

Desford Community Primary School



2024-25 Parent Welcome Meeting

Year 6

# Aims & Purpose



To give parents an overview of the key areas of school culture, behaviour and curriculum.

Meet the staff

School Ethos

Behaviour

Uniform/What to bring

Attendance & Punctuality

Curriculum & Homework

SEND/Pupil Premium

Communication

# STAFF



## Eagles

Mr Davies

## Merlins

Mr Bates

## Support Staff

Mrs Dale

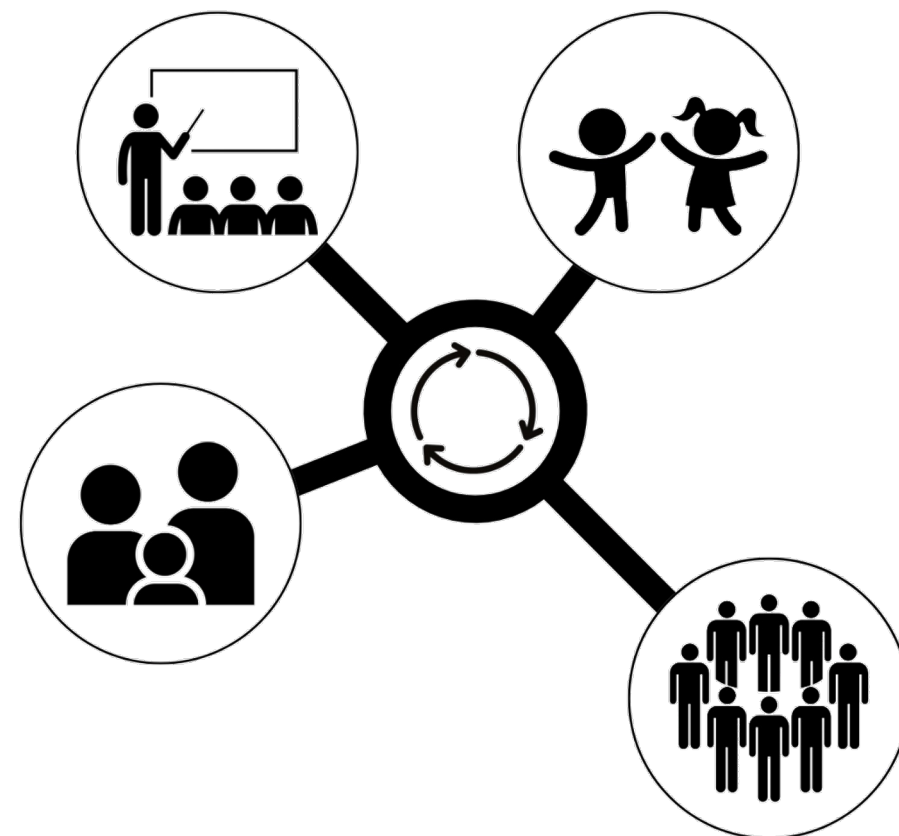
Miss Valentine

Mrs Richardson

Miss Pooley

Miss Evans

# SCHOOL ETHOS & CULTURE



# BEHAVIOUR

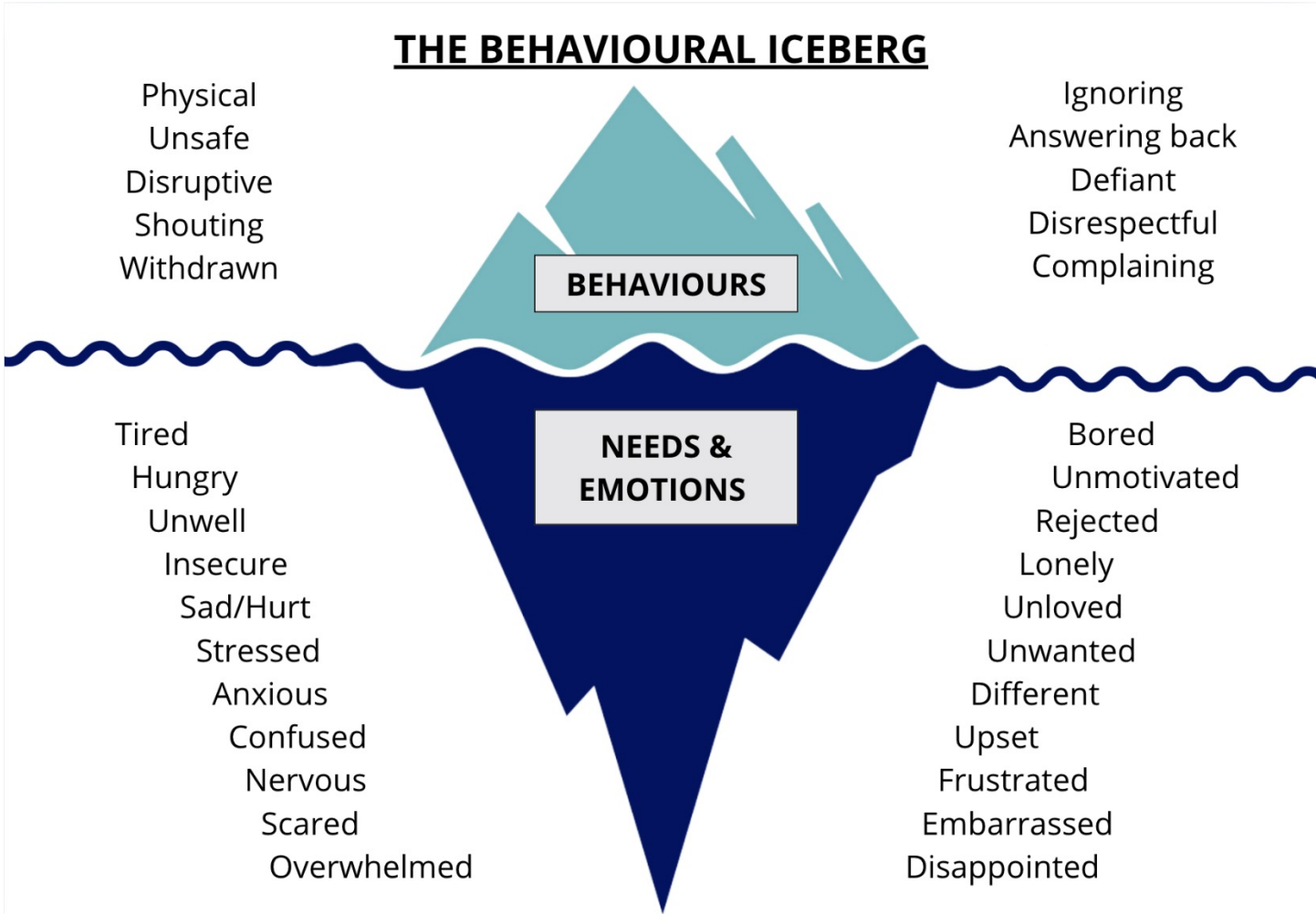


**Good BEHAVIOUR**

*BE*  
**KIND**

-to- YOURSELF    -to- OTHERS    -to- the ENVIRONMENT

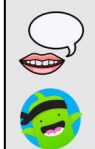
**READY**    **RESPECTFUL**    **SAFE**



# BEHAVIOUR



## Good BEHAVIOUR



### PRAISE AND POINTS

- You can earn praise and Dojo points by following our school rules and routines.
- Staff may tell your parents how brilliant you have been.
- Any member of staff can praise your behaviour and award you with Dojo points.
- Lunchtime staff can award you with stickers or tokens that earn Dojo points.



### CONSEQUENCES

- Staff will use the behaviour pyramid to support & respond to your behaviour.
- Some behaviours may result in you losing some break or lunchtime.
- Staff will always speak with you about your behaviour
- Staff may speak with your parents if your behaviour is not meeting expectations.

### RECOGNITION BOARDS



Every child has their own label.

When Kind, Ready, Respectful or Safe behaviour is recognised by staff or children, their label move onto the recognition board beside the behaviour.

#### RECOGNITION BOARD

Every child is awarded 5 Points each once everyone's name is on the board. Board should be completed at least once per week.

### CLASS CHAMPION



Awarded for 'standout moments' that demonstrate the school ethos & values. 2 to 4 awards given out each week. Each child awarded up to 4 per year.

