

Welcome to Year 6



Class teachers:

6AM – Mr Megrah

6MS – Mr Samuel

Assistant Teacher:

Mrs Leventaki

*NB Mr Megrah and Mr Samuel are both out of class on Monday afternoon.
The afternoon lessons will be covered by Mrs Leventaki (Art)
and Mrs Noyes / Mrs Corpetti (French and Music)*

Mr Samuel is also out of class on Friday afternoon. The afternoon lessons will be covered by Mrs Leventaki (PSHE and spelling test)

**John 13:34 “Love one another as
I have loved you.”**

Encouraging every child to reach their full potential – nurtured and supported in a Christian community that lives and learns by the values of Love, Compassion and Respect.

Our Vision



"Encouraging every child to reach their full potential – nurtured and supported in a Christian community that lives and learns by the values of Love, Compassion and Respect".

John 13:34 "Love one another as I have loved you."

We provide a learning journey that encourages our children to be independent, well-rounded, kind and confident individuals – supported and nurtured by valued and committed staff.

We encourage all our children to flourish academically, spiritually and personally – and to achieve the highest academic standards possible for each child, within a stimulating, creative and secure learning environment.

Our Christian values of love, compassion and respect are at the heart of everything we do. Our school is welcoming and inclusive; we value equality and celebrate diversity, and our children know the nature of God from a Christian perspective, whilst developing their own beliefs of Christianity, other faiths or no faith.

Our pupils leave, at the end of Year 6, fully equipped with the skills to embrace the secondary school of their choice and with our core values to guide them on their life journey with the knowledge that God loves us all.

Our school day



- Children should arrive through Gate D between 8:40am and 8:50am
- Morning registration is at 8:50am – children will be marked late after this time
- Collective Worship: 9:00am – 9:15am (Weds: 9:00 – 9:30am)
- Playtime: 10:45 – 11:00am
- Lunch: 12:25 – 1:25pm
- Children depart through Gate D at 3:25pm
 - At the end of the day, please collect your child and let your teacher know the child you are picking up
 - Let the school know in writing if you give permission for your child to be dismissed without an adult present

Daily Collective Worship



- Monday Key stage 2 Hymn Practice with Mrs Noyes (9:00am)
- Tuesday Whole School – Vicars (9.00am)
Reverend Melanie Harrington (St Luke's & 'The Barn')
Father Giles Fraser (St Anne's)
- Wednesday Whole school – Headteacher (9.00am)
- Thursday Class Worship – teachers
- Friday Key Stage 2 Celebration (9.00am)

Keeping safe at school



We teach children to follow good hygiene in the toilets by:

- Closing the lid before flushing the toilet.
- Ensuring toilet paper goes in the toilet.
- Washing hands with soap after using the toilet and drying hands thoroughly.



We teach children to follow good hygiene by:

- Promoting 'catch it, bin it, kill it' – use swing bin to dispose of any tissues.
- Ensure children cough or sneeze into their elbow crease – cover your mouth.
- Avoid touching your nose, mouth or eyes.
- Wash your hands regularly during the day, especially:
 - Before eating, and drinking
 - Before and after playtimes
 - After using the toilets

Ready for learning (1)

General school rules

- Hair must be tied back if it is below the collar – girls and boys
- No nail polish
- Please ensure **ALL** clothing and equipment is named (including water bottles)
- School rucksacks – no danglies please
- Healthy eating – snacks in containers or reusable plastic bags.

Ready for learning (2)



Uniform:

- See website for uniform – children must wear black shoes

PE:

- Outdoor PE will be taught on Wednesday. Indoor PE in the Autumn term is swimming and takes place on Monday. Indoor PE may take place on a different day in subsequent terms - TBC
- Children bring their PE kit into school on Monday and take it home at the end of each week
- PE kit is stored in lockers and children change in school
- Earrings must be removed or taped up for PE and sport
- Boys and girls will change in separate classrooms
- Trainers can be left in lockers ready for clubs etc.

