



WELCOME TO
YEAR 6
2024-2025



AIMS OF SESSION

- * MEET YEAR 6 TEAM
 - * YEAR 6 EXPECTATIONS
 - * WHOLE SCHOOL VALUES AND BEHAVIOUR
- APPROACH
- * OVERVIEW OF CURRICULUM
 - * KEY DATES
 - * SECONDARY SCHOOL TRANSFER

YEAR 6 TEAM



Mr. Cooper



Mr. Lamb



Mrs. Grima



Miss Regan



Mrs. Ko



Mrs. Songui

EXPECTATIONS

Set the standard for the school (Year 6 role models)

- Punctuality and attendance
- Behaviour
- Uniform
- Responsibility / independence
- Respect
- 'A good classmate'
- Challenge

What you can do to help:

- Encourage independence
- Ensure punctuality and high attendance
- Talk about their learning/support homework tasks
- Reinforce school rules regarding behaviour, uniform etc
- Talk to us

LATCHMERE SCHOOL

V I S I O N A N D V A L U E S



www.latchmereschool.org



CELEBRATING UNIQUENESS, UNLOCKING POTENTIAL, ENCOURAGING EXCELLENCE!

Children are at the centre of everything we do. We believe in the transformative power of education that recognises and celebrates the individual strengths and unique qualities of each child.

We understand that learning is a life-long skill and developing a love of learning helps children achieve their potential throughout their education and beyond.

We are ambitious and encourage everyone in our school to strive for excellence, taking in to account each child's starting point.



UNIQUE



- Everyone has special talents and qualities.
- Being different is wonderful and makes our world interesting.
- Celebrate what makes you, YOU!



INCLUSIVE



- Everyone is welcome and should feel like they belong.
- Be kind and include others in games and activities.
- Celebrate our differences and make new friends.



COLLABORATIVE



- Work together to solve problems and create amazing things.
- Be a good friend and listen to others.
- Teamwork helps us to succeed.



AMBITIOUS



- Dream big and aim high.
- Work hard and try your best in everything you do.
- Believe in yourself and know you can achieve great things.





RESILIENT



- Never give up, even when something is hard.
- Learn from mistakes and keep trying.
- Don't underestimate the power of yet!



Latchmere School RULES



Respectful







Responsible

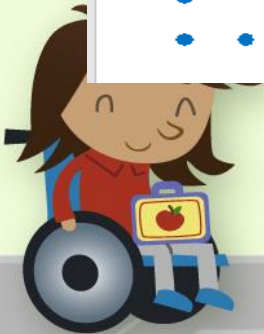


Reflective



Positive Recognition for expected behaviour

- Specific and descriptive praise – verbal, smile, thumbs-up gesture
- Dojo's (EYFS & KS1) 
- Team Points (KS2) – max 3 at once
- Phone call home 
- Postcard home
- HOS tea party (1/2 termly) 
- Celebration assemblies – linked to rules, given specific certificates
- Newsletter mention
- HT awards 



Consequences for unexpected behaviour

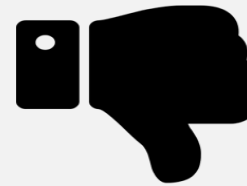
- Warning
- Move to another class to complete work for 5 minutes
- 5 minutes off play (including a restorative conversation) - consequence room in YG's. Inform parents (CPOMs/pre-written generic email)
- 2 or 5 minutes off 'Friday free time'
- Inform a senior leader
- Inform HOS
- On-report record/check in
- In-school exclusion
- Suspension
- Exclusion

Everyday
ISA
New Day



EXPECTED V UNEXPECTED BEHAVIOUR (SOME EXAMPLES BELOW)

- Follow instructions
- Walking sensibly
- Behaviour for learning expectations
- Rudeness to adults/ peers
- Refusal to follow directions from adults
- Calling out





READING

Why is reading particularly important in Year 6?

- A focus on stamina, fluency, comprehension and a range of reading material.
- SATs Reading paper
- Preparation for secondary school.



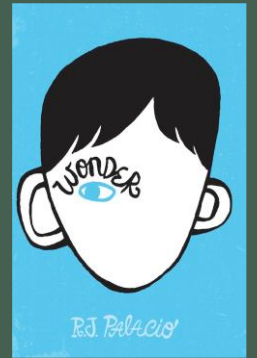
What are we doing in school to help the children?

- Time allocated in the week for Comprehension and Guided Reading.
- English lessons.
- Provide a range of reading material for the children to chose from.
- Reading Records



How you can support your child with their reading.

- Encourage your child to set time aside to read – help them find a time and a place.
- Read with them – listen to them read and share the reading.
- Ask them questions about the book/magazine they are reading. (Ask them probing questions to get them to think in more depth)
- Encourage them to read a range of literature
 - The classics
 - 100 books in Year 5 and 6
 - Children's magazines and newspapers.
 - Non-fiction e.g. biographies, factual.
- Where possible support their reading with movies, audio books, theatre.
- Book shops and libraries.



