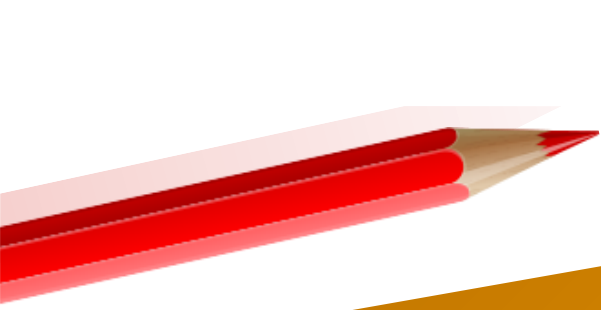




2026-
2027



Welcome to
Red Kite Class!

Information Slides





In this meeting:

Introduction to the team in Red Kite Class

Daily routines

Our curriculum and topics

Assessments

Home learning and reading expectations

General expectations

How you can help at home

Dates for the diary

Ways to communicate

The Team working with Red Kite Class:

Mr Kemp – Class Teacher

Mrs Carter– Teaching Assistant

Mrs Truelove - Teaching Assistant

Mrs Sibley – Teaching Assistant

Miss Roberts – Music Teacher

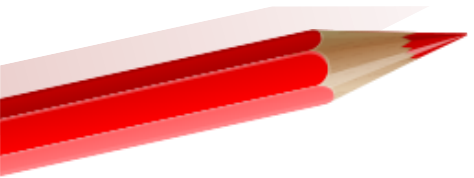
Daily Routines:

- Coming inside in the morning – children enter from 8:40
- Register is taken at 8:45am - school gates will be closed at 8:48!!
- Lessons start at 8:50am
- Reading books and home learning – children's responsibility to hand in
- Reading records need to be in school and handed in every morning.
- There will be early work as children come in
- 10:45 - 11 am KS2 break
- 12:00 – 1:00pm
- End of day – dismissed at 3:15pm.
- As the children are in Year 6 now, they are allowed to walk home alone but please send in written permission by email to the office or **year6@newtonlongville.bucks.sch.uk**.
- If you are still planning to collect your child, gates close at 3:25
- **Mobile phones, children can bring in a mobile phone for use on their journey to and from school. It must be handed in as soon as children come into class and will be kept at the office until the end of the day**

Key things to note on the timetable:



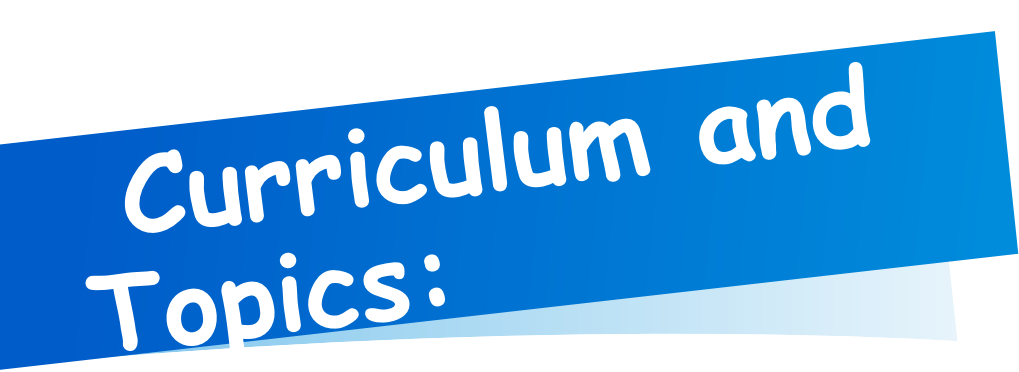
- PE Days are Wednesday (Mrs Truelove) and Friday (Mr Kemp) this year
- You may come to school in your PE kits on those days.
- Music is on Thursday afternoon.
- Mrs Sibley will be teaching Red Kite class all day on Mondays and in the afternoon on a Tuesday.



