Year 6 Information Pack

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PE:

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Holy Rood Catholic Primary School

Academic Year 2025-2026

Welcome to Year 6!

We hope you have had a lovely summer holiday and are back ready for a busy but exciting school year. Hopefully this pack will provide information about some of the routines and expectations for this academic year.

Our main focus of the year together is to ensure the children are secondary ready. Clearly while we want to focus on their academic skills, we also recognise the role that confidence and independence play in the, often tricky, transition to secondary school.

Please remember that we are all working together for the same aim, to make happy, self-assured, self-disciplined, and inquisitive young people ready to make the most of their God-given talents!

Routines and Expectations

PE

Our PE days are Wednesdays and Fridays. The children need full PE kit (with sufficient warm layers for the colder days – sweatshirt and jogging bottoms). We would also recommend separate socks for PE, rather than wearing their school socks – just in case they get wet or muddy. It may also be a good idea to provide a plastic carrier bag so that they trainers can stored in lockers without making everything else in the PE bag wet! Please ensure all kit is Holy Rood colours of grey, blue or black (with no logos if possible). Warm layers that are plain and hard-wearing items, in school colours, are best. It may be a good chance to also include a roll-on deodorant (please not sprays).

Homework

We will set homework on Fridays; a copy of the homework will also be uploaded to Google Classroom.

We shall also provide a printed copy for each child. When the homework is given out every Friday, we shall also read through the homework in class so that the children know what to expect and are able to ask questions about the tasks set.

The homework will be due in on Friday. If your child cannot complete the tasks, please bring it in to school (in advance of the deadline) and a member of the Year 6 team can help them.

The homework will consist of an English task, Maths task, Spellings, and online tasks. The focus of the homework will be taken from that week's learning, it will not be new (untaught) content and should offer a chance to consolidate the learning in school.

The children's weekly Spelling Test will be on Friday.

The children will record their scores in their reading records so that you can keep track of their progress. Low scores in spelling – less than 12/15 or 16/20 - will result in a re-test the following Monday at lunchtime.

In preparation for Secondary School, we would encourage children to complete homework weekly and on time.

Reading

The children are required to read every night for at least 15 minutes. Being a confident and fluent reader with good comprehension and understanding is the most important skill for doing well in all areas of school (both in the Primary and Secondary phase).

Free Readers/Black and Dark Red Scheme Books – Will read independently (or to an adult if they would like). We would like an adult to sign to say children have read but children may record name of book, author, start date of reading

and finish date. We expect to see that they have recorded the **page numbers** that they have read.

Reading Scheme Children – These children still need to read with an adult. Children may record what they have read and parents and caregivers to sign reading records

Children will also need to complete reading sessions on a programme called Bedrock. This comprehensive vocabulary programmes teaches children vocabulary through fiction and non- fiction texts. We will expect the children to complete a minimum of one hour per week. If this is not completed, they will complete this on a Monday lunchtime.

Reading Questions to Ask

Plot or Character

Do you know any other stories that have the same issues?
What do you think this character would think about . . . ?
Does the story remind you of anything that has happened to you?
Could you see yourself in this character?
Has the story made you re-consider something you previously thought?
Has the story made you eager to visit a particular place?
Did he/she have any traits that you admired?
Does it have the same story structure as any other stories you know?
Which others stories have openings/chapters/endings like this?
How would you feel if you were treated like . . . .?
Do you think this book could be adapted into a TV show or film? Why?
Do you think other people would feel differently about the characters in this story?

Language

Was there a word you didn't know and had to look up? Can you write a definition?
Have you decided to borrow a word that you discovered in your reading and add it to you writing? What impact does the author want this chapter to have?
Has this chapter been about advancing the story, or describing settings/characters?

Key Parts of Year 6

SATS

In May, children will sit Government Standardised Tests (SATs) in Reading, Spelling, Punctuation and Grammar (SPaG), Maths Arithmetic and Maths Reasoning. They will sit five tests over four days. These tests cover work done during the year so attendance at school is vital to ensure children have the best possible understanding of the content and routines.

Monday 11th May 2026– Punctuation and Grammar (45 minutes) and Spelling (20 minutes_

Tuesday 12th May 2026 – Reading (1 hour)

Wednesday 13th May 2026 – Arithmetic (30 mins) and Reasoning Paper (40 mins)

Thursday 14th May 2026 – Reasoning (40mins)

During the Spring term, we prepare the children rigorously for these tests, so they are confident and ready to take the test.

PGL

In May, children will attend a residential trip where we will stay away for three nights. This year, we will be leaving on a Sunday 17th May and returning Wednesday the 20th May. We will then have two activity days on the Thursday and Friday which include Bowling and Cinema.