WRITING

- Teacher assessed for SATS (with Borough-wide moderation process)
- Independent tasks for children to write in different styles, for different audiences and purposes (e.g. a formal letter to local MP, a narrative, a diary entry in character, an atmospheric setting description, a non-fictional report, a biography)
- Children need to demonstrate fluency and accuracy in spelling, grammar, punctuation and handwriting
- Children need to demonstrate use of more-advanced punctuation (e.g. brackets, dashes, hyphens, colons, semi-colons, possessive apostrophes)
- Separate SATS test papers for spelling, punctuation and grammar



WRITING

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Working at the expected standard

The pupil 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Sentence-writing challenge

Create *accurate* sentences inspired by your summer holiday experiences, featuring the following:

1. A simple main clause
2. A fronted adverb
3. A fronted adverbial
4. A modal verb
5. Parenthesis
6. A co-ordinating conjunction
7. A singular possessive apostrophe
8. A plural possessive apostrophe

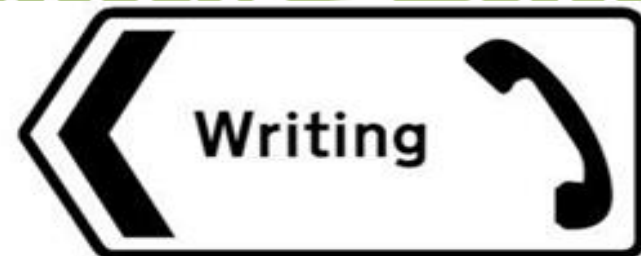
Challenge: write sentences featuring two or more of the features.





Narrative
Description
Poetry
Characters
Settings

Report
Recount
Biography
Newspaper
Essay



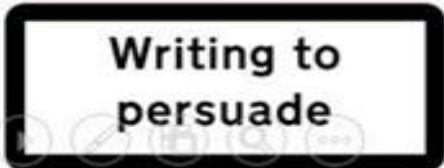
The Four Purposes of Writing

Detailed description
Paragraphs

Paragraphs Headings
Technical Vocabulary

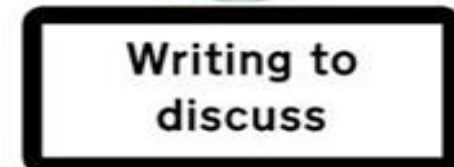
Facts Pronouns
Hyperbole 2nd person

Cohesive devices
Subjunctive Formal



Advertising
Letter
Speech
Campaign

Balanced
argument
Newspaper
Review



THE FIVE-STEP WRITING PROCESS





MATHS

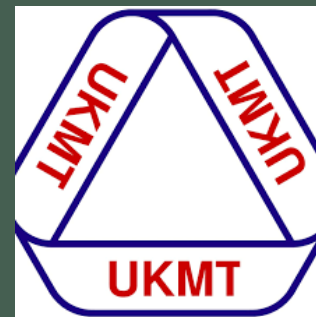


LATCHMERE
ACADEMY TRUST

Calculation Policy

$$\begin{array}{r} \boxed{?} + \boxed{?} = 8 \\ + \quad + \\ \boxed{?} - \boxed{?} = 6 \\ = 13 \quad = 8 \end{array}$$

Can you
solve
this
problem?





MATHS

- Importance in times table recall
- SATS tests in arithmetic and reasoning
- Strong knowledge required of fractions and decimals
- Use every day tasks to apply maths knowledge – timetables, cooking and baking, money etc
- Use White Rose Maths as scheme of works
- Opportunities throughout year to challenge pupils – Primary Maths Challenge and UK Junior Maths Challenge



HOMEWORK IN YEAR 6

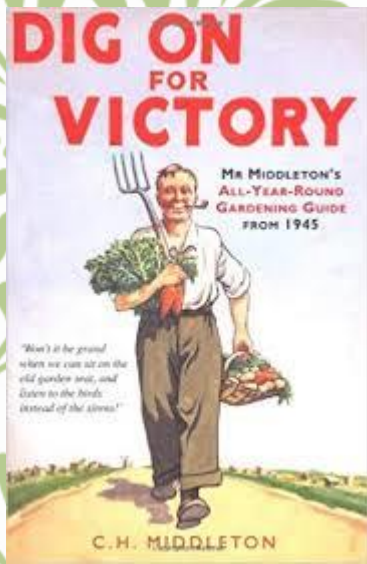
- Soft start to homework Autumn 1
- After half term, weekly English homework set Wednesdays due the following Monday
- Weekly Maths homework set Fridays due the following Tuesday.
- Reading record journal – two entries weekly