	08.40	08:50-09.30	09.30 – 09.50	09.50 – 10.45	10.45 - 11	11.00-12.00	12-13:00	1300-13.10	13.10 – 14.10	14.10 – 15.15				
Mon	R E G I S T R A T I O N AT 8:45	Guided Reading Mrs Sibley		Assembl y	Maths Mrs Sibley	B R E A K T I M E	English Mrs Sibley	L U N C H	L O V E O F R E A D I N G S T O R Y T I M E	Computing Mrs Sibley		French Mrs Sibley	Library Handwrit ing	
Tues		Guided Reading		Assembl y	Maths		English			RE Mrs Sibley		PSHE		Spelling Handwrit ing
Wed		Guided Reading		Assembl y	Maths		English			History Mrs Truelove		PE Mrs Truelove		
Thurs		Guided Reading		Singing Assembl y	Maths		English			Art / DT Mrs Truelove		Music Miss Roberts		
Fri		Assembly 08.50-09.20	PE Mr Kemp				Maths			Maths / English	Science			Handwrit ing

The Curriculum:

- Cross-Curricular links are made as much as possible
- We cover the National Curriculum in all our lessons
- In maths, we use the White Rose scheme of work to support our lessons
- In RE, we follow the Oxford Diocese curriculum
- PSHE follows Jigsaw curriculum



Curriculum and Topics:

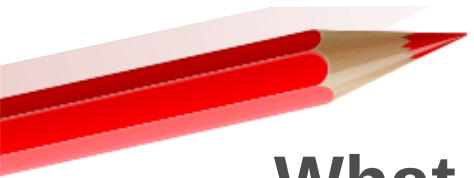


Autumn term

What was the Battle of Britain and how did the Second World War affect Newton Longville?

Spring term

Explorers



Summer term

**What was the Maya civilisation like? Can we learn from it?
Where is South America?**



Assessment:

- Children are assessed against their own year group standards
- We assess without levels
 - Working Towards (WTS)
 - Achieving the expected level (EXS)
 - Achieving at a greater depth (GDS)
- Assessments are on-going and support teacher judgements and enable us to assess against National Standards
- Attainment and progress are updated at least termly

Year 6 Writing Checklist

Working Towards Expected Level:

Assessment in Writing

The pupil can write for a range of purposes:

Using paragraphs to organise ideas

In narratives, describing settings and characters

In non-narrative writing, using simple devices to structure the writing and support the reader (eg. headings, sub-headings, bullet-points)

Using mostly correctly

Capital letters - full stops - question marks

Commas for lists - apostrophes for contractions

Spelling most words correctly (years 3 and 4)

Spelling some words correctly (year 5 and 6)

Write legibly

Working at Expected Level:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):

In narratives, describe settings, characters and atmosphere

Integrate dialogue in narratives to convey character and advance the action

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Use verb tenses consistently and correctly throughout their writing

Use the range of punctuation taught at key stage 2 mostly correctly.

Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Maintain legibility in joined handwriting when writing at speed

Assessment in Writing

[illegible]

Assessments in maths



We will be doing regular arithmetic practise. This is essential to help the children reach their potential as the arithmetic paper is worth the most in the



We will also be doing unit specific tests e.g place value or multiplication and division etc



We will also be doing termly mock SATS papers including arithmetic and reasoning papers.



Collectively these testing methods will help my teacher judgements and predictions but the KS2 SATS scores are the final results at the end of the year

Topics we will cover in maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value Free trial VIEW	Number Addition, subtraction, multiplication and division VIEW						Number Fractions A VIEW	Number Fractions B VIEW	Measurement Converting units VIEW		
Spring	Number Ratio VIEW	Number Algebra VIEW	Number Decimals VIEW	Number Fractions, decimals and percentages VIEW	Measurement Area, perimeter and volume VIEW	Statistics VIEW						
Summer	Geometry Shape VIEW	Geometry Position and direction VIEW	Themed projects, consolidation and problem solving VIEW									

Homework

- **Reading** – 5 times a week (school books and reading records must be returned to school each day with evidence of reading.)
- **Times Tables Rock Stars** should be done as much as possible to make sure you are as fluent as you can be. Children **MUST** know all of their times tables by Year 6 – please keep practising these.
- **Optional Topic** - Half termly home learning projects linked to topic will be sent home before holidays so you have a chance to tackle it over the breaks.
- **Spellings** – Children now have a set of words in the reading records that they have been tested to be working at. These are found in reading records and children are tested on these on at least a termly basis. Children

SPELLING BOOKLETS

Each child will receive a booklet containing at least 20 words (increasing as the colours advance). These words are separate from the spelling rules you'll teach in school. They are for parents and children to work through as they choose. These are the words which children will be tested on each term.

