



Welcome to Southville Primary School

Year 6 Meet the Teachers

Southville Primary School Values



CONNECTION



COURAGE



IMAGINATION



CARE

Purpose of the meeting



- Recap on some school expectations
- Introduce the staff team working in year 6
- Explain the journey of year 6
- Share information about our expectations and how you can help your child

Whole-school staff



Mr Bowman (Headteacher)
Mr Potter (Deputy Headteacher)
Mr Commander (Deputy Headteacher)
Mr Ellershaw (UKS2 Phase Leader)
Mrs Moody (SENCO)
Mrs Mathias (Family Liaison Worker)

Year 6 staff team



Damian Ellershaw (KS2 Phase leader, Class Teacher)

Emily Moore (Class Teacher)

Harry Rogers (Class Teacher)

Uniform



- The school uniform policy can be found on the [website](#).
- You can buy branded items from Monkhouse Schoolwear, 140 East Street, Bedminster BS3 4EW in store or online by [clicking here](#).

Classroom wear

- Plain or with school badge red school sweatshirts, cardigans, hoodies or zipped long sleeved tops
- Plain or with school badge white or red polo shirts
- Dark grey or black shorts, trousers, skirts, skorts or pinafore dresses Plain grey, black or red tights
- Plain white, grey or black socks
- Black flat shoes or plain black trainers (with no additional colours or markings)
- Closed toe sandals (with a fastening around the heel) Red gingham dresses or playsuits

PE Kit

- On days when a child has PE, they can wear their PE kit to school for the day.
- Black shorts and white or red polo shirt or t-shirt

Children are not allowed to wear jewellery (watches and stud earrings are fine)

Behaviour Expectations



Care

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Our whole school expectations for behaviour are

Be Kind, Aim High and **Behave Safely.**

Unsafe behaviour will immediately be addressed by
Mr Bowman, Mr Potter or Mr Commander.

Relationships and Behaviour Policy



Feedback and Marking



Our approach puts a big emphasis on face-to-face conversations between the teacher and your child (connection!) which enables them to **understand** the feedback they have been given and make progress **in the moment**.

- We place great importance on creating a **classroom culture** where feedback is valued and there is a common understanding that getting things wrong is fine as it helps us to learn ('Growth Mindsets').
- **What you will see:** children marking, editing and improving their work using red pens
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work
We feel this is better done verbally.
- This **doesn't** mean we aren't looking at and appreciating your child's work! We will be working very hard to use all of the assessment and information gathered from observations, conversations and work in books **to adapt the next lesson** (considering what we teach, how we teach it and the level of support we provide)

Key Y6 information



PE days for Term 1 are:

Tuesday (Outside) - Pelicans, Wednesdays - Penguins and Puffins (Outside)

All 3 classes- Fridays (Indoor)

Children will come to school in their PE kits.

Home Learning – using Google Classrooms. Children have their own username and password from last year.

Goes Live on a Wednesday – due in on a Tuesday

Spellings – Spellings for the term are on google classroom. Children tested on spelling for the week on a Friday

Times Tables - expected to have full recall. Please support your child with this.