#### CLASS CHAMPION

Certificate presented in an assembly. Additional break time. 'Front-of-line' pass for 1 week.

### WHOLE CLASS REWARDS



Awarded when the class have reached their Class Dojo Points Target. Targets take class size into account.

#### WHOLE CLASS REWARDS

An afternoon of activities that have been voted for by the children. Usually on a Friday afternoon towards the end of a half term.



1) Kind



2) Ready



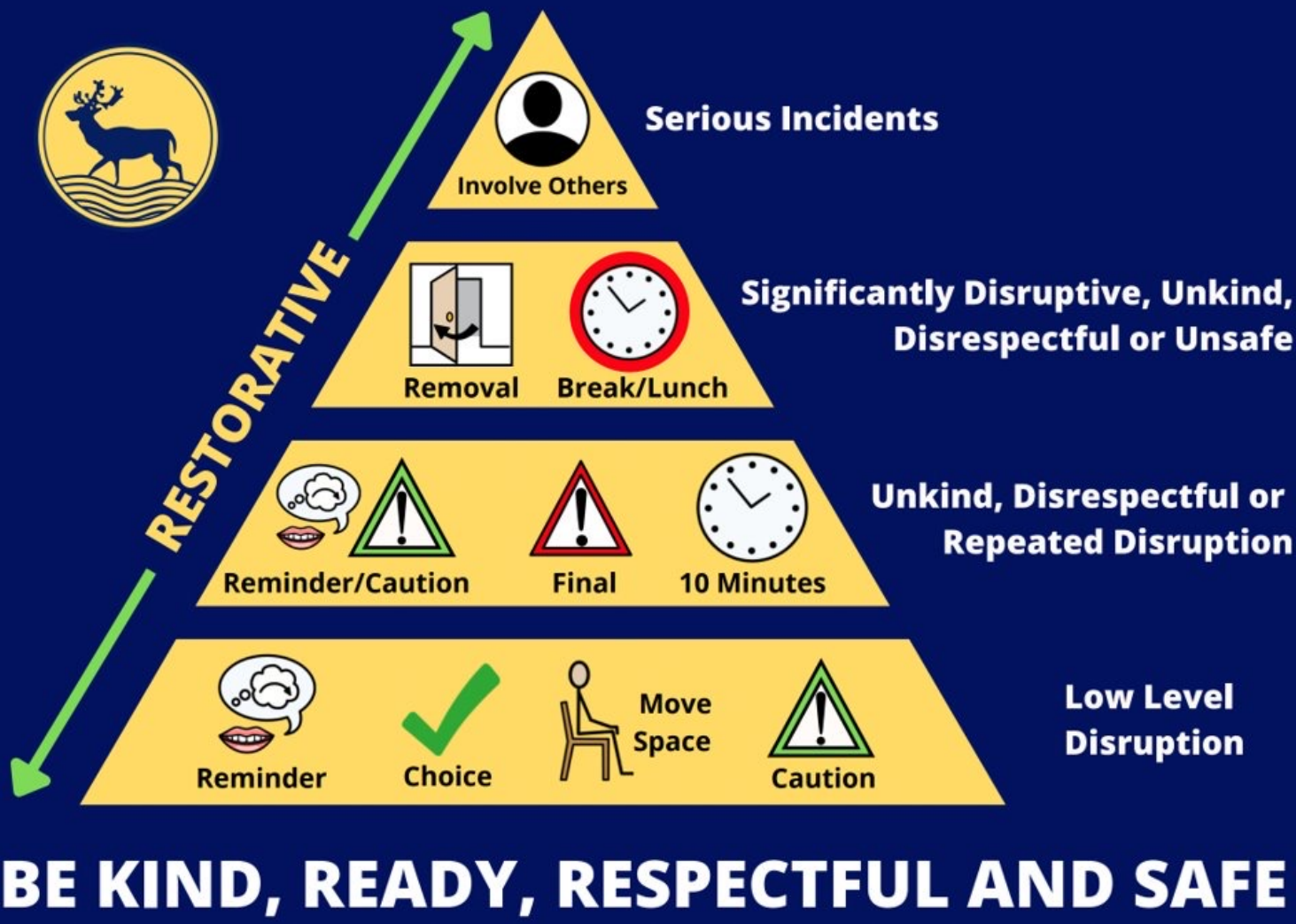
3) Respectful



4) Safe

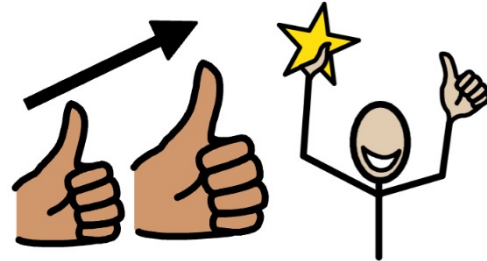


Recognition Board



BE KIND, READY, RESEPECTFUL and SAFE

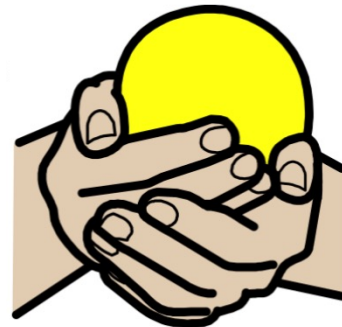
# BEHAVIOUR



**High Expectations – Never lowered**



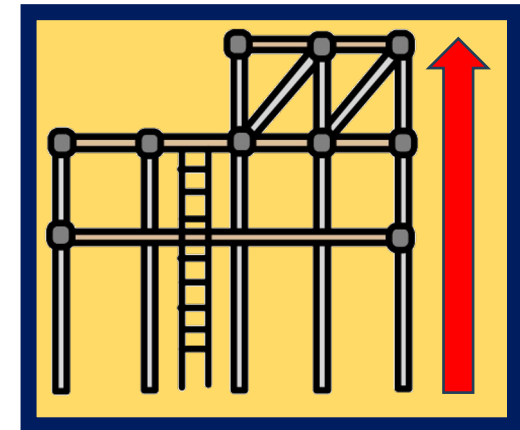
**SEND - learning/behaviour**



**Safeguarding**



**Individual Context**



**Scaffolding  
Up**

# QUESTION & ANSWER





# UNIFORM EXPECTATIONS



**Blue/white polo shirt as shown**



**Dark blue jumper fleece or cardigan**

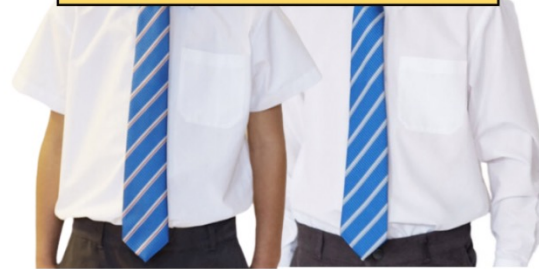


**Blue checked dress**



**Grey/black trousers, shorts, skirt or dress**

**YEAR 6 ONLY**  
**White, long/short**  
**sleeved shirt with tie**



**Plain black, sensible shoes/trainers**



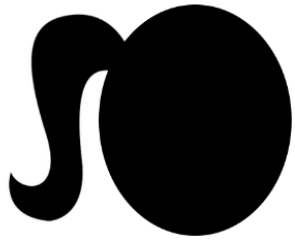
**Backpack/Bookbag**  
**(school options available)**



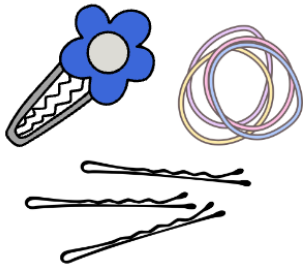
# UNIFORM EXPECTATIONS



## Hair & Accessories



Hair should be smart and presentable whilst allowing for some self-expression.



Small, subtle hair accessories in school uniform colours are permitted (e.g. blue, white, black and grey).



Children can wear hats during outdoor social time and in PE lessons for sun protection.

## Jewellery & Devices



Jewellery such as earrings, necklaces, bracelets and friendship bands are not permitted, with the exception of **small studded earrings**.



Watches are allowed. Devices that have the capacity to take video/photos or send & receive messages or calls not permitted.



Mobile phones are not permitted in school except in circumstances outlined in the mobile phone policy which can be found on the school website.

