



Friday 6th December 2024

Y6 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 We understand that children are often poorly when they start school, but we do hope that children are not being withdrawn from school for holidays in term time.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 6
Autumn Term 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 read aloud with fluency. To answer simple questions about a text using inference skills. To retrieve specific information from a text. To predict what happens next in a narrative. To summarise some key points in a range of texts. 	<ul style="list-style-type: none"> To use a range of punctuation To use expanded noun phrases. To use fronted adverbials To use adverbs and adjectives Some use of modal verbs To use coordinating conjunctions (e.g. and, but, so) To start to use relative clauses To use tenses consistently To use simple parenthesis (e.g brackets) To edit and improve their work To write in paragraphs To use neat, cursive writing To spell most Year 3 and 4 statutory spellings correctly. 	<ul style="list-style-type: none"> To understand place value up to 1 million. To read Roman numerals to 1000 (M) To add and subtract whole numbers with more than 4 digits, including using formal written methods. To recall all multiplicative facts up to 12 x 12. To multiply by 10, 100 and 1000 To round any whole number to a required degree of accuracy To start to recognise square and cube numbers. To work out simple equivalent fractions To add/ subtract fractions with the same denominator. To recognise mixed numbers and improper fractions and convert from one form to the other
EXS	<ul style="list-style-type: none"> To read aloud with some fluency, prosody and intonation. To answer questions about a text using inference skills. To retrieve specific information from a text and use within your explanation. To predict what happens next in a narrative with an accompanying explanation. To comment on an author's use of specific vocabulary in texts. To summarise key points, in sequence, from a range of texts. 	<ul style="list-style-type: none"> As above PLUS To use adverbial phrases To use prepositional phrases To use a variety of modal verbs To vary sentence length for effect To use subordinating <i>and</i> coordinating conjunctions To use relative pronouns with relative clauses To include ambitious vocabulary To use a range of parenthesis including brackets, commas and hyphens To accurately use a variety of punctuation To spell <i>all</i> Year 3 and 4 statutory spellings correctly. To spell some Year 5 and 6 statutory spellings correctly 	<ul style="list-style-type: none"> As above PLUS To understand place value up to 10 million. To use negative numbers and calculate intervals. To solve addition and subtraction multi-step problems To understand the order of operations (BIDMAS) To identify common factors, common multiples and prime numbers To multiply 4 digits by 2 digits using column multiplication To divide numbers up to 4 digits by a two-digit number using short division To add/ subtract fractions and mixed numbers. To use common factors to find equivalent fractions and simplify. To compare and order fractions. To multiply proper fractions To divide proper fractions by whole numbers To calculate decimal fraction equivalents To identify the value of each digit in number given to three decimal places
GDS	<ul style="list-style-type: none"> To confidently read a variety of challenging texts aloud with fluency, prosody and intonation. To answer multi-step questions about a text using inference skills. To retrieve specific information from a text and use within your explanation. To predict what happens next in a narrative using evidence within an explanation. To explain and justify author's use of specific vocabulary in texts. To succinctly summarise key points, in sequence, from a range of texts. 	<ul style="list-style-type: none"> As above PLUS To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. To distinguish between the language of speech and writing and choose the appropriate register To exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this To use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. 	<ul style="list-style-type: none"> As above PLUS To confidently answer most arithmetic and reasoning. SATs style questions. To solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination. To independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.