



Meet the Teacher

Year Five



Meet the Team



Miss Ghouse
Owl Class



Ms Gooding
Robin Class



Mr Asiedu
Hummingbird Class



Mrs Trebes
Teaching Assistant



Mrs Turpin
Teaching Assistant



Vision

At Parsloes, our curriculum is built around...





School Priorities 2025-2026



1. To raise standards in writing to ensure attainment is in line or above national expectations.

Our focus for this year will include improving pupil handwriting and spelling.

2. To expertly re-design our Key Stage 2 reading curriculum.

Our focus for this year will be to enable pupils to develop a secure, deep and fluent knowledge, alongside a love of reading. This will ensure a seamless approach from our reading in KS1 to KS2.

3. To develop our approach to parental engagement.

Our focus for this year will be to develop a closer working relationship with parents to ensure pupils are best supported to reach their full potential.



Parsloes Safeguarding Team

If you have a concern about a child please see a member of the team

*Designated Safeguarding Lead (DSL) – **Mrs Deville***



*Deputy Designated Safeguarding Lead (DDSL) – **Mrs Basri***



SLT Safeguarding Team: Mrs Pearce / Miss Lipman / Miss Rehling
*Our Safeguarding Governor is **Richard Hunter***





Home / School Agreement

Our *Home School Agreement* is available on our website.
This is signed by all parents / carers at enrolment.

Parsloes Primary School

Home School Agreement



At Parsloes, we are respectful, understanding and with a positive attitude towards life, we aspire to achieve well here and beyond.

At Parsloes Primary School we aim to deliver a curriculum that is broad, balanced and based on developing all pupils' knowledge, skills and understanding across a range of subjects. We are determined that all children succeed and reach high standards and believe in a rich curriculum that is engaging for all.

All members of our school community promote and display our school values.

Being Respectful :	Acting with integrity and consideration
Being Understanding :	Demonstrating empathy
Being Positive :	Learning to persevere and developing resilience
Being Aspirational :	High expectations of what we can achieve

The School

We will:

- Work towards every child achieving his or her full potential as a valued member of the school community.
- Promote high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Ensure that all children have access to a broad and balanced curriculum.
- Set, mark and monitor class work and homework in accordance with the school's policies.
- Inform families of the broad curriculum areas to be covered each term.
- Ensure our website keeps families up to date with school policies, curriculum information and class blogs.
- Let families know of concerns or problems that affect their child's work or behaviour.
- Contact the family if there is a problem concerning a child's attendance, punctuality or uniform.
- Ensure regular opportunities for parents / carers to discuss their child's progress.
- Arrange mutually convenient appointments should families wish to discuss their child.
- Consider the welfare and safety of all pupils and provide a safe and effective learning environment.

Headteacher's signature _____

The Parent / Carer

I will:

- Support the school and its policies.
- Support my child's education by ensuring homework is completed and handed in on time.
- Ensure my child attends school every day and is on time.
- Collect my child from school / clubs on time.
- Ensure that my child attends school wearing full school uniform and footwear in line with school policy.
- Ensure my child has the correct PE kit and footwear in line with school policy.
- Support the school in maintaining good behaviour and discipline in line with school policy.
- Ensure the school has up to date contact details.
- Keep my Parent Pay account in credit.
- Attend Parental Consultations and discussions about my child's progress.
- Notify the school of any change in home circumstances which may affect my child's learning behaviour.
- Be considerate of all members of the school community. This includes pupils, parents, staff, governors, friends and neighbours of the school.
- Park considerately outside the school and not in a way which might endanger children and inconvenience others.
- Ensure that if my child brings a mobile phone to school (Years 5 & 6 only) they follow the school procedure

I have read and understood this Home School Agreement and agree with policies of the school.

Parent signature _____ Date _____



School Uniform

To purchase the uniform, including the P.E. Kit, book bags etc. please visit Premier Schoolwear's website www.premierschoolwear.co.uk Uniform can be purchased and either delivered to your home or school. If you require any additional information, please speak to the school office.

