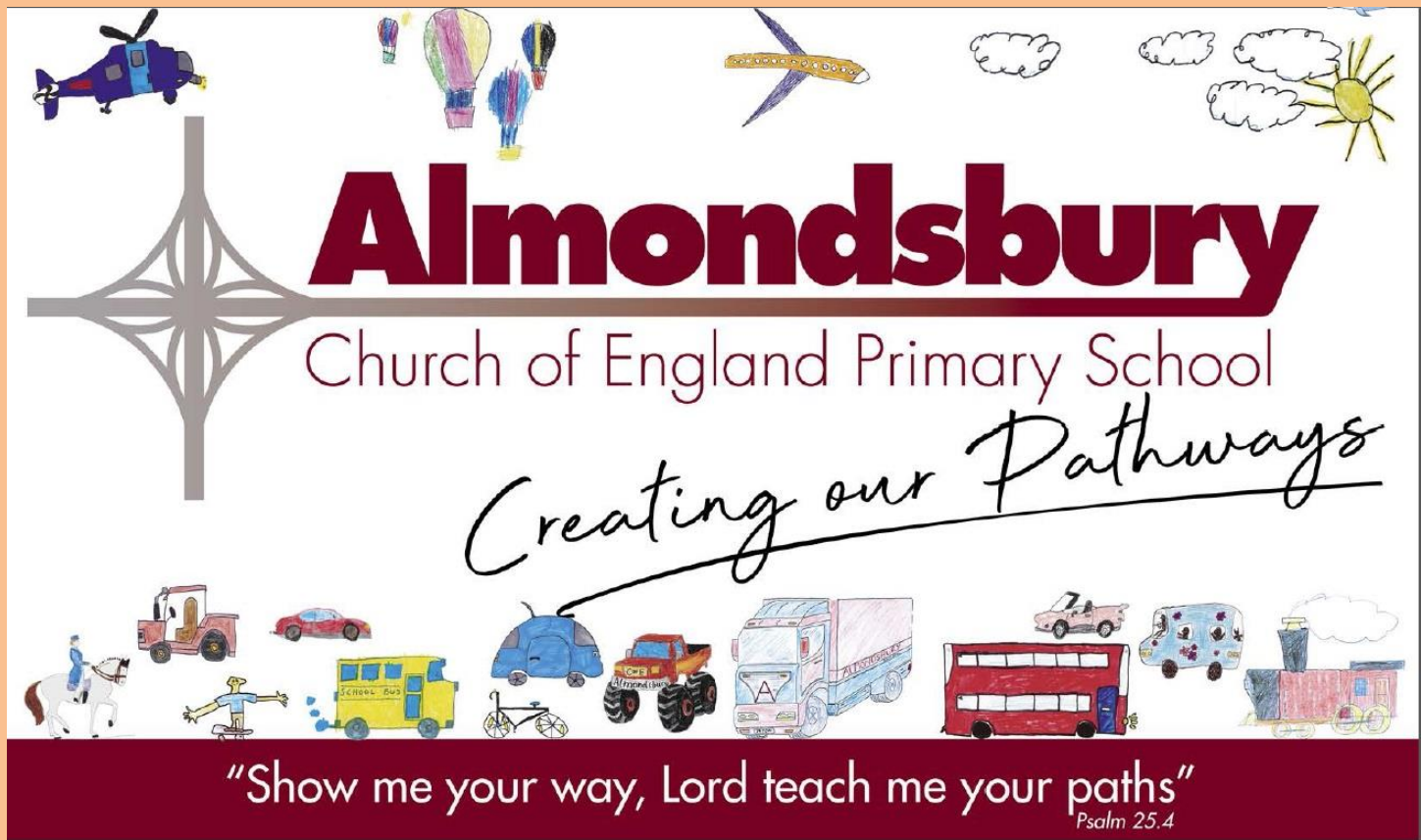




Meet the Teacher

Welcome to Year 6

Miss Ramli

Class Teacher – Miss Ramli

Teaching Assistants – Mrs McAulay, Mrs
Swann and Mrs Davis Jones

The School Day

Children can enter the Key Stage playground from
8.45 am.

The children will finish at 3.30pm and will be taken
to the side of the school.

Please inform the school if the children are walking
home.

Snacks and Water

To ensure hydration, children must bring water bottles to school. These can be refilled in school. The children should bring a healthy snack to eat at break time.

