

# Welcome to our Parents' meeting

Mr Raybould



September 2020

Mr Baker



# Purpose and aims

- Provide the expectations for the end of the year in terms of the curriculum
- Explain the purpose of planners
- Clarify information about the school – based on parent questionnaire feedback

# Changes due to COVID

- Obviously this is an academic year unlike any previous. As such, we have made a number of changes to school life so we are in-line with the latest government guidance.
- These changes have been outlined in a specific PowerPoint, uploaded to the Newsletters tab of the website. This PowerPoint was also shared with the children when they returned to school.

# School Life

- ▶ School life is a free app that we use to communicate all letters, newsletters and notices through. Please ensure you have downloaded it and enabled notifications.
- ▶ If you have not received your personal log in, please contact the school office ASAP.
- ▶ Engagement with this app is important to keep up to date with all current information.

# Expectations of the academic year

- Curriculum content for Year 5/6
- This is an overview of the year group of the relevant National Curriculum objectives.
- Essentially, each year group needs to be able to read and spell at their level. There are copies of the spellings relevant for each year group in the front of the planner. These are not exhaustive lists.

# Reading - word reading

## Statutory requirements

### Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

# Reading - comprehension

## Statutory requirements

### Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

# Reading - comprehension

## Statutory requirements

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.



# Writing - transcription

## Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

# Writing - transcription

## Statutory requirements

### Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

# Writing - composition

## Statutory requirements

Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit
- proof-read
- perform their own compositions,

# Writing - composition

## Statutory requirements

Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

# Writing - vocabulary, grammar and punctuation

## Statutory requirements

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in [English Appendix 2](#)

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately in discussing their writing and reading.

# Spelling - years 5 and 6

## Statutory requirements

1. Endings which sound like /ʃəs/ spelt -cious or -tious
2. Endings which sound like /ʃəl/
3. Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
4. Words ending in -able and -ible Words ending in -ably and -ibly
5. Adding suffixes beginning with vowel letters to words ending in -fer
6. Use of the hyphen
7. Words with the /i:/ sound spelt ei after c
8. Words containing the letter-string ough
9. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
10. Homophones and other words that are often confused

# Vocabulary, grammar and punctuation - Year 5

## Year 5: Detail of content to be introduced (statutory requirement)

<b>Word</b>	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]
<b>Sentence</b>	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
<b>Text</b>	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]  Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity
<b>Terminology for pupils</b>	modal verb, relative pronoun relative clause mparenthesis, bracket, dash cohesion, ambiguity

# Vocabulary, grammar and punctuation - Year 6

## Year 6: Detail of content to be introduced (statutory requirement)

<b>Word</b>	<p>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]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
<b>Sentence</b>	<p>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)].</p> <p>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 <u>If I were</u> or <u>Were they</u> to come in some very formal writing and speech]</p>
<b>Text</b>	<p>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</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
<b>Terminology</b>	subject, object    active, passive    synonym, antonym    ellipsis, hyphen, colon, semi-colon, bullet points



# Maths - Year 5

## Number - number and place value

### Statutory requirements

#### Pupils should be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

# Maths - Year 5

## Number - addition and subtraction

### Statutory requirements

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### Statutory requirements

#### Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ )
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

# Maths - Year 5

## Number - fractions (including decimals and percentages)

### Statutory requirements

#### Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$  ]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$  ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25.

### Statutory requirements

#### Pupils should be taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes
- estimate volume [for example, using  $1 \text{ cm}^3$  blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

# Maths - Year 5

## Geometry - properties of shapes

### Statutory requirements

#### Pupils should be taught to:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ( $^{\circ}$ )
- identify:
  - angles at a point and one whole turn (total  $360^{\circ}$ )
  - angles at a point on a straight line and  $1/2$  a turn (total  $180^{\circ}$ )
  - other multiples of  $90^{\circ}$
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

# Maths - Year 5

## Geometry - position and direction

### Statutory requirements

#### Pupils should be taught to:

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

## Statistics

### Statutory requirements

**Pupils should be taught to:**

- **solve comparison, sum and difference problems using information presented in a line graph**
- **complete, read and interpret information in tables, including timetables.**



# Maths - Year 6 - Number - number and place value

## Statutory requirements

### Pupils should be taught to:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

## Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- 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
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

# Maths - Year 6 - Number - fractions (including decimals and percentages)

## Statutory requirements

Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $> 1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]
- divide proper fractions by whole numbers [for example,  $\frac{1}{3} \div 2 = \frac{1}{6}$ ]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,  $\frac{3}{8}$ ]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

# Maths - Year 6 - Ratio and proportion

## Statutory requirements

### Pupils should be taught to:

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

# Maths - Year 6 - Algebra

## Statutory requirements

**Pupils should be taught to:**

- **use simple formulae**
- **generate and describe linear number sequences**
- **express missing number problems algebraically**
- **find pairs of numbers that satisfy an equation with two unknowns**
- **enumerate possibilities of combinations of two variables.**

# Maths - Year 6 - Measurement

## Statutory requirements

### Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ), and extending to other units [for example,  $\text{mm}^3$  and  $\text{km}^3$ ].

# Maths - Year 6 - Geometry - properties of shapes

## Statutory requirements

Pupils should be taught to:

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

# Maths - Year 6 - Geometry - position and direction

## Statutory requirements

### Pupils should be taught to:

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.