Spelling

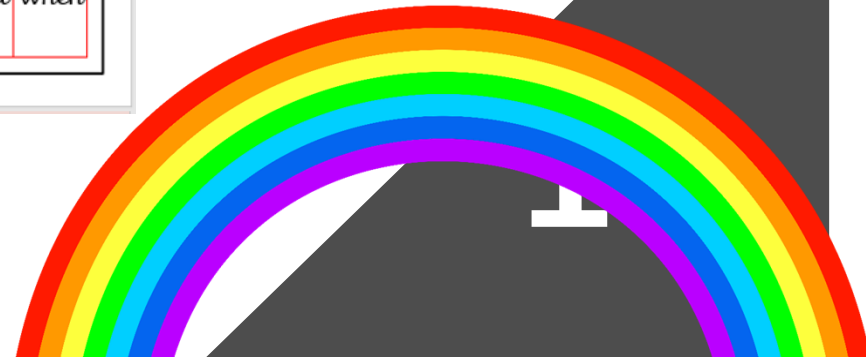


Name

Red

all	and	as	come	go
have	he	her	I	into
is	like	little	my	out
the	to	she	what	when

- **Termly Assessment Weeks:** Children tested on their current colour set.
- **Progress Tracking:** Move up the rainbow when 90% mastered.
- **Celebration:** Certificates, stickers, rainbow display.



Reading:

- Really important to read at home!
- Focus on demonstrating comprehension and understanding, not just word recognition or sight vocabulary
- Ask children questions about what they have read
- Children will not 'move up' through the book bands without demonstrating this
- Individual reading, guided reading and comprehension work across the curriculum will all contribute to this within school
- Reading records offer valuable information
- VIPERS

Reading

Research consistently shows that regularly reading with your child is one of the most effective ways to support their learning. Shared reading develops vocabulary, comprehension, and language skills, while also improving children's confidence as readers. Studies have found that children who read and discuss books with adults are exposed to a wider range of words and ideas, helping them achieve more highly across the curriculum.

Even just 10–15 minutes of reading each day can have a significant impact on a child's progress and enjoyment of reading.

The most important thing is not just hearing your child read the words, but talking about what they read. Asking questions, discussing characters, and sharing a love of stories can make a lasting difference to their success as a reader.

Question Stems

UKS2
reading

Vocabulary

- What does this word mean in this sentence?
- Can you find a word you don't know? What do you think it means?
- Are there any words or phrases that are new to you? How could you find out what they mean?
- Can you use this word in your own sentence?
- Why do you think the author chose this word?

Inference

- What do you think the character is feeling? What clues tell you that?
- Why do you think the character did that?
- What can you infer about this place or situation from the details given?
- How do you know what the character is thinking, even if it isn't said?

Prediction

- What do you think will happen next? Why?
- How do you think the story will end?
- What clues has the author given you about what might happen?
- If you were the character, what would you do next?
- Based on what you know so far, what do you expect to learn in the next section?

Explanation

- Can you explain what just happened in your own words?
- Why do you think the character made that choice?
- How does this part of the story connect to something that happened earlier?
- Can you explain why this event is important to the story?
- How would you describe the main idea of this chapter?

Retrieval

- Who are the main characters in the story?
- Where does the story take place?
- What happened at the beginning of the story?
- Can you find a sentence that tells us how the character feels?
- What did the character do after...?

Summarising

- What are the most important events in this chapter?
- How would you describe the story in just a few sentences?
- What has changed from the beginning to the end?
- If you had to tell someone what this book is about, what would you say?

Changing books



Books will be changed once a week on a Monday.

Reading for fluency is important, but also the comprehension of what they are reading.

If your child is comfortable doing so, allow them to read a few pages independently. Then talk about what they have read. Discuss new vocabulary and get them to explain their ideas and answers.

If they complete the book before the book changing day, they are more than welcome to read other books at home and record this in the reading diary.

Handwriting

- If you find handwriting a struggle, please continue to practice this as much as possible. Handwriting is essential to achieving the expected standard in writing.
- Handwriting will be practiced a minimum of 3x per week in lessons at school but please continue to practice this at home.



Expectations:

Behaviour - we have high standards and expectations. School and class rules: Be respectful. Be kind. Try your best.



Class awards for whole class achievements



Dojo for individual achievements and class achievements



Values Champions certificates will continue



Reminders:

Correct school uniform, including PE kit – all named

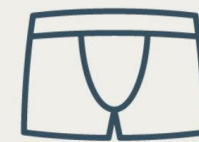
PE days – Wednesday and Friday

Water bottles in class - named

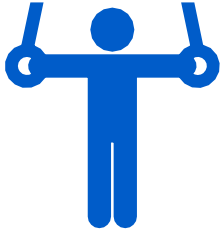
Healthy snacks for break times

School Uniform in Year 6

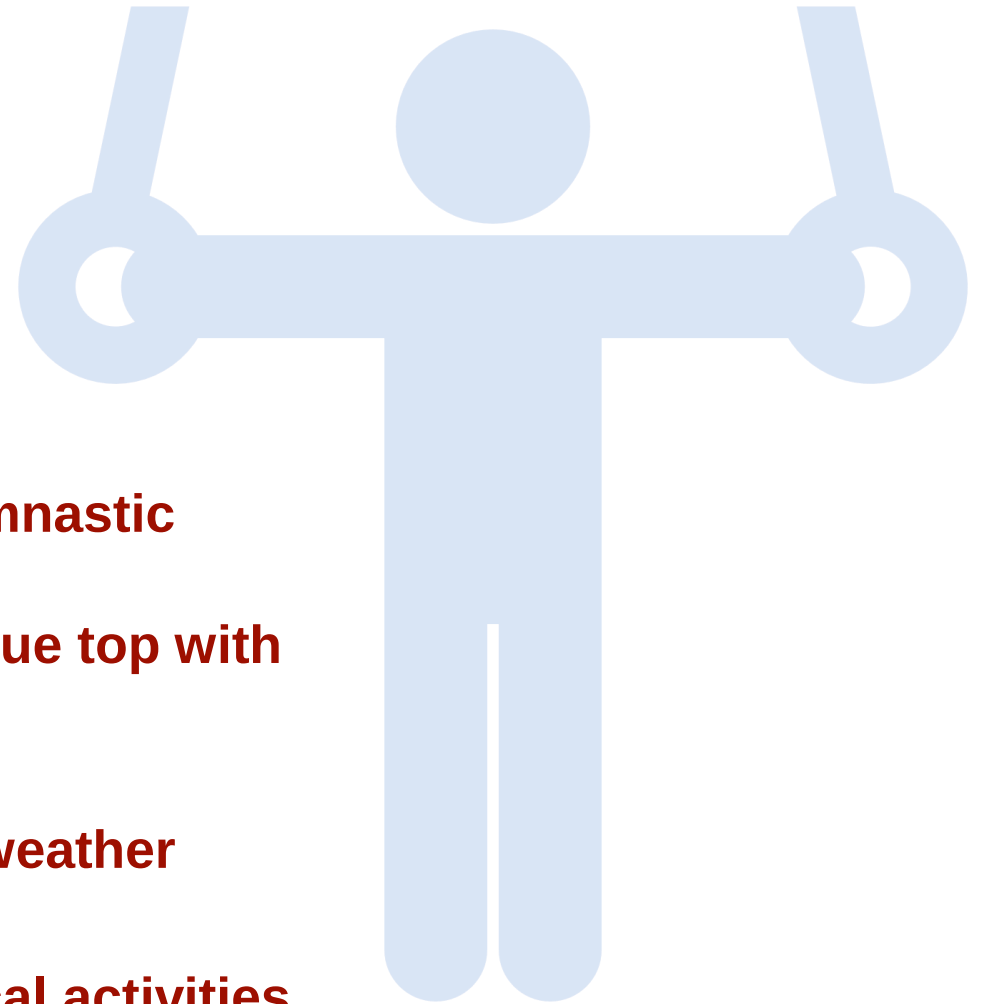
- Navy blue v-neck jumper or cardigan with school logo
- White shirt
- **School tie**
- Dark Grey skirt, pinafore or trousers as appropriate
- Grey socks for boys
- Grey or white socks, or grey tights for girls
- Black school shoes



PE School Uniform



- PE and Games Kit for girls and boys
- Navy Blue shorts (not cycle shorts or gymnastic shorts)
- Sky blue t-shirt with logo or sports sky-blue top with logo
- Plain dark sweatshirts but no hoodies
- Navy / dark tracksuit bottoms for colder weather
- Trainers (from Year 1-Year 6)
- Long hair must be tied back for all physical activities





School Uniform - Consistency

- **Hair Accessories**
 - Long hair should be tied back for health and safety reasons
- **Jewellery/Earrings**
 - With the exception of wristwatches, pupils are not allowed to wear ANY jewellery.
 - Any earrings that needs to remain in because of recent piercing or sensitive ears need to be taped by parents prior to arrival at school.
- **Nail Polish**
 - Nail polish/ gels should not be worn at any time in school.



What can you do at home?