Production

At the end of the year, Y6 put on a Production. This is a musical of about an hour with singing and acting. This year, the dates are 7th and 8th of July 2026. The performances are in the evening starting at about 6:30pm and children normally arrive at school around 6pm for both nights. Tickets are sent out through the office a few weeks before the performances. To enable the children to be able to perform at their best, it is important they are in school for rehearsals in the weeks leading up to the performances. Children normally perform for EYFS and KS1 as well as a dress rehearsal for KS2 during the school day which is filmed.

Buddies

As part of our lovely school community, Year 6 buddy up with Reception. During the year, we take time to read with each other and share key moments such Christmas and Easter. The children tend to form a wonderful bond with each other. Can we respectfully ask children though not to buy buddies a present at key times as this can cause upset to others who may not receive anything. We make cards in school and this year will make a present to give our buddies.

Growing Independence – Walking Home

Children in Year 6 begin to show a growing level of responsibility, taking on roles such as House Captains and Play leaders as well as other jobs around the school. Many children are

ready to be able to meet parents/caregivers after school at gate or top of the road. Parents/Caregivers need to provide the school with written permission and details, to allow their children to be released. Children are discouraged from having phones but if they do a request must be made to the Head teacher for permission. Phones are to be switched off and kept in bags. Any phones seen or heard on school premises will be kept at the office for collection after school.

Curriculum Focus

Our curriculum has a broad and balanced focus on skills and knowledge across a range of subjects. Further information about the Curriculum can be found on the school website.

English

Throughout the year, we focus heavily on grammar which we work to include in writing pieces. Children are assessed against a set of criteria (set by the Government) which they must be able to complete (please see the end of this document).

Maths

During this term, the children will continue to develop their understanding of the relationships between multiplication, division, addition, and subtraction, and develop their mental strategies as a result of this. They will then apply this understanding to solving money and real-life problems. Their previous work on decimals will be reviewed and then applied to units of measurement.

RE

This year, we are focused on a new curriculum based on the Religious Education Directory which is a curriculum set down by the Diocese of Westminster. We will focus on our understanding of scripture, Catholic beliefs and how to put these into practice in our lives.

PE

This first half-term children will be concentrating on **'Invasion Games'** through netball and football in preparation for the St Michael's tournament.

Further things you can do at home to support your child:

- Look over their homework with them
- Practise and review their weekly spelling pattern in preparation for their Friday test
- Make sure your child gets adequate sleep (10-11 hours)
- Ensure your child can spell their middle name(s) for SATs.

ONLINE SAFETY

Online safety is an integral part of children's education in today's digital world and is embedded in their learning at school. At Holy Rood we want to help our parents/carers and children improve their own understanding of online safety issues so they can learn to use the internet and all digital media in a safe and secure way.

Encourage the use of technology in a central family area. This will make it easier to keep an eye on your child's activities. **The best protection still remains that of adult supervision.**

Whether you are talking online or in person, we know from Jesus' example that we should always be kind to everyone. Being online should be a place for everyone to enjoy safely and no one should be subject to mean comments. Encourage your child to

consider the possible consequences of their online actions. If you wouldn't say it in person, then don't say it online.

Talk to your child(ren) about not accepting 'friend requests' from any strangers. Ensure they know to never give away any personal information such as their name, address, personal details etc.

Social networking sites such as Instagram, Facebook, TikTok or Snapchat (which most have an age restriction of 13+) have sharing and privacy controls to manage who sees their personal posts, photos, videos, etc. It is good practise to ensure that all profiles are private – that way you can manage who sees your child's/ children's content.

Grammar

Word Class	Definition	Example
Verb	Verbs can be action words, e.g. dancing, to think or said. They can also show a state of being, e.g. is, am, was or were. **Every sentence needs a verb.**	She **ran** to school. They **had** a really good time **talking** to each other.
Adjectives	Adjectives describe a noun.	The cheese was rather **smelly**. The pancakes were **hot** and **delicious.**
Conjunctions	Conjunctions join sentences or clauses.	The sweets were sour **but** tasty. I used my banknote **because** I had no change.
Pronouns	Pronouns take the place of a noun.	**I** bought a pet tortoise. **She** played football every week.
Nouns	Nouns are the **names** of people, animals, things and places.	I sat at my **table**. I love to eat **apples**. My **teacher** is called **Mrs. Thomas**. I wear a **tie** to **school** every **day**.
Expanded noun phrase	Expanded noun phrases are made up of one noun and at least one adjective. If more than one adjective is used to describe the noun, they are usually separated by a comma.	Once upon a time, there lived **a little old woman.** I would never spend the night in **a creepy, haunted house.**
Proper Nouns	Proper nouns are the names of specific people, things and places. They always start with a capital letter.	I am going to **Germany** with **Alice** on **Friday.**
Adverbs	Adverbs describe verbs and adjectives. They tell us when, where, how, how often and how much something is.	She laughed **loudly**. We are always told to eat **healthily**. We **sometimes** go to the shops by car. I will meet them **later**.

