



Parents' Transition Information

July 2024

Welcome to Year 6

Welcome

The aim of this short PowerPoint is to provide you with a guide to the expectations in Year 6 so that your child is fully prepared to start in September.

Mrs Hickman



Your teacher is Mrs Hickman

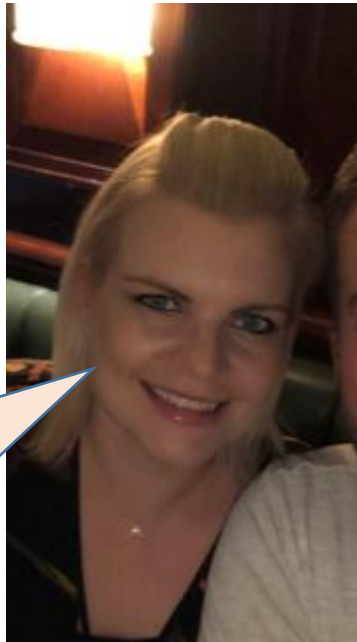
Hello, my name is Mrs Hickman. I have been at St Joseph's since September 2015 but you will be my sixteenth ever class!

I am married. I have a daughter at St Joseph's called Ava (going into Year 3) and twin girls called Orla and Sinead. (They are three and a half!)

In Year 6 I am going to need help with you all being independent, resilient and more mature to help with the younger year groups.

I love my family, chocolate, art and crafts (but I'm not very good at it!), sunny days in Summer and stomping on crunchy leaves in the Autumn

I am from Ireland and my hometown is called Carlow in the Southeast of the Republic of Ireland. I have been in England 18 years!



My favourite day is Sunday because it's all about family time.

I love going back to Ireland to see my mam and dad in the Summer holidays.

Expectations

At St. Joseph's we pride ourselves in maintaining high expectations and appreciate your support with these too.

- Children in neat and tidy **full uniform** every day with correct socks and black shoes.
- Blue shorts or PLAIN tracksuit bottoms for PE (No leggings, branded or football tracksuit bottoms)
- Only **one pair of plain, round stud earrings** (no shapes or patterns) in the lobes of the ears. Watches are allowed but not smart watches in which messages can be sent and received



Expectations

Please do not get your child's ears pierced during school time. It must be done in the summer holiday and the children must be able to take the earrings out and put them in for PE sessions independently. Staff are not allowed to touch the piercings.

- No other jewellery is allowed
- No nail varnish allowed
- No extreme hair styles – tram lines etc.
- Long hair must be tied back (for girls AND boys).



Expectations Continued

As you already know, as parents, you are the primary educators of your children. You all play a crucial role in the education of your children along with us all here at St. Joseph's.

- Please ensure you are encouraging your child to be independent e.g. carrying their own bags into school, getting their PE bags ready for the correct days, having the equipment they need, handing in their homework on time etc.
- Key Stage 1 children should be able to cut up their own food at dinner times unless they have a particular need in being able to do this
- Reading, writing and maths activities should be encouraged at home. (more to follow in the upcoming slides)
- Pencil cases should be manageable size (Key Stage 2 only)
- Please encourage children to look after their belongings
- Everything should be labelled.



Behaviour

Behaviour

At St Joseph's we aim to create and sustain a positive, supportive and secure environment

We do this by also being **Safe, Ready and Respectful** of everyone in our school.

Our School Rights

There are four basic rights for both adults and children in our school:

- The right to feel and be safe
- The right to learn
- The right to be treated with respect
- The right to be the person God wants me to be



Behaviour cont.

Everyone has the responsibility to protect these rights through their own behaviour and actions.

- The responsibility to make sure others feel and are safe
- The responsibility to allow others to learn in class
- The responsibility to treat others as we would like to be treated
- The responsibility to allow others the opportunity to develop as God wants them to be.



Behaviour cont.

At St Joseph's, great emphasis is placed **on rewarding good behaviour** displayed by children.

House points will be issued for good and exceptional behaviour and work (ranging from 1 to 3 points). House points are collated at the end of each week and the winning house announced during the weekly 'Gifts from God' assembly on Fridays. The winning house over the term will be rewarded with an extra prize for their efforts.

This will be decided by the school staff i.e. additional playtime etc.

Each class will have a **recognition board** to recognise the children who are displaying positive behaviour. Safe, ready, respect.

In addition to this, one child will be chosen from each for **Good Work and also for displaying the Catholic virtues** (Catholic Schools Pupil Profile). Staff can also send a child to the Vice Principal/Principal for exceptional work.