# PE UNIFORM EXPECTATIONS

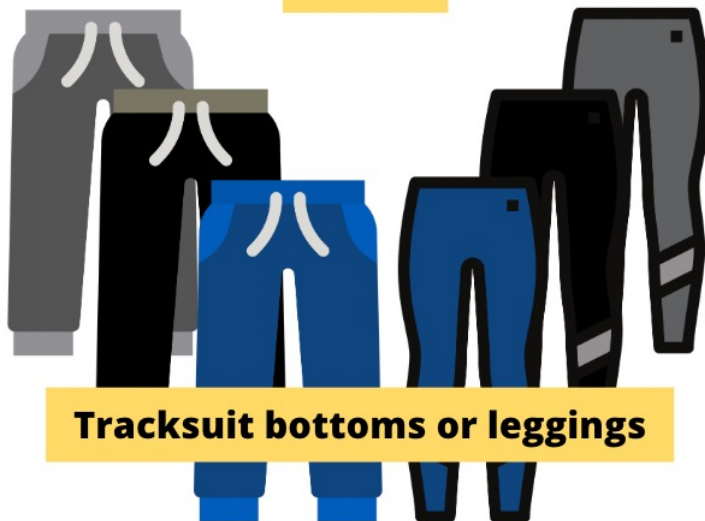


## THE LOWER HALF

We appreciate that finding shorts, tracksuits or leggings in school colours may be more difficult from some shops, so we ask that you buy them in line with the readily available colour scheme shown below.



**Shorts**



**Tracksuit bottoms or leggings**

## THE TOP HALF

We ask that your child always changes into a different top for PE. This should be a standard plain T-shirt or sport T-shirt and in one of the colours shown below. No logos, slogans or team kits (e.g. football, rugby)



**T-shirt**



**Jumper**

# PE UNIFORM EXPECTATIONS



## PE SAFETY



### JEWELLERY

We ask that all jewellery and watches are removed for PE and swimming. It may be more convenient for jewellery to be removed on PE days.



### HAIR

All children with longer hair need to tie their hair back for PE lessons. Where children do not have hair ties, we will provide them to the children.



### WEATHER

Children in Key Stage 2 need to be prepared for outside PE but children in EYFS, Y1 and Y2 will usually be indoors when the weather is colder.



### NON-PARTICIPANTS

Pupils unable to take an active part in a lesson will fulfil a non-participant role such as: a journalist; equipment manager; coach; referee.

Footwear does not need to be in the school colours and should be PE trainers that fit comfortably.



**PE Trainers or plimsolls**

# SNACKS & LUNCH

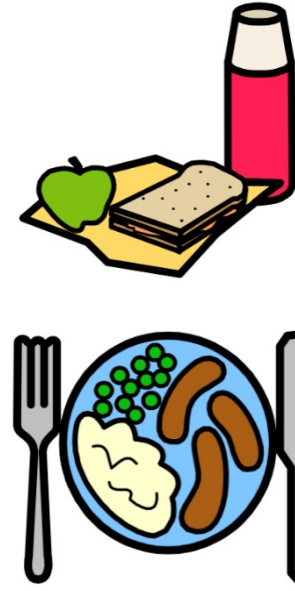


**Desford Primary School School Menus...**

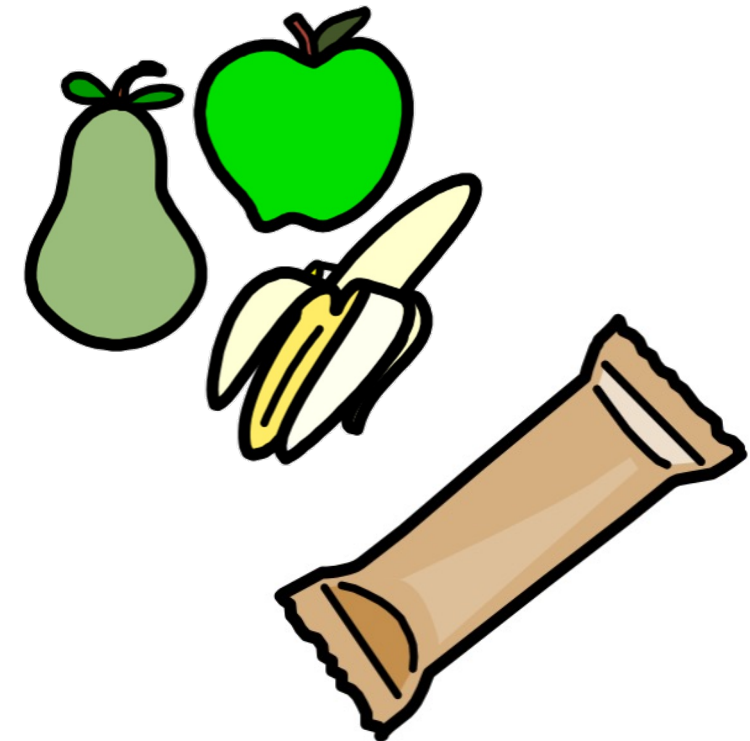
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	Quinn Park Macarons Served in Taster Box Dessert of the Day	Chicken Burger in a Bun w/ Potato Fries Dessert of the Day	Beef Chicken Burger with Dressing w/ Potatoes Dessert of the Day	All Day Breakfast w/ Breakfast Potatoes Dessert of the Day	Battered Fish w/ Fish Fingers Available Dessert of the Day
<b>Week 2</b>	Vegetarian Bolognaise w/ Pasta Dessert of the Day	Vegetarian Burger in a Bun w/ Potato Fries Dessert of the Day	Quinn Park Dessert w/ Potato Fries Dessert of the Day	Vegetable All Day Breakfast w/ Potato Fries Dessert of the Day	Quinn Quiche w/ Potato Fries Dessert of the Day
<b>Week 3</b>	Quinn Park Macarons Served in Taster Box Dessert of the Day	Chicken Burger in a Bun w/ Potato Fries Dessert of the Day	Beef Chicken Burger with Dressing w/ Potatoes Dessert of the Day	All Day Breakfast w/ Breakfast Potatoes Dessert of the Day	Battered Fish w/ Fish Fingers Available Dessert of the Day

If you would like information on which foods contain allergens, please write to a member of the Catering Team who would be happy to help. This is complimentary, some items require pre-booking so please notify us accordingly. Where this is not the case, we will endeavour to notify parents in advance.

Hot dinners & Packed Lunches



Snacks in EYFS, KS1 and KS2



## AUTUMN TERM - 1st Half

MENU 'WEEK 1'	MENU 'WEEK 2'	MENU 'WEEK 3'
Week Beginning 26th August 2024	Week Beginning 2nd September 2024	Week Beginning 9th September 2024
Week Beginning 16th September 2024	Week Beginning 23rd September 2024	Week Beginning 30th September 2024
Week Beginning 7th October 2024	Week Beginning 14th October 2024	

# Allergy Aware



Desford Community Primary School is an  
**Allergy Aware School**  
we are not nut free



**NATIONAL ADVICE:** The Anaphylaxis Campaign does not advocate a total nut ban in schools because it is extremely difficult to enforce due to so many different products containing nuts or traces of nuts.

When we know your child has a serious food allergy, we will meet with you to discuss their needs and create a care plan based upon these needs. The Kitchen will also create a diet plan.

## **PARENTS WILL:**

- Provide details of any food allergies their children may have
- Not send any food into school that they know contains nuts
- Encourage their children not to share their food with other children

# WHAT TO BRING



## Please Bring

Water bottles

PE Kit stays at school

Reading book & record

Achievement certificates/awards

## Do not bring

Toys

Expensive items

Jewellery

# QUESTION & ANSWER





# PUNCTUALITY AND ABSENCE



Gates open 8:40

Initial Learning  
8:40 – 9:00



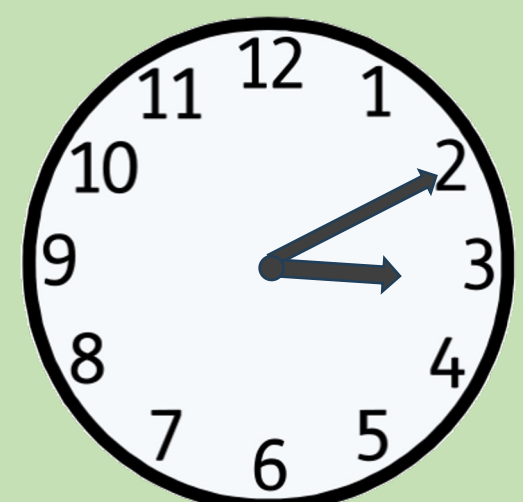
Gates close 8:50

Register taken  
8:50 -9:00



Register closes  
9:00am

Further arrivals  
marked as absent.