Ready for learning (3)

Resources:

Every day, children should bring to school:

- Reading book
- Water bottle (named)
- Lunch box, named (if having a packed lunch)
- Pencil case
 - No ink erasers
 - No 'frixion' pens
 - No biros

These items should be carried (in a small bag/ rucksack, which is expected to fit in your child's locker)



Ready for learning (4)

We have prepared ready-made pencil cases that are available to purchase from the school at a cost of **£7**. These are available to buy on Arbor, via **school shop products**. Each pencil case is clear, named, and of the correct size, and includes:

- 2 x triangular, easy-to-grip pencils to support correct pencil grip - please check the option to specify if your child needs a right-handed or left-handed pencil
- A 6-inch ruler
- A Pritt glue stick
- 2 x Berol whiteboard pens

These pencil cases will be kept in the classroom and overseen by staff to help children learn to care for and keep track of their own items.

Food in school



Owing to the number of children with severe allergies and anaphylaxis, children should not share food in school (from school dinners or packed lunches).

We are a **nut free** school. This includes all tree nut and sesame seeds

NB Sesame oil is used in most commercial hummus and pine nuts are used in pesto sauces so both should be avoided in packed lunches.



For more details and information on school lunches, please see our school website

Children in Key Stage 2 may bring a healthy snack of fruit or vegetables

Good learners are:



Enthusiastic



Motivated



Resilient



Imaginative



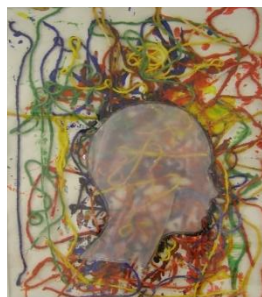
Inclusive



Confident



Resourceful



Determined



Flexible



Responsive



Independent



Focused

Our curriculum is underpinned by our 12 Learning Certainties, helping children to understand what makes a 'good learner'. The focus is on supporting children to develop learning skills and behaviours that can be applied to any situation, embedding learning skills for life. Each Learning Certainty is exemplified through Bible references and stories, contributing to the spiritual and personal growth of our children.

Assessment



Assessments are made against the learning objectives from the National Curriculum, using KPIs (key performance indicators) appropriate to year group expectations.

Teachers assess the learning taught up to the point of assessment; this is known as a 'point in time' assessment or PITA.

Attainment will be described as:

Pre Key Stage	PKS	Working below their current key stage
Working below	BLW	Working below their current year group curriculum.
Working towards	WTS	Working within current year group curriculum and not secure in what has been taught.
Expected	EXS	Secure in learning taught so far in the current year group curriculum.
Greater Depth	GDS	Mastered learning taught so far and delves deeper into taught concepts in more detail.

Assessments are ongoing throughout the year; PITA takes place three times a year.

Information on progress and attainment will be shared in parent consultations and in the final, end-of-year report.

Writing feedback



KS2

- Sp I need to check my spelling mistake
- C I need to use a capital letter
- P I need to check my punctuation
- G I need to correct my grammar
- ✓ The OL/ WILF has been understood
- ✓ ✓ The OL/ WILF has been confidently achieved
- ? I need to think about this

Google Classroom



Google Classroom will be used for some homework and projects (see later slide) and there will be general learning suggestions as well as links to Times Tables Rockstars and My Maths.

Photos from the class will be shared (particularly during School Journey), as well as relevant learning information and updates.

Please retain your child's login details, as they will need these to access their Google Classroom.

Homework will also be set and uploaded onto Google classroom; this will start from week beginning 22/09/25.



Online Safety (1)



We take e-safety very seriously at King's.

Not all children will recognise the term “e-safety” but they will be able to talk about safety online.

Online safety is routinely taught in computing lessons (and lessons where technology is used).

We use professional resources to inform children, staff and parents.

We are professionals and e-safety is part of our safeguarding responsibilities

Our systems are strictly monitored and controlled.

We are constantly striving to keep abreast of new developments in technology that could affect our children.

Please refer to the [Online safety](#) page on our website.

Online Safety (2)



General Guidelines

- Talk to your children about their online activity
- Share what you do as a family online
- Encourage an open environment about online behaviour
- Restrict screen time on devices (tablet, laptop, mobile phone) before bedtime
- Don't allow devices to be kept in bedrooms overnight
- Have a set of rules around use of devices
- Find things to do together online (games, homework research, holiday planning, etc.)