Term 1 – Banksy's Bristol

Southville Primary School

Home Learning

Year 6

Expected Ongoing Tasks	Tasks: Complete each activity and submit on the date given. It can be loaded onto Google Classrooms or handed in to the teacher.		
Maths It is really important that you are confident in your times tables, so we are asking you to practise for 5 minutes a day (or 35 minutes on one day). There are many apps or games to practice on. e.g. https://www.timestables.co.uk/	Week 2: Wednesday 10th September Due: Tuesday 14th October Task: Can you create your own Banksy? Pick your favourite Banksy and recreate it, using whatever props you have or can make at home. For example, pose as a 'human Banksy', create a mosaic or collage, build a Banksy from Lego etc. You have several weeks to complete this – there is no need to rush it.	Week 3: Wednesday 17th September Due: Tuesday 23rd September Maths task: Place Value & Number Problems. See instructions on the worksheet.	Week 4: Wednesday 24th September Due: Tuesday 30th September Task: Research a local street artist (not Banksy!). Create a PowerPoint/poster exploring and explaining their work. Remember to include a detailed opinion about their work.
Spellings At the start of each term you will be given the term's spellings. This will be split into weeks. Each Friday, you will be tested on that week's words. Find out what the words mean and have a go at putting them into sentences. Complete the Spelling Shed activities.	Week 5: Wednesday 01st October Due: Tuesday 7th October Maths task: Addition and Subtraction with Integers and Decimals. See instructions on the worksheet.	Week 6: Wednesday 08th October Due: Tuesday 14th October Follow the instructions to complete your SPAG and reading homework. Homework, from week 1, to be submitted.	Week 7: Wednesday 21st May No homework due to Year 6 residential at Abernant Lakes.
Reading Read at home daily for around 20–30 minutes. Bring your book and reading record in on DEAR day (Wednesday). If you wish, you can continue to read to an adult at home. This may help you with your comprehension, as well as your intonation skills. Here are some examples of the type of questions we ask at school during KS2 reading lessons.	Useful sources of information 1. https://www.bbc.co.uk/bitesize/articles/zd4n3qt 2. https://www.bbc.co.uk/bitesize/subjects/zxv346f 3. https://www.bbc.co.uk/iplayer/episode/m0015x42/bitesize-daily-911-year-old-s-art-1011-year-olds-3-street-art	Additional unit reading: Non-Fiction Try to read some non-fiction texts. This can be around our topic or from a child-friendly source. Ask your parents for help, if you need it. e.g. https://www.twinkl.co.uk/newsroom https://www.bbc.co.uk/newsround	If you want to: Documentary Viewing Watch an age-appropriate documentary about graffiti or other art forms (e.g. abstract art). Ask your parents, if you struggle to find one.



Spelling



In **KS2**, we have introduced a new scheme called '[Spelling Shed](#)'.

- The scheme uses research-informed approaches. This means teaching '**strategies**' rather than simply memorising them. These strategies include direct instruction, word study and practice.
- In some year groups, we will mix classes and tailor spellings to each child's level, ensuring personalized instruction that meets individual needs.
- We will be sending home spellings each week for the children to practice.
- There will be a weekly spell check on 5 of the words from that weeks list and 5 of words from previous weeks/common misspelled words.
- Occasionally, there will be a test on previous words which is part of the assessment cycle.

Writing



Writing often links with our 'topic' / unit of study

5 star sentences

	Capitalisation	My friend and I went to London to visit the Natural History Museum.
	Handwriting	Joined and legible, on the line.
	Spelling	Especially homophones: their/there/they're, to/too/two, are/our, were/we're/wear/where
	Vocabulary	Powerful verbs Adverbials for cohesion Adventurous adjectives Similes and metaphors
	Punctuation	"How are you?"asked John. She got up;she and I went downstairs.

Handwriting - practicing at home can make a BIG difference



We focus on ensuring:

- Letters are formed correctly
- Letters are joined
- Letters start on the line and sit on the line
- Letters are roughly the same height
- There are clear ascenders and descenders
- Children take pride in the presentation of their work
(no scribbling out/doodling in the margins)



Reading at Home



Supporting your child to read at home every day (around 20 minutes) is probably the **most important thing you can do to support your child's academic progress.**

- **Research** shows that the more children read, the more progress they make across the curriculum.
- Children take home a carefully matched **levelled** reading book (plus a library book).
- Children move up reading levels when they demonstrate accuracy, **fluency** and good comprehension (**understanding**) – not simply by finishing books quickly.
- Reading with your child and to your child **aloud** benefits all readers, even those who are confident.
- **Talk** about the stories, facts and new vocabulary you read together ([example questions](#)).
- Encourage **all types of reading**: books, comics, magazines, recipes, websites and non-fiction.
- Please sign the **Home Learning Diary** (at least once a week.)
- The goal is to develop a lifelong love of reading, alongside fluency and understanding.

Reading Underpins The Whole Curriculum



- 1. Home reading daily** and regularly aloud with an adult
2. Levelled Oxford Reading Tree or Little Wandle book - levelled book to read at home
3. 1 x Weekly/ Fortnightly visit to **school library** to choose a book to read at home, in addition to levelled book
- 4. 4 x Whole Class Reading sessions per week** - aloud to class/ partner
5. 1 x DEAR (**Drop Everything And Read**) session per week - check home records are being updated
6. Frequent reading in class for other subjects like History or Geography
- 7. Special events** with visiting authors, book fairs & swaps, World Book Day

Reading in Y6



- Please encourage your child to read for 20 minutes a day
- Children have at least one DEAR (Drop Everything And Read) session a week when teachers check books, reading records and hear children read.
- All children should have a reading record and are encouraged to write in it when they have read.
- Read a range of texts your child is interested in
e,g, magazines, newspapers, websites, blogs, etc.