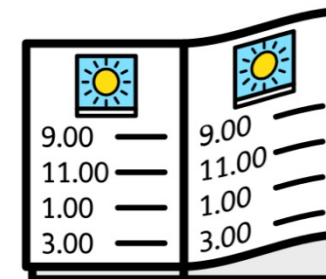
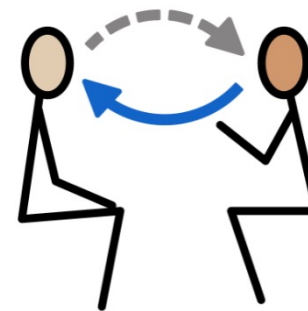
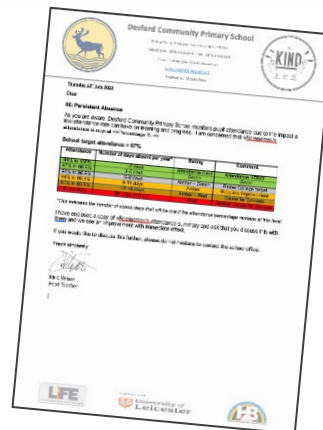
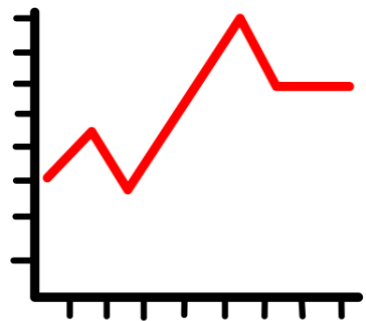
Gates open 3:10

Children collected

# PUNCTUALITY AND ABSENCE



Attendance	Number of days absent per year*	Rating	Comment
99% to 100%	1-2 days	Attendance Hero	Attendance HERO!
97% to 98.9%	3-5 days	Green	Good
96% to 96.9%	6-8 days	Amber – Green	Below College target
94% to 95.9%	9-11 days	Amber	Requires Improvement
90% to 93.9%	12-19 days	Amber – Red	Cause for Concern
Below 90%	20 days or more	Red	Serious Cause for Concern



# PUNCTUALITY AND ABSENCE



## Penalty Notices for unauthorised absences: What you need to know about the changes.

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for unauthorised absences that occur after 19<sup>th</sup> August 2024.

### 5 Consecutive Days of Term Time Leave.

Penalty Notice fines will be issued for term time leave of 5 or more consecutive days, and for fewer days where this has happened before.

### 10 Sessions of Unauthorised Absence in a 10-week period.

Penalty Notice fines will be considered when there have been 10 sessions of absence in a 10-week period.

### Per Parent, Per Child

Penalty Notice fines will be issued to each parent, for each child who was absent.

For example: 3 siblings absent for term time leave will result in each parent receiving 3 separate fines.

### First Offence

The first time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be:

£160 per parent, per child when paid within 28 days.

Reduced to £80 per parent, per child if paid within 21 days.

### Second Offence (within 3 years)

The second time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be:

£160 per parent, per child when paid within 28 days.

(No option to pay at £80 level)

### Third offence and Any Further Offences (within 3 years)

The third time an offence is committed for Term Time Leave or irregular attendance a Penalty Notice will not be issued. The case will proceed to the Magistrates' court.

Magistrate's fines can be up to £2,500 per parent, per child.

Please consult your school's attendance policy and speak with your school if you are thinking of taking your child out of school during term-time. It is likely you will need to make a written request to take your child out of school and any leave of absence will need to be agreed by your Headteacher before it is taken.



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# QUESTION & ANSWER



# TIMETABLE



## Year 6 Timetable Week Beginning:

	08:40-10:30			10:50 -11:05	11:05-12:40			12:40- 13:30	13:30-15:10	
<b>Monday</b>	Crew/ assembly	Reading	Writing	<b>Playtime</b>	Maths	Spellin g	Class story / RFP	<b>Lunchtime</b>	Wider curriculum	
<b>Tuesday</b>	Crew/AR	Reading	Writing		Maths	Spellin g	Class story / RFP		TTRS	PSHE / RE
<b>Wednesda y</b>	Crew/ French	Reading	Writing		Maths	Spellin g	Class story / RFP		Wider curriculum	
<b>Thursday</b>	Crew/ TTRS	Reading	Writing		Maths	Spellin g	Class story / RFP		Wider curriculum	
<b>Friday</b>	Crew/ HW	Reading	Writing		Maths - arithmetic	Spelling Shed test			PE / Computing	

# CURRICULUM DOCUMENTS



**Desford Community Primary School**  
'A Good School In The Heart of The Community'



ABOUT US    KEY INFORMATION    NEWS & EVENTS    PARENTS    **LEARNING**



- LEARNING**
- Curriculum Intent
- DCPS Curriculum
- Music Lessons
- Home Learning
- Choir
- Rethink Your Mind

Welcome To Desford Community Primary School's Website

A thriving school that focuses on growing kind, respectful citizens - part of the LIFE Multi Academy Trust

CALENDAR DATES

NEWSLETTERS

## LEARNING

Curriculum Intent

**DCPS Curriculum**

Music Lessons

Home Learning










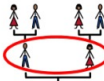












Choir

Rethink Your Mind

# CURRICULUM DOCUMENTS



## Year 6 - Autumn Term 1

Subject & Key Question	Driver Questions					
	Each question should form the spine of a session for the subject.					
 <b>PSHE</b> Rights, Rules and Responsibilities	 What basic rights and responsibilities do children and adults have?	 What are my responsibilities for respecting the rights of others when online?	 What views do people have about courtesy and manners to ensure that all people are treated with respect?	 Why are rules and laws needed in society?		
 <b>History</b> How did life change during the 20 <sup>th</sup> century?	 What were some of the most important events of the 20 <sup>th</sup> century?	 How did technology change through the 20 <sup>th</sup> century?	 How did the role of women change throughout the 20 <sup>th</sup> century?	 Who were the Windrush generation?	 How did Leicester change through the 20 <sup>th</sup> century?	
 <b>Art</b> Can I create a piece of art in the style of cubism?	 Who are some of the key cubism artists?	 What are the key features of cubism?	 Which colours represent you best?	 Create a class self-portrait gallery inspired by a cubism artist.		
 <b>Science</b> How is energy transferred?	 What symbols are used for electrical components?	 How can we draw circuit diagrams?	 How does the number of bulbs in a circuit affect their brightness?	 How are batteries different?	 How does voltage affect bulb brightness?	