COMPULSORY UNIFORM

BOYS

Grey tailored trousers
Plain white polo top (with collar)
Red school sweatshirt (with Parsloes motif)
Plain grey socks
Plain black **shoes (NO Trainers)**
No dyed hair or shaved fashion hairstyles

GIRLS

Grey pleated skirt or grey tailored trousers
Plain white polo top (with collar)
Red school sweatshirt (with Parsloes motif)
Grey tights
White socks
Plain black **shoes** (flat heel with a back, **NO Trainers**)
Red or white hair accessories
No dyed hair or shaved fashion hairstyles

NURSERY

Children in the nursery are required to wear plain black jogging bottoms, a plain white polo top (with collar) and a red school sweatshirt (with Parsloes motif).

Well-fitting non-slippery shoes like trainers worn with socks.
No shoes with laces should be worn until your child can tie them independently.

BAGS

Parsloes Book Bag only. Please do not send your child to school with any other bags, or back packs.



School Uniform

OPTIONAL SUMMER UNIFORM (from April to October)

Children may wear the main uniform all year round, but during the hot weather boys and girls may wear grey tailored shorts with the white school polo shirt.

Girls also may wear a red gingham checked **dress** (not 2-piece suit) with white socks.

PLEASE NOTE:

All cardigans and sweat shirts must have the Parsloes Primary School motif. All shoes should have a back, should be flat heeled and BLACK. Please only have laced shoes if your child can do up their own laces otherwise have ones with velcro. Any clothing underneath the uniform especially in the winter months must not be seen, this includes long sleeve tops and leggings.

The only jewellery pupils may wear are studs in pierced ears. These need to be removed by the child for all PE lessons (it may be easier to keep earrings out on P.E. days). Watches may only be worn if pupils know how to tell the time. Pupils wearing nail varnish or make up will be asked to remove it for the following day.

COMPULSORY P.E KIT

Red shorts (not cycling or Bermuda)
Plain white round necked T-shirt
Black plimsolls

Plain black track suit bottoms & a plain black sweatshirt (over their white P.E. t-shirt) may be worn during the cold weather for outdoor P.E. Long hair must be tied back in accordance with health and safety regulations.



General Information

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- Wrap around Care (after school) – see a member of the Office staff for more information
- Breakfast club - from 7.30am, £4.50, breakfast included
- Lunch – healthy lunch only. No chocolate, fizzy drinks, no peanut products
- Snacks at break time
- Water bottles
- Behaviour / reward systems (Stay on Green)



Attendance and Punctuality

- Gates open in the morning at 8.40am. Please walk your child around to the black gate where they will be met by a member of staff.
- School finishes at 3.15pm and children are collected at the black gate unless walking home alone.
- Regular attendance is crucial for your child to settle and achieve well in school. The most important lessons happen first thing in the morning.
- The gates close at 8.50 – after that time your child is late for learning.



Communication



- We will mainly communicate through the method of ParentMail. This means you need to ensure that you have signed up to this, so you receive all relevant information for your child/children.
- We do not take cash as a school, so all payments need to be done on ParentPay.
- Please contact the school office if you are having difficulty with either of these.





Website

Our Website includes important information about our school and curriculum. We have a weekly newsletter for additional information that includes weekly posts from each year group.

www.parsloesprimary.co.uk



Reading

- In Year 5, we will teach reading daily and the lessons will comprise of teaching a mixture of fluency (focusing on prosody through teacher modelling), close reading (in depth analysis of the text and the literary devices) and extended reading (where chapter books are read at length). All lessons will include some discussions of the texts.
- *Rapid Catch Up* for children who need to secure phonetic understanding and reading.



Proud to be
a Little Wandle
Champion School

We meet the Little Wandle 16 Standards
of Excellence and share our best practice
with other member schools

Our school is using *Little Wandle Rapid Catch-up Programme* to support pupils not currently reading at age-related expectations in Year 2 and above. The programme has a fast pace, so the children can access the curriculum and enjoy reading as soon as possible.

