reasons for choices.
- I can retrieve record and present information from non-fiction.
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.

English

Word Reading Objectives

- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

Speaking and Listening Objectives

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the context.

Spelling Objectives

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters (for example knight, psalm, solemn)
- I can use a thesaurus.



Curriculum

Maths

- I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- I can use negative numbers in context, and calculate intervals across zero.
- I can round any whole number to a required degree of accuracy and solve problems, which require answers to be rounded to a specific degree of accuracy.
- I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can perform mental calculations, including with mixed operations with large numbers.
- I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
- I can use my knowledge of order of operations to carry out calculations involving all four operations.
- I can multiply multi-digit numbers up to 4 digits by a two-digit number using the formal written method of long multiplication.
- I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions by whole numbers.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can convert between miles and kilometres.



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Curriculum

Year 6 Autumn



RE

I can show an understanding of why people show commitment in different ways.

I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.

I can think of some ways of showing commitment to God that would be better than others for Muslims.

I can explain the qualities needed in different people because of the important jobs they are chosen to do.

I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).

I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.

The Victorians

Art

To critique the works of William Morris.
To create a motif
To recognise and name pattern types
To identify pattern types within famous works.
To over-print to create a design.

Design Technology

Design
I can explore a range of products and identify how the mechanism works.
I can use computer aided design to create a mechanical product.
Make
I can measure, mark and check the pieces required to make my project accurately.
Evaluate
I can test and evaluate the success of my project and suggest how to improve it.
Technical Knowledge
I can use tools safely to measure and cut the required components accurately.

History

Historical Chronology
I can explain where the Victorian era was in history & how events from one time period (the Stuarts/Tudors) affect another (the Victorians).

Historical Concepts
I can identify features (industrial revolution, art, culture, scientific progress) of past societies (the Victorians) and identify links to different historical periods (the Stuarts/Tudors)

Historical Interpretation
I understand the complexity of people's lives in the Victorian era and how their society was very different due to changes or challenges at the time (industrial revolution, school, etc).

Historical Enquiry
I know how our knowledge of the past is constructed from a range of sources.

Historical Communication
I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias

Geography

Locational
I can identify key topographical features and land use patterns of a known area.
Place
I can compare key topographical features and land use patterns of two contrasting localities (Russia/area of choice).
Human/Physical
I can explain how biomes have influenced the way land is used.
Skills/fieldwork
Using a range of media, I can plot key human and physical features of an area on a map.

Music

Singing
I can sing songs that involve a syncopated rhythm.
Listening
I can listen to a piece of music and comment on the genre or style of the music using a range of musical vocabulary.
Composing
I can create music with multiple sections that include repetition and contrast.
Performing
I can perform melodies following staff notation using a small range C -C'/do-do whilst making decisions about dynamic range.
Musical Notation
I can understand the difference between semibreves, minims, crotchets, quavers and semibreves and their equivalent rests.

MFL

Speaking
I can say what I eat and drink to stay healthy.
Listening
I can listen to someone describing what they do in order to stay healthy and answer questions about it.
Reading
I can read an extract and answer questions about how to stay healthy.
Writing
I can write a letter to Father Christmas.
Grammar
I can use the first person singular of the verbs 'comer' and 'beber' in their positive and negative form.

Curriculum

Computing

CEOPS

I can distinguish between safe and unsafe behaviours online.
I can Articulate advice on how children can stay safe online.
I can find the Thinkuknow 8-10s website and locate advice and support pages.

Excel

I can create a data set in a spreadsheet
I can build a data set in a spreadsheet
I can explain that formulas can be used to produce calculated data
I can apply formulas to data
I can create a spreadsheet to plan an event
I can choose suitable ways to present data

Algorithms

I can identify examples of information that is a variable
I can explain why a variable is used in a program
I can choose how to improve by using variables
I can design a project that builds on a given example
I can use my design to create a project
I can evaluate my project

Light

Scientific Knowledge

I can recognise that light appears to travel in straight lines.

I can use the idea of light travelling in straight lines to explain that objects are seen because they give out or reflect light into the eye.

I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

I can explain why shadows have the same shape as the object that casts them.

Working Scientifically

I can plan a scientific enquiry to answer a question, recognising and controlling variables.

Electricity

Scientific Knowledge

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

I can use recognised symbols when representing a simple circuit in a diagram.

