



Friday 6th December 2024

Y5 Autumn Term Parent Consultation Meeting

Dear Parents and Carers,

We are looking forward to seeing you on either **Tuesday 10th December** or **Thursday 12th December** for our **Autumn Term Parent Consultation Meetings**. I hope that you have signed up for a **face-to-face meeting in our school hall via School Cloud** and that you will be able to keep that appointment. This will ensure that all our teachers can share your child's progress this term and in partnership with you 'bring out the best' in your child through a discussion of targets that have been set for the end of the year.

Please find attached a copy of the **targets** for children broken into the three core subjects [reading, writing, maths] and into three **assessment** areas. Our main priority is for every child to make the maximum amount of progress from their individual starting points across the year and whilst they are at Hartford Infant and Preschool. For that to happen, children's learning is broken into smaller steps and therefore they may be currently assessed as **working below the expected standard for their age known as 'WTS'**, or children may be **working within the expected standard for their age group known as 'EXS'** or they may be **working beyond the expected standard at a Greater Depth, and this is known as 'GDS'**. Each child is unique hence the children may be working at different standards for each main area. Your child's class teacher will explain which standard your child is currently working within and how you can support at home. Teachers gather evidence of a child's ability to work independently in class to assess the standard they are working within and again this may be shared with you at the meeting.

As usual we will also share your child's **attendance percentages**. We understand that children are often poorly when they start school, but we do hope that children are not being withdrawn from school for holidays in term time.

The **consultation meetings** will take place **online** for each child. Please ensure you have booked a slot.

Following the meeting we would appreciate your feedback with [this online form](#). Thank you in advance for your engagement.

Should you wish to discuss anything further, please do not hesitate to find me on the playground in the morning.

Best wishes

Rae Lee
Headteacher

Key:

- **CEWs** – Common Exception Words - these **words are words in which the English spelling code works in an unusual or uncommon way**. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a combination of letters to represent sound patterns in a rare or unique way e.g. 'said'
- **Cohesion** – ways in which words, sentences and paragraphs are linked together to connect parts of a text.
- **Fronted adverbials** – words or phrases at the beginning of the sentences that describe the action that follows.
- **Edited** – work is checked by the pupil and improved.

Hartford Junior School

Year 5
Autumn Term Targets 2024

	Reading	Writing	Maths
SEND/PIVATS	If your child has an 'Assess, Plan, Do, Review' (APDR) document, you were sent their most recent copy on Monday 21st October . These targets will be discussed at the meeting. If there is a reading, writing or maths target on the APDR this will supersede the targets below. Some children may be working on PIVATS [<i>Performance Indicators Value Added Target Setting</i>]. This document contains personalised targets which will be shared at the Parents Evening.		
WTS	<ul style="list-style-type: none"> To answer simple inference questions based on an age-appropriate text. To make a simple prediction. To begin to summarise the key points in a range of texts. To begin to read books that are structured in different ways and reading for a range of purposes. 	<ul style="list-style-type: none"> To be able spell accurately some Year 3 and 4 statutory spellings. Some accurate use of age-appropriate punctuation. To begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To begin to use modal verbs or adverbs to indicate degrees of possibility. 	<ul style="list-style-type: none"> To recall most multiplicative facts up to 12 x 12. To have a clear understanding of written methods for addition and subtraction. To use some understanding of written methods for multiplication and division. To use some understanding of simple decimals To begin to develop understanding of angles. To begin to have an understanding of adding and subtracting decimals.
ARE	<ul style="list-style-type: none"> To read aloud with increased fluency, prosody, and intonation. To summarise key points in a range of texts. To infer information from a text to answer simple questions. To retrieve specific information from a text. To predict what happens next in a narrative. 	<ul style="list-style-type: none"> To be able spell accurately <i>most</i> Year 3 and 4 statutory spellings. To be able to spell accurately <i>some</i> Year 5 and 6 statutory spellings. To use mostly accurate use of age-appropriate punctuation. To embed simple relative clauses in sentences after a main clause. To use modal verbs or adverbs to indicate degrees of possibility. 	<ul style="list-style-type: none"> To recall <i>all</i> multiplicative facts up to 12 x 12. To understand place value up to 100,000. To have a clear understanding of adding and subtracting decimals. To be able to read and write decimal numbers as fractions. To identify angles. To have clear understanding of all four operations.
GDS	<p>As above and..</p> <ul style="list-style-type: none"> To confidently read a variety of challenging texts aloud with fluency, prosody and intonation. To predict, with accompanying explanation, within narratives. 	<p>As above and..</p> <ul style="list-style-type: none"> To be able spell accurately <i>all</i> Year 3 and 4 statutory spellings. To be able to spell accurately <i>most</i> Year 5 and 6 statutory spellings. 	<p>As above and..</p> <ul style="list-style-type: none"> To have a clear understanding of all four operations, applying reasoning to solve problems in a range of non-routine contexts.