Unit driver question

Lesson driver question

# ENGLISH DOCUMENTS



Yr.	Text	Sentence	Word	Punctuation
5	<ul style="list-style-type: none"> <li>Develop confidence in using paragraphs by changing place, time and action (and linking ideas across paragraphs)</li> <li>Use a wider range of devices to build cohesion <b>within</b> a paragraph (For example: <i>then, after that, this, firstly</i>)</li> <li>Edit and improve work by selecting appropriate grammar and vocabulary, understanding how choices can enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>Confidently, use a range of conjunctions of subordination and coordination, e.g. <i>because, as, so, even though, although, despite, while, meanwhile, etc.</i></li> <li><b>Introduce relative clauses beginning with:</b> <i>who, which, that, where, when</i></li> <li>Confidently start sentences in a range of ways, including fronted adverbials (including 'ed' clauses – e.g. <i>Disappointed, Isaac closed the door to his room.</i>)</li> <li>Extend sentences, when writing dialogue (e.g. <i>"Help!" Alexis screamed, as she jumped backwards from animal's cage.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Embed previously learnt prefixes/suffixes and develop the use of new prefixes/suffixes</li> <li>Indicate degrees of possibility using modal verbs (e.g. <i>might, should, will, must, etc.</i>) <b>or</b> adverbs (<i>perhaps, surely, etc.</i>)</li> <li>Make careful selection of <u>specific</u> nouns (e.g. <i>The great oak in the middle of the park..., A Lamborghini raced around the track..., etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate the use of <u>full punctuation</u> for direct speech – i.e. Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella.</i> Or use end punctuation within inverted commas, e.g. <i>The conductor shouted, "Sit down!"</i></li> <li>Embed the use of apostrophes for contraction and possession (including plurals)</li> </ul>
	<ul style="list-style-type: none"> <li>In narratives, thoughtfully describe settings and characters to <b>reveal mood/atmosphere.</b></li> <li>Linking ideas <b>across paragraphs</b> using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>)</li> <li><b>Ensure</b> the consistent and correct use of verb tense throughout a piece of writing</li> <li>Ensure the correct subject and verb agreement when using singular or plural</li> <li>In narratives, integrate dialogue to convey character and advance the action</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Use a range of devices to help build cohesion within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Develop use of compound and complex sentences using a <u>full range</u> of conjunctions for coordination and subordination (e.g. <i>although, so, despite, while/whilst, even though, because, as, etc.</i>)</li> <li><b>Continue</b> to develop the use of relative clauses <b>beginning with:</b> <i>who, which, that, where, when</i></li> <li>Know the difference between direct speech and reported speech</li> <li>Intersperse narrative <b>between lines</b> of dialogue, (i.e. <i>using action and/or thought</i>)</li> <li>Understand how the length of a sentence can help create a specific effect (e.g. shorter sentences – intense action/drama)</li> <li>Use present progressive and past progressive form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>Ensure greater confidence in using a <u>range</u> of figurative devices (e.g. <i>metaphor, alliteration, personification, onomatopoeia, simile</i>) for effect on the reader</li> <li><b>Continue</b> to develop in confidence with <b>knowing the difference between homophones</b> (e.g. <i>to/too, they're/their/there, which/witch, past/passed, etc.</i>)</li> <li>Converting nouns or adjectives into <b>verbs</b> using suffixes (e.g. <i>-ate; -ise; -ify</i>)</li> <li>Understand the <b>difference between relative and possessive pronouns</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of commas to clarify meaning or avoid ambiguity</li> <li>Parenthesis (<i>using commas, brackets, dashes</i>)</li> <li>Confidently use colons and bullet points in lists</li> <li><b>Begin</b> to use hyphenated words for <b>description</b> (e.g. <i>blue-eyed, old-aged, quick-witted, red-headed, etc.</i>)</li> <li><b>Begin</b> to use semi-colons to mark boundaries <b>between independent clauses</b> (For example: <i>It's raining; I'm fed up.</i>)</li> </ul>
	<ul style="list-style-type: none"> <li>Linking ideas <b>across paragraphs</b> using a wider range of cohesive devices – For example: repetition of a word or phrase, grammatical connections (For example: <i>the use of adverbials, such as - on the other hand, in contrast, or as a consequence</i>), and ellipsis</li> <li>Choosing <b>appropriate</b> layout devices (For example: <i>headings, sub-headings, columns, bullets, or tables, to structure text</i>)</li> <li>In narratives, secure the effective description of settings and characters to reveal <b>appropriate</b> mood/atmosphere</li> <li>In narratives, effectively integrate dialogue to convey character and advance the action</li> <li>In narratives, include suspense, cliff hangers, flashbacks, time slips, etc.</li> <li>In non-fiction, use a variety of text layouts appropriate to purpose</li> <li>Edit and improve work by selecting appropriate grammar and vocabulary, understanding how choices can enhance meaning</li> <li>Self-select specific publishing formats to fully engage the reader and enhance the impact of the writing (within a chosen text-type)</li> </ul>	<ul style="list-style-type: none"> <li>Intersperse narrative <b>between lines</b> of dialogue, to move the action forward and to develop characterisation</li> <li>Extend lines of narrative in dialogue, using <i>as, whilst, while, etc.</i></li> <li>Use a range of simple, compound and complex sentences for effect – using a <u>full range</u> of conjunctions for coordination and subordination</li> <li>Use active and passive voice to create effect, For example: <ul style="list-style-type: none"> <li>- <b>Active:</b> <i>Bella naughtily splashed the dog.</i></li> <li>- <b>Passive:</b> <i>The dog was naughtily splashed by Bella.</i></li> <li>- <b>Active:</b> <i>The fire scorched the toast.</i></li> <li>- <b>Passive:</b> <i>The toast was scorched by the fire.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Confidently use relative clauses <b>beginning with:</b> <i>who, which, where, when, whose, that, or an omitted relative pronoun</i></li> <li>Indicating degrees of possibility using adverbs (For example: <i>perhaps, surely, etc.</i>) or modal verbs (For example: <i>might, should, will, must, etc.</i>)</li> <li>Fully understand a range of synonyms and antonyms (<i>and how they relate to one another</i>)</li> <li>Be clear of the <b>difference between</b> vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (For example: <i>find out – discover, ask for – request, go in – enter</i>)</li> <li>Use a full range of literary/figurative devices for effect (e.g. Rhyme, Alliteration, Metaphor, Simile, Hyperbole, Onomatopoeia, Personification)</li> </ul>	<ul style="list-style-type: none"> <li>Use semi-colons, colons or dashes to mark boundaries <b>between independent clauses</b> (For example: <i>Moira collapsed on the stage floor; she was unsure whether she'd survive to the end of the play.</i>)</li> <li>Use of the colon to <b>introduce</b> a list and use of semi-colons <b>within</b> lists</li> <li>Understand how hyphens can be used to avoid ambiguity (For example: <i>man eating shark versus man-eating shark, or recover versus re-cover, etc.</i>)</li> <li>Revise the full range of punctuation for effect on the reader</li> </ul>

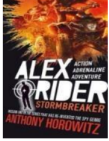



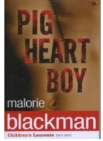
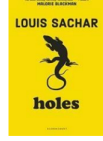
A detailed progression of skills that shows every objective covered over the course of the year.