If children encounter inappropriate content while using devices, please share this with your class teacher to ensure that we can support discussions and reassure the children.

Homework



- Homework has been designed to encourage a gradual progression of skills and expectation, so that by the time pupils reach Year 6 they will have a clear routine in preparation for secondary school.
- Most of the homework is provided for the completion over the course of a week, so it can fit around family lifestyles and commitments.
- Reading, multiplication tables and spellings are better when completed in shorter, regular daily sessions.
- Homework is compulsory in Upper Key Stage 2 (years 5 and 6). Teachers will track completion of homework and children will complete it during social time if it is not handed in.

[Homework Policy](#)

Reading



Reading in school

- We aim to make time for reading for pleasure as a class each day
- Books can be borrowed from the class library
- Children are welcome to take these home

Guided reading

- Takes place daily, with a focus on comprehension skills

Reading at home

- Every night, little and often (at least 30 minutes per day)
- By discussing with your child the book they are reading, you can support the development of key comprehension skills such as inference, prediction and summarising

Some Year 6 books within the class library and within their age recommendation contain mature and/or challenging themes.

Please use your own discretion when choosing and discussing books with your child.

English homework (1)



CGP books (available to buy from Arbor, via **school shop products**)

- Each Monday, children will be set homework from the CGP Spelling, Punctuation and Grammar book or the CGP Reading Comprehension book. They will need to bring in their completed homework for in-class review the following Monday.

Spellings

- Spelling is taught throughout the week and has a high profile, particularly in the end of KS2 SATs and in ongoing writing assessments. It is important that children spend time learning and practising spellings, reviewing patterns and understanding spelling rules in order that they can apply them correctly in their writing.
- We will teach a spelling lesson on Monday and children will be tested on the Friday of that week.
- Spelling lists can be found on Google Classroom.

English homework (2)



Reading

- Reading regularly – both silently and out loud – is an important part of homework. Ideally, children should be reading every day and discussing what they are reading. Not only does this develop their comprehension skills (particularly inference and prediction) but it also improves their writing: 'Good readers are good writers'.
- To this end, children have been given Reading Records, which they should be filling in at home.
- Children are expected to complete six entries per week (with one written comment and a three-word review whenever a child finishes a book), and to hand in their completed Reading Records each Monday.

Speaking & listening – every half term

- These mini-projects are linked to some of the topics covered across the curriculum throughout the year and give children the opportunity to share their learning, through discussion and presentation.
- Please note that homework will not be individually marked – feedback will be given in class to highlight common errors/ misunderstandings.

Maths homework



My Maths (all children should have a login)

- To be reviewed and set on Friday each week and to be completed by the following Thursday. All activities are online.
- Please let us know in good time if you have any access issues.

Times Table Rock Stars (all children should have a login)

- It is essential that all children in Year 6 can recall their times tables quickly and accurately in order to be able to answer both arithmetic and reasoning questions effectively. To this end, a number of tasks and challenges will be set.

Homework should be a positive experience – we will try and get the quantity right, but this will vary with each child and their weekly commitments. Little and often is usually best.

Maths Mastery

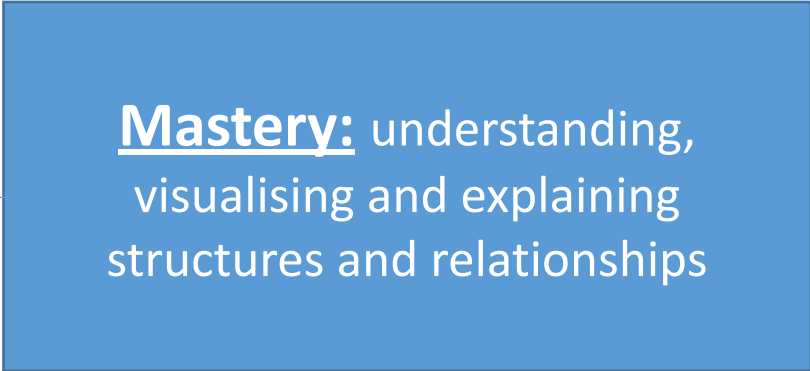


Language: vocabulary/sentences

'In our classes mathematical language is very important. Our students must know how to do, say and express maths.' Teacher in Shanghai

Over learning through

- Emphasis on explanation and review
- Contexts
- Concrete resources
- Range of manipulatives
- Meaningful practice



Mastery: understanding, visualising and explaining structures and relationships

Depth through

- Making connections, describing structures, relationships and patterns
- Solving problems
- Reasoning
- Generalising
- Proofs

The letters 'A', 'B', and 'C' in a stylized font, each a different color (red, blue, green), set against a black background.