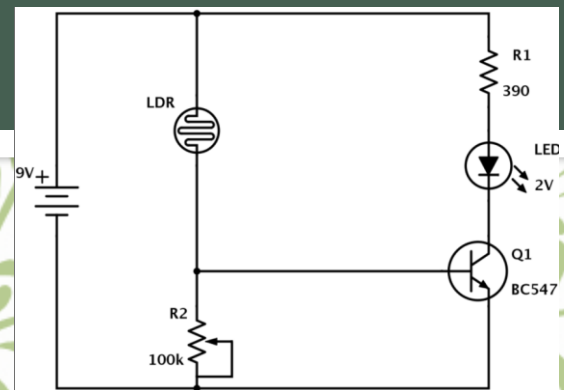
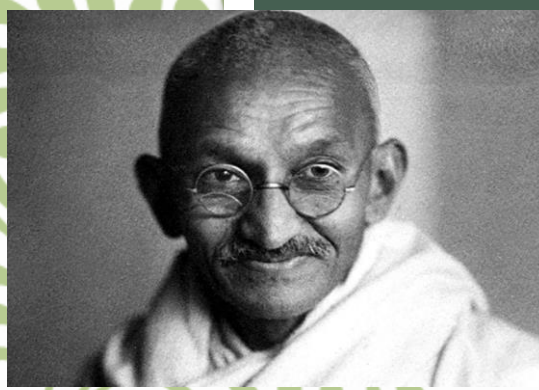
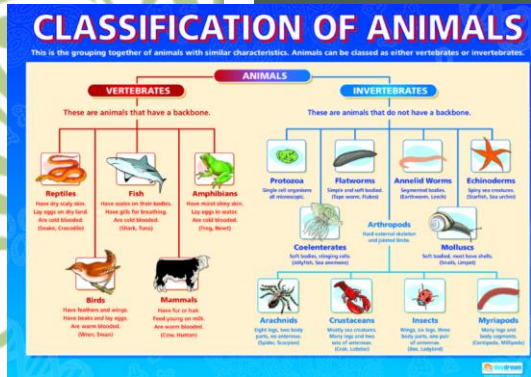
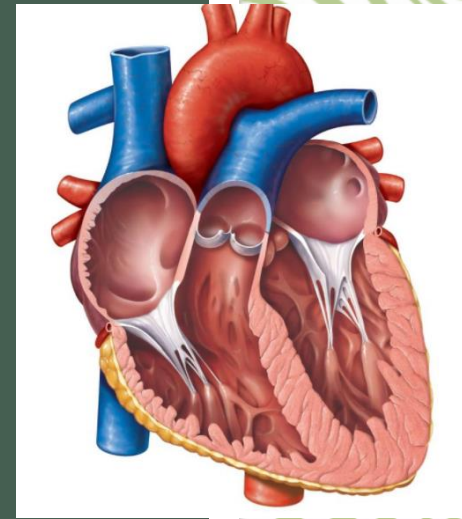
**KEEP CALM
AND DO
YOUR
ENGLISH
HOMEWORK**

SCIENCE

- Circulatory system
- Light
- Electricity
- Classification
- Adaptation
- Encourage children to use their practice and enquiry skills through investigation work around the topics.



ENRICHMENT & BROAD CURRICULUM



CAKE SALES

- Curie – 27th Sept & 7th Feb
- Edison– 4th Oct & 14th Feb
- Da Vinci – 11th Oct & 28th Feb
- Franklin – 18th Oct & 7th March

CLASS ASSEMBLIES

- Curie – Thursday 10th October
- Edison– Thursday 24th October
- Da Vinci – Thursday 14th November
- Franklin – Thursday 28th November



KEY EVENTS FOR YEAR 6

Trips – Richmond Park, Imperial War Museum, Kew Gardens & Junior Citizen

SATS week - commencing Monday 12th May 2025

RSE lessons will take place in the Spring Term

Fairthorne Manor- week commencing Monday 9th June 2025

Transfer to secondary school in September 2025

National coordinated admissions and Pan London

- Admission into secondary school is coordinated nationally across England, with a common deadline and national offer day.
- All 33 London boroughs, and 5 surrounding local authorities co-ordinate the processing of admissions with the aim of making a single offer per child wherever possible.