If a child is not being safe, ready and respectful they will be reminded of the school rules by the class teacher and which of their behaviours is not following this.

There will be consequences if children are repeatedly not following the rules.

If this behaviour continues to escalate sanctions may be required and parents may be informed. In more serious incidents, Mrs Mitchell (Vice Principal) will be informed followed by Mr Wilkes (Principal).

Bullying

All bullying will be investigated in school and dealt with appropriately.

If you feel that you are being bullied - you should tell someone straight away - class teacher, a member of SLT, School councillor, putting a note in the worry box.

Bullying will not be tolerated at St Joseph's.



Homework



- It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete work too.
- If parents feel that the homework is insufficient for their child's needs, they are encouraged to take responsibility for the child's learning themselves (as co-educators with the school), by visiting the local library, providing other educational opportunities by visiting local places of interest or by buying homework books from local bookshops.
- Teachers will be more than happy to provide you with a list of educational websites to help with homework and revision.
- If parents have any queries or questions about homework, they should, in the first instance, contact the child's class teacher.

Pupils with special educational needs

- We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

Homework in Key Stage 2



We have a consistent approach to homework across our four Key Stage 2 classes.

- **Reading should be completed every night (recommended 10 minutes) and recorded on the Boom Reader App. Children can record the name of the book and pages read themselves or an adult can do it.**
- **Taught spelling words to be learnt in preparation for a weekly review.**
- **Times tables should be learnt by heart (by the end of Year 4, children should know ALL times tables up to 12 x 12 in and out of order)**
- **Learn the Key Instant Recall Fact (KIRFs) for each half-term.**
- Any online homework, such as Education City and Times Tables Rock stars, should be completed when set. Opportunities will be provided for children who do not have access to the internet or parents should visit the local library with their children to use the computers free of charge. Children can access these resources independently even when homework is not set.
- Any other topic work/project work should be completed when set (usually over the course of a number of weeks).

Additional Information



- Responsibilities – In Year 6 your child will have the opportunity to apply for positions of responsibilities e.g. Head boy/Head girl. These positions are chosen by their peers and members of staff at school. Each child will also become a Prefect for a term and be a buddy to a child in Reception.
- Expectations in Year 6 – Your child will now be in the final year at St Joseph's School, therefore must be a **role-model at ALL times** to younger children and as helpers to members of staff. This means that there are consistently high expectations of behaviour and attitude to learning and school life in general.



Resilience

In Year 6, you are the leaders of our school. You need to show more resilience in your work, friendships and behaviour.

Resilience means that you can tackle challenges in your schoolwork with a positive mindset, giving them a go and not worrying about making mistakes. Also, coping and moving forwards with life's ups and downs, finding ways to sort out disagreements with friends without letting them take over.

If you want one of the many roles and responsibilities around school, we need mature, positive, problem solvers who will support staff and the younger children of the school with a GOOD ATTITUDE!



GROWTH MINDSET

★ I love a challenge!

★ Can I try this a *different* way?

★ I am *determined* to succeed

★ I'm going to *solve* this problem

I have a **GROWTH
MINDSET.**

I am in charge of how smart I am because

I can **GROW** my **BRAIN**
like a muscle by learning hard things.

I can achieve
ANYTHING

with **EFFORT** and
RIGHT STRATEGIES.

And when I fail or make a mistake,
it is a **GREAT** thing, because

I can **LEARN** from them and

I GET BETTER!



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

What is good attendance?

All day every day

Going to school everyday with a smile.

Pupil Voice

Why is it important to attend school?

So we get an education and a good job in life.

To learn, to be smart, when you get older you can teach people, to learn to be healthy.

How do you feel about coming back to school if you've had time off?

Excited but nervous about what you've missed.

Anxious - just a feeling about coming back.

Worried that I have missed something

I do not like missing school because I love it.

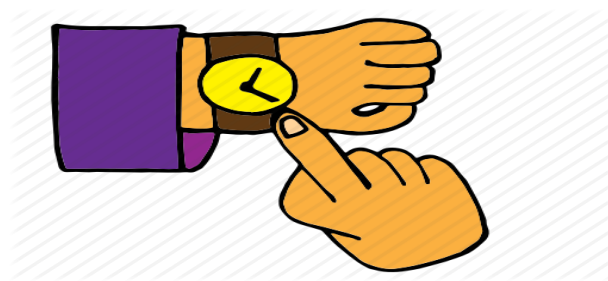
'Good Attendance is when you are in school on time everyday unless you are ill'.

DFE Working Together to
Improve
School Attendance approach...
Expect
Monitor
Listen and understand
Facilitate support
Formalise support
Enforce

What we will do as a school...