Timetabling



Day 1	20-minute phonics lesson
Day 2	20-minute phonics lesson
Day 3	Review day: A quick review of the teaching from day 1 and 2 10-minute phonics lesson plus 10- to 15-minute Reading practice session.
Day 4	10- to 15-minute Reading practice session
Day 5	10- to 15-minute Reading practice session

Reading and spelling



ea

each /ee/
head /e/
break /ai/

All the different ways to write
the phoneme /sh/:



shell

chef

special

caption

mansion

passion

Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

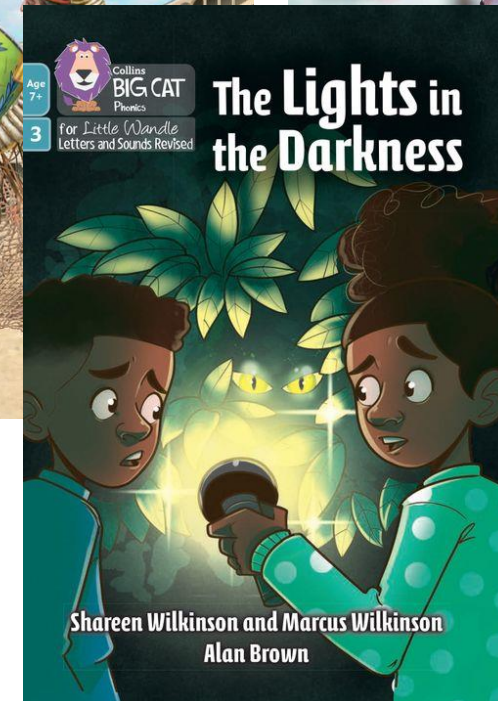
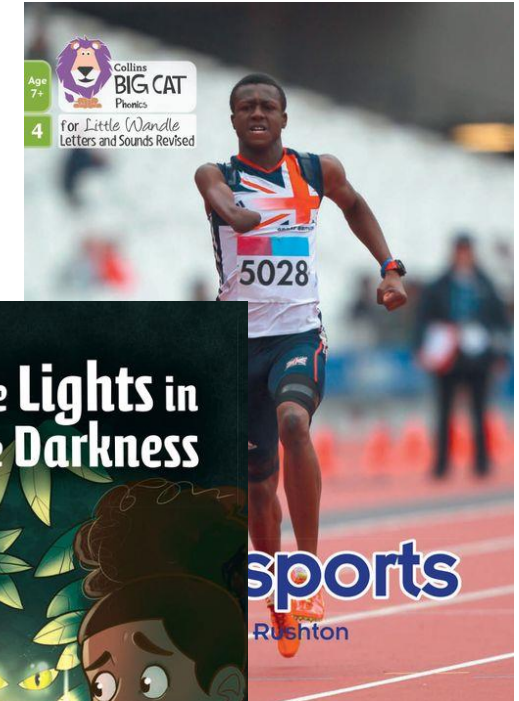


How do we teach reading in books?



Reading practice sessions:

- are timetabled three times a week.
- children read the same book three times in a week .



Reading a book at the right level

This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.