Please remember we are a nut free school.

PE

Our PE days are Wednesday and Friday.

Forest School will take place on a Wednesday in Terms 3 and 6. Children can wear PE kit. Please ensure they have wellies and appropriate outer wear.

Our Year at a Glance

Autumn	Spring	Summer
World War Two	The Maya	Darwin and The Galapagos
Y6 France Trip	Cadbury World	Y6 SATs
Carols by Candlelight		Y6 Legoland
		Y5/6 Production

TIMETABLE 2026 – 2027 Y6 TERM 1

8.55-9.10	9.10-10.15	10.15-10.30	10.30-10.45	10.45-11.15	11.15-12.15	12.15-1.15	1.15-1.25	1.25-1.45	1.45-2.30	2.30-3.30
Mon	Maths	Assembly	B	Spelling	English	<i>L</i>	Arithmetic	SPaG 20 mins	Art/RE	
Tues	Maths	Assembly	R	Guided Reading	English	<i>U</i>	Arithmetic	Spelling	Science (Whole class book 3.10)	
Wed	Maths	Assembly	E	Guided Reading	English	<i>N</i>	PPA Music		PPA PE	
Thurs	Maths	Assembly	A	Guided Reading	English	<i>C</i>	Arithmetic	Spelling	Topic	French
Fri	Maths	Assembly	K	Guided Reading	English	<i>H</i>	Arithmetic	Computing		PE

Homework

Homework will be given out every Friday and is expected to be handed in by the following Friday

The homework given will alternate between English and Maths.

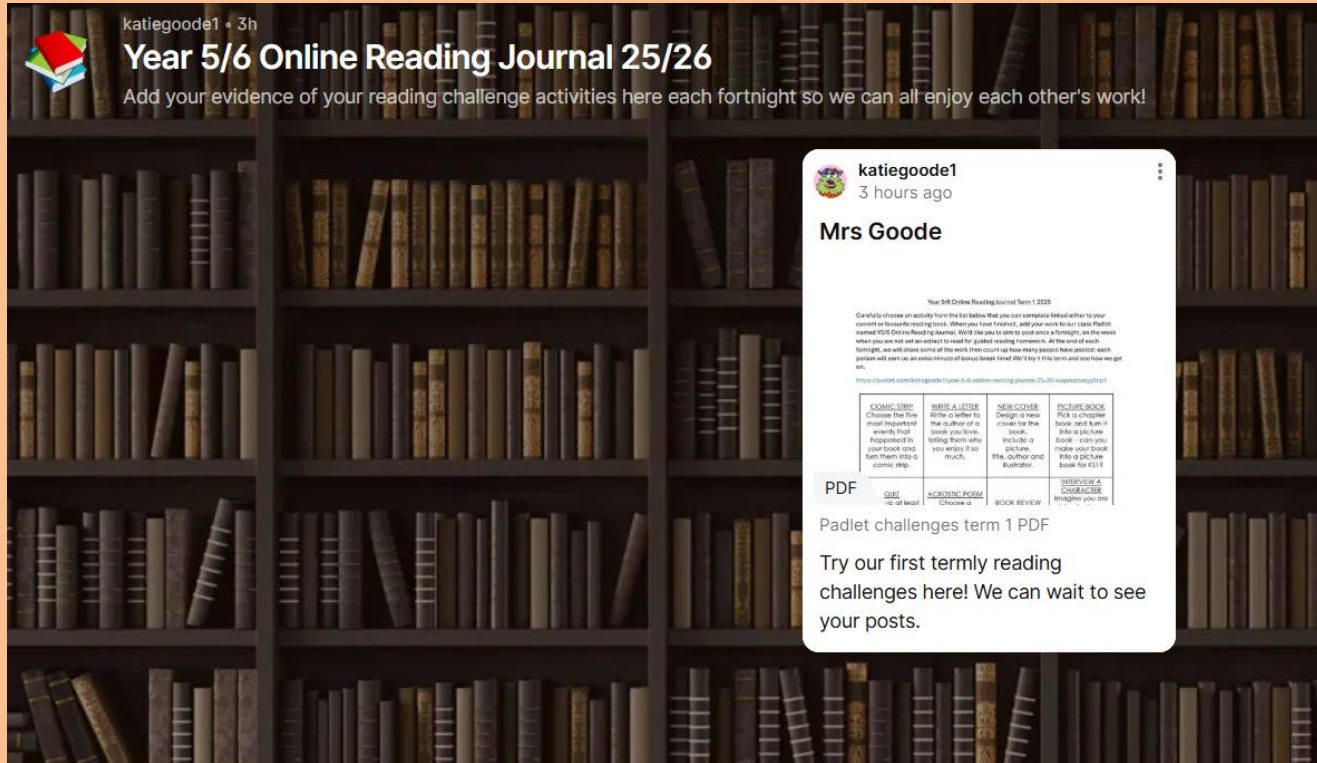
The children will also receive a Guided Reading text every other Friday to read over the weekend. They will need to bring this back into school by the following Tuesday.