Please find a grid of information detailing the basic forms of word class, this is something that previous years' parents have asked for further support on.

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment

equipment
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege

profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Above is a list of the words that your child must know how to spell by the end of Year 5/6 – the children should also know the meaning of these words and be able to use each word in a correct context in a sentence.

Reading List

Suggested texts for your Year 6 Reader

Choosing a book for your Year 6 aged child, can be tricky but it is really important that we continue to instil the importance of reading all the way through the primary phase.

The child may be interested in choosing from the 'young adult' fiction in bookshops however the content can be too mature, the following books have been checked and approved by Herts for Learning

Mystery and Suspense

Shock Forest and Other Stories – Margaret Mahy
Room 13 – Robert Swindells
The London Eye Mystery – Siobhan Dowd
The Guggenheim Mystery - Robin Stevens
No Such Thing as Dragons – Philip Reeve
Cosmic - Frank Cottrell Boyce
Millions – Frank Cottrell Boyce
Flood Child - Written by Emily Diamand

Fantasy

Skellig – David Almond
The Various – Steve Augarde
Artemis Fowl – Eoin Colfer
The Bag of Bones – Vivian French
Inkheart trilogy – Cornelia Funke
Coraline – Neil Gaiman
The Weirdstone of Brisingamen – Alan Garner
Pure Dead Magic – Debi Gliori
Wolf Brother – Michelle Paver
Truckers – Terry Pratchett
The Spiderwick Chronicles – Lynne Reid Banks
Goblins series – Philip Reeve
Wonderstruck – Brian Selznick
The Amulet of Samarkand – Jonathon Stroud
The Hobbit – J.R.R. Tolkien
Tanglewreck – Jeanette Winterson

Science Fiction

Supernaturalist – Eoin Colfer
Grinny: Grinny and You Remember Me – Nicholas Fisk
Among the Hidden – Margaret Peterson Haddix
Double Identity – Margaret Peterson Haddix

When it's your child's birthday these books would make excellent Birthday Book donation for our CLASS library.

Maphead – Lesley Howarth
The Giver – Lois Lowry

Chilling Stories

The Graveyard Book – Neil Gaiman
Uncle Montague's Tales of Terror – Chris Priestley
Horowitz Horror – Anthony Horowitz
Breathe – Cliff McNish
At the Firefly Gate – Linda Newberry
Chill – Alex Nye
Tales from the Tunnel's Mouth – Chris Priestley
Tales of Terror From the Black Ship – Chris Priestley
Marianne Dreams – Catherine Storr

Real Life – (books that tackle key issues)

Pig Heart Boy – Malorie Blackman (science/ethics)
Tangerine – Edward Bloor (blindness)
The Eighteenth Emergency – Betsy Byars (bullying)
The 10PM Question – Kate De Gold (worry/anxiety)
Running on Cracks – Julia Donaldson (running from home – mature themes)
Step By Wicked Step – Anne Fine (step parenting)
Dead End in Norvelt – Jack Gantos (boredom, friendship)
Love, Aubrey – Suzanne LaFleur (family)
Hangman - Julia Jarman (bullying)
The View from Saturday – E.L. Konisburg (friendship)
The Other Side of Truth – Beverley Naidoo (refugee)
The Boy At The Back of The Class – Onjali Rauf
Wonder – R.J. Palacio (appearance)

Adventure

Noah Barleywater Runs Away – John Boyne
Ruby Holler – Sharon Creech
Danny: The Champion of The World – Roald Dahl
The Miraculous Journey of Edward Tulane – Kate DiCamillo
Stormbreaker – Anthony Horowitz
The Devil and his Boy – Anthony Horowitz
Journey to the River Sea – Eva Ibbotson
From the Mixed-Up Files of Mrs. Basil E. Frankweiler – E. L. Konigsburg
Outlaw: the Legend of Robin Hood – Tony Lee
The Ghost of Thomas Kempe – Penelope Lively
Mortal Engines – Phillip Reeves
The Invention of Hugo Cabret – Brian Selznick
Wonderstruck – Brian Selznick

Still looking for more help in deciding whether books, games or films are suitable for your children, why not try this website... https://www.commonsensemedia.org/ with reviews of content and recommended age bracket.

WRITING CRITERIA FOR ENGLISH

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly. At this standard, there is no specific requirement for a pupil's handwriting to be joined.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix

Working at the expected standard

As well as the criteria from above, the pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.2

Working at greater depth

The pupil can:

- 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 (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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.

[There are no additional statements for spelling or handwriting]

Children writing at this level will have a confident control over their writing and use language and structures they have seen in texts. They use punctuation for effect and to create an impact on the reader.

Good readers make good writers so it is vital to be reading a range of high level texts.