



**Welcome to Year 6
2025-2026**



The Year 6 Team!



Teacher

Mrs Parker



HLTA and LSAs

Miss Hruzova, Mrs Burrows and Mrs Wilson





The School Week

A typical day:

8.40-9.00	9.00 – 9.10	9.10-9.30	9.20-10.30	10.30-10.45	10.45-11.45	11.45-12.00	12-1	1-1.30	1.30-2.30	2.30-3.30
Early Morning Task – learning response, reading or Thinking task	Fluency – maths / handwriting or spelling	Assembly	Maths or Literacy	Break	Maths or Literacy	Class story	Lunch	Guided Reading	Project / Discreet curriculum subjects	Project / Discreet curriculum subjects

P.E Days – Wednesday (indoor P.E) and Friday (outdoor P.E)

PPA time – Thursday morning

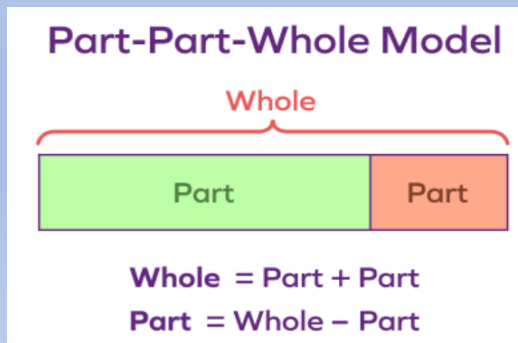
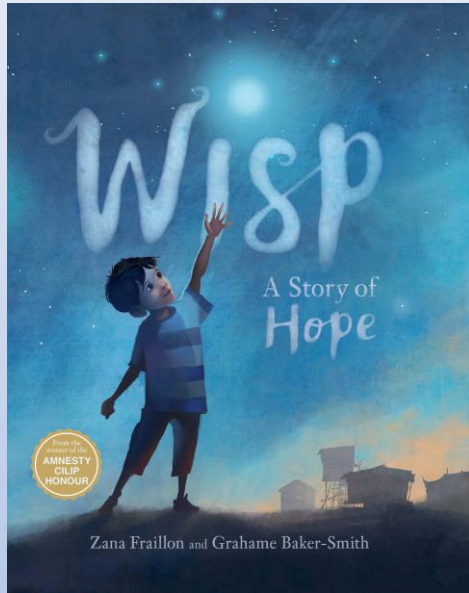
Leadership time- Thursday afternoon (can change dependent on courses etc.)

Library- Thursday afternoon

Reading logs due in- Friday morning



The school year so far...





Class Routines

- Toilets
- Water
- Lockers
- Equipment – pencil cases
- Toys and personal belongings



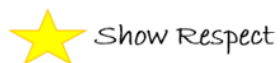
Our Vision:

"To foster a safe environment where everyone flourishes to make a difference to themselves and others"

Our School Values:



Our School Expectations:



		
Good for Me	Good for You	Good for Everyone



Rewards



Headteacher's Award

 **STRIVE**




Presented to

.....

For






.....

Signed *Date*

My STARS Chart

Name: _____ Class: _____

ASPIRE - 25

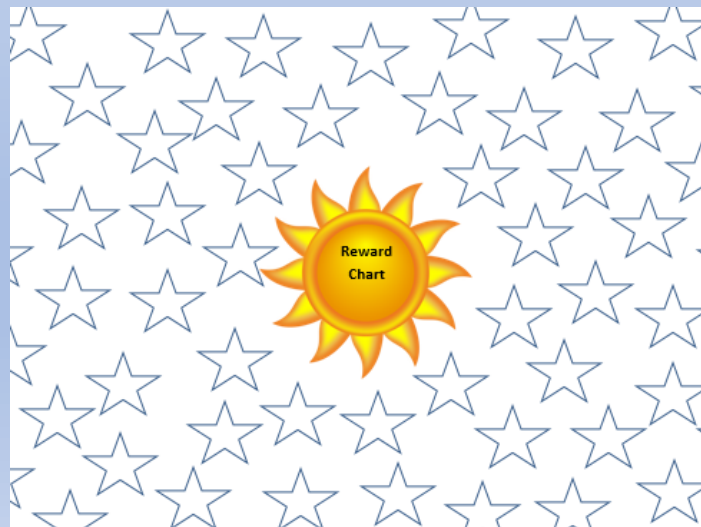
Make a Difference Award

Presented to

_____ *Date* _____ *Signed* _____



Setting Expectations





Behaviour Expectations



- The Behaviour Policy is on the Website and is updated annually. Our policy reflection The Empowerment Approach. As a school we are into our second year using this approach.
- Our overarching ambition is to create an inclusive school where children are supported to become confident members of our school community who have both the skills and the intrinsic motivation to do the right thing, regardless of whether someone is watching.





Wellbeing in School

Looking after the wellbeing of our school community is very important to us.



