

Parent Information Booklet



**Year 6
2025-2026**

Please keep this booklet to refer to throughout the
year.

Parsloes Primary School

WELCOME TO YEAR 6

Dear Parents/Carers,

We would like to welcome you and your child to Year 6, their final year in primary school. This year is even more important as this is our main opportunity to prepare your child for the next stage in their education, secondary school. This is a big step for them and many children will be anxious about this move so we will aim to do all we can to reassure and prepare them, so they leave us confident and excited about this move...while missing us a little!

Part of this preparation for the expectations of secondary school life is getting used to having a planner or homework diary, which we expect children to bring in every day. In this planner, the children will write down any homework they have, including their spelling words. We ask you to sign this each week, to show that you have seen it, due to the fact that this is expected in most secondary schools. In addition to this, we will expect you to sign their reading record at least three times a week. There is also a space in the children's homework diary for you to write down any concerns/questions you may have.

As you will be aware, children in Year 6 will be sitting SATs (Statutory Assessment Tests). For your child these will be during the week beginning Monday 11th May 2026. It is very important that you make sure your child is in school that week on time every day. Obviously, it is equally important that your child has

very good attendance during Year 6 too, in order to make the progress we and you expect of them.

Equally, we endeavour to ensure your child is not anxious about these tests as this can affect how well they will do. We need you to not be anxious either so we will be holding meetings to allay any anxieties you too may have, so don't worry!

I am sure that you, like us, want to make sure your child has the best possible start for secondary school, so there will be extra work, but we will also give Year 6 pupils additional privileges and trips so their final year at primary school is not dominated by tests. We want your child to take away some really fond memories of being at Parsloes.

Most importantly we want your child to achieve the best they can and value the support you will give us to make this possible.

Kind regards,

Year 6 teachers – Miss Peters (Kingfisher) and Mrs Connolly (Woodpecker)

Our Vision

At Parsloes Primary School we believe in an enriched and progressive curriculum that is engaging for all. The children and their learning are at the core of all that we do. Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. We believe our children deserve a curriculum that expands their life chances, enabling social equity and mobility.

Curriculum Intent



Our curriculum is language rich with reading at the heart of it. It is based upon our values and promotes positive emotional and physical health and provides experiences and opportunities that broaden children's cultural capital and supports the mindset that they can achieve anything.

Year 6 - Reminders to Parents

Attendance and Punctuality

There is a soft opening from 8.40am to 8.50am. Your child's regular and prompt attendance at school is crucial to their success, so please ensure they are on time every day. The most intensive lessons begin first thing in the morning. If your child is late, they will miss out on very important learning.

Reading

Children will take a book matched to their reading level home and are encouraged to read daily. Once they complete this book, they will take a quiz on 'Accelerated Reader', where they can demonstrate their understanding of what they have read.

Accompanying this book is a reading record, where you can write comments on their reading progress. Please ensure that you sign your child's reading record at least three times each week. Please take the time to also question your child about the books that they are reading to you.

Key Stage Two SATs

During the month of May, pupils in Year 6 will be sitting SATs (Statutory Assessment Tests). These tests will assess whether your child has achieved the expectations for Key Stage Two in Reading, Writing, Grammar, Punctuation & Spelling (GPS) and Mathematics. Further updates will follow throughout the year.

Uniform

The school has high expectations for school uniform. Full school uniform with the school logo must be worn daily. All children should wear appropriate black shoes for school. Please ensure that your child's name is written clearly on all of their belongings. We recommend that long hair is tied back for safety. Children should not wear jewellery in school, except from small studs if they have their ears pierced.

Water

Your child will need a named water bottle with a covered mouthpiece to access water throughout the day. We cannot provide or share cups in the classroom. Your child will be able to refill their water bottle throughout the day as necessary.

Break times

Each class has access to a range of playground toys to use at break and lunch times. Children are not allowed to bring their own toys into school to play with.

PE

Children should bring their PE kit on the days they have PE. This consists of a white T-Shirt, red shorts, black joggers and a black sweatshirt. Children should not wear earrings to school on their PE days and long hair must be tied back.

Kingfisher – Monday and Wednesday

Woodpecker – Monday and Wednesday

Library

Your child will visit the school library with their class once a week, where they will have their opportunity to check out a book and take it home to read. Please ensure that your child returns the book the following week. There is a charge of £5 for any lost or damaged books.

Curriculum

Our theme for the first half term is 'What Mr. Darwin Saw.' Further updates will follow throughout the year.

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.

Mobile Phones

Mobile phones are not allowed in school. The only exception to this are those pupils in Years 5 & 6 who come to or go home from school by themselves. We will store these securely during the day. Mobile phones should be turned off whilst pupils are on the school premises - if these rules are not followed, they will no longer be allowed to bring their phones into school. In order to keep an accurate record of those who need to bring a phone into school, due to the fact that the pupil is walking home by themselves, the relevant form will need to be filled in on ParentMail. Please note that phones are left in school at your own risk and school cannot take responsibility for any phones that are lost or damaged.

How to support your child in Year 6

- Read with your child every day and ask them questions about the story.
- Help your child to complete their homework when set.
- Practise the spellings, which your child will come home from school with, including the Year 5 & 6 spelling list.
- Support your child to learn and remember all of their times tables up to 12 x 12.
- Discuss with your child topics covered in school, using the half termly parent overviews.
- Encourage conversation through talking about your day.
- Encourage independence so that your child is prepared for the transition to secondary school.

PARSLOES PRIMARY SCHOOL UNIFORM

The uniform, including the P.E. Kit, book bags etc. can be purchased from our online uniform supplier which is Premier Schoolwear, www.premierschoolwear.co.uk.