# ENGLISH DOCUMENTS



Year 6

	 Alex Ryder: Stormbreaker	 Wild Boy Rob Lloyd Jones	 Romeo & Juliet Andrew Matthews	 Once Morris Gleitsman	 Pig Heart Boy Malorie Blackman	 Holes Louis Sachar												
	Narrative - action scene (2 ½)	Explanation (2 ½)	Poetry – Ottawa Rima (1)	Narrative – character description (1 ½)	Narrative – action scene (1 ½)	Recount - Newspaper report (3)	Setting Description (1 ½)	Informal letter (1 ½)	Narrative (3)	Recount – diary (1 ½)	Biography (2 ½)	Narrative action/setting description with dialogue (2)	Setting description (2)	Balanced Argument (2)	Recount - Newspaper report (2)	Narrative – action scene with dialogue (2)	Formal letter (2)	Non-Chronological Report (2)
<b>Key Skills</b>	<b>Key Skills</b> semi colons, dashes or dashes verb adverb pairings range of simple, compound and complex sentences link ideas across paragraphs full range of subordinating and coordinating conjunctions cause and effect language (e.g. because, since, as, for this reason, therefore, so that, as a result, consequently)	<b>Key Skills</b> look at crib sheet	<b>Key Skills</b> relative clauses with different punctuation for parenthesis (commas, dashes or brackets) prepositional phrases full range of subordinating and coordinating conjunctions	<b>Key Skills</b> verb adverb pairings varying sentence openers (ing, ty) prepositional phrases	<b>Key Skills</b> formality in speech indirect and direct speech relative clauses with different punctuation for parenthesis (commas, dashes or brackets)	<b>Key Skills</b> full range of literary/figurative language (e.g. rhyme, alliteration, metaphor, simile, hyperbole, onomatopoeia, personification)	<b>Key Skills</b> full range of subordinating and coordinating conjunctions	<b>Key Skills</b> description of settings and characters to reveal mood/atmosphere here dialogue to convey character and advance action active and passive voice	<b>Key Skills</b> apostrophes for possession (singular and plural) semi-colons relative clauses with different punctuation for parenthesis (commas, dashes or brackets)	<b>Key Skills</b> intersperse narrative between lines of dialogue extend lines of dialogue	<b>Key Skills</b> create mood and atmosphere using all 5 of the senses use hyphens to avoid ambiguity	<b>Key Skills</b> modal verbs superlatives conjunctions (despite, even though, furthermore, because, moreover) know difference between vocabulary for informal and formal speech/writing	<b>Key Skills</b> know difference between informal and formal speech	<b>Key Skills</b> know difference between informal and formal speech	<b>Key Skills</b> know difference between informal and formal speech	<b>Key Skills</b> active and passive voice	<b>Key Skills</b> know difference between informal and formal speech	<b>Key Skills</b> use of colons to introduce a list and use semi-colons within lists
<b>Spellings (CEWs)</b>	<b>Spellings (CEWs)</b> government vehicle stomach equip amateur apparent conscious curiosity	<b>Spellings (CEWs)</b> computer symbol equipped correspond profession sacrifice foreign	<b>Spellings (CEWs)</b> clothes strange peculiar muscle shoulder awkward bruise mischievous	<b>Spellings (CEWs)</b> enough surprise opposite disappeared occurred desperate determined nuisance	<b>Spellings (CEWs)</b> possible although particular certain varied environment rhythm exaggerate convenience	<b>Spellings (CEWs)</b> century occupy marvellous variety environment rhythm exaggerate convenience	<b>Spellings (CEWs)</b> possess therefore sincere sincerely privilege hindrance conscience sacrifice	<b>Spellings (CEWs)</b> accident prejudice disastrous suggested determined explanation sufficient definite	<b>Spellings (CEWs)</b> caught surprise excellent thorough according appreciate conscience definite	<b>Spellings (CEWs)</b> business possession necessary persuade recognise guarantee hindrance relevant	<b>Spellings (CEWs)</b> sentence soldier immediate community surgently forty interfere privilege	<b>Spellings (CEWs)</b> strange surprise heart natural stomach environment rhythm individual	<b>Spellings (CEWs)</b> pressure possess available government desperate opportunity system guarantee	<b>Spellings (CEWs)</b> ordinary experience occasion persuaded community desperate criticised guarantee	<b>Spellings (CEWs)</b> attached especially immediately leisure neighbour nuisance controversy interfere	<b>Spellings (CEWs)</b> physical vehicle system available nuisance harass accommodate programme	<b>Spellings (CEWs)</b> develop identify category average existence relevant explanation according	

Which books are used as inspiration for each unit.

Key skills and spellings

# PHONICS/SPELLING



## Year 6 Phonics Catch Up

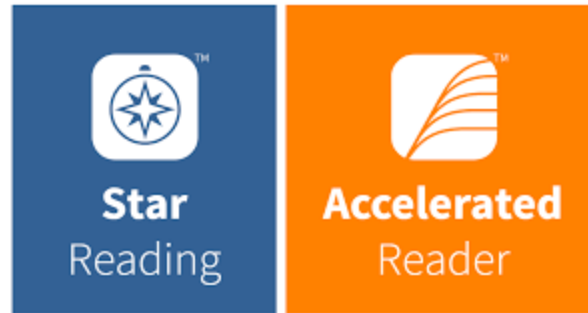
Children in year 6 who require catch up with phonics will **be assessed** to match their books to their development.

- Home books are read in class 3 times then taken home
- At home, children will be familiar with the book and largely independent in reading it
- Children can choose to read and share other books

## Year 6 Spelling

- 4 x 10-minute spelling sessions a week on the common exception words for year 5.
- 1 x Spelling Shed lesson per week for spelling rules and patterns

# READING BOOKS FOR HOME



- Children in year 6 usually do not have books linked to their phonics, but they will have books matched to their reading ability.
- Regular reading and completion of star reading challenges recommends suitable books for supporting continued progress.

# RAPID CATCH UP / INTERVENTION



Phonics / Reading (additional)

In class intervention

Enhanced feedback

# PE & FOREST SKILLS



## PE

1 – 2 times per week

Covers fundamental skills as well as specific sports as children progress through to KS2



## Forest Skills

Every year group has a 6-week block during the year.

Currently need to bring a change of weather appropriate clothes and shoes.



# HOMework



## HOMework Overview



YEAR GROUP	ENGLISH READING	ENGLISH PHONICS	ENGLISH SPELLING	MATHS	OTHER
EYFS	3-5 times per week 10 mins per session Other wider reading	Home phonics folder Sounds/Words/Captions Practice 3 x 5mins p/w		Numbots 10 minutes per week	Developing parent voice Further focussed tasks set by need Optional wider curriculum tasks (set half termly)
YEAR 1	3-5 times per week 10 mins per session Other wider reading	Home phonics folder Sounds/Words/Captions Practice 3 x 10mins p/w	<b>SUMMER TERM</b> 5 Spelling Shed games per week	Numbots 2 x 10 mins per week	Optional wider curriculum tasks (set half termly)
YEAR 2	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	<b>Autumn/Spring</b> Numbots 20 minutes per week <b>Spring/Summer</b> TI Rockstars 20 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
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YEAR 4	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
YEAR 5	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Additional Eng/Ma/Topic (rotate) Optional wider curriculum tasks (set half termly)
YEAR 6	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	<b>Aug-Dec:</b> Additional Eng/Ma/Topic (rotate) <b>Jan-May:</b> CGP Revision books <b>May - July:</b> Transition projects Optional wider curriculum tasks (set half termly)



We understand that family life away from school is very busy

We see the other experiences that children have in their spare time as valuable enrichment to their development.

Our approach to homework is therefore focussed on spending a little bit of time every week rehearsing the core skills that will have a positive impact on learning in school.

Homework progresses in line with these principles from EYFS to Year 6, with some increases in expectations to help to prepare the children for their transition to high school.

+5

Regular, focused homework can improve pupil progress by 5 months

+5

AUGUST TO DECEMBER

## HOMework in year 6



At Desford Community Primary School, we understand that family life away from school is very busy and see the other experiences that our children have in their spare time as valuable enrichment to their development. Our approach to homework is therefore focussed on spending a little bit of time every week rehearsing the core skills that will have a positive impact on learning in school. Homework progresses in line with these principles from EYFS to Year 6, with some increases in expectations to help to prepare the children for their transition to high school.



### ENGLISH reading

Please listen to your child read their allocated book:  
3-5 TIMES PER WEEK  
for 20 MINS EACH SESSION  
Also share a range of other books at home with your child, including their school library book.



### ENGLISH spelling

PLAY 5 SPELLING SHED GAMES PER WEEK  
A list of approximately 10 new spellings linked to learning in school, are added every week. Common exception (tricky) words are also added as they taught in school.



### MATHS times tables

Knowing your times tables impacts significantly on general fluency and general understanding of numbers in maths.  
PLEASE PLAY FOR 30 MINS EVERY WEEK  
A VARIETY OF 'JAMMING' & 'GARAGE' GAMES



An additional ENGLISH, MATHS or TOPIC work will be set each week.  
OPTIONAL WIDER CURRICULUM TASKS WILL BE SENT HOME HALF-TERMLY



# HOMework



## HOMework Overview



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## ENGLISH reading

Please listen to your child read their allocated book:

**3-5 TIMES PER WEEK**

**for 20 MINS EACH SESSION**

Also share a range of other books at home with your child, including their school library book.



### THE READING RAFFLE

Read 3 times per week (signed by a parent) to enter Prizes once per half term in each class



# HOMework



## HOMework Overview



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## ENGLISH Spelling

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# HOMework



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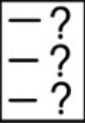







# WIDER CURRICULUM HOMEWORK

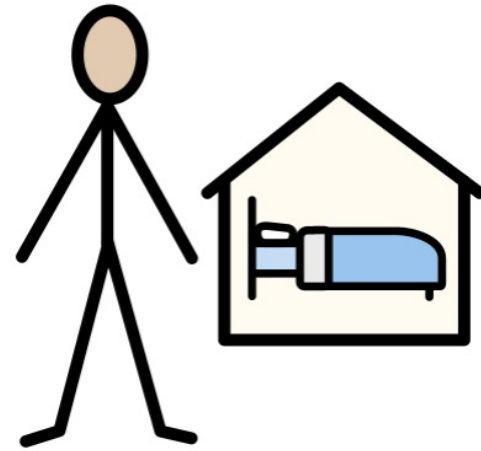


## Year 6 Optional Homework Tasks – Autumn 1

All of the recommended tasks below link to the subjects that we will be learning this half term. Choose as many of the tasks that you wish to complete. Completed tasks can be brought into school to share, or pictures shared via Dojo.

