Welcome to Year 6

The staff in Year 6

- Miss Carberry & Mrs Gore

Welcome ☺

- Special year for the children-
- Year 6 is such an important year for children because it marks the end of their primary school journey and prepares them for the exciting step into secondary school. It's a time when they build independence, grow in confidence, and take on new responsibilities as role models for younger pupils. Year 6 also gives children the chance to celebrate how far they've come, showcase their learning, and make lasting memories with friends before starting the next chapter of their education.

- Newsletter and Calendar

https://www.sacredheart.sheffield.sch.uk/page/?title=Guidance+and+Advice&pid=58

Class Page

https://www.sacredheart.sheffield.sch.uk/page/?title=Learning&pid=8

Year 6 Expectations

- Role models around school – more responsibility i.e. sports leaders, librarians and YR buddies.
- Preparing for SATs.
- Homework –Spellings, TTRockstars & Renaissance Reader.
- Preparing for Transition to secondary school.
- Coming to school prepared, PE kits, Water bottles etc.
- Getting a good night's sleep to ensure they are ready to come to school and work.

Year 6 Timetable

Y6	8.40 – 9.05	9.05 – 9.30	9.30 – 10.00	10.00– 10.15	10.15 – 11.15	11.15 – 12.00	12.00 – 1.00	1.00 – 1.25	1.25 – 2.15	2.15 – 3.00	3.00 – 3.20
Monday	Morning work, register, zones	Gospel C of W	Maths or English	Break	English or Maths	Spelling + Reading Prayers	Lunch	Register / zones Arithmetic	Foundation subject	PE	Story, Prayers (TenTen)
Tuesday	Morning work, register, zones, Prayers (TenTen)	Maths or English		Break	English or Maths	PE Prayers	Lunch	Register / zones Virtues C of W	Foundation subject	Foundation subject	Story, Prayers
Wednesday	Morning work, register, zones	Personal Development C of W	Maths or English	Break	English or Maths	Spelling + PSHE Prayers	Lunch	Register / zones Arithmetic	Foundation subject	Foundation subject	Story, Prayers (TenTen)
Thursday	Morning work, register, zones, Prayers (TenTen)	Maths or English		Break	English or Maths	Spelling + Reading Prayers	Lunch	Register / story Child Led C of W	Foundation subject	Foundation subject Singing Assembly 2.45pm	Prayers
Friday	Morning work, register, zones, Prayers (TenTen)	Spelling / Arithmetic test		Break	English or Maths	Arithmetic + Reading Prayers	Lunch	Register / story Foundation subject		Foundation subject Award Assembly 2.45pm	Prayers

Math's Curriculum

	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 term	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 term	Number **Ratio** VIEW		Number **Algebra** VIEW		Number **Decimals** VIEW		Number **Fractions decimals and percentages** VIEW		Measurement **Area, perimeter and volume** VIEW		**Statistics** VIEW	
Summer term	Geometry **Shape**		Geometry **Position and direction**		**Themed projects, consolidation and problem solving**							

Supporting at home

-Times Tables (TTRS)

-Using money

-Mental calculation (doubling, halving, x10, 100)

-Four operations (+ - X ÷)

English Curriculum

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.[1]

Working at the expected standard

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 dialogues in narrative; 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^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 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.[2]

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing[3] and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]

Year 5 and 6 Statutory Spellings

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

twinkl visit twinkl.com

KS2 Year 6 SATs Dates - May 2026

Date	Test
Monday 11th May 2026	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 12th May 2026	English Reading Test - 60 minutes
Wednesday 13th May 2026	Mathematics Arithmetics (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thursday 14th May 2026	Mathematics Reasoning (Paper 3) - 40 minutes

Uniform

- Children **MUST** come to school dressed in their P.E kits on their given P.E day.
- P.E uniform: Black shorts/leggings/joggers, House colour tops and suitable trainers.
- Plain, navy blue or black hoodie or sweatshirt and plain navy or black leggings or tracksuit bottoms for outdoor PE in poor or colder weather.
- Children can wear their own suitable clothing for clubs, however, any football shirts must be put on at the end of the day over their P.E kit.
- If your child has their ears pierced please ensure that they know how to take them out for P.E lessons.
- Long hair needs to be tied up.

PLEASE ENSURE ALL CLOTHING IS CLEARLY MARKED WITH YOUR CHILD'S NAME.

Homework

- Reading
- SATS Books.
- Spellings
- Year 5/6 spelling list.
- Renaissance Reader

How can I help my child become a better reader?

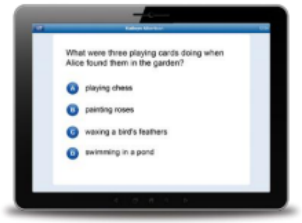
- Make time for them to read at home. Children need to read for at least 20 minutes every day to improve their reading ability.
- Encourage your child to read; discuss books, asking questions about what they have read; and visit your local library.
- Find suitable books for your child at www.arbookfind.co.uk. Use the Search function to look for specific titles or topics, or go to Advanced Search to browse for books within your child's ZPD and interest level.
- To find out more about your child's reading progress, visit Home Connect. This will allow you to track your child's progress towards their targets and to view your child's reading history. Contact the school to find out more information.

Renaissance Reader

Parent's Guide to Accelerated Reader

What is Renaissance Accelerated Reader (AR)?

AR is a reading program that helps teachers support and monitor children's reading practice. Your child picks a book at their own level and reads it at their own pace. When finished, your child takes a short online quiz to measure how much of the book they understood.



What is a Renaissance Star Reading test?

Star Reading is an online test used to measure your child's reading level. The test uses multiple-choice questions and takes around 20 minutes.

How do students select books?

AR includes over 30,000 books. These can be found in the school library as well as public libraries, books shops, homes, etc. Each book is assigned three scores to help your child make a suitable choice:

Book Level

Book Levels represent the difficulty of the text. The Star Reading test tells your child what range of Book Levels to read within. This is called the Zone of Proximal Development (ZPD).

Points

Books are assigned Points based on their word count. Points are earned by passing quizzes. Students are set personalised targets each term by their teacher.

Interest Level

The Interest Level indicates for which age group a book is suitable for. It does this based on the content and themes.

Trips

Autumn	Spring	Summer
Courtside at Hillsborough Team building- 19.09.25	**Eureka Science Day** March TBC **Residential PGL** 24.3.26- 26.3.26	

Dates for the Diary!

- Friday 12th September– School Mass
- Tuesday 14th October– Parents Evening
- Monday 24th March – Wednesday 26th March -Residential PGL
- Thursday 21st May- Sports Day
- Tuesday 30th June – Leavers Production
- Friday 17th July- Leavers Mass & Leavers Assembly

Thank you

We are looking forward to working with you over the academic year and watching the children grow and shine!

If you have any questions, please do not hesitate to contact us or come and see us.

☺