## **Statutory requirements**

**Pupils should be taught to:**

- **interpret and construct pie charts and line graphs and use these to solve problems**
- **calculate and interpret the mean as an average.**

# SCIENCE in Year 5-6

- ▶ Like Maths and English, Science is a **core** National Curriculum subject for which we are required to Teacher Assess the children at the end of Year 6.
- ▶ We deliver the Science Curriculum based on a Rolling Programme in order to teach and cover the range and depth of topics contained in the NC. This spans over 2 years, so the Year 5 and 6 children will cover the entire curriculum.
- ▶ Therefore it is essential that the children recognise the need to fully apply themselves, as with Maths and English, in order to reach their full potential.
- ▶ Regular assessments are carried out at the end of each topic to ascertain the children's understanding and identify possible misconceptions and map their progress.

# Purpose of study

- ▶ A high-quality science education provides the foundations for understanding the world through the specific disciplines of **biology, chemistry and physics**. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

# Aims

- ▶ The national curriculum for science aims to ensure that all pupils:
- ▶ develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- ▶ develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- ▶ are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

- ▶ **'Working Scientifically'** specifies that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data.
- ▶ At Blanford Mere the children use **Reporting Formats** in order to write about and record scientific investigations. The layout is familiar and the vocabulary is progressive from Y1 to Y6 to ensure continuity and develop their understanding and independence.
- ▶
- ▶ **Vocabulary:** Pupils should be familiar with, and use, **technical terminology accurately and precisely**. They should build up an extended specialist vocabulary. They should also apply their **mathematical knowledge** to their understanding of science, including collecting, presenting and analysing data.

### Working scientifically

#### Statutory requirements

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

# A typical school day

- Arrive at school on time for when the gates are opened
- Register
- Class assembly
- Lesson 1
- Lesson 2
- Break
- Lesson 3
- Dinner time
- Lessons
- Break (KSI)
- Home time collect from gate

For more details on your child's entrances/exits to school and their specific timings, please see the newsletter dated 01/09/20.

# P.E Kits

- PE kits need to be in school everyday – shorts, t-shirts and black pumps. KS2 can also have tracksuit bottoms and trainers for outside sports.
- Year 5-6 normally have P.E on Friday.



# Homework

- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.
- ▶ Spellings should be learnt daily and will be tested on a Tuesday.
- ▶ Please ensure you sign the planner after your child has completed their homework.
- ▶ Homework may be online or in a paper form. Please check that Mathematics tasks have been completed correctly (if the task has a red bar instead of green or orange, children should try the task again) and then sign the planner to say they have completed it. If children find the homework too difficult, you may want to put a note in their planner.

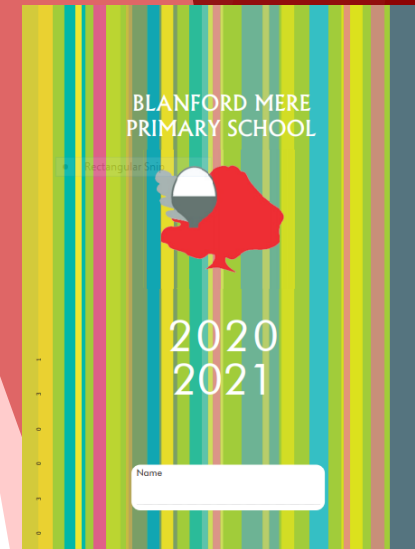
# Online homework

- **Mathletics** –the school pays for each child to be a member of Mathletics. This is a web based tool to help children learn and use a variety of maths skills. All children's logons are in their planners. Staff set most of their maths homework online every week through Mathletics. Tasks can be set but all tasks can also be accessed by children without them being set. 'Live Mathletics' is a great game to improve mental maths and rapid recall of facts.
- **Spelling Shed**– School also pays for every child to access **Spelling Shed**– this should be used daily to help children learn their weekly spellings, set by the class teacher weekly.
- **Times Tables Rock Stars**. School also pays for every child to access **Times Tables Rock Stars**. Children are expected to know times tables facts up to  $12 \times 12$ , by the end of Year 4. This game really improves children's recall of times tables facts. There is a free app to download, or you can play on the website.
- **Numbots**. Paid for by school and created by the same company that produces TT Rockstars. It is focused on number recognition and fluency and supports mental calculations throughout school life.



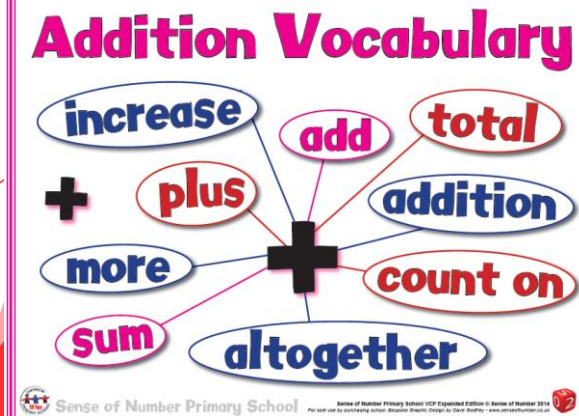
# Planners

- Planners need to be in school everyday. In the planners there is a lot of information to help you support your child with their learning. We expect these to be used to communicate messages between home and school. We would like you to support us with your child's learning by using them regularly.
- Please check them daily.
- Reading: Read with your child daily and sign to say you have read with them – Children can read a variety of texts including use of a kindle, iPad, magazine, comics etc. This is really important to help your child improve their vocabulary which further supports writing.



# Planner content

- English glossary of terms, punctuation, word classes etc – explanation of the terms involved with grammar and punctuation to help with writing.
- Writing – Alan Peat Sentences – examples to help your child write sentences at home. Simply copy the grammatical sentence and change the vocabulary.
- Maths Visual Calculation Policy – there is a range of maths vocabulary to support the four operations. Visual calculation slides – the full document can be found on the school website. The maths VCP are used in classrooms throughout the school for the children to learn from – the teachers use these to support lessons.
- Sticker on first page – your child's log in for their online learning platforms.