<p><b>History</b> How did life change during the 20<sup>th</sup> Century?</p> <p>Compare your childhood experiences with those of an older family member. Record this in written paragraphs, charts and tables or create a poster comparing different decades.</p> 	<p><b>PSHE</b> Rights, Rules and Responsibilities</p> <p>Write a series of scenarios that highlight characters facing dilemmas (including online) relating to rights and responsibilities. We can share your stories with the class.</p> 	<p><b>E-Safety</b>  How can I stay safe online?</p> <p>Create a poster to show how we can stay safe online. This could be a poster created either using paper or digitally.</p> <p>Everyone across the school will have this as a task and we can't wait to see them all and put some up around school!</p>
<p><b>Science</b> How is energy transferred?</p> <p>Research the scientists involved in the invention and development of electricity, lightbulbs and batteries.</p> 	<p><b>Music</b> Can I create a musical composition based on the festival of colour (Holi)?</p> <p>Write (and perform if you wish) a song with lyrics about Holi.</p> 	<p><b>Art</b> Can I create a piece of art in the style of cubism?</p> <p>Create a view from a window in your home in the style of cubism.</p> 

# RESIDENTIALS



Y2 School Sleepover (1 night) 20<sup>th</sup> June 2025

Y4 Beaumanor Hall (2 nights) 23<sup>rd</sup> – 25<sup>th</sup> Sept 2024

Y6 Hilltop (4 nights) 28<sup>th</sup> Oct – 1<sup>st</sup> Nov 2024

# TRIPS



All trips are linked to curriculum objectives.

Warning Zone

# QUESTION & ANSWER



# EXTRA CURRICULAR



Extra-Curricular Clubs Summer Term 2: September - October 2024				
<b>Before School, 08.00-08.45</b>				
<b>Thursday</b>				
Years 3, 4	Dodgeball With Coach Unlimited	7 Sessions: Sept 5th, 12th, 19th, 26th Oct 3rd, 10th, 17th	£21	16 Spaces
<b>After School, 15:30-16:30</b>				
<b>Monday</b>				
Y1, Y2	Football With Coach Unlimited	7 Sessions: Sept 5th, 12th, 19th, 26th, 23rd, 30th Oct 7th, 14th	£21	16 Spaces
<b>Monday</b>				
Y5, Y6	Table Tennis With Mr Little & Mrs Singh-Barmi	7 Sessions: Sept, 2nd, 9th, 16th, 23rd, 30th Oct 7th, 14th	£21	16 Spaces
<b>Tuesday</b>				
Y5, Y6	Girl's Football With Coach Unlimited	7 Sessions: Sept, 3rd 10th, 17th, 24th Oct 1st- 8th 15th	£21	16 Spaces
<b>Tuesday</b>				
Y3, Y4, Y5, Y6	Allotment Club With Sara Wilson	7 Sessions: Sept, 3rd 10th, 17th, 24th Oct 1st- 8th 15th	£10	10 Spaces
<b>Wednesday</b>				
Y5, Y6	Boy's Football	7 Sessions: Sept 4th, 11th, 18th, 25th	£21	16 Spaces

- Half termly from the office
- Sign up via the office
- Cost to cover staffing and resources

# SEND



Department  
for Education



Department  
of Health

## Special educational needs and disability code of practice: 0 to 25 years

- The school SEND policy and SEND Information report are on the school website. Please read through and contact us if you wish.
- If your child has an identified need or diagnosis, please share this information with the class teacher.
- Initial concerns, contact class teacher in the first instance to talk about how your child presents in class, how they are coping with the work, and whether they may benefit from additional support or strategies.
- If you have any questions at all , please feel free to contact the school SENCO to arrange a meeting.

# THE PUPIL PREMIUM



## What is The Pupil Premium?

- The Pupil Premium is extra government money which is paid to schools to support children's learning and development.
- We can support you in finding out if your child could receive the extra money.

## What are the benefits to my child?

- Additional training for staff that benefits the support or activities provided
- Extra tools, materials and equipment to help with learning in school or at home
- Free or subsidised access to before and after school clubs, activities and music lessons
- Access to some free school uniform





# THE PUPIL PREMIUM



## Do I qualify to claim Free School Meals?

Families of children and young people in full-time education at any school maintained by Leicestershire County Council may be entitled to claim free school meals, providing they receive a qualifying benefit.

## What are the criteria for qualifying for FSM

Some of the current criteria for claiming free school meals are:

- Income Support (IS)
- Employment and Support Allowance (Income Based)
- Child Tax Credit, provided the annual taxable income, as assessed by the Inland Revenue is not in excess of **£16,190.** Families who also receive an award of Working Tax Credit **do not** qualify to claim for free school meals
- Support under part VI of the Immigration and Asylum Act 1999



# QUESTION & ANSWER



# COMMUNICATION



## School Office

Most information you receive will be from ParentMail or can be found on the school website and website diary.

### PLEASE USE SCHOOL OFFICE TO:

- Notify school about pupil absence & medical needs
- Inform us about pupil collection arrangements
- May payments for clubs, trips or dinners
- Contact a member of staff

### WHAT TO EXPECT

- Newsletters and important information
- Notification about upcoming events
- Booking details for before/after school clubs
- A response to any enquiries



## ClassDojo

A behaviour system that gives a direct link to the classroom and way of contacting the class teacher.

### PARENTS/CARERS ARE INVITED TO USE CLASS DOJO TO:

- Ask short questions about learning or behaviour
- Arrange a meeting with the class teacher
- Make enquiries about homework

### WHAT TO EXPECT FROM CLASS DOJO

- A short response to your message within 2 working days
- Photos and information about class activities
- Information and reminders about homework
- Short messages from staff to arrange meetings.

Staff are not required to respond to enquiries outside of their working hours.

# COMMUNICATION



## DCPS Diary Dates and information

Updated ## Month Year



### Key Information & Dates

This page provides parents and carers with key information and dates as a point of quick reference. If there is information that you would like that is not listed, please contact the school office.

### The School Website Calendar

This contains all planned dates and is updated regularly. To view the calendar or add it to your own device, please click on the following link:

<https://www.desford.leics.sch.uk/school-calendar/>

### Assemblies & Class Visits

Children present and share learning and achievements in a year group assembly, and parents have the opportunity to come together as well. Class visits are an opportunity to look at what is going on in the classroom and chat informally with the class teacher.

	Assemblies	Class Visits
<b>EYFS</b>	14 <sup>th</sup> June 2:30pm	Apr2
<b>Year 1</b>	3 <sup>rd</sup> May 2:30pm	Spr2
<b>Year 2</b>	26 <sup>th</sup> April 2:30pm	Spr2
<b>Year 3</b>	15 <sup>th</sup> March 2:30pm	Aut2
<b>Year 4</b>	1 <sup>st</sup> March 2:30pm	Aut2
<b>Year 5</b>	9 <sup>th</sup> February 2:30pm	Aut2
<b>Year 6</b>	2 <sup>nd</sup> February 2:30pm	Aut2

### Performances/Celebrations

There are a range of performances across the school. This is a summary of some of the bigger ones. Other events are publicised in due course and more information circulated close to the event.

<b>EYFS Nativity</b>	13 Dec 2:00pm	1:30am
<b>KS1 Carols</b>	18 Dec 2:50pm (in hall)	1:30pm
<b>Y3/4 Carols</b>	19 Dec 9:15am	1:30pm
<b>Y5/6 Carols</b>	20 Dec 9:15am	2:00pm
<b>Year 6 Play and Leavers Assemblies</b>	25 June 5:30 pm	26 June 1:30pm
<b>Y6 Leavers Assembly</b>	9 July 2:15pm	

### Parents' Evenings & Reports

Parents evenings and reports provide information and the opportunity to discuss attainment, progress and personal & social aspects of school life with your child's teacher.