'Bingo' wellbeing award

Comfortable	Connected	Count	Capable	Control
I feel uncomfortable	I feel disconnected	I feel I do not count or belong	I feel incapable	I feel a lack of control



Communication





Communication

- A strong home/school communication is vital
 - Please do contact us if you have any queries or concerns...
-
- Write a note in the home-school communication book. Teachers will also use this book to communicate to you. Please sign to show you have seen the note.
 - Pass a message through the members of staff on morning duty
 - Arrange a telephone appointment via the school office: 01962 732801
 - All emails to class teachers to go via the office:
adminoffice@sunhill-jun.hants.sch.uk We endeavour to answer emails within 48 hours
 - The office needs notifications about absence – telephone: 01962 732801



Our Projects this year



The drivers for our curriculum:

- **CONFIDENCE**
- **INITIATIVE**
- **DIVERSITY**



- Autumn Term – Geography – Earthquakes, volcanoes & mountains
- Spring Term – Creative – Strike a pose!
- Summer Term – History – Conflict

Exploring a Key Question: this term our key question is
'How do natural forces shape our world?'



Trips and Visitors



Trips are currently being planned in line with projects – there will be more information to follow on this.





Assessment



An essential and integral part of the teaching and learning process

Formative Assessment

- continuous, ongoing assessment during classroom teaching and marking of daily learning

Summative Assessment

- assessment of individual learning – ‘tests’ (SATs/NFER). Beginning, middle and end of each year in maths and English. ***Year 6 also have a mock test to support children with what to expect during SATs week.***
- Part of normal learning journey and classroom practice. A way for children and adults to find out next steps.

Specific Learning Assessments

- used to assess and plan for how to meet specific learning needs.



Homework



- Reading journals – to record reading 5x each week.
- Spellings – individual ‘focus 5’ fortnightly in communication book
- Times tables –Daily practice (TTRS) to prepare for weekly challenge in school.
- Home learning research or project work



Spelling



At Sun Hill, we use *The Spelling Book* to teach spelling.

It's based on strong phonics and includes both in-depth word investigations and quick revision activities.

The Spelling Book isn't a fixed scheme—it's a flexible approach that encourages teachers to make spelling engaging and meaningful.

Its goals are to:

- Support teachers with structure while allowing creativity, ensuring all National Curriculum requirements are met.
- Make spelling lessons effective and memorable for children.
- Help children retain vocabulary through purposeful tasks and activities.



Spelling



Alongside learning key vocabulary, children will also have a “Focus Five.”

These are five tricky words your child finds difficult. They'll write them in their reading record so you can see what they're working on.

For each word, they'll spot the tricky part and try to use it correctly in their writing. Once they've mastered a word, they'll replace it with a new one.

Children won't be tested on their Focus Five. Instead, they'll be encouraged to use the words naturally in their writing.

This approach is personalised, focusing on what your child needs at that time.

My Focus Five

Year 6

My Focus Five	Key 4 letters to look for	Next evidence used correctly in their writing	Teacher mark
hesitantly	not	FF FF FF	✓
stored	i	FF FF	
achieve	eve in achieve	FF	
curiosity	Rio city	FF	
ancient	ent	FF FF	

Name: Fred Flintstone
Next beginning: 6th September

Crash! Crash! Crash! The wind screamed as it ^{swirled} around the ^{one} abandoned ferris wheel. The same distorted carnival music could be heard from the mould-covered scarlet tents. Rushing with age the dragons stood in a line - like soldiers ^{standing} to attention. Poshon Ivy smoothed the ripped banners and ^{swigged} ~~said~~ the suffereated the stalls. The nose-burnin stench of rotting apples and damp bushes covered the Funfair like a blanket. Groggity was all over ^{the} the air giving the funfair an extra serie attention ^{stand}.

The little girl, Raven, started shiver at the creaking gold gables as the sound of ^{slant} ~~medicuous~~ laughter filled her head. the air.



Reading Books

Reading Books

- ❖ 'Learn to Read' and 'Love to Read' Books
- ❖ Bug Club book at child's reading level – books and quizzes available on line
- ❖ Children are welcome to bring in age-appropriate books for independent reading
- ❖ Book shelf in class to borrow from
- ❖ 'Learn to Read' books sent home for practise. To be returned please.

Library

- ❖ Class visits to the Library every other week when it is open
- ❖ Children can have two books from the library
- ❖ These could be reading age books or books they would like to take home and share with people at home
- ❖ The children will all have a username and password for the 'SORA' system. This is an online library linked to Hampshire School Library Service. They can borrow a full range of reading material including books and magazines.



School Uniform and Equipment



- Please name uniform (any unnamed items will go into lost property until the end of the term)
- Long hair to be tied up – boys and girls
- NO nail varnish, coloured hair dye or make-up
- Single stud earrings which can be removed or covered for P.E.
Please provide surgical tape to cover earrings
- A coat in school if any chance of rain
- A hat and sun cream
- Any mobile phones or smart watches handed-in during the school day



School Uniform and Equipment



- As per on the website: <https://www.sunhilljs.net/uniform>
- Any problems with uniform let us know; for example temporarily misplaced items or sensory needs.
- Second hand uniform available in the front lobby



Reporting



- Parents' Evenings in autumn and spring (November, February)
- SEND parents' evenings week before
- A full written report in the Summer Term with an opportunity for a follow up meeting and 'book look' if required.



Helping in School



- Listening to readers, playing maths games, helping in the library
- Helping on school trips
- Sharing experience
- Indicate on sign-in sheet