Uniform can be purchased and either delivered or collected from store. If you require any additional information please speak to the school office.

COMPULSORY UNIFORM

BOYS

Grey tailored trousers
White school polo shirt
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
White school polo shirt
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

BAGS

Parsloes Book Bag only

Please do not send your child to school with any other bags, handbags or back packs.

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.

Children coming into school with the incorrect uniform will be asked to change.

The only jewellery pupils may wear are **studs** in pierced ears. These need to be removed by the child for all PE lessons (maybe 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.

COMPULSORY P.E KIT

Red shorts (not cycling or Bermuda)

Plain white round necked T-shirt



Black plimsolls

Plain tracksuit bottoms (black) & 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.

Curriculum Overview – English

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|--|---|---|
| <p style="text-align: center;">Autumn 1 What Mr Darwin Saw</p> <p>Story Spinners Text: Little Red Riding Hood</p> <p>Genre 1: Setting Description Focus: Atmosphere Grammar Focus: conjunctions, adverbials, passive voice, Hot Task: Character experiencing a sinister setting</p> <p>Genre 2: Traditional Tale with a Twist Focus: Dialogue Grammar Focus: dialogue (use to move action on and punctuation), semi-colons to separate clauses Hot Task: Twist a familiar traditional tale</p> | <p style="text-align: center;">Autumn 2 Time Tunnel</p> <p>Oliver Twist Text: 'Oliver Twist' by Charles Dickens Genre 1: Character Description Focus: Revealing a character Grammar Focus: Figurative language, dialogue to reveal character, adverbials Hot Task: Write an extract from a story that reveals a different character</p> <p>A Christmas Carol Text: 'A Christmas Carol' by Charles Dickens Genre 2: Diary Entry Focus: Conveying emotion and suspense Grammar Focus: punctuating complex sentences, varied sentence lengths, figurative language Hot Task: Diary entry based on an event from the text</p> | <p style="text-align: center;">Spring 1 Edge of the World</p> <p>Shackleton's Journey Text: 'Shackleton's Journey' by William Grill</p> <p>Genre 1: Diary Entry Genre 2: Discussion Genre 3: Adventure Story</p> <p><i>If needed - Biography</i></p> |
| <p style="text-align: center;">Spring 2 Natural World</p> <p>Flotsam / Kensuke's Kingdom Text: 'Flotsam' by David Weisner and 'Kensuke's Kingdom' by Michael Morpurgo</p> <p>Genre 1: Non-Chronological Report Genre 2: Overcoming the Monster</p> | <p style="text-align: center;">Summer Mesoamerica</p> <p>The Explorer Text: 'The Explorer' by Katherine Rundell</p> <p>Genre 1: Journey Tale Focus: Setting Grammar Focus: Carefully chosen verbs and adverbs, passive voice, punctuating dialogue Hot Task: A story where characters are abandoned in a new setting</p> <p>Genre 2: Discussion Focus: Presenting a balanced argument Grammar Focus: Adverbials, modal verbs, clauses to explain and add detail Hot Task: Discussion of a topic linked to South America or wider curriculum (e.g. should Maya artefacts be returned to their country of origin?)</p> | |

Curriculum Overview – Themes

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|---|---|
| <p style="text-align: center;">Autumn 1 What Mr Darwin Saw</p>  | <p style="text-align: center;">Autumn 2 Time Tunnel</p>  |
| <p style="text-align: center;">Spring 1 Into the Unknown</p>  | <p style="text-align: center;">Spring 2 Natural World</p>  |
| <p style="text-align: center;">Summer Mesoamerica</p>  | |

End of Year Expectations – Writing

By the end of Year 6, a child of expected standard will meet the following criteria:

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| Identifies the audience for, and purpose of, the writing |
| Selects the appropriate form and uses other similar writing as models for their own |
| Proof-reads for spelling and punctuation errors |
| Ensures the consistent and correct use of tense throughout a piece of writing |
| Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining) |
| Can describe settings, characters and atmosphere |
| Uses dictionaries to check the spelling and meaning of words |
| Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter) |
| Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)') |
| Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text |
| Uses the colon to introduce a list |
| Punctuates bullet points to list information |

End of Year Expectations – Reading

By the end of Year 6, a child of expected standard will meet the following criteria:

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| Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met |
| Increases 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 |
| Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context |
| Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |
| Retrieves, records and presents information from non-fiction |
| Participates in discussions about books that are read to the individual and those that can be read independently |
| Provides reasoned justifications for their views about a book |

End of Year Expectations – Maths

By the end of Year 6, a child of expected standard will meet the following criteria:

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| Rounds any whole number to a required degree of accuracy |
| Uses negative numbers in context and calculates intervals across zero |
| Multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication |
| Divides numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context |
| Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |
| Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy |
| Uses written division methods in cases where the answer has up to two decimal places |
| Solves problems which require answers to be rounded to specified degrees of accuracy |
| Recalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts |
| Solves problems involving the calculation of percentages eg of measures and calculations such as 15 per cent of 360, and the use of percentages for comparison |
| Solves problems involving unequal sharing and grouping using knowledge of fractions and multiples |
| Uses simple formulae |
| Uses, reads, writes and converts 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 |
| Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons |
| Draws and translates simple shapes on the coordinate plane and reflects them in the axes |
| Interprets pie charts and line graphs and uses these to solve problems |
| Calculates and interprets the mean as an average |

Times tables – to practise

[illegible]

Times tables – to perfect

[illegible]

Years 5 and 6 Spelling List



Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

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