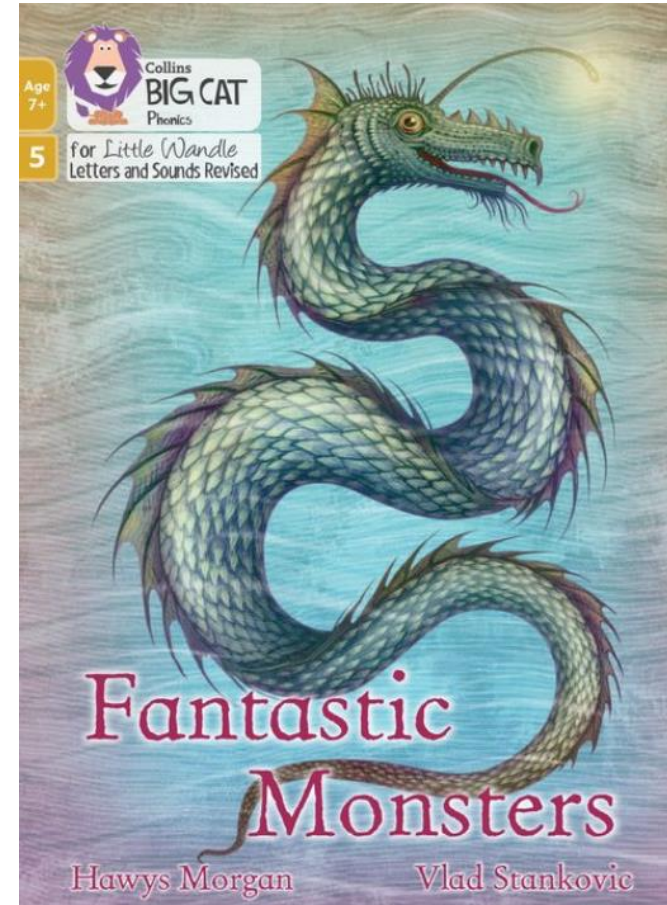


The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to...

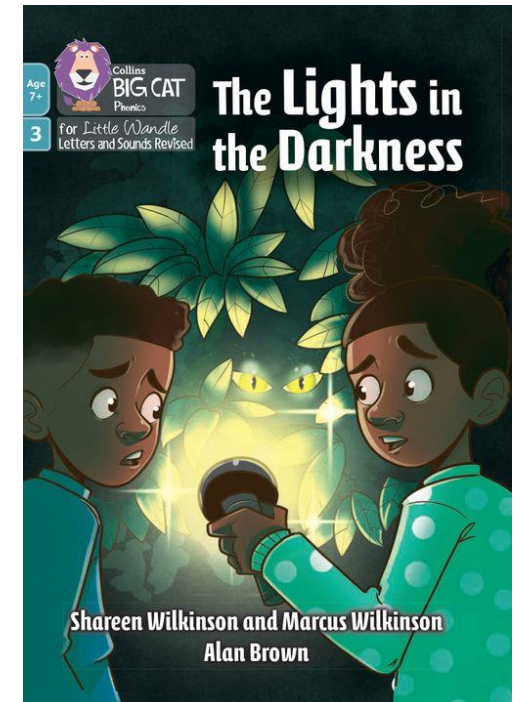
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.



Listening to your child read their phonics book



- Your child should be able to read their book without your help.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.