# Assessment

The Government expects schools to report to parents annually explaining where children are in relation to age related expectations.

Children will be working in bands, which are progressive.

D = Developing - below age related expectations

I = Inline - at age related expectations

G = Greater depth - mastering within the expected standard

The national expectation is that each child should be in line with age related expectations at the end of the year. Years 2 and 6 will be assessed against the Teacher Assessment Framework.

The tables indicate the age band at which an average child should be working at by the end of the academic year. Some children will be working above these bands, some below, what matters is that they are consistently making progress and always trying their best. The main thing is that you know where your child is currently at and what their next steps in learning are.

Reception will be assessed against the Early Learning Goals.

## Table of codes

	Early learning Goals
Reception	Early Learning Goal (ELG)
	ELG Emerging = below age related
	ELG Expected = at age related
	ELG Exceeding = above age related

Year	Bands for end of year expectations	Term	MY BAND		
			Reading	Writing	Maths
Y1	1D = Developing age related expectations	Autumn			
	1I = Inline age related expectations	Spring			
	1G = Greater depth within age related expectations	Summer			
Y2	2D = Developing age related expectations	Autumn			
	2I = Inline age related expectations	Spring			
	2G = Greater depth within age related expectations	Summer			
Y3	3D = Developing age related expectations	Autumn			
	3I = Inline age related expectations	Spring			
	3G = Greater depth within age related expectations	Summer			
Y4	4D = Developing age related expectations	Autumn			
	4I = Inline age related expectations	Spring			
	4G = Greater depth within age related expectations	Summer			
Y5	5D = Developing age related expectations	Autumn			
	5I = Inline age related expectations	Spring			
	5G = Greater depth within age related expectations	Summer			
Y6	6D = Developing age related expectations	Autumn			
	6I = Inline age related expectations	Spring			
	6G = Greater depth within age related expectations	Summer			

When filled in, the table above will show the current band that children are working within at the end of each academic term, for their current year group.

# Planners

Assessment – developing, inline or greater depth Assessment – We have worked as a group of Pentagon schools (5 local schools) to develop an assessment system. We have half termly meeting with senior leaders to discuss pupils' progress. We then teacher assess the pupils on whether they are developing, inline or working at greater depth against age related expectations.

# Planners

► Please sign the Home/School agreement on page 4.

## Home/School Agreement

### School aims to:

- Achieve high standards of work and behaviour, encouraging children to do their best at all times.
- Contact parents if there is a problem with attendance, punctuality or equipment.
- Let parents know about any concerns or problems that affect their child's work or behaviour.
- Keep parents informed about school activities through regular letters home, newsletters and notices about special events.
- Welcome you into school at mutually appropriate times, to discuss your child's progress and send you an annual report detailing your child's achievements.
- Send weekly homework tasks to support classroom learning, appropriate to the age and ability of your child.

We are trying to encourage our children to take responsibility for their learning and to become more independent.

We ask all children to keep to our Code of Conduct.

### I will try to:

- Listen when one person is talking and behave appropriately.
- Be sharing, caring and kind.
- Always do my best.
- Display good manners
- Follow The Rights Respecting Charter.

### Together we will:

- Tackle any areas of concern.
- Encourage the children to keep the school's Code of Conduct.
- Support children's learning to help them achieve their best.

### Home aims to:

- See that my child goes to School regularly, on time and properly equipped.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Support the School's policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home learning.
- Attend parents' evenings and discussions about my child's progress.
- Let the school know, as soon as possible, reasons for absence.

Parent's signature: ..... Date: .....

Child's signature: ..... Date: .....

Teacher's signature: ..... Date: .....

## Reception High Frequency Words

a	get	on
all	go	play
am	going	said
and	he	see
are	I	she
at	in	the
away	is	they
be	it	this
big	like	to
can	look	up
come	me	was
dad	mum	we
day	my	went
dog	no	yes
for	of	you

## Planners – spellings

Reception = words chn need to recognise and spell by end of the year.

- ▶ We have weekly checks on spellings that children should practise at home. The spellings are put into a sentence also. Spellings always need to be taught in context. Key spellings that children get incorrect will be written into the planner for the children to practise regularly.

## Year 1 Common Exception Words

a	friend	just	push	they
are	full	love	put	to
as	has	me	said	today
ask	he	my	says	was
be	here	no	school	what
by	his	of	she	where
call	house	once	so	we
called	go	one	some	were
come	I	our	the	you
do	is	pull	there	your

## Year 2 Common Exception Words

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	were
busy	eye	last	path	who
child	fast	many	people	whole
children	father	mind	plant	wild
Christmas	find	money	poor	would

Planners –  
spellings



## Year 3/4 Statutory Word List

accident	different	important	potatoes
accidentally	difficult	interest	pressure
actual	disappear	island	probably
actually	early	knowledge	promise
address	earth	learn	quarter
although	eight	length	question
answer	eighth	library	recent
appear	enough	material	regular
arrive	exercise	medicine	reign
believe	experience	mention	remember
bicycle	experiment	minute	sentence
breath	extreme	natural	separate
breathe	famous	naughty	special
build	favourite	notice	straight
busy	February	occasion	strange
business	forward	occasionally	strength
calendar	fruit	often	suppose
caught	grammar	opposite	surprise
centre	group	ordinary	therefore
century	guard	particular	though
certain	guide	peculiar	thought
circle	heard	perhaps	through
complete	heart	popular	various
consider	height	position	weight
continue	history	possess	woman
decide	imagine	possession	women
describe	increase	possible	

## Year 5/6 Statutory Word List

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


Planners –  
spellings

## Reading Bingo

# Reading Bingo

- ▶ New for 2020 is a Reading Challenge.
- ▶ Try and read as many books as you can to complete the different tasks in the boxes.
- ▶ An adult should initial the box when a book has been completed.
- ▶ Show your teacher when you have completed them all – will you be first?

