



**EUXTON**

Church of England Primary School

# Class of 2025



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# Year 6 staff team



Mrs H MacDonald



Mrs J Yarker



Mrs D Balshaw



Mr J Astle

8.45am-morning work

9.05am-worship & meet the teacher

9.30am-maths

10.30am-guided reading

10.45am-break

11.00am-English

1pm-grammar

1.15pm-spellings

1.30pm-comprehension

2pm-History



# Class routines

**Water bottles**-please keep to a reasonable size (around 750ml). They are allowed to drink during lessons, as long as it isn't during an input (teaching delivering new knowledge).



**Toilet breaks**-children are allowed toilet breaks but we do encourage them to visit the toilet during playtime. We may also adopt the 'on the motorway' analogy, especially if a child asks during an input (valuable learning time).

**School bags**-please keep to a reasonable size and encourage children to pack for themselves.



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# Medication

We appear to have all medication now. However, if your child requires medication in school, or if their circumstances change, please notify us immediately.



# PE



Children should bring trainers to school (and shinpads currently) for our Friday PE lesson as this is commonly outside.

Thank you for your email about earrings. At LCC we follow the Safe Practice Book which states on p212

2.14.8 A clear and consistently applied policy for the removal of personal effects should be in place. The Association for Physical Education strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings.





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# Behaviour

It is virtually impossible for students to develop self-management skills and take responsibility for their behavior without a structured, rational, and consistent classroom setting.



**BROOKES**

Adapted from *Understanding and Supporting Students with Emotional and Behavioral Disorders*, by Vern Jones & Al Greenwood

# The **ZONES** of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>



<b><u>School Rules</u></b>	<ul style="list-style-type: none"> <li>❖ Shine in work and play</li> <li>❖ Respect ourselves, each other and God.</li> <li>❖ Be kind, polite and helpful</li> <li>❖ Be fair and truthful</li> <li>❖ Be active in listening and learning</li> </ul>				
<b><u>Christian values</u></b>	Compassion Forgiveness	Friendship and Fellowship	Peace Hope	Wisdom Humility	Trust
<b><u>British Values</u></b>	Mutual respect	Tolerance	Democracy	Individual Liberty	Rule of Law



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## End of day routine

- ❖ We have a safeguarding list which has identified how your child travels home. We know that is common for Year 6 children to walk home independently.
- ❖ Please note that all Year 6 children must tell the teaching member of staff (or other class member) how they are going home.
- ❖ **Please re-cap road safety often.**

# ROAD SAFETY

**THINK**

about where you should cross.



**STOP**

in a safe place at the side of the road.



**USE YOUR EYES & EARS**

to see and hear any approaching vehicles.



**WAIT**

until all the vehicles have passed.



**LOOK AND LISTEN**

again to make sure all is clear.



**CROSS**

the road. Keep looking and listening.



[Reception](#)[Year 1](#)[Year 2](#)[Year 3](#)[Year 4](#)[Year 5](#)[Year 6](#)

*Welcome to our family*



The class blogs are updated every Friday. This is where homework and information for the week is shared.

## Year 6 2024 - 2025

### Year 6: Blog items

[Year 6 Blog-Friday 20th September](#)[, by Mrs MacDonald](#)[Year 6 Friday Blog-Friday 13 September](#)[, by Mrs MacDonald](#)[Year 6 Friday Blog](#)[, by Mrs MacDonald](#)[View all Gallery items](#)

### Year 6: Gallery items

[Our third week in Year 6-playing with our buddies](#)[, by Mrs MacDonald](#)[Our learning this week.](#)[, by Mrs MacDonald](#)[Our first week in Year 6](#)[, by Mrs MacDonald](#)





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**‘ If you don’t  
like to read,  
you haven’t  
found the  
right book. ’**

*J.K Rowling*



<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

Guided reading for Autumn term.

**Aim: to increase reading stamina and to expose the children to high-quality novels.**

I complete a reading discussion with each group once per week. Some groups may also have a reading session with Mrs Yarker or Mrs Balshaw. We treat the session like a book club discussion and I structure and lead it so we are diving deeper into the story.

Please check-in with your child’s reading at least once per week, initialling their Reading Record.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words with the short vowel sound /i/ spelled 'y'	<b>Step 7:</b> Challenge Words	<b>Step 13:</b> Words with the suffix '-ably'	<b>Step 19:</b> Challenge Words	<b>Step 25:</b> Words with origins in other countries and languages	<b>Step 31:</b> Adjectives used to describe feelings
Words	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	<b>Step 2:</b> Words with the long vowel sound /igh/ spelled 'y'	<b>Step 8:</b> Words with an /oa/ sound spelled 'ou' or 'ow'	<b>Step 14:</b> Words with the suffix '-ible'	<b>Step 20:</b> Words ending in '-er', '-or' and '-ar'	<b>Step 26:</b> Grammar Vocabulary 1	<b>Step 32:</b> Adjectives to describe characters
Words	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
Objective	<b>Step 3:</b> Challenge Words	<b>Step 9:</b> Words with a 'soft c' spelled 'ce'	<b>Step 15:</b> Challenge Words	<b>Step 21:</b> Challenge Words	<b>Step 27:</b> Grammar Vocabulary 2	<b>Step 33:</b> Words that can be nouns and verbs
Words	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport
Objective	<b>Step 4:</b> Words with 'cial'/shul/ after a vowel	<b>Step 10:</b> Challenge Words	<b>Step 16:</b> Words with the suffix '-ibly'	<b>Step 22:</b> Words beginning with 'acc-'	<b>Step 28:</b> Adding the prefix 'over-'	<b>Step 34:</b> Words with unstressed vowel sounds
Words	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature
Objective	<b>Step 5:</b> Words with 'tial'	<b>Step 11:</b> Words with the /f/ sound spelled 'ph'	<b>Step 17:</b> Words ending in '-ent' and '-ence'	<b>Step 23:</b> Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	<b>Step 29:</b> Words with the suffix '-ful'	<b>Step 35:</b> Adverbs synonymous with determination
Words	confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential	alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously
Objective	<b>Step 6:</b> Challenge Words	<b>Step 12:</b> Challenge Words	<b>Step 18:</b> Challenge Words	<b>Step 24:</b> Challenge Words	<b>Step 30:</b> Adjectives used to describe settings	<b>Step 36:</b> Mathematical Vocabulary
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical



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# Homework

The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies reviewed with the highest impacts set homework twice a week in a particular subject.