Working Scientifically

I can use equipment to make systematic observations.



Net and Wall Games

I can serve the object using a variety of long and short shots.
I can challenge my opponent using tactics and deft shots to target their weaknesses.

I can master the use of space when playing on my own or part of a team.
I can change my grip on the racket to demonstrate different techniques (forehand, backhand, serve, volley).

I can keep score of my own game and umpire that of my peers.

Athletics

I can throw with greater force and accuracy using the pull technique.
I can perform a variety of jumps with a run up, maintaining control at the different stages

I can transfer a relay baton as part of a team when racing competitively.

I can start a relay effectively and change pace when racing in a relay.

Gymnastics

I can jump and balance independently, paired or as a group using my own body and my peers.

I can evaluate performances using technical language (balance, unison, counter-balance and body tension) to improve my own work and that of others.

I can compete and challenge myself to improve across the fundamental areas (balancing, jumping, rolling, using apparatus).

I can seamlessly perform routines and a range of skills.

I can confidently use equipment when choreographing sequences and routines.

Dance

I can develop a motif demonstrating agility, precision, balance and co-ordination.

I can creatively change static actions into travelling movements.

I can communicate effectively with a partner and in a group.

I can use canon, formation changes, direction and level to improve my dance.

I can use timing, execution and performance skills to assess work of my own and that of my peers.

Timetable



Teacher: B Tranter

Year: 6BT

Term: Autumn 1

START 8.45am	Period 1 45 minutes		Period 2 60 minutes	Break 10.30 - 10.45	Period 3 60 minutes	Period 4 30 minutes		Lunch 12.15 - 1.00	Period 5 60 minutes	Period 6 60 minutes		Assembly	End of Day 3.15
	8:45-9:00	9:00-9:30	9:30-10:30		10.45-11.45	11.45-12.00	12.00-12.15		1.00-2.00	2.00 – 3.00		2.55-3.10	
Monday	Spelling	Guided Reading	English		Maths	Basic skills	Novel time		Science			KS2 Assembly	
Tuesday	Spelling	Guided Reading	English		Maths	Basic skills	Novel time		History	MFL	Music	Music	
									Third Space Maths Tutoring 15 pupils				
Wednesday	Spelling	Guided Reading	English		Maths	PSHE			Computing	RE	Open the book		
Thursday	Spelling	Guided Reading	English		Maths	PSHE			Geography	PE Kickstart			
Friday	Spelling	Guided Reading	English		Maths	Basic skills	Novel time		Art/DT	PE	Celebration assembly		

Please add timetable here

Guided Reading

What is Whole Class Guided Reading (WCGR)?

“It is like teaching any other lesson. All children work together as opposed to in ability groups of 5-8. With WCGR, I teach one or two reading objectives at a time and differentiate with the aim of all children meeting the same goal. With this approach, children are exposed to a range of high quality texts and their vocabulary is also deepening. They also get to hear their peers model reading skills and construct higher level responses.







Iqbal, F (2018)



Guided Reading

Whole-class guided reading means that children are reading a text 5 days a week...



Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context. 	Make and justify inferences using evidence from the text. 	Predict what will happen based on the details given or implied. 	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise the main ideas from more than one paragraph. 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? • What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

KS2 Example Timetable

Monday – 25 mins	Tuesday – 25 mins	Wednesday – 25 mins	Thursday – 25 mins	Friday – 25 mins
Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Extract/Subject Specific	Whole Class Guided Reading – Extract/Subject Specific
Clear focus on reading domains throughout each GR lesson.	2B- Retrieve and record	2D – Inference	Domain mixture – Mixture of domain style questions to cover all areas.	Domain mixture – Mixture of domain style questions to cover all areas.
2A – Vocabulary session	Read through text – listening clearly to pupils, respond and recall.	Read through text – listening clearly to pupils, respond and recall		
Read through text – listening clearly to pupils, respond and recall.	linked activity	linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D
Skim and Scan Challenge – can be differentiated. All recorded in GR books and peer assessed throughout.	Teacher models how to answer these questions	Teacher models how to answer these questions – inference card		
Vocab linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D		
After using this structure- mix up the domains alongside 2A, 2B and 2D				

What are Vipers?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

Vocabulary

Inference

Prediction

Explanation


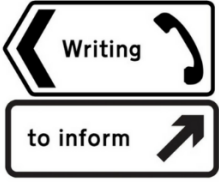


Retrieval

Sequence or Summarise

Writing

At Forest Gate Academy we have a 'Writing for Purpose' approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing.