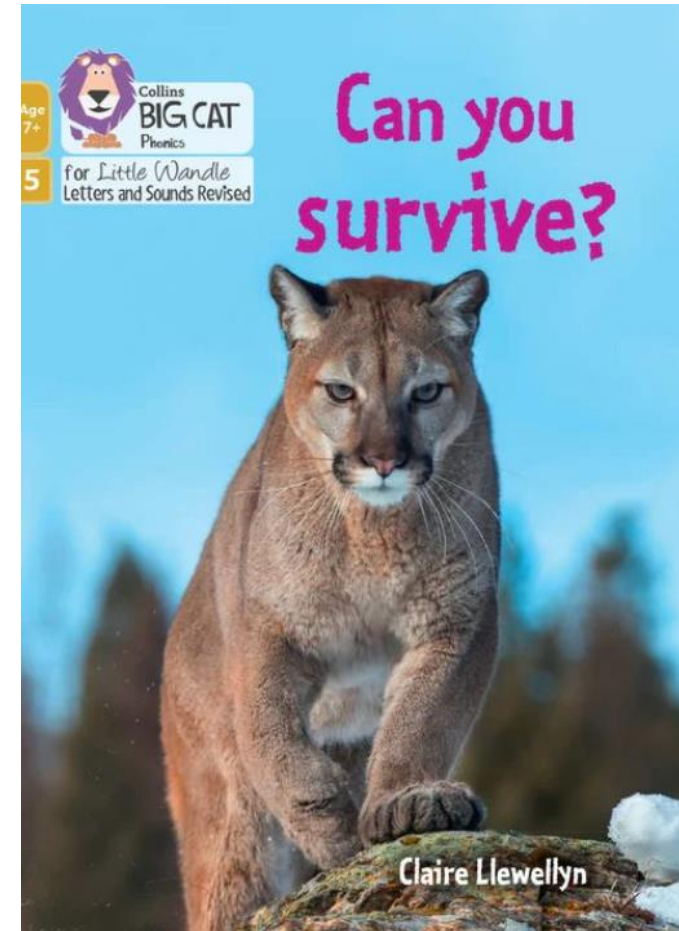


Read to your child



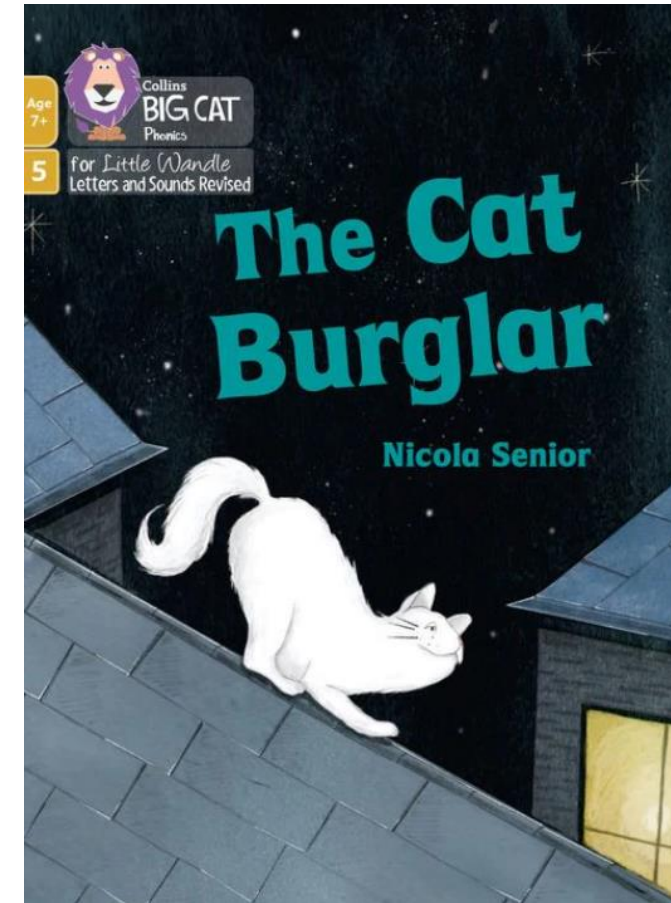
The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language.
 - Encourage your child to use new vocabulary.
 - Make up sentences together.
 - Find different words to use.
 - Describe things you see.