A: Answer

B: Because (workings)

C: Convince (prove it using a diagram)

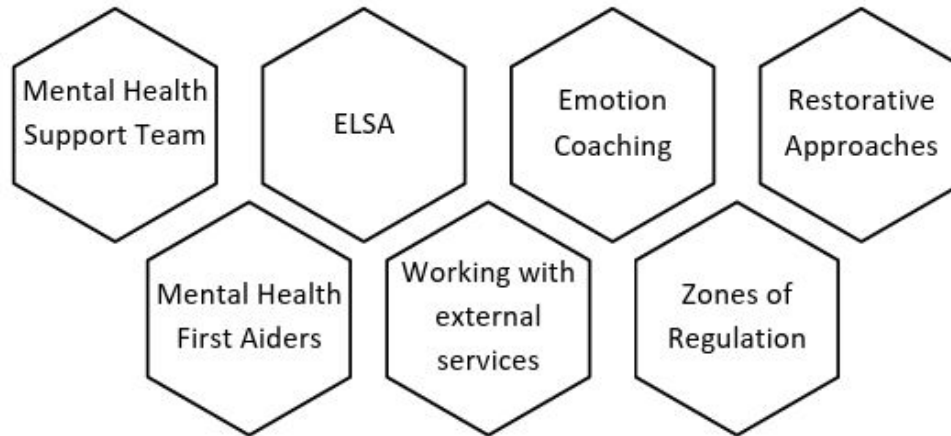
Maths teaching



- In Year 6, Maths will be taught in groups rather than in classes
- Children will be allocated to Maths groups according to prior attainment and following discussion with Year 5 teachers
 - Mr Megrah's group: higher prior attainment
 - Mr Samuel's group: lower prior attainment
- Enables teachers to tailor their teaching to the needs of pupils in a more targeted fashion
- Groupings will be reviewed periodically to ensure they are appropriate

Behaviour (1)

How behaviour is supported at King's



Behavioural Approaches

Emotion Coaching

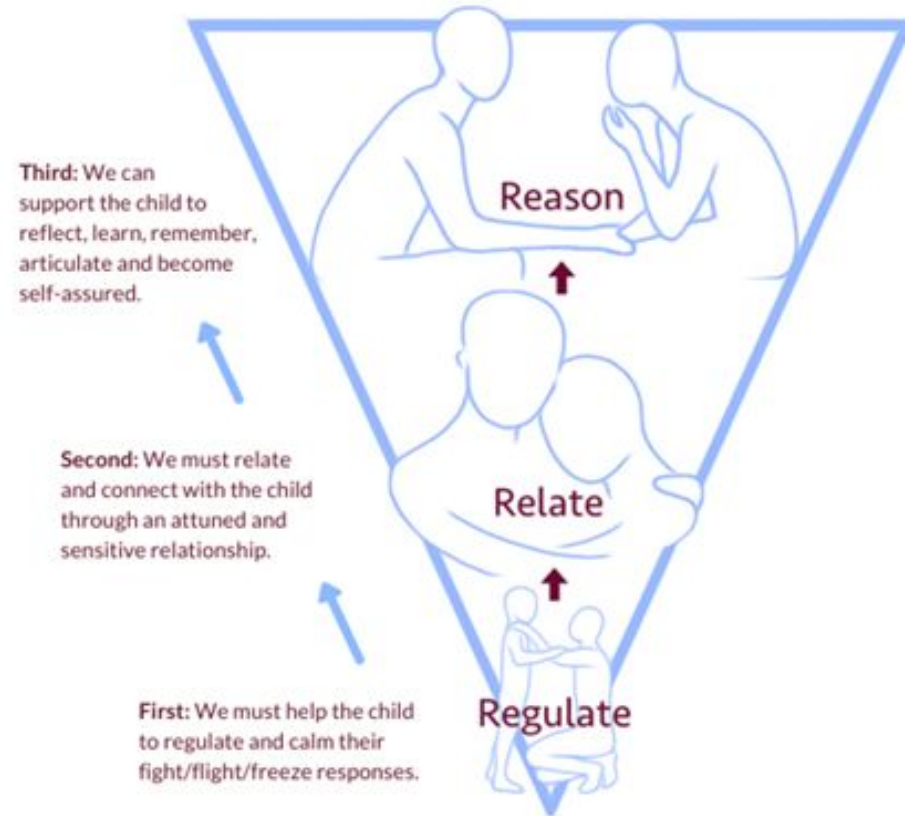
Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