Parent Meetings
First day calling
Daily monitoring
Parent Agreements
Weekly attendance
data updates
Weekly What to look forward
to
Pupil Voice

Percentage	Days absent	Risk of Persistent Absence
100% Attendance	0 Days Missed	Low risk
95% Attendance	9 Days of Absence 1 Week and 4 Days of learning lost	Moderate Risk
90% Attendance	19 Days of Absence 3 Weeks and 4 Days of learning lost	Locked into PA
85% Attendance	28 Days of Absence 5 Weeks and 3 Days of learning lost	
80% Attendance	38 Days of Absence 7 Weeks and 3 Days of learning lost	
75% Attendance	46 Days of Absence 9 weeks and 1 day of learning lost	



- Attendance and Punctuality – It is extremely important that children are at school and in school on time everyday. This will ensure that no vital learning is missed.
- Residential – This usually takes place in the Summer Term for 3 days and 2 nights. More information will follow about this next term
- SATs - more information to follow during the school year

Sacrament of Confirmation:

- Year 6 is a very important and special year for Sacramental preparation (Confirmation).
- Your children will prepare for the Sacrament through RE lessons in school, parents' meetings and Masses at Our Lady and All Saints Church.
- More information about the dates and format of these sessions will be provided next term.



Equipment

In year 6, we ask children to take responsibility for ALL of their own equipment. Below is the list of equipment you will need.

Essentials you will need:

- **Blue pens***
- Pencils
- Rubbers
- Pencil sharpener
- Ruler
- A **manageable sized** pencil case to put them in!
- A manageable sized water bottle

Dry wipe markers for whiteboard work
Green highlighter
Glue sticks
Red pens for editing



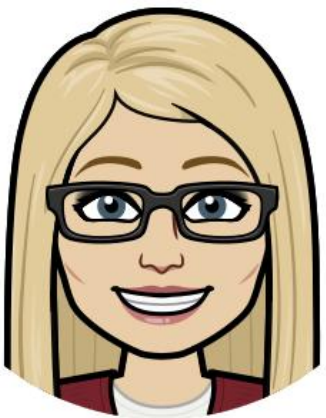
* Blue biro's are fine in Year 6, they don't need to be the school pens or fountain pens. Please ensure that you are restocking your pencil cases throughout the year.

And Finally ...



Year 6 is a wonderful, busy year, full of fantastic opportunities for your child. I cannot wait to welcome your child back to St Joseph's in September and be their teacher again. We will have a fun-filled, action-packed year. I hope you all have a safe summer and I look forward to seeing you and your child next term. If you have any further questions, please contact us at school ☺

info_stjosephs@emmausmac.com



Mrs Hickman

Things you can do to prepare for Year 6:

Practice your times tables!! You need them for nearly **every** Maths topic in Year 6. Chant/say them or play some online games.

[Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](https://www.topmarks.co.uk/Hit-the-Button)

Daily 10 - Mental Maths Challenge - Topmarks

Times tables collection - BBC Teach



Keep reading! **Good readers make good writers.** Remember: reading can be story books, comics, joke books, information books, song lyrics etc. Try to explore lots of different types and genres.



Work on your **handwriting, presentation** (including drawing lines, margins, underlining using a ruler) and **punctuation/grammar**.

Year 6

Vocabulary, Grammar and Punctuation

Word

I can

- recognise the difference between the vocabulary of informal and formal speech and writing
- identify how words are related by meaning as synonyms and antonyms

Sentence

I can

- use the passive voice to present information
- recognise the difference between the structures of informal and formal speech and writing, including question tags and subjective forms

Text

I can

- link ideas across paragraphs using repetition, adverbials and ellipsis
- use appropriate layout devices to structure a text (headings, sub-headings, columns, bullets, tables)

Punctuation

I can

- use a semi-colon, colon and dash to mark independent clauses
- use a colon to introduce a list
- use a semi-colon within lists
- punctuate bullet points of information
- recognise how hyphens can be used to avoid ambiguity

I can talk about my work using these words

subject

colon

object

active

passive

antonym

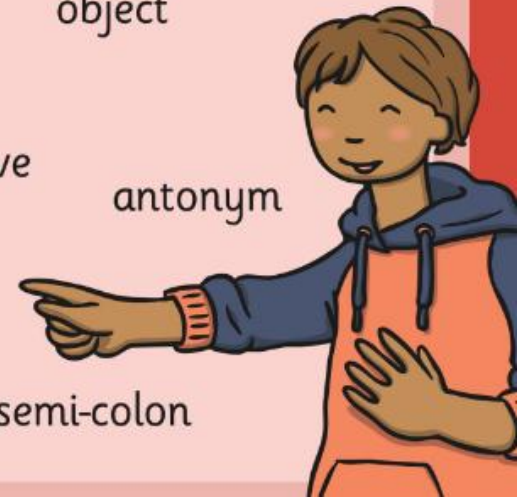
synonym

ellipsis

hyphen

bullet points

semi-colon



Year 5

Vocabulary, Grammar and Punctuation

Word

I can

- convert nouns and adjectives into verbs using suffixes
- use verb prefixes to change meaning