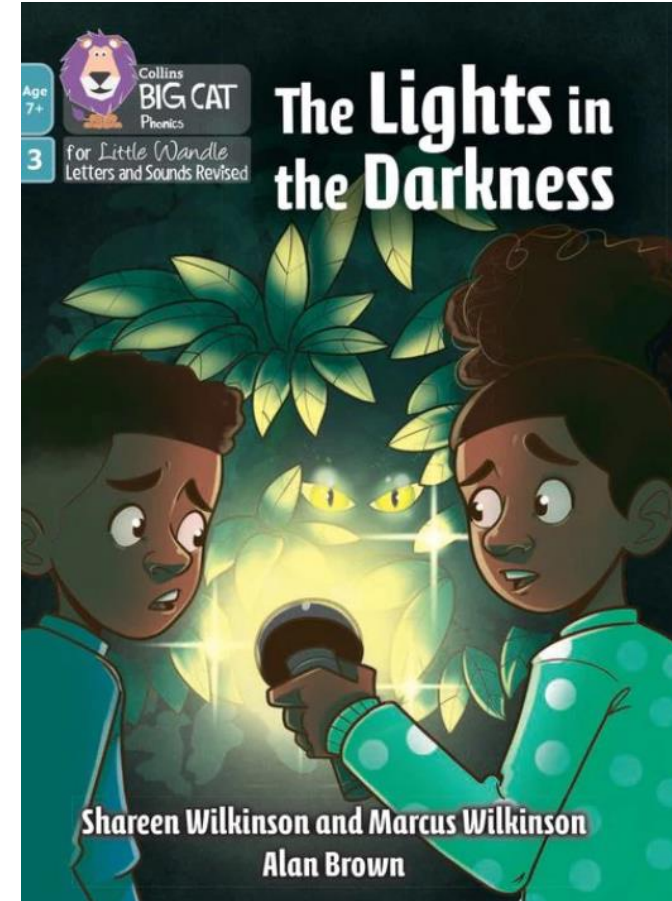
After Rapid Catch-up

- You still have an important role to play in supporting your child to become a lifelong reader.
- Continue to listen to your child read (reading with your child).
- It will support them to develop their reading fluency, their prosody, and their confidence.



After Rapid Catch-up

- Read to your child.
- It will develop their language and vocabulary.
- It shows them that reading is important to you and encourages them to read for pleasure.





Writing



<p>Autumn 1 To Be or Not <u>To</u> Be</p> <p>Macbeth Text: 'Macbeth' by Andrew Matthews</p> <p>Genre 1: Character Description Focus: Revealing a character</p> <p>Genre 2: Action Scene Focus: Action</p>	<p>Autumn 2 Cool Britannia</p> <p>Sir Gawain and the Loathly Lady Text: 'Sir Gawain and the Loathly Lady' by Selina Hastings</p> <p>Genre: Narrative with a Quest Focus: Suspense</p>	<p>Spring 1 Raiders and Rulers</p> <p>Beowulf Text: 'Beowulf' by Nick Holt & John Howe</p> <p>Genre 1: Myth and Legend Focus: Story structure and coherence</p> <p>Genre 2: Poetry - Kennings</p>
<p>Spring 2 To Infinity and Beyond</p> <p>Plantarium Text: 'Plantarium' by Raman Prinja</p> <p>Genre 1: Non-Chronological Report Focus: Giving precise, technical information</p> <p>Genre 2: Discussion Focus: Presenting a balanced argument</p>	<p>Summer 1 The Circle of Life</p> <p>Tadpole's Promise Text: 'Tadpole's Promise' by Tony Ross & Jeanne Willis</p> <p>Genre 1: Persuasive Letters Focus: Persuasive devices</p> <p>Genre 2: Explanation Focus: Giving clear information</p>	<p>Summer 2 Use the Force!</p> <p>Clockwork Text: 'Clockwork' by Philip Pullman</p> <p>Genre 1: Recount – Diary Entry Focus: Conveying emotion and atmosphere</p> <p>Genre 2: Warning Tale Focus: Suspense</p>

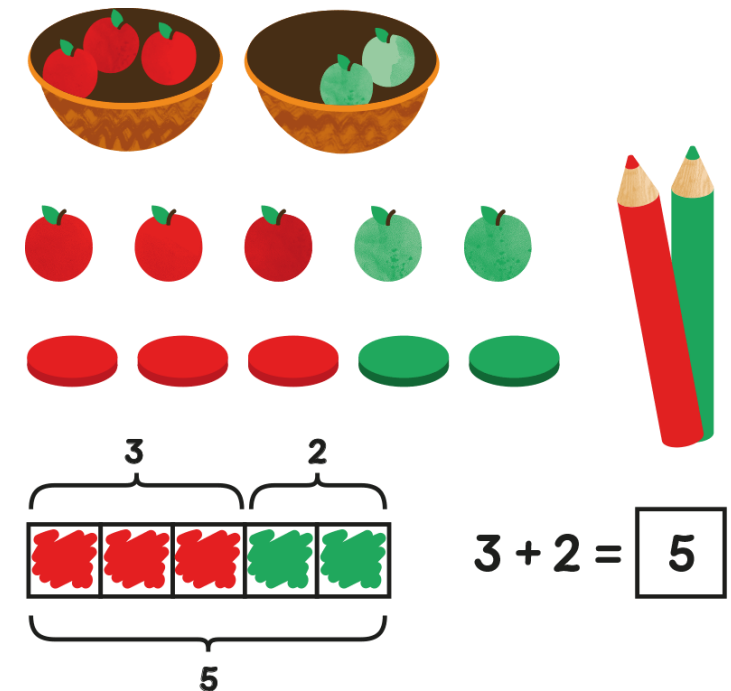
- We follow the TalkforWriting scheme of work, focusing on a core text for the half term. This prioritises oracy, which is part of our school's vision.