Over the year, can you cross off all the squares? Ask your parent/carer to initial each square when you complete it. Will you be the first in your class to complete it?

A book with a male main character.	A book written before you were born.	A book that has been turned into a film.	A book with a red cover.
A book your parent/guardian read when they were a child.	A book set in the future.	A book with a number in the title.	Read instructions for something.
An award winning book.	A book by Roald Dahl.	A book that makes you laugh.	A book set in another country.
An adventure book.	A book borrowed from a friend/ family member.	A book recommended by a friend.	A book by Julia Donaldson.
A book recommended by a family member.	A book by Enid Blyton.	Read a poem.	Read your favourite book again.
A book borrowed from the local library.	A book about a historical event.	A book with royalty in it, real or imaginary.	A book set during Christmas.
A book with a female main character.	A comic book.	A book that was written over 50 years ago.	A book with a name in the title.
A book with a one word title.	Read aloud to someone else.	Read a book with an animal on the cover.	

# Reading VIPERS

▶ VIPERS is a helpful acronym of the different reading skills that we use in all of our reading.


▶ You can use these question to help you ask your child questions about the books they are reading.

## Reading VIPERS

VIPERS is a helpful acronym of the different reading skills that we use in all of our reading.

Reading Vipers

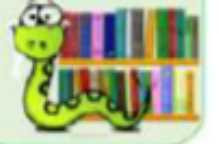
Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Sequence



KS1 VIPERS

Reading Vipers

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise



KS2 VIPERS

KS1 VIPERS example questions	KS2 VIPERS example questions
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Which word/phrase tells you that...?</li> <li>• Which of the words best describes the character/setting/mood?</li> <li>• Can you think of any other words the author could have used to describe this?</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
<p><b>Infer</b></p> <ul style="list-style-type: none"> <li>• How can you tell that...? Why did ... happen?</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> </ul>	<p><b>Infer</b></p> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• What voice might these characters use?</li> </ul>
<p><b>Predict</b></p> <ul style="list-style-type: none"> <li>• Look at the book cover/blurb – what do you think this book will be about?</li> <li>• What is happening now? What happened before?</li> <li>• What will happen next? Give evidence from the text.</li> </ul>	<p><b>Predict</b></p> <ul style="list-style-type: none"> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe?</li> <li>• Explain your answer using evidence from the text.</li> </ul>
<p><b>Explain</b></p> <ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Do you like this text? What do you like about it?</li> </ul>	<p><b>Explain</b></p> <ul style="list-style-type: none"> <li>• What is the author's point of view? How does the author engage the reader here?</li> <li>• How does the author engage the reader here?</li> <li>• Which part was the most interesting/exciting?</li> </ul>
<p><b>Retrieve</b></p> <p>What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....? Why did ..... happen? How many.....?</p>	<p><b>Retrieve</b></p> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know? How did....? How often....?</li> <li>• Who had...? Who is...? Who did....?</li> </ul>
<p><b>Sequence</b></p> <ul style="list-style-type: none"> <li>• What happened after ...?</li> <li>• What was the first thing that happened in the story?</li> </ul>	<p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>• Summarise what changes in chapter...</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>

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# Planners – times tables

- ▶ By the end of Year 4, children should know and recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .

Times tables			
<u>1 x table</u> 1 x 0 = 0 1 x 1 = 1 1 x 2 = 2 1 x 3 = 3 1 x 4 = 4 1 x 5 = 5 1 x 6 = 6 1 x 7 = 7 1 x 8 = 8 1 x 9 = 9 1 x 10 = 10 1 x 11 = 11 1 x 12 = 12	<u>2 x table</u> 2 x 0 = 0 2 x 1 = 2 2 x 2 = 4 2 x 3 = 6 2 x 4 = 8 2 x 5 = 10 2 x 6 = 12 2 x 7 = 14 2 x 8 = 16 2 x 9 = 18 2 x 10 = 20 2 x 11 = 22 2 x 12 = 24	<u>3 x table</u> 3 x 0 = 0 3 x 1 = 3 3 x 2 = 6 3 x 3 = 9 3 x 4 = 12 3 x 5 = 15 3 x 6 = 18 3 x 7 = 21 3 x 8 = 24 3 x 9 = 27 3 x 10 = 30 3 x 11 = 33 3 x 12 = 36	<u>4 x table</u> 4 x 0 = 0 4 x 1 = 4 4 x 2 = 8 4 x 3 = 12 4 x 4 = 16 4 x 5 = 20 4 x 6 = 24 4 x 7 = 28 4 x 8 = 32 4 x 9 = 36 4 x 10 = 40 4 x 11 = 44 4 x 12 = 48
<u>5 x table</u> 5 x 0 = 0 5 x 1 = 5 5 x 2 = 10 5 x 3 = 15 5 x 4 = 20 5 x 5 = 25 5 x 6 = 30 5 x 7 = 35 5 x 8 = 40 5 x 9 = 45 5 x 10 = 50 5 x 11 = 55 5 x 12 = 60	<u>6 x table</u> 6 x 0 = 0 6 x 1 = 6 6 x 2 = 12 6 x 3 = 18 6 x 4 = 24 6 x 5 = 30 6 x 6 = 36 6 x 7 = 42 6 x 8 = 48 6 x 9 = 54 6 x 10 = 60 6 x 11 = 66 6 x 12 = 72	<u>7 x table</u> 7 x 0 = 0 7 x 1 = 7 7 x 2 = 14 7 x 3 = 21 7 x 4 = 28 7 x 5 = 35 7 x 6 = 42 7 x 7 = 49 7 x 8 = 56 7 x 9 = 63 7 x 10 = 70 7 x 11 = 77 7 x 12 = 84	<u>8 x table</u> 8 x 0 = 0 8 x 1 = 8 8 x 2 = 16 8 x 3 = 24 8 x 4 = 32 8 x 5 = 40 8 x 6 = 48 8 x 7 = 56 8 x 8 = 64 8 x 9 = 72 8 x 10 = 80 8 x 11 = 88 8 x 12 = 96
<u>9 x table</u> 9 x 0 = 0 9 x 1 = 9 9 x 2 = 18 9 x 3 = 27 9 x 4 = 36 9 x 5 = 45 9 x 6 = 54 9 x 7 = 63 9 x 8 = 72 9 x 9 = 81 9 x 10 = 90 9 x 11 = 99 9 x 12 = 108	<u>10 x table</u> 10 x 0 = 0 10 x 1 = 10 10 x 2 = 20 10 x 3 = 30 10 x 4 = 40 10 x 5 = 50 10 x 6 = 60 10 x 7 = 70 10 x 8 = 80 10 x 9 = 90 10 x 10 = 100 10 x 11 = 110 10 x 12 = 120	<u>11 x table</u> 11 x 0 = 0 11 x 1 = 11 11 x 2 = 22 11 x 3 = 33 11 x 4 = 44 11 x 5 = 55 11 x 6 = 66 11 x 7 = 77 11 x 8 = 88 11 x 9 = 99 11 x 10 = 110 11 x 11 = 121 11 x 12 = 132	<u>12 x table</u> 12 x 0 = 0 12 x 1 = 12 12 x 2 = 24 12 x 3 = 36 12 x 4 = 48 12 x 5 = 60 12 x 6 = 72 12 x 7 = 84 12 x 8 = 96 12 x 9 = 108 12 x 10 = 120 12 x 11 = 132 12 x 12 = 144

# STOP (Several Times On Purpose) – anti bullying

- Here at Blanford Mere we use the acronym STOP to define bullying – Several Times on Purpose – not the odd occasion where children are unkind to each other.
- We provide children with workshops, and through PSHE we talk about this issue. If there are any occasions where you may feel that your child is being treated unkindly – please do not hesitate to see your child's class teacher or Phase leader.
- If you would like further information about what the school will do to support you then please see our website for the policy.

## Bullying - STOP

**STOP = Several Times On Purpose.**

Although bullying is not an issue at Blanford Mere, it is important that you are aware of the steps to take if you feel there is a problem with bullying – with you, or someone else.

Remember **STOP** when thinking about bullying. Bullying is Several Times On Purpose. **Bullying is not one-off occasions.**

**Bullying can be:**

- Name calling, teasing or making you feel uncomfortable
- Making things up to get you into trouble
- Hitting, pinching, pushing etc.
- Taking things away from you, including stealing your money
- Damaging your belongings
- Taking your friends away from you
- Telling lies about you and making threats

**If you are being bullied:**

- Try to look confident, even if you don't feel it
- Don't let a bully know you are upset
- Try to stay in safe areas at school with other people you trust
- If you see someone on their own, make friends with them

**Always tell someone;** a friend, a teacher, or your parents.

**It is not telling tales and you won't get into trouble.**

If you can't talk about it, write a note. You will be listened to and things will change.

Please see our website for our Anti-bullying and Behaviour Policy.



# STOP – anti bullying

- We take this issue very serious as a school – from pupil voice/parent surveys we do not have an issue with this here at Blanford Mere. We do a lot of work in school with the children to ensure they understand the difference between bullying and unkindness.
- Bullying is usually defined as behaviour that is:  
Repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation
- It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying – bullying via mobile phone or online (e.g. email, social networks and instant messenger)

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# Cyber Bullying

- ▶ We do our utmost to keep our children safe in school – internet access is limited to child friendly sites. Each week a log of any children or staff trying to access any unsuitable websites and incidents are dealt with by Miss Stanton – if parents need to be informed about incidents then Miss Stanton will contact you.

# Behaviour

## ▶ Rights Respecting School

We encourage good behaviour in a variety of ways at Blanford Mere. Underpinning this is the Rights Respecting charter – details of the articles can be found in your child's planner. We are a Rights Respecting School. This means that we enable children to access their rights every day at school and teach them to respect their own and others' rights. The children learn about this in all aspects of life from classroom work to assemblies. In each class children have chosen 4-5 articles that will underpin their values of how they behave in their classroom. We have lunchtime charters created by the children and will be working together to develop a playground charter.



# Behaviour

- ▶ Rewards and sanctions & KSI and KS2 end of term treat – golden time
- ▶ We try to promote good behaviour amongst the children – children are rewarded with stickers, certificates, post cards home, head/deputy awards to name a few.
- ▶ KSI and KS2 operate a reward system called Golden time. Each pupil is rewarded weekly for their behaviour by having 20 minutes golden time (usually on a Friday afternoon).

# Behaviour

- ▶ Rewards and sanctions & KS1 and KS2 end of term treat – golden time
- ▶ If children have not met our expectations of behaviour, then they can have golden time taken off them in five minute intervals dependent on the incident. At the end of every term, KS1 and KS2 are rewarded with an End of term treat for those pupils who have not lost 25 minutes golden time (5 red stickers in one term = lose end of term treat). End of term treats may be different to previous years, in line with the current government guidance.
- ▶ If your child gets a red sticker, this will be put in their planner. Please sign the sticker so that we know that you are aware of this. After 3 red stickers in one term, the class teacher will speak with you.
- ▶ If they have received 5 red stickers, then those pupils and parents are informed and will lose out on the treat. There are very few pupils who do lose out! Our full behaviour policy can be found on the school website.