Sentence

I can

- recognise and use relative clauses and relative pronouns
- show degrees of possibility using adverbs
- show degrees of possibility using modal verbs

Text

I can

- build cohesion within paragraphs
- link ideas across paragraphs using adverbials of time, place or number
- link ideas across paragraphs with my choice of tense

Punctuation

I can

- use brackets, dashes and commas to add extra information (parenthesis)
- use commas to clarify meaning

I can talk about my work using these words

modal verb

relative clause

relative pronoun

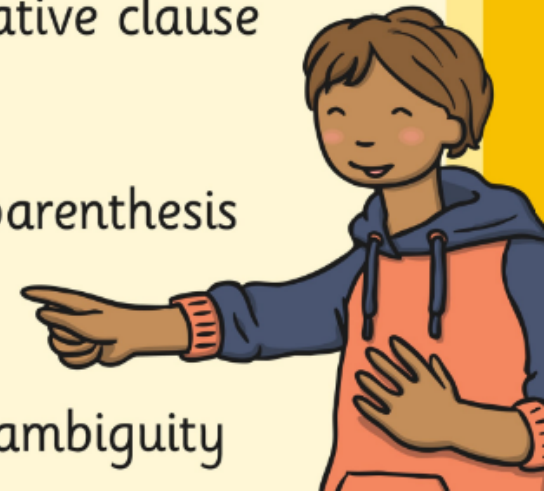
bracket

parenthesis

dash

cohesion

ambiguity



Year 4

Vocabulary, Grammar and Punctuation

Word

I can

- recognise the difference between plural and possessive -s
- use standard English in speech and writing

Sentence

I can

- add adjectives, nouns and prepositions to give more detail
- use fronted adverbials

Text

I can

- use paragraphs to organise my ideas
- choose appropriate pronouns or nouns to help my writing flow

Punctuation

I can

- use inverted commas and other punctuation to indicate direct speech
- use apostrophes to show plural possession
- use commas after fronted adverbials

I can talk about my work using these words

pronoun

determiner

possessive pronoun

adverbial



Year 3

Vocabulary, Grammar and Punctuation

Word

I can

- make nouns using prefixes
- use a or an appropriately by looking at the first letter of a word
- recognise word families

Sentence

I can

- express time, place and cause using conjunctions
- express time, place and cause using adverbs
- express time, place and cause using prepositions

Text

I can

- use paragraphs to group information
- use headings and sub-headings
- use the present perfect form of verbs

Punctuation

I can

- recognise direct speech
- use inverted commas to punctuate direct speech

I can talk about my work using these words

preposition

conjunction

word family

clause

subordinate clause

consonant

consonant letter

vowel

vowel letter

prefix

inverted commas/speech marks



Year 2

Vocabulary, Grammar and Punctuation

Word

I can

- make nouns and adjectives using suffixes
- make compound words
- compare using -er and -est
- use -ly to make adverbs

Sentence

I can

- extend my sentences using if, that, because
 - extend my sentences using or, but
 - use adjectives to describe nouns
- recognise statements, questions, exclamations and commands

Text

I can

- use past and present tense correctly
- use verbs to show actions in progress

Punctuation

I can

- use capital letters, full stops, question marks and exclamation marks
- use commas in a list
- use apostrophes to show that a letter is missing
- use apostrophes to show that something belongs to somebody

I can talk about my work using these words

noun noun phrase suffix
statement compound verb
command question comma
adjective adverb
tense apostrophe



Year 1

Vocabulary, Grammar and Punctuation

Word

I can

- add -s to make words plural
- add -ing, -ed and -er
- add un-

Sentence

I can

- use and join words together to make a sentence

Text

I can

- put sentences together

Punctuation

I can

- separate words with spaces
- use a capital letter for I, and at the beginning of sentences
- use full stops .
- use exclamation marks !

I can talk about my work using these words

letter

sentence

word

capital
letter

singular

full stop

plural

question
mark

punctuation

exclamation mark



Any Questions?



Please email info_stjosephs@emmausmac.com