Curriculum



Curriculum Unit Overview

What is taught and when?

Click on the unit title to view the Medium Term Overview.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Superhero Me	The Deep, Dark Wood	Blast Off!	Dinosaur Discovery	From Wiggles to Wonders	Story Time!
Year 1	My School	The Victorians	Balloon Voyage	Let's Play	Life Below Water	On Safari
Year 2	4500 Miles Away	Fire! Fire!	Power of Pictures	Amazon Adventure	From Bean to Bar	Terrific Trees
Year 3	Savage Stone Age	What The Romans Did For Us	Brilliant Light	To the Ends of the Earth	Healthy Me	Oh, Grow Up!
Year 4	Splash!	Awesome Ancient Egyptians	Listen Up!	How were the Anglo Saxons?	Southville Now and Then	España
Year 5	New York, New York!	Out Of This World	Greatest Greeks	Carnival	The Vikings are Coming	Life on Earth
Year 6	Bristol Street Art	Mysterious Mayans	My How You've Changed (Darwin)	Peace, Politics and Protests	Me, Myself and I	Legacy & Identity

You can find lots of information about our **wider curriculum** on the [school website](#).

This includes information about what we teach in each unit, which can also be found on the [year group pages](#).

Subject Information

Click the subject links below for more information:



English



Mathematics



Science



History



Geography



Art



Design & technology



Music



Religious education

You can also find information about how we teach each [subject](#) and [how you could help your child](#).

The Curriculum



Term 1	Term 2	Term 3
Banksy's Bristol	The Mysterious Mayans	My how you've changed

Term 4	Term 5	Term 6
Peace, Politics and Protest	Me, Myself and I	Legacy and Identity

Measures of progress



- **Pre KS**
 - **Well Below**
 - **Working Towards**
 - **Secure**
 - **Working above**
 - **Greater Depth**
- Ongoing assessments, Regular pupil progress meetings with senior staff and the SENCo to ensure all children are making sustained progress

SATS!



- Year 6 is not just about SATs. Our aim is that through support and challenge your child is ready for that next step – year 7
- We do not teach to SATs. The children will have a full and rounded curriculum
- Exam technique is drip fed throughout the year
- Children are supported throughout the year and so they are confident in their own abilities
- Supported through SATs week (breakfast club etc.)

English as an additional language - multilingualism is our superpower!



Parents welcome to visit and read – share a favourite story in your home language.

Tell us about your home culture – food, festivals, art, traditions, everyday life.

Teach us a few words – greetings, numbers, songs in your language.

Every language is celebrated – we value the languages our children bring with them!

Multicultural fortnight - 26th & 27th January 2027 - events and activities linked to the celebration of language and culture.

The IEP Cycle



An Individual Education Plan (IEP) is a document that is developed by the class teacher to ensure a child's learning needs are being met. When a child's learning progress slows, we recognise this could be attributed to different factors. Some of these may be linked to neurodiversity or other reasons. These may include:

- Speech or Language impairment
- Visual impairment
- Hearing impairment
- Learning disability
- Emotional challenge
- Cognitive challenge
- Social, Emotional and Mental health challenges (ADHD)
- Communication and Interaction (Autism)

Where a class teacher identifies a child needs support in their learning, an IEP will be written.

This IEP will be shared with the parents in a meeting during **terms 1, 3 and 5**.

Pen Portraits

For some children, a Pen Portrait is more appropriate than an IEP, as it focuses on the ongoing organisation, arrangements, and support strategies they need in the classroom, rather than short-term, measurable targets.



What is a Pen Portrait?

- A **personalised plan** that gives teachers a clear written overview of your child's needs.
- Designed for children who need **ongoing support** to access the inclusive curriculum.
- Sets out the **teaching methods, resources, and strategies** that will help your child in class.
- Focuses on **practical support** to remove barriers to learning.

How it's created

- Developed by the class teacher.
- **Co-constructed with parents** to ensure it reflects your child accurately.

When it's used

- Created and shared with parents in **Term 1**.
- On going review during the year and changes made when required (e.g. after assessments, reports or based on classroom progress).
- No additional scheduled meetings in the calendar

SOUTHVILLE PRIMARY

My name is ???

I am ?? years old, I was born on the

I am in ??? class in Year 45 of my education.

My recognised needs are:

I like to: (Child's voice)

Positive relationships:
What adults might do to help me, (strategies):

Enabling environments:
What adults might provide to help me in the classroom:

***Thank you for your support.
Any questions?***