# Behaviour

- ▶ We like to work together with parents; teachers may ask to see you at the end of the day to talk with you and your child. This may be to highlight things they've done well, support they need with learning or a behaviour issue. We try to work together to resolve issues.

# Behaviour

- If you would like to discuss anything then please make an appointment to see your child's class teacher – the end of the day is best. If you feel that you need the KS manager (either Mr Baker or Mr Wade) to be involved, we can arrange this. If you have exhausted these two options and you are still not happy – then ring the office to book an appointment to see Miss Stanton – Deputy Headteacher.
- Finally, if we have still not been able to rectify your problem, ring to make an appointment with our Headteacher, Mrs Miller.

All children's names will be placed on green on a chart like this in the class.

They can move up and down the chart, depending on their behaviour.

It is expected that children show good behaviour and remain on at least green as 'green is good'.

What will happen?	Examples of behaviour:	
<b>GOLD is great!</b> <ul style="list-style-type: none"> <li>• Gold sticker to wear ☺</li> <li>• Gold sticker in planner ☺</li> <li>• Gold sticky dot on wall ☺</li> <li>• After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly.</li> </ul>	GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.	
<b>SILVER is super!</b> <ul style="list-style-type: none"> <li>• Silver sticker to wear ☺</li> <li>• Silver sticker in planner ☺</li> <li>• Silver sticky dot on wall ☺</li> <li>• After 5 times on SILVER, you will get a GOLD.</li> </ul>	<ul style="list-style-type: none"> <li>- Respectful at all times</li> <li>- Polite and courteous at all times.</li> <li>- e.g. holding doors open</li> <li>- Kind and caring at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Listening and engaging in learning</li> <li>- High standard of work</li> <li>- Persevering with tasks</li> <li>- Ready to learn</li> <li>- A positive attitude to school life</li> </ul>
<b>GREEN is good!</b> <b>EVERYONE STARTS</b> on green every morning.	<ul style="list-style-type: none"> <li>- Respectful</li> <li>- Effort (doing your best)</li> <li>- Polite</li> <li>- Kind</li> <li>- Listening well</li> <li>- Sitting properly</li> </ul>	<ul style="list-style-type: none"> <li>- Producing a good standard of work</li> <li>- Ready to learn (planner, pencil, reading book, PE kit)</li> <li>- Correct uniform</li> <li>- Lining up sensibly</li> <li>- The right attitude to school life</li> </ul>
<b>ORANGE = 1st WARNING</b> <ul style="list-style-type: none"> <li>• Teacher will date chart</li> <li>• 5 oranges on separate days - 1 red (5 mins Golden Time lost).</li> </ul>	<ul style="list-style-type: none"> <li>- Not ready to learn. eg. no planner, no pencil, no P.E. kit etc.</li> <li>- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back</li> <li>- Rudeness</li> </ul>	<ul style="list-style-type: none"> <li>- Being unkind</li> <li>- Moving when you shouldn't</li> <li>- Poor listening skills</li> <li>- Lack of effort/ focus</li> <li>- Incorrect uniform (not tucking shirt in, trainers, no tie)</li> <li>- Not lining up sensibly</li> <li>- A poor attitude to school life</li> </ul>
<b>RED = 2nd orange WARNING (in 1 day)</b> <ul style="list-style-type: none"> <li>• Teacher will date chart (5 fill in behaviour log on computer)</li> <li>• RED sticker in planner</li> <li>• 5 mins golden time lost</li> <li>• 5 mins time out in another class</li> <li>• 5 mins make up the lost time at break/ lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>- Not ready to learn. eg. no planner, no pencil, no P.E. kit etc.</li> <li>- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back</li> <li>- Rudeness</li> <li>- Moving when you shouldn't</li> <li>- Being unkind</li> <li>- Poor listening skills</li> <li>- Lack of effort/ focus</li> <li>- A poor attitude to school life</li> </ul>	<p><b>Each RED warning - RED sticker in your planner for parents to sign.</b></p> <p><b>1<sup>st</sup> - RED sticker in your planner for parents to sign.</b></p> <p><b>2<sup>nd</sup> - RED sticker in your planner for parents to sign.</b></p> <p><b>3<sup>rd</sup> - RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent.</b></p> <p><b>4<sup>th</sup> - RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.</b></p> <p><b>5<sup>th</sup> - RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Mr Stenton. Your play / lunch timer will be limited. You will lose the end of term treat.</b></p> <p><b>6<sup>th</sup> - a RED sticker will be put in the planner for parents to sign. NHT to call parents in for a meeting.</b></p>
<b>GREY</b> <ul style="list-style-type: none"> <li>• You will be sent to Mrs Miller in Mrs Stenton.</li> <li>• Your play / lunch timer will be limited.</li> <li>• Teacher will date chart &amp; fill in behaviour log.</li> <li>• Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day.</li> <li>• Depending on the severity, you could be awarded minutes of 5 removal, loss of golden time and get red warning. E.g. you could be 2x removal of 5 mins and get 2 red warning stickers. It could be 5.</li> </ul>	<ul style="list-style-type: none"> <li>- refusal to do what an adult asks,</li> <li>- physical violence,</li> <li>- backchat,</li> <li>- <del>offensive</del> language directed at people.</li> </ul>	

If they go above and beyond expectations, they will move to silver and gold.