Children are also expected to read regularly and practise their times tables and spellings.

They all have a Times Tables Rockstars login to support their learning. I have a copy of their username and password if you need it.

Reading for Pleasure

On the weeks the children do not have guided reading homework, they will be encouraged to engage with our Reading Journal Padlet. This will be an opportunity for them to share and celebrate their reading with the class.





katiegoode1 • 3h

Year 5/6 Online Reading Journal 25/26

Add your evidence of your reading challenge activities here each fortnight so we can all enjoy each other's work!



katiegoode1
3 hours ago

Mrs Goode

Your 5/6 Online Reading Journal Term 1 2025

Carefully choose an activity from those below that you can complete linked either to your current or favourite reading book. When you have finished, add your work to our class Padlet named '5/6 Online Reading Journal'. We'll use this to add to our book once a fortnight, on the week when you are not set an explicit reading challenge. At the end of each fortnight, we will share some of the work that caught our eye. We will also share some of the work that caught our eye. We will also share some of the work that caught our eye.

<https://padlet.com/katiegoode1/year-5-6-online-reading-journal-25-26>

COMIC STRIP Choose the five most important events that happened in your book and turn them into a comic strip.	WRITE A LETTER Write a letter to the author of a book you love, telling them why you enjoy it so much.	NEW COVER Design a new cover for the book you love. Include a picture, title, author and illustrator.	PICTURE BOOK Pick a chapter book and turn it into a picture book. Can you make your book into a picture book for KS1?
PDF PDF	BOOK REVIEW Choose a	INTERVIEW A CHARACTER Imagine you are	

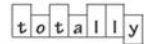
Padlet challenges term 1 PDF

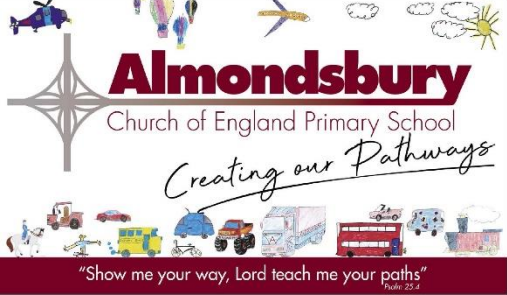
Try our first termly reading challenges here! We can wait to see your posts.

Spelling

Spelling patterns will be added to our class page termly. We will be using the Essential Spelling and Word Knowledge scheme to support learning this year, which builds on the spelling strategies and patterns that the children have used for the last two years.

We will not have weekly spelling tests but will instead complete regular application tasks that focus on spelling rules and patterns. Please support your children with this at home.

Look, say, cover, write, check This is probably the most common strategy used to learn spellings. Look first, look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover the word. Write the word from memory, saying the word as you do so. Check: read what you just wrote right away. Try writing it again and again if you start again – look, say, cover, write, check.	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.  You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember. This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word feed: f _ _ ld
Think, copy and replicate (and then check) This is a similar learning process to 'look, say, cover, write, check' but is about developing automatically and muscle memory. Write the word out on a sheet of paper ensuring that it is clear, correctly and a large enough to trace over. Trace over the word and say it at the same time. Move on to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have said it correctly. If it is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, mix up the tracing and copying or the tracing alone and just write the words.	Words without vowels This method of learning words forces you to think of each letter separately. f _ _ ld
Segmentation strategy The splitting of a word into its constituent phonemes in the correct order to support learning.	Pyramid words f ff fff ffff fffff ffffff fffffft fffffft You can then reverse the process so that you end up with a diamond.
Quickwrite Writing the words linked to the learning focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in this activity write as many words as possible with the 't' phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.	Other strategies - Handwriting: Using coloured pencils in different ways can help to make parts of words memorable. You could underline the tricky part of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then colour in orange, yellow and so on. - Using up memorable silly sentences containing the word. - Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word. - Clapping and counting to identify the syllables in a word.
Creating around the word to show the shape 	



Online safety is a shared responsibility!

At School:

We teach the children how to be safe online, how to use the internet responsibly and closely monitor their use.

At home:

We need you to reinforce what is being taught at school, know what applications are age appropriate and closely monitor your child's use of the internet.



Instagram



Tik Tok



Snapchat

**All of these applications have age limits!
Children must be 13 years old to use them!**



WhatsApp



YouTube



Fortnite

USE OF THE INTERNET

Children get the opportunity to develop their internet skills in all subject areas. They are taught how to use the internet safely and how some information found on the internet can be unreliable. During Computing lessons children have specific E-safety lessons. They are taught the SMART e-safety rules as well as being taught online research and note taking skills.

As a duty of care, teaching staff will inform a member of the Senior Leadership Team or a member of the Computing Team if they have evidence of children using websites or applications that are not appropriate for them. This includes sites and applications that children are using at home. The Computing Team or SLT will follow this up with both the child and parent and report the child to the company concerned.

Many websites have an age restriction of 13 and over, and are therefore not suitable for any Primary aged children.

The following applications/sites are examples and are not an exhaustive list.

Application/Site	Age Restriction
Musical.ly	age limit 13+
Fortnite	age limit 12+
Instagram	age limit 13+
Facebook	age limit 13+
WhatsApp	age limit 13+
Snapchat	age limit 13+
YouTube channel	age limit 13+
Minecraft	has two age limit settings 7+ & 13+

School Policy

There is a clear section in our Computing policy that addresses use of the internet.

Use of AI

There is a clear section in our AI policy that addresses use of AI by both children and parents.

6. EDUCATING PUPILS AT AI

At Almondsbury CE Primary School, we acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI.

Pupils are taught about the potential benefits of using AI tools to aid their learning, while also covering subjects such as:

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content

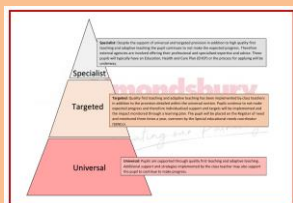
7. USE OF AI BY PUPILS

Most AI tools have age restrictions in place, with the minimum age being set at 13+. Whilst we recognise that AI has many uses to help pupils learn, we do not allow pupils to use AI tools at Almondsbury CE Primary School unless deemed by the Safeguarding Team as safe to do so.

Parents

At Almondsbury CE Primary School, we recognise that AI is a useful tool to support parents to support their children with homework. While AI can be used for research and brainstorming, it should not do the thinking for the pupil. Passing off AI-generated work as a pupil's own work violates academic integrity. It is recommended that parents use the recommended AI tools from Appendix 1.

Parents should ensure children use age-appropriate AI tools (please see section 7).



Our SEND Provision & Universal offer

Our approach; we focus on removing barriers to learning not simply providing additional adult support. Our aim is to equip pupils with the strategies and 'tools' to benefit lifelong learning beyond Almondsbury.



Universal

-  High quality, inclusive teaching
-  Adapted learning, flexible approaches
-  Clear and predictable routines
-  Visuals to aid understanding
-  Scaffolds and 'chunked' learning
-  Low arousal environment
-  Emotional regulation & sensory support
-  Ongoing teacher assessment



Targeted

-  Targeted time-bound intervention
-  Small group support
-  Individualised strategies and support
-  Assisted technology
-  Additional brain breaks & movement breaks
-  Individual learning plan & review
-  SENCo involvement and guidance
-  Referral and advice from external professional



Specialist

-  Specialist professional involvement
-  Specialist assisted technology
-  Therapeutic support
-  Individualised curriculum
-  Alternative Learning Provision
-  Education, Health and Care Plan



Attendance

- Attendance is most important to ensure that all children achieve their full potential and make the most of their time at school.
- Punctuality is also crucial to ensure children have the maximum time in school and do not miss vital starts to lessons each day.

Questions?

yasmin.ramli@almondsburyprimary.co.uk