The four purposes being taught across KS1 and KS2 are:

	<u>Writing to Entertain</u> 	<u>Writing to Inform</u> 	<u>Writing to Persuade</u> 	<u>Writing to Discuss</u> 
<u>Years 1 and 2</u> <u>(KS1)</u>	Story Description Poetry	Recount Letter instruction		
<u>Year 3 and 4</u> <u>(LKS2)</u>	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
<u>Year 5 and 6</u> <u>(UKS2)</u>	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper review



Writing

Year 6 Writing Criteria

Genre/ Date										
		Working towards the expected standard								
Transcription and composition	I can use paragraphs to organise ideas.									
	I can write for a range of purposes									
	I can in narratives, describe settings and characters									
	I can in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)									
	• using mostly correctly	capital letters.								
		full stops.								
		question marks.								
		commas for lists.								
		apostrophes for contraction.								
		spelling most words correctly (years 3 and 4)								
	spelling some words correctly (years 5 and 6) *									
	write legibly									
		Working at the expected standard								
Transcription and composition	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)									
	I can in narratives, describe settings, characters and atmosphere.									
	I can integrate dialogue in narratives to convey character and advance the action									
	I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)									
	I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs									
	I can use verb tenses consistently and correctly throughout their writing.									
	I can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)									
	I can spell correctly most words from the year 5 / year 6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.									
		I can maintain legibility in joined handwriting when writing at speed								
			Greater Depth Standard							
Transcription and	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)									
	I can distinguish between the language of speech and writing and choose the appropriate register									
	I can exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this									
	I can use the range of punctuation taught at key stage 2 correctly (e.g. semicolons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.									

Writing Assessment sheets are used in each year group as a way of assessing genres of writing.

Writing

YEAR 5 WRITING CHECKLIST

Name:	EOY5	Autumn	Spring	Summer	EOY6	EOY6 target

Year 6 : detail of content to be introduced (statutory)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Year 5 and 6 Spelling List					
Accommodate	Communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Below	WT1	WT2	WT3	EXS1	EXS2	EXS3	AE

Writing Assessment sheets are used in each year group as a way of assessing genres of writing.

LO: I can identify word classes and synonyms

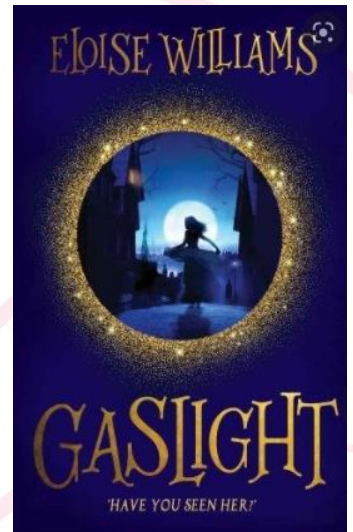
Gaslight Synopsis

1899. All Nansi knows is that her mother disappeared on the day she was fished out of Cardiff docks. She can't remember anything else. Now, with no other family to turn to, she works for Sid at the Empire Theatre, sometimes legally, sometimes thieving to order, trying to earn enough money to hire a detective to find her mother.