**Autumn Term:** Week beginning 9<sup>th</sup> Oct 2023 (by appointment)  
**Spring Term:** Week beginning 12<sup>th</sup> Feb 2023 (by appointment)  
**Summer Term:** End of Year Report July 2023

### Sports Day

Years 3/4/5/6 Tuesday 18<sup>th</sup> June - morning  
 EYFS/Y1/Y2 Tuesday 18<sup>th</sup> June - afternoon  
 (reserve date - Wednesday 19<sup>th</sup> June)

### Residentials

Year 2 School 'Sleep Over' 21<sup>st</sup> June 2024 (1 night)  
 Year 4 Beaumont Hall 25<sup>th</sup> - 27<sup>th</sup> September (2 nights)  
 Year 6 Hilltop 23<sup>rd</sup> - 27<sup>th</sup> October 2023 (4 nights)

### National Assessment Dates

Please ensure that children in the following year groups are in school, illness permitting, for the following periods so that they are able to complete the national assessments that they are required to do in their year group.

<b>EYFS</b>	<b>EYFS National Baseline Assessment:</b> 29 <sup>th</sup> August to 6 <sup>th</sup> October 2023
<b>Year 1</b>	<b>Phonics Check:</b> 10 <sup>th</sup> - 14 <sup>th</sup> May 2024
<b>Year 2</b>	<b>KS1 SATs:</b> 1 <sup>st</sup> - 5 <sup>th</sup> May 2024
<b>Year 3</b>	<b>Multiplication Tables Check:</b> 3 <sup>rd</sup> - 14 <sup>th</sup> June 2024
<b>Year 6</b>	<b>KS2 SATs:</b> 13 <sup>th</sup> - 17 <sup>th</sup> June 2024

### Communication

In addition to the website, assemblies, performances, parents' evenings and reports, there are many ways in which parental communication and engagement are encouraged.

**Parent Mail and Class Dojo** are two ways of written communication - information about the general information on the following page.

- The classroom door:** Staff will be available to answer queries at the end of the school day. Please approach the classroom door when they have finished seeing children.
- Face to face or phone call:** If you need more time or need a call, please arrange a time that is agreeable to you to face to face or to have a phone call.
- School Volunteers:** All are invited to assist with reading or other activities in the classroom. We welcome your experience in schools or simply to be involved with your child's life.

**Open mornings/trips:** Parents will sometimes be invited to help out with activities with the children in school or on school trips, giving a snapshot of what it is like to be a child at DCPS.

### Pupil Sickness and Diarrhoea

Please remember to keep your child off for a full 48 hours in the event of sickness or diarrhoea. These are Public Health recommendations in order to minimise the chances of spreading germs. Guidance for this and other conditions can be found by [clicking here](#).

We appreciate that this can cause inconvenience to your own work patterns, but unfortunately, we have to treat most cases the same.

## DATES: AUTUMN 2<sup>nd</sup> HALF TERM

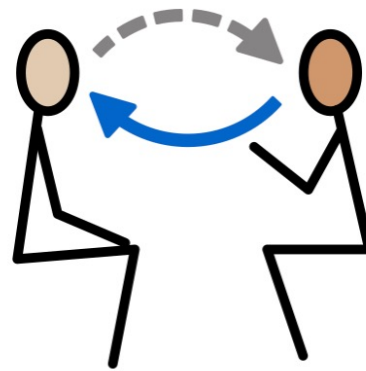
Date	Event	Other
23 <sup>rd</sup> October 2023	School Opens	
23 <sup>rd</sup> Oct – 27 <sup>th</sup> Oct 2023	Y6 Hilltop Residential	Info will be sent home
24 <sup>th</sup> – 26 <sup>th</sup> Oct 2023	Be Kind Allotment Online Pumpkin Auction	Online event hosted by FODCPS
27 <sup>th</sup> October 2023	EYFS 2024 intake – Open Days	Please inform the office if you like to attend
30 <sup>th</sup> October 2023	Halloween Harvest Pumpkin Parade	More information on school website
1 <sup>st</sup> October 2024	Deadline for secondary school admissions	For current year starting Y7 August 2024
1 <sup>st</sup> November 2023	Year 6 Space Centre	More information to follow
1 <sup>st</sup> November 2023	Re-think your mind launch assembly	Mental Health artwork project
10 <sup>th</sup> November 2023	Days Remembrance Assembly	With possible link to the war memorial
12 <sup>th</sup> November 2023	St Martins Remembrance Service	But 10 <sup>th</sup> at the War Memorial
12 <sup>th</sup> November 2023	Diwali	Events in and around Leicester
13 <sup>th</sup> November 2023	World Kindness Day	Linked with anti-bullying week activities
13 <sup>th</sup> – 17 <sup>th</sup> November 2023	Anti-Bullying Week	Related activities and lessons in school
16 <sup>th</sup> November 2023	School Photos - Individual and Siblings	Wear usual school uniform
17 <sup>th</sup> November 2023	Children in Need	Related activities and lessons in school
17 <sup>th</sup> November 2023	EYFS 2024 intake – Open Days	Please inform the office if you like to attend
23 <sup>rd</sup> November 2023	PARENT OPEN MORNING Making Xmas Decorations with children	For St Martins Christmas Tree Festival

EXAMPLE

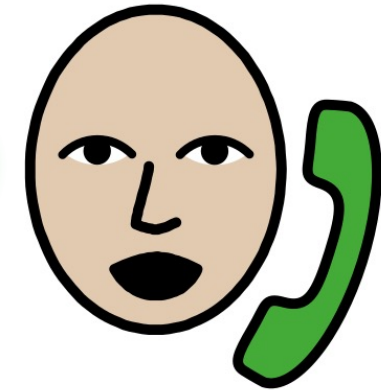
# COMMUNICATION & ENGAGEMENT



At the classroom door



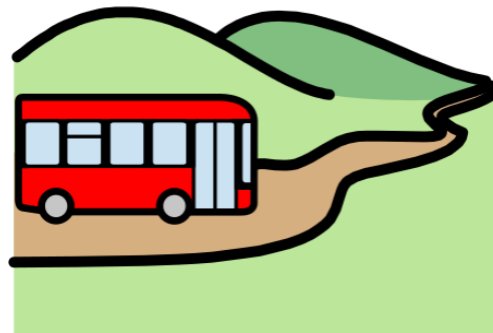
A face-to-face meeting



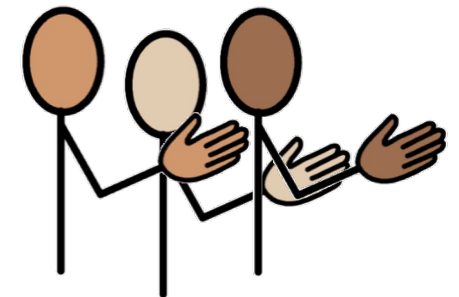
A phone call



Class visits



School Trips & Visits

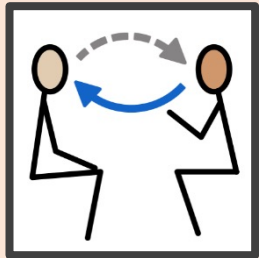


Volunteering

# REPORTING TO PARENTS



## AUTUMN TERM

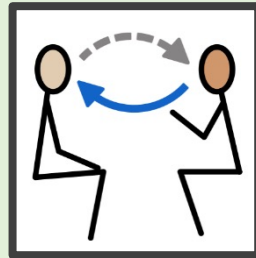


Parents' Evening



Class Visits

## SPRING TERM

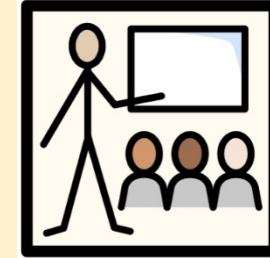


Parents' Evening

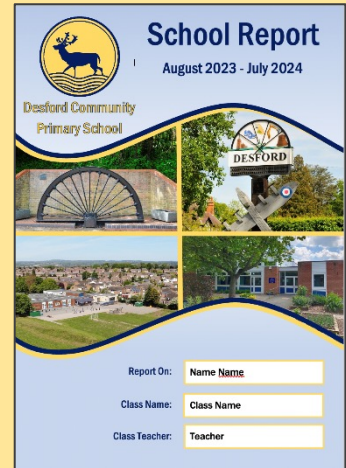


Class Visits

## SUMMER TERM



Class Visits



End of Year Report



Just Ask...

# QUESTION & ANSWER