Timeline for on-time applications for 2025 entry

- Applications opened on **Sunday 1 September 2024**
- Use the eAdmissions website from 1 September to apply online for your child's secondary school place.
- You can name up to six schools in your application including academy or free schools and schools in other council areas.
- Secondary applications close on **Thursday 31st October 2024**
- Secondary national offer day is **Monday 3rd March 2025**

This guide is for admission to Year 7 in a Kingston secondary school at the start of September 2025

Admission to Kingston's Secondary Schools

For 2025 Entry



This guide is for admission to Year 7 in a Richmond secondary school at the start of September 2025

Admission to Richmond's Secondary Schools

For 2025 Entry



Making an application

- Research the schools and how places were allocated in previous years.
- Apply online at eadmissions.org.uk. If you have any difficulties, contact the School Admissions team for support
- Name up to **six** schools in preference order, including in borough and out borough schools.
- Submit your application and any supplementary forms before **Thursday 31 October 2024**



9th September 2024

Dear Mrs Coles,

We are writing to extend a warm invitation to the Year 6 pupils and parents of Latchmere School to join us for an exciting and informative Open Morning at The Kingston Academy on Monday 30th September. We believe this event will provide a valuable opportunity for your pupils to get a glimpse of the exciting journey that awaits them in secondary education.

The Open Morning is designed to help Year 6 pupils and parents gain a deeper understanding of life at TKA. Our aim is to showcase the vibrant and inclusive learning environment we offer and to answer any questions that pupils may have about the transition to secondary school.

Pupils will hear from our Head Teacher and Head of School, who will deliver a presentation that highlights our school's ethos, values, and academic offerings. They will also discuss the transition process and what pupils can expect in their first year at secondary school. Pupils will also have the opportunity to take a guided tour of our school facilities. Our dedicated student ambassadors will be on hand to share their personal experiences and answer questions.

The morning will begin at 9:00 am and finish around 10:00 am. Thank you in advance for considering our invitation, please do confirm to ekyprianou@kingstoneducationaltrust.org if you would like your pupils to attend. If you have any questions or require further information, please do not hesitate to contact me.

We look forward to welcoming your Year 6 cohort on the 30th September.

Warm regards,

Mrs S. Cavanagh
Head Teacher

Ms C Venter
Head of School

TKA Open Morning

Monday 30th September



Order of preference

- List the schools you wish to apply to in the order you prefer them.
- Each school will consider your application against their admissions criteria **only**, and not the order you place them on your form.
- Individual preference information is not shared with schools.
- If you want a selective school option, you need to consider your order of preference carefully.

Think carefully about your preferences

- You are allowed to express a preference for a school, but this is not the same as being able to choose which school your child attends. You need to be realistic in making your preferences.
- You may not receive an offer at any of your preferred schools if your child is unlikely to qualify for a place. This could happen if you:
 - ❖ live too far away from the schools or
 - ❖ name a church school but do not attend the church connected to that school.
- You are advised to name your nearest school that admits children under the home-to-school distance criterion (rule) as one of your six preferences. By using all your six preferences you will maximise your chances of being offered a preferred school.

Name the schools in order of preference

It is important that you name schools in the order that you most prefer them. This is because your child could qualify for a place at more than one school.

If this happens, your home council will look at your order of preference and you will be offered the highest preferred school that your child has qualified for.

Schools in other council areas

If you name schools in other council areas we will pass details of your application to the relevant council. They will tell us whether a school place can be offered. For example, if you live in Kingston upon Thames and name a Richmond Borough school as a preference, Richmond Council will let us know whether your child has qualified for an offer.

Oversubscription criteria

- All schools must publish the oversubscription criteria which will be used to prioritise children where there are more applications than places available.
- Criteria applied to all applications when a school is oversubscribed.
- The School Admissions team and schools **must** allocate in this order only - they have no discretion to consider any other information e.g. childcare arrangements, place of work
- Familiarise yourself with the oversubscription for your preferred schools and what priority your child will have for the school if it is oversubscribed.

National Offer Day 3 March 2025 (on-time applications)

Offer will be sent to you via email during the evening of 3rd March.

If you applied online and your child did not qualify for a place at your first preference school, your outcome email will provide you with more information about the process and what to do next.

If you applied online, use the eAdmissions website to accept or refuse the school place your child has been offered. The deadline to do this is Monday 17 March 2025. Submitting your response online guarantees that the school knows your decision.

- Some children may receive an offer for an alternative school if a preferred school cannot be allocated. Others may not be offered a place at all initially, and the School Admissions team will contact those families to discuss their options.
- **Remember** - National Offer Day is only the start of the allocation process. There is a lot of movement from waiting lists before September.

FINALLY... SOME DOs and DON'Ts

DO read the brochure and visit the schools.

DO apply on time and provide all the requested documentation to make sure the appropriate priority is applied to your application.

DO familiarise with the school's oversubscription criteria and how places were allocated in the past - be **realistic** about the chances of your child getting a place at the school.

DON'T name only one school thinking it will guarantee you a place at that school - it won't!

**If you need help with your application, contact the
School Admissions team at:**

kingston.admissions@achievingforchildren.org.uk



E-SAFETY



EE tells parents: don't give under-11s smartphones



Parents urged to delay buying children smartphones



A Shrewsbury mum is urging parents to reconsider giving their children smartphones.