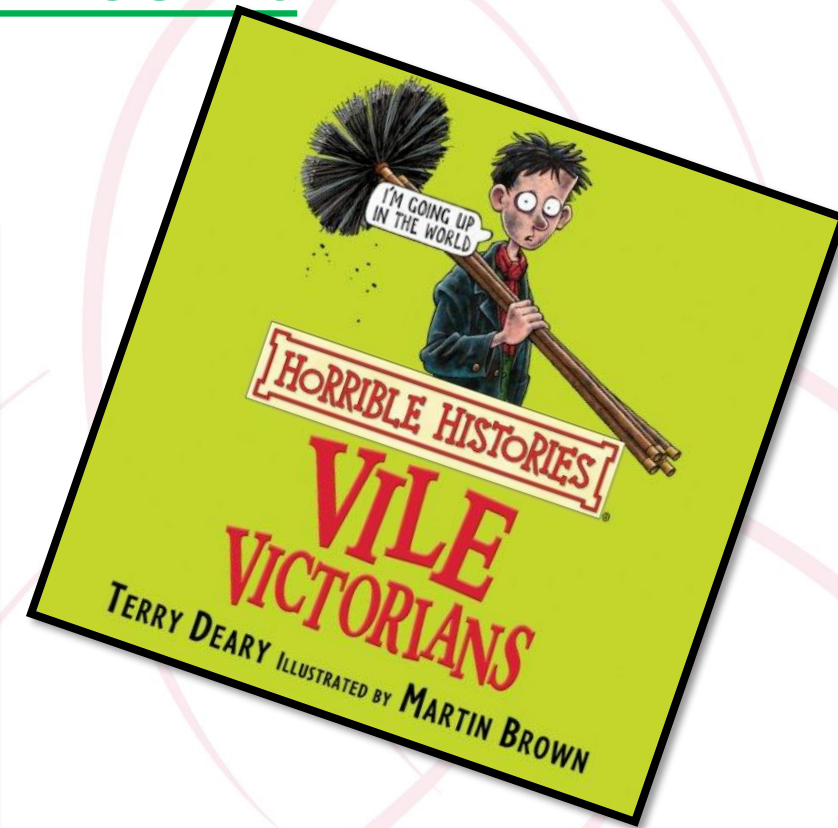
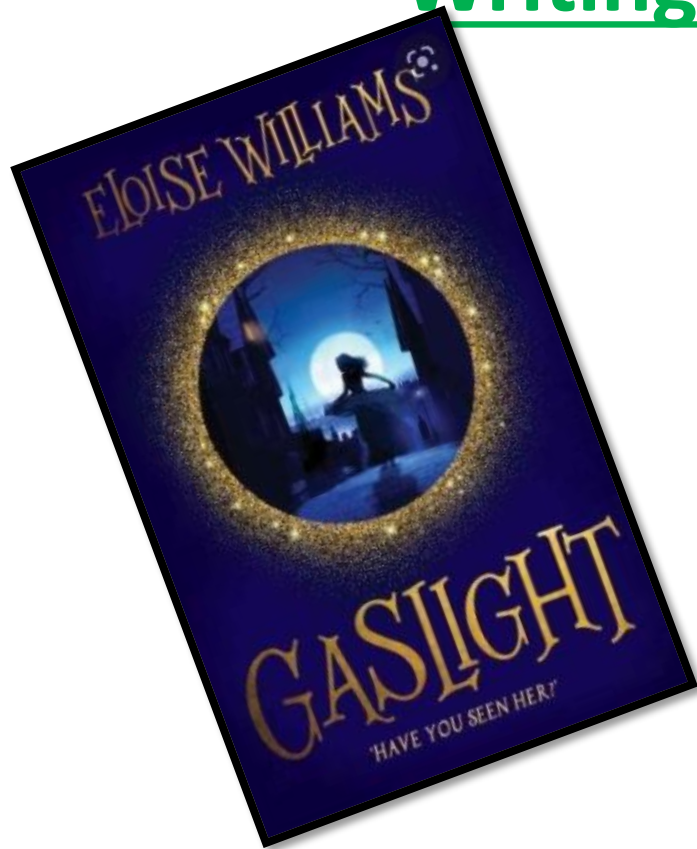
Everything changes when Constance and Violet join the theatre, both with their own dark secrets. Nansi is forced to be part of Violet's crooked psychic act. But it's when Constance recognises her, and realises who her mother must be, that Nansi's world is turned upside down forever. She is soon on the run for her life and she will have to risk everything if she's going to find the truth.



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Writing to Inform: The affects of Arsenic in Victorian Britain.



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Home Reading

- *Reading daily has high impact on achievement.*
- *Reading impacts on all subjects not just English*
- *Children who read regularly have a more developed/wider vocabulary than others*
- *Direct correlation between regular reading and higher achievement*

Expectations of parents:

- *Best practice – read every day (10-15mins is fine), sign reading diaries at least 3x a week*
- *Books changed when the children would like to move on from the book to promote reading for pleasure. Ks1 Pupils also take home a sharing book, which promotes reading for pleasure and positive 1:1 support from their adult.*
- *In KS1 RWI Books will be changed weekly as these correlate with their weekly learning.*



Regular reading with your child at home impacts a child's success at school greatly!