www.emotioncoachinguk.com

Relational Approach

A 'relational approach' is a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility. This approach allows children to feel empowered at being able to change a mistake they have made. They are able, with structured conversations, and through hearing the impact of their actions on others, to find a way to repair the consequences of their actions. This builds self-esteem and creates peace with the other child involved through a solution-focused approach.

Behaviour (2)



The ZONES of Regulation™



- Throughout the school, children are encouraged to identify their feelings using the Zones of Regulation.
- In class, we work together to find ways to monitor and manage these feelings and move ourselves into the 'Green' zone, which is where our best learning can take place. We call this our 'toolkit'.
- Encourage your child to find ways to regulate their feelings and behaviour at home by helping them to find independent activities and strategies.
- You can find more ideas and strategies for this on our Google Classroom.

The ZONES of Regulation™

Stretch to wake up and energise.

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

The ZONES of Regulation™

Some ideas for your toolkit:

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Behaviour (3)



Behavioural Expectations

The Golden Rules

Be gentle

Be kind and helpful to others

Be respectful to property and equipment

Be a good listener

Be honest

Be the best version of you.

Class Contract

Classes collaboratively draw up a list of class rules that are signed by every member of the class as a contract between pupils and teacher.

Behaviour Ladder

I am demonstrating the school values

I am following the rules

I am proud of my behaviour

Reminder of expected behaviour

I have a choice to change my behaviour

Reminder: I need to change my behaviour

What can I do differently?

What do I need help with?

I will have a restorative conversation with an adult

My behaviour does not meet expectations

I may need to see another adult

Behaviour (4)



Behaviour Management

I am following the rules



Verbal positive praise

Dojo Points

House Team Incentives

Stickers

King's Shield Badge and Certificate

Good Work Bag

Positive Postcard

I need to change my behaviour



Follow Behaviour Ladder

Two reminders (including a restorative conversation)



Consequences

Restorative conversation with another adult:

- The other class teacher
- Phase Lead
- Assistant Headteacher/ Deputy Headteacher
- Headteacher

Behaviour Reflection Sheet

Loss of Social Time

Internal Exclusion ('Internal Reflection Time')

Individual Behaviour Plan

For more detailed information, please see our Behaviour Policy on the [school website](#)

The 3 S's



- School Journey: 15 – 19 September 2025
 - This year's school journey will take place next week, at Mill on the Brue, Somerset.
- SATs: w/c 11 May 2026
 - Further information on following slides
- Sex and Relationships Education (SRE): Summer Term
 - Further information on following slides

SATs: Papers



There will be an opportunity before SATs (during Parent Consultations) to discuss any concerns you may have.

SATs 2026:

- Three subjects: Maths; Reading; Grammar, Punctuation and Spelling (GPS)
 - Maths: Arithmetic paper and 2 Reasoning papers
 - Reading: 3 texts, increasing in difficulty
 - GPS: 2 papers – 1 focusing on grammar and punctuation and a separate spelling test
- Scaled score (100 = expected standard; 110 = higher standard)

We will be preparing children for SATs and monitoring children's progress through half-termly/termly assessments, commencing in early September.

Writing and Science are assessed separately, by the class teacher, and moderated internally.

