

St. Mary's Catholic Primary School

A place of educational excellence with Christ at the centre

Shepherd's Class

Parent's Information Evening 2025-2026



School Staffing Structure

Mrs L. Concannon
Headteacher and Designated Safeguarding Lead
R.E. Lead
Art and Design/ Humanities and Computing Lead
Carpenters Class Teacher Yr 3/4

Mrs R. Iley Chair of Governors

Mrs D. Morgan
Carpenters/Shepherds Class teacher
Senior Teacher/SENCO
Well-Being support
Mental Health Lead
Deputy Safeguarding Lead
(in the absence of Mrs Concannon and Mrs Vale).

Mrs S. Vale
Farmers Class Teacher Pre School and Year R
English Lead
Early Years Lead
Deputy Safeguarding Lead

Mr J. Causebrook
Shepherds Class Teacher Yr 5 and 6
Maths Lead
PE Lead

Mrs F. Clipson
Fishermen Class Teacher Year 1 and 2
EVC Co-Ordinator
Forest School Lead
Science Lead

Mrs T. Smith: Music and RE/Substitute
teacher/Catechist

Mrs D. Brimson: Teaching Assistant/ Staff
Governor/ Midday Supervisor

Mrs Emily Bothwell: Rising stars Assistant/
Playground Supervisor/ LV3 Early Years TA/ After
school club leader

Mrs M. Tetto- Pretti: Rising stars Assistant/
Teaching Assistant

Mrs S. Turner: Administrator

Mrs McGinley: Teaching Assistant/ After school
Club leader

Mrs L. King: Bursar/Clerk to Governors

Fr. Michael Parish Priest



Behaviour Policy - Rewards



Achievement and Celebration Recognition

The following table gives an overview of the rewards given across the school throughout the year. The focus is always to give positive praise at all times. More than one reward may be given for recognition.

Praise – Gesture or verbal Verbal praise for children who are meeting expectations. A child's name may be moved to the "Rainbow" as a visual recognition of exceptional learning or behaviour. In Key stage two this is the Exceptional and Reflection board.

Golden Thread Award

A child can be presented with a Golden thread award. The staff member awarding this writes how the child has shown these qualities.

House Points

Children can gain house points daily. These are added up collectively and individually where children can be awarded: Bronze Silver and Gold Certificates for their personal contributions.

Certificates and Badges

Swimming badges, music certificates, sports medals and trophies are presented in our Celebration Assembly.

Written comments

Words of positive praise on written work to show successes.

Stars/Stickers

Three stars for effort. Stickers in KS1 given out when children are on the rainbow.

Star of the Week

A child in each class is nominated by their class teacher every week to receive a certificate for being a star learner and pupil.

Head teacher Award Sticker

Children demonstrating exceptional effort or achievement in their learning are sent to the Head teacher for a Gold Sticker and a certificate is awarded in the Celebration Assembly each week.

Outside of school awards Children are encouraged to share with us their achievements outside of school. We celebrate these in our Wednesday Celebration Assemblies

Behaviour Policy - Sanctions



Consequences

- Our behaviour policy is based strongly on pupils being rewarded for behaving in an appropriate manner.
- Each class follows a sunshine/ rainbow behaviour model, which is visually displayed in each room.
- All children start the day on the sunshine with the possibility of moving to a rainbow for exceptional behaviours or a cloud for misdemeanours.
- In Key Stage 2, children have the green space for exceptional and the red for reflection.

Sanction Steps

This shows how the sanctions progress from a low level to the more serious levels of behaviour.

- **Sanction Step 1** - Verbal Warning
- **Sanction Step 2** - Child's name is moved onto the cloud and recorded.
- **Sanction Step 3** - Despite reminders being given, if a child has continued to breach one of the Golden Rules then they will be kept in for