Child A

Reads 20 minutes per day.

3,600 minutes per year.

1,800,000 words per school year!



Scores in the 90th percentile.



Child B

Reads 5 minutes per day.

900 minutes per year.

282,000 words per school year.



Scores in the 50th percentile.



Child C

Reads 1 minutes per day.

180 minutes per year.

8,000 words per school year.



Scores in the 10th percentile.

The gap between these children will only widen over time unless Child B and C begin to read more regularly.

- Important to model to children about good reading aloud.
- 'Try that word again' - phonics strategies.
- Modelling self correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling a word that doesn't make sense can change the meaning of a sentence completely - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

Maths

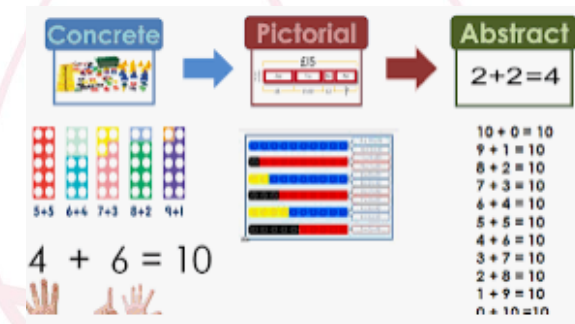
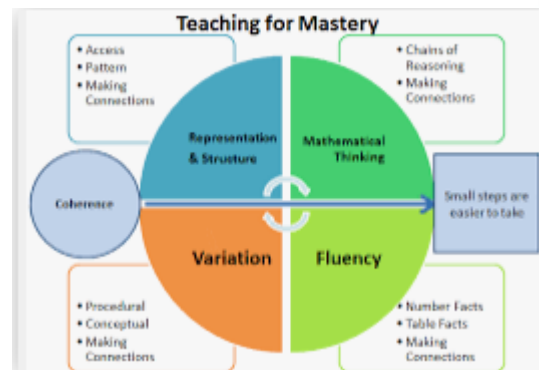
Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

Through our mathematics lessons at Forest Gate Academy it is our aim to develop:

- Enjoyment and enthusiasm for mathematics and an awareness of the fascination of mathematics.
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, reason mathematically and to explain relationships using mathematical language.



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Maths

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Open and closed tasks
- Individual, group and whole class discussions and activities
- A range of methods of calculating
- Using a wide range of support resources to embed learning
- Using and applying their learning in everyday situations.

We make Maths fun and engaging through our 5 part lessons, encouraging opportunities to talk to each other about Maths and relate to real life.

Maths games to play at home

Help with learning tables – Times Table

RockStars [multiplication.com](https://www.rockstarsmultiplication.com)



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SATS

- End KS2 tests take place in May 2023.
- Children are assessed in: Reading, Writing, Maths and SPaG.
- There will be a SAT's meeting nearer the time to give you more information.



Enrichment

We are committed to 'hands on' learning, offering experiences and enriching the curriculum

- *Clubs*
- *Trips*
- *Visitors*
- *School partners – Team Theme, Man Utd etc.*
- *Other experiences*



HomeworkHow you can help your child

- *Children should have the right equipment to complete their homework e.g. a pencil, a good workspace – e.g. sat at a table in a quiet area and a good routine – e.g. complete when they get in rather than leave it.*
- *New homework will be sent home on a Monday and should be returned by Friday.*
- *Homework will consist of:*
 1. *Reading book*
 2. *Spellings*
 3. *Timetable or number facts.*



Coming Events

- Monday 18th – Wednesday 20th Robinwood
- Friday 22nd Broadoak Spy Academy
- Tuesday 26th – Victorian Workshop at PCA
- Friday 29th - Macmillan Coffee Afternoon
- 16th October – Parents evening
- 20th October – Parents open morning and break up for half term!



Concerns....We're here to help!

Come and speak to the teacher. We will always help where we can and look into your concerns.

Before / after school is usually the best time although sometimes we may have to arrange an appointment time due to staff meetings, clubs and training sessions.

Useful contacts:

Miss Layton (Special Needs)

Mrs Marsh (Safeguarding)

If you're not sure who is best to deal with your concern then please see the main office staff and they will point you in the right direction. Most issues will be dealt with by the class teacher.



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THANK YOU!

Any questions?



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