We hold 'transition' meetings with teachers from children's secondary schools in the summer term; secondary schools request pupils' expected KS2 assessment levels as indicators.

Relationships and Sex Education



- Will be part of the summer term curriculum
- We will cover different aspects of sex education, e.g. changes during puberty; cleanliness and hygiene; and reproduction
- There will be an opportunity for parents to view the material beforehand

Secondary school visits and exams



For visits, please take children out during afternoons wherever possible to avoid disruption to learning in core curriculum subjects.

Normal lessons and timetable will continue.

Please note – you are expected to apply to state secondary schools whether intending to attend or not, so it is essential to observe their closing dates.

Please notify us in writing if your child will be absent for school visits or exams.

References



Please contact the school office to request a reference and for payment.

We (the class teachers) will personally write your child's reference report on our school pro forma – this will include an overview of your child's academic attainment, effort and behaviour as well as an outline of their participation in extra-curricular activities.

We would welcome indication of anyone taking exams for private schools.

Enrichment: trips and events (1)



We are in the process of confirming a number of school trips, visits and events.

- Autumn Term:
 - Swimming sessions at Pools on the Park commenced on Monday 8 September for 12 weeks (excluding School Journey week and half-term week). We will need parent volunteers each week
 - School Journey: 15 – 19 September
 - Pupil Parliament at York House (selected pupils only; October, date TBC)
 - Primary Maths Challenge (10 – 21 November, date TBC)
 - Gunnersbury Museum & Victorian School: Tuesday 11 Nov TBC
 - *Cinderella* at the Rose Theatre, Kingston: Tuesday 9 December
 - National Archives: Victorian childhood (November/ December; date TBC)

Enrichment: trips and events (2)



Trips, visits and events (cont'd)

- Spring Term:
 - Epiphany concert at St. Anne's: first week of January; date TBC
 - Primary Maths Challenge Bonus Round (qualifying pupils only): February, date TBC
 - Junior Citizenship: Thursday 12 March
 - Bikeability (cycling proficiency): w/c 16 & 23 March
 - Prom Praise at the Royal Albert Hall (choir only): Tuesday 17 March
 - Year 6 concert (March; date TBC)
- Summer Term:
 - National Archives: World War II (date TBC)
 - Orange Tree Theatre Shakespeare Workshop & Performance (date TBC)
 - Barn Church concert (June/ July; date TBC)
 - Leavers' Service at Southwark Cathedral (July; date TBC)
 - School Production (July; precise dates TBC)

Key dates



- **Curriculum workshops**
 - Wednesday 24 September 6pm
- **Coffee Mornings**
 - Year 5 and 6: Monday 29 September, at 9am
 - SEN: Thursday 25 September, at 9am
- **Individual and sibling photos**
 - 6 & 8 October
- **Half term**
 - 27 – 31 October
- **Autumn 2 starts**
 - Monday 3 November
- **Parent Consultations**
 - Week beginning 24 November
- **Last day of Autumn term**

Class reps & email addresses



6AM

- Kelly (Bama)
- Liz (Leo)
- Alice (Iris)
- Anna (Finn)

6MS

- Lucy (Mack)

We thank you in advance for your support.

Volunteering

We value and appreciate any time that parents/carers can offer to the school.

There are a few ways you can volunteer:

- Reading – we have many children across the school who would benefit from daily reading to an adult (30 minutes after drop-off or before pick-up)
- Times tables practice – activities provided
- Lunchtimes – supervising children collecting and eating their lunches (12-1pm)

If you are able to volunteer regularly, we would be grateful for any time that you could spare. Please contact Mrs Demir at info@kings.richmond.sch.uk

School website



<https://www.kings.richmond.sch.uk/>

Our website is frequently updated. Please reference it for:

- Diary dates and school calendar
- Fortnightly newsletters/ Keeping Up With King's
- Curriculum information
- Year 6 page
- Key documents
 - Policies
 - Forms
 - Lunches, clubs, wraparound care etc.

Any questions?



We have an 'open door' policy:

If you have any questions about your child, please see your class teacher at pick up when all teachers dismiss at their respective gates.

Alternatively, you can make an appointment by calling the school office 020 8940 3580 or email info@kings.richmond.sch.uk