Value

Please value the reading and home learning tasks

Learn

Help children to learn and consolidate their times table off by heart

Encourage

Encourage good sleep and eating habits, plus exercise

Try

Try to keep gadget use to a sensible amount

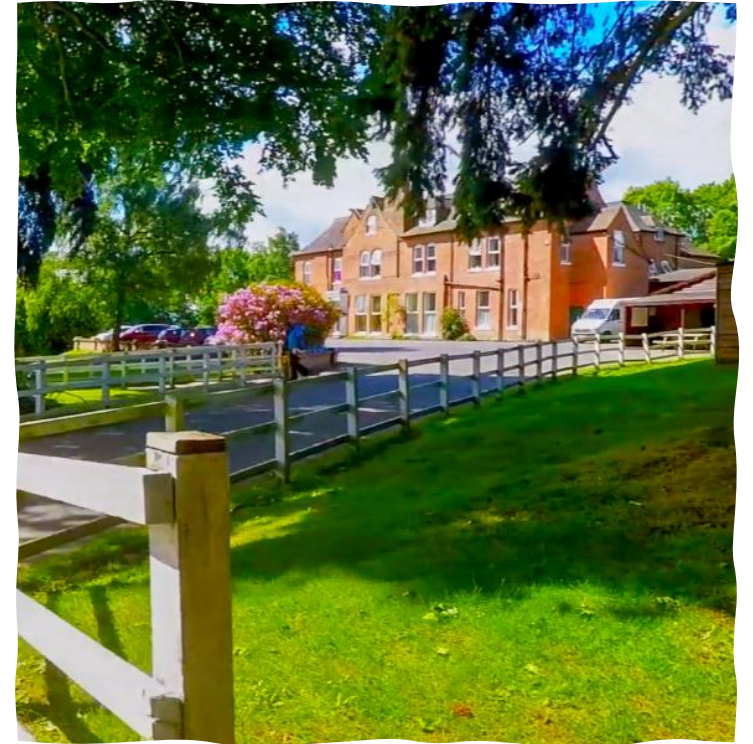
Ensure

Ensure children have the correct uniform and equipment – know how to do laces and ties etc.



Culmington Manor 12th – 17th July 2027

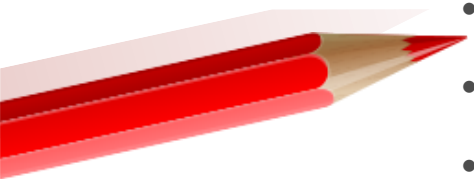
- The last full week of school – what a way to end the year and your time at Newton Longville!



Preparation for secondary school



- At Newton Longville, we are proud that we put children into a position that prepares them for life at secondary school. This includes, but is not limited to:
- House Captain opportunities where children lead assemblies and organise and run events.
- Worship Council
- School productions and Open the Book assemblies
- PSHE discussions and scenarios related to secondary and teenage years.
- Develop independence and confidence through school trips and residentials
- Leading parental tours for prospective parents
- **Acting as buddies to new Foundation class children**
- Visits to feeder school (Cottesloe mainly) for events builds familiarity
- Arrange extra visits to secondary schools for children who would benefit from it
- Meet with secondary teachers / head of year / headteacher (people that will be familiar to them) to share relevant information and give pupils visuals / brochures



How can you prepare for Secondary School?



The most common feedback we have received from parents in the past has been how children must be prepared for higher levels of homework.



Please value homework – do as much as possible whether it is optional or not

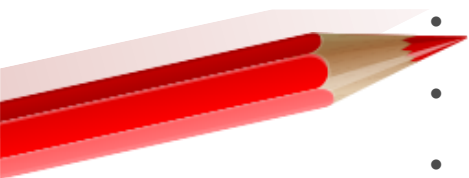


Lots of homework at secondary school is online. Make sure children are computer literate and competent at sharing their work on Google Classroom or by email.

Important Dates for the Diary



- **11+ exams – 8th and 10th September 2026** (Tuesday morning is a practice and Thursday morning is the real thing)
- **First Parents' Evenings** - Tuesday 20th Oct or Thursday 22nd Oct
- **Bletchley Park Trip** - Wednesday 10th November 2026
- **Year 6 Mock SATS exams** – W/B 30th November 2026
- **Second Parents' Evenings** – Tuesday 9th Feb or Thursday 11th Feb 2027
- **Year 6 Mock SATS exams** – W/B 8th March 2027
- **SATs workshop for parents** – 19th March 2027
- **SATS week** – W/B 10th May 2027
- **Sports Day (provisionally)** – Thursday 27th May 2027
- **Year 5/6 Production** - Wed 30th June and 1st July 2027
- **Residential to Culmington Manor** – 12th – 16th July 2026 (information evening will happen in advance of this too.)



Ways we can communicate:



Briefly at the end of the day



Newsletters



School Website



Telephone at the school office



E-mail year6@newtonlongville.bucks.sch.uk

Q&A:

Any
questions?

E-mail or ask
me at the gate!