Maths

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- We follow a Maths Mastery approach to deepen understanding.
- In lessons we use a Concrete, Pictorial and Abstract (CPA) approach to teaching.
- Applying our understanding to reason and solve problems is a key aspect of maths learning. We will focus on being able to discuss and explain our reasoning using precise mathematical vocabulary.





Wider Curriculum

AUTUMN 1
To Be or Not To Be



To Be or Not To Be

AUTUMN 2
Cool Britannia



Cool Britannia

SPRING 1
Raiders and Rulers



**Raiders and
Rulers**

SPRING 2
To Infinity and Beyond



**To Infinity and
Beyond**

SUMMER 1
The Circle of Life



**The Circle of
Life**

SUMMER 2
Use the Force!



Use the Force



PE

- We teach PE twice a week; at least one lesson will be taught by a specialist PE coach.
- Swimming will be every Wednesday morning for one class every term beginning 17th September.

Robin- Autumn term

Owl- Spring term

Hummingbird- Summer term

- Winter PE kits (plain black tracksuit & sweatshirt over white t-shirt)

PE days

Owl – Tuesday and Wednesday

Robin – Wednesday and Thursday

Hummingbird- Wednesday and Friday





Homework

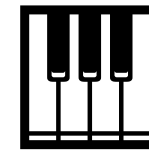
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- We will be sending home a spelling list for Year 5. Please practise these with your children.
- Reading is a priority and children are expected to read at least three times a week. Please sign their Reading Record book to indicate that you have heard them read. It is vital that you are spending time discussing the book with your child.
- Library Books/Reading Books
- Creative homework may be set on a half-termly basis.
- TTRS daily
- Homework plans are currently under review. We will keep you up to date with any changes to the above





Rocksteady Music School



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- Weekly music tuition (30minutes) with a range of instruments
- All instruments for lessons are provided (choose from vocals, keyboard, drums, guitar or bass)
- Receive an Ofqual-regulated music qualification at the end of the programme
- Opportunity to learn and perform in a band with your friends
- Lessons take place during the school day
- Everybody is welcome (even if you have no musical experience!)
- End of term concerts for friends and families

Visit rocksteadymusicschool.com to sign up

*You will not be able to sign up to Rocksteady during your child's swimming term.
Robin (Autumn term) Owl (Spring term), Hummingbird (Summer term).*



Extra-Curricular Clubs

- We have a wide range of clubs on offer for our pupils. These take place before and after school. These include Cooking, Art, Wellbeing, Bright Minds (Reception only), and Homework club.
- We also have a wide range of Sports Clubs including Football, Dance and Multi-sports.
- Information is sent at the beginning of every academic year via Parent Mail. Please see a member of the school office if you require any further information.



How to Help at Home

How to support your child in Year 5

- Read with your child every day and ask them questions about the story. Have a discussion explore the content of the book.
- Help your child to complete their homework.
- Support your child to learn all of their times tables up to 12x12.
- Practise the spellings which your child may come home from school with, including the Year 5 and 6 spelling list.
- Discuss with your child topics covered in school, using the half termly parent overviews.
- Encourage conversation through talking about your day.



Thank you.

Are there any questions?