Rewards will be given for positive behaviour.

However, poor behaviour will mean they will move down the chart to orange, red or grey as consequences for their behaviour.

<p><b>GOLD is great!</b></p> <ul style="list-style-type: none"> <li>• Gold sticker to wear ☺</li> <li>• Gold sticker in planner ☺</li> <li>• Gold sticky dot on wall ☺</li> <li>• After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly.</li> </ul>	<p>GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.</p>	
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<p><b>GREEN is good!</b> EVERYONE STARTS on green every morning.</p>	<ul style="list-style-type: none"> <li>- Respectful</li> <li>- Effort (doing your best)</li> <li>- Polite</li> <li>- Kind</li> <li>- Listening well</li> <li>- Sitting properly</li> </ul>	<ul style="list-style-type: none"> <li>- Producing a good standard of work</li> <li>- Ready to learn (planner, pencil, reading book, PE kit)</li> <li>- Correct uniform</li> <li>- Lining up sensibly</li> <li>- The right attitude to school life</li> </ul>
<p><b>ORANGE = 1st WARNING</b></p> <ul style="list-style-type: none"> <li>• Teacher will date chart</li> <li>• 5 oranges in separate days - 1 red (5 mins Golden Time lost).</li> </ul>	<ul style="list-style-type: none"> <li>- Not ready to learn. eg. no planner, no pencil, no P.E. kit etc.</li> <li>- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back</li> <li>- Rudeness</li> </ul>	<ul style="list-style-type: none"> <li>- Being unkind</li> <li>- Moving when you shouldn't</li> <li>- Poor listening skills</li> <li>- Lack of effort/ focus</li> <li>- Incorrect uniform (not tucked shirt in, trainers, no tie)</li> <li>- Not lining up sensibly</li> <li>- A poor attitude to school life</li> </ul>
<p><b>RED = 2nd orange WARNING (in 1 day)</b></p> <ul style="list-style-type: none"> <li>• Teacher will date chart (5 min in behaviour log on computer)</li> <li>• RED sticker in planner</li> <li>• 5 mins golden time lost</li> <li>• 5 mins time out in another class</li> <li>• 5 mins make up the lost time at break/ lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>- Not ready to learn. eg. no planner, no pencil, no P.E. kit etc.</li> <li>- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back</li> <li>- Rudeness</li> <li>- Moving when you shouldn't</li> <li>- Being unkind</li> <li>- Poor listening skills</li> <li>- Lack of effort/ focus</li> <li>- A poor attitude to school life</li> </ul>	<p><b>Each RED warning - RED sticker in your planner for parents to sign.</b></p> <p>1<sup>st</sup> - RED sticker in your planner for parents to sign.</p> <p>2<sup>nd</sup> - RED sticker in your planner for parents to sign.</p> <p>3<sup>rd</sup> - RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent.</p> <p>4<sup>th</sup> - RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.</p> <p>5<sup>th</sup> - RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Mr Stubbs. Your play / lunch timer will be limited. You will lose the end of term treat.</p> <p>6<sup>th</sup> - a RED sticker will be put in the planner for parents to sign. NM to call parents in for a meeting.</p>
<p><b>GREY</b></p> <ul style="list-style-type: none"> <li>• You will be sent to Mrs Miller or Mrs Denton.</li> <li>• Your play / lunch timer will be limited.</li> <li>• Teacher will date chart &amp; put in behaviour log</li> <li>• Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day.</li> <li>• Depending on the situation, you could be awarded one week of 5 mins loss of golden time and get red warnings. Eg. you could lose 20 mins of 5 mins and get 2 red warnings and then it could be 5.</li> </ul>	<ul style="list-style-type: none"> <li>- refusal to do what an adult asks,</li> <li>- physical violence,</li> <li>- backchat,</li> <li>- inappropriate language directed at people.</li> </ul>	

The chart is to help achieve a consistent approach to behaviour in the school.

Obviously, there will be some incidents that need discretion and teachers may need to treat those cases in a different manner.

All children start on green everyday.

