



**Parent/Carer
information
Session
Year 5**

To live, to love, to serve in the light of Christ the King



A warm welcome to you all and thank you for attending our information meeting today.

Staffing

Class Teacher: Miss Burke

Teaching Support Assistant/s: Mrs Faulkner



Our Expectations of Pupils at Christ the King

- To attend school everyday wearing the school uniform.
- To come to school prepared with the items they need for the day e.g. P.E. kit, reading book, homework etc.
- To have respect for themselves and all human-beings.
- To respect the environment and society in which they live.
- To show the best manners possible at all times.
- To try their best in all they do.



What you can expect from us...

- To help pupils know of God's love for them and to learn about the message of Christ through the Gospels.
- Treat our children, families and staff with dignity and respect.
- To provide a high quality, inclusive education for all where creativity and personality are allowed to blossom and thrive.
- To help all individuals to develop confidence in themselves and have high self-esteem.
- To ensure the academic, physical, emotional and spiritual development needs of all our pupils are met so that that they can leave Christ The King as fully rounded human beings who view themselves as valued members of society.



Medical absences and absences due to illness.

- We ask that as far as possible medical appointments are made outside of school hours however we appreciate that this is not always possible.
- If your child has a medical appointment, parents/carers must inform the office of the date and time of the appointment. We do ask that you bring in a medical card to show the appointment where possible. This is so that we can allocate the correct code in the register and your child/ren do not receive an unauthorised absence mark.



Application for exceptional absence in term time.

- Request to take your child/ren on holiday in term time will no longer be granted or authorised under the Leeds guidelines.
- Our Attendance policy can be found on the school website under the policies section.
- If there really are exceptional circumstances, then you can make a request to take your child/ren out of school; whilst these will be considered by the Headteacher, directors and council members, they may not be authorised.



Assessment at Christ the King

- All pupils' progress is tracked on our internal target tracking system in school.
- Each half term pupils are assessed and teachers enter assessment data.
- Assessments are made not just from test outcomes the pupils have completed but also from the work that they have completed during lessons.



Assessment at Christ the King

- The progression of levels is entered as the Year group expectations the pupil is working at e.g. 1 for Year 1, 2 for Year 2 etc. and then a letter is given. These letters are:
 - **Beginning (b), Beginning + (b+)**
 - **Working towards standard (w) Working towards standard + (w+)**
 - **Secure (s) and secure + (s+)**

If your child is levelled at 5w it means that they are working towards the Year 5 national standard.

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Mathematics

Aims

- Fluency
- Reasoning
- Problem solving



The maths curriculum is broken up into different strands. Here is 2 examples of a question which the children would be expected to answer at the end of the year.

1. Put the following fractions in order from smallest to biggest:

$5/12$, $9/24$, $1/3$, $1/6$

2. Daniel receives £165 for his birthday.

He saves $2/5$ of the money and spends the rest.

He spends £35 on a computer game and the rest on clothes.

How much money does he spend on clothes?

There are examples of questions linked to each strand in your booklet.



Reading Expectations at home

- All pupils must read every day at home even if this is just a few pages.
- Please ask your children questions about the book they are reading. There are some helpful ideas for questions in the parents information guide.
- Parents must sign their child's reading record when they have heard them read.

Reading Expectations at school

- All pupils participate in a daily 20 minute guided reading session in school.
- All individual reading record books to have a weekly focus learning objective (L.O). All comments made reflect this L.O.
- Children will also partake in whole class reading sessions where we will analyse short extracts of books and link it to one of the curriculum objectives.

P
Point

Sum up the
main idea in
your
paragraph.

- In my opinion...
- Arguably...
- The writer uses...
- Similarly
- Firstly...
- Secondly...
- Both...
- In contrast...
- One of the language features used is...

E
Evidence

Provide Evidence for
the point you are
making.

- For example...
- An example of this is...
- This is shown...
- This can be seen...
- This is demonstrated when...
- We know this because...
- The evidence for this is...

E
Explanation

Why is the quotation
significant?
What effect does the
quotation have on the
reader?
Why has the writer used
this technique?

- This shows
- This suggests...
- This implies...
- This is effective because...
- The writer has chosen this technique because...
- This would make the reader feel...
- This has been used because...



English

Writing Expectations

- Pupils editing and redrafting work independently.
- Each piece having a real purpose.
- Grammar and punctuation are taught within writing and all lessons.
- Spelling also covered within writing sessions and weekly spelling tests are given. These focus on spelling rules and patterns for each year group.

10: I can write a piece of flashback writing.

Over and over again.

Precious

SP
Precious

Precious memories hit me from every perceivable angle as I perch elegantly before my beloved grand piano, as my father ~~releas~~ ^{releas} consumed and I started to play just as the first memory was just beginning.

sitting

There she was sate next to me she started to play the piano with me, gliding our fingers over the pearl white keys; she leans forward and tenderly plants a kiss on my cheek. My mother wise left without a trace, and ~~test~~ me.

How did

then
make
you
feel?

lonely
and like
sad

very
emotive!

Meanwhile, the opposite memories began occurred. Putrid smoke filled the air, a burst of rapid-fire surrounded us as we took cover behind a still-standing wall as a storm of bullets pecked at the wall.

Crack! A crystal-clear shot rang out - a knife through butter. He's hit; he's down - never to get back up again. Cradling him in my arms, blood blanketed my hands as the next memory shot me like a gust of wind gushing through an open window.

The same glossy-green eyes, that shine brighter

so
lonely
sincerely

It started back at my childhood, fiddling with the ribbons I finally opened it - what could it be?

A beautiful wooden horse appeared. I remember parading him around the room just like my grandson does today. He may be different but I know the same joy was repeated.

Life is a racetrack you start at the beginning, people die ^{through} and at the end it is your turn to join your loved ones who have died. I will always love for my ^{sincerely} even when my hands have played their last.

My evaluation of a flashback piece of writing

	My thoughts:	Miss Burke thinks
Switch between tenses correctly	✓	✓
Flashbacks	✓	✓
Emotive language	✓	✓
Figurative language	✓	✓
Time conjunctions	✓	✓

I've used personification and figurative language to hook the reader in.

I used higher level synonyms, so it

SP

Non Negotiable Spelling Lists

New Curriculum Spelling List Years 5 and 6



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

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Other Curriculum Areas

A curriculum newsletter outlining the topics that your child will be learning each half term will be sent out to you at the start of each half term. This newsletter will also be available to download on your child's class page on the school website.



Other Curriculum Areas

- Trips out and visits are planned and booked for each class to enhance their experience of various curriculum areas.
- We do ask for a voluntary contribution for many of our trips as budgets in school are ever increasingly being cut. We appreciate the voluntary contributions that you are able to make as without these we would not be able to organise as many trips and visits to enhance our pupils learning experiences.



Homework

- Homework will be given on a Friday and will be expected to be returned the following Thursday unless otherwise stated. Occasionally, I may give extend a deadline if it a project based homework.



Homework expectations in Year 5

- All pupils in school are expected to read everyday at home.
- Parents/carers must complete the reading record book.



School Website

- www.christthekingleeds.co.uk
- General Information
- Class Pages
- Regularly updated with photographs, class news and school news and information for parents/carers.