*Possible end of term treats*

*AUTUMN TREAT = Christmas Games afternoon*

*SPRING TREAT = Round robin activities afternoon KS1 – am, KS2 – pm.*

*SUMMER TREAT = Bouncy Castles Day*

What will happen?	Examples of behaviour:	
<b>GOLD is great!</b> <ul style="list-style-type: none"> <li>Gold sticker to wear ☺</li> <li>Gold sticker in planner ☺</li> <li>Gold sticky dot on wall ☺</li> <li>After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly.</li> </ul>	GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.	
<b>SILVER is super!</b> <ul style="list-style-type: none"> <li>Silver sticker to wear ☺</li> <li>Silver sticker in planner ☺</li> <li>Silver sticky dot on wall ☺</li> <li>After 5 times on SILVER, you will get a GOLD.</li> </ul>	<ul style="list-style-type: none"> <li>Respectful at all times</li> <li>Polite and courteous at all times.</li> <li>e.g. holding doors open</li> <li>Kind and caring at all times</li> </ul>	<ul style="list-style-type: none"> <li>Listening and engaging in learning</li> <li>High standard of work</li> <li>Persevering with tasks</li> <li>Ready to learn</li> <li>A positive attitude to school life</li> </ul>
<b>GREEN is good!</b> <b>EVERYONE STARTS on green every morning.</b>	<ul style="list-style-type: none"> <li>Respectful</li> <li>Effort (doing your best)</li> <li>Polite</li> <li>Kind</li> <li>Listening well</li> <li>Sitting properly</li> </ul>	<ul style="list-style-type: none"> <li>Producing a good standard of work</li> <li>Ready to learn (planner, pencil, reading book, PE kit)</li> <li>Correct uniform</li> <li>Lining up sensibly</li> <li>The right attitude to school life</li> </ul>
<b>ORANGE = 1st WARNING</b> <ul style="list-style-type: none"> <li>Teacher will date chart</li> <li>5 oranges on separate days - 1 red (5 mins Golden Time lost).</li> </ul>	<ul style="list-style-type: none"> <li>Not ready to learn. eg. no planner, no pencil, no P.E. kit etc.</li> <li>Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back</li> <li>Rudeness</li> </ul>	<ul style="list-style-type: none"> <li>Being unkind</li> <li>Moving when you shouldn't</li> <li>Peer listening skills</li> <li>Lack of effort/ focus</li> <li>Incorrect uniform. (not tucking shirt in, trainers, no tie)</li> <li>Not lining up sensibly</li> <li>A poor attitude to school life</li> </ul>
<b>RED = 2nd orange WARNING (in 1 day)</b> <ul style="list-style-type: none"> <li>Teacher will date chart (5 min in behaviour log on computer)</li> <li>RED sticker in planner</li> <li>5 mins golden time lost</li> <li>5 mins time out in another class</li> <li>5 mins make up the lost time at break/ lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>Not ready to learn. eg. no planner, no pencil, no P.E. kit etc.</li> <li>Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back</li> <li>Rudeness</li> <li>Moving when you shouldn't</li> <li>Being unkind</li> <li>Peer listening skills</li> <li>Lack of effort/ focus</li> <li>A poor attitude to school life</li> </ul>	<p><b>Each RED warning - RED sticker in your planner for parents to sign.</b></p> <p>1<sup>st</sup> - RED sticker in your planner for parents to sign.</p> <p>2<sup>nd</sup> - RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent.</p> <p>3<sup>rd</sup> - RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.</p> <p>4<sup>th</sup> - RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Mrs Stanton. Your play / lunch timer will be limited. You will lose the end of term treat.</p> <p>5<sup>th</sup> - a RED sticker will be put in the planner for parents to sign. NM will call parents in for a meeting.</p>
<b>GREY</b> <ul style="list-style-type: none"> <li>You will be sent to Mrs Miller or Mrs Stanton</li> <li>Your play / lunch timer will be limited</li> <li>Teacher will date chart &amp; fill in behaviour log</li> <li>Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day.</li> <li>Depending on the offence, you could lose several minutes of 5 mins time of golden time and get red warning. Eg. you could lose 2x minutes of 5 mins and get 2 red warning stickers. It could be 5.</li> </ul>	<ul style="list-style-type: none"> <li>refusal to do what an adult asks,</li> <li>physical violence,</li> <li>bullying,</li> <li>offensive language directed at people.</li> </ul>	

What will happen?	Examples of behaviour:	
<p><b>GOLD is great!</b></p> <ul style="list-style-type: none"> <li>• Gold sticker to wear 😊</li> <li>• Gold sticker in planner 😊</li> <li>• Gold sticky dot on wall 😊</li> <li>• After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly.</li> </ul>	<p>GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.</p>	
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## ORANGE = 1st

### WARNING

- Teacher will date chart
- 5 oranges on separate days = 1 red (5 mins Golden Time lost).

- Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc.
- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back
- Rudeness

- Being unkind
- Moving when you shouldn't
- Poor listening skills
- Lack of effort/ focus
- Incorrect uniform (not tucking shirt in, trainers, no tie)
- Not lining up sensibly
- A poor attitude to school life

## RED = 2nd orange

### WARNING (in 1 day)

- Teacher will date chart (& fill in behaviour log on computer)
- RED sticker in planner
- 5 mins golden time lost
- 5 mins time out in another class
- 5 mins make up the lost time at break/ lunch time.

- Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc.
- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back
- Rudeness
- Moving when you shouldn't
- Being unkind
- Poor listening skills
- Lack of effort/ focus
- A poor attitude to school life

Each RED warning = RED sticker in your planner for parents to sign.

1<sup>st</sup> = RED sticker in your planner for parents to sign.

2<sup>nd</sup> = RED sticker in your planner for parents to sign.

3<sup>rd</sup> = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent.

4<sup>th</sup> = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.

5<sup>th</sup> = RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Miss Stanton. Your play / lunch times will be limited. You will lose the end of term treat.

6<sup>th</sup> = a RED sticker will be put in the planner for parents to sign. NM to call parents in for a meeting.

# GREY

- You will be sent to Mrs Miller or Miss Stanton
- Your play / lunch times will be limited
- Teacher will date chart & fill in behaviour log
- Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day.
- Dependent on the scenario, you could lose several intervals of 5 minute slots of golden time and get red warnings. E.g. you could lose 2x intervals of 5 mins and get 2 red warning stickers. It could be 3.

- refusal to do what an adult asks,
- physical violence,
- backchat,
- inappropriate language directed at people.

The examples do not list everything. There will be some incidents that need discretion and t

# Stickers in planners

- ▶ After 5 times on SILVER, you will get a GOLD 😊.
- ▶ After 5 times on GOLD, you will get a certificate from Mrs Miller.
  
- ▶ 5 oranges on separate days (children aren't given orange stickers) = one red warning
- ▶ 5 red stickers in one term = loss of end of term treat
- ▶ Parents sign planner when RED sticker is given

# Finally...

We hope that you have found this information useful. Our aim is to provide an exciting curriculum for your child and enable them to reach their full potential.

We would like to thank you all for taking the time to read this and hope that we can work together to support your child.

If you have any questions then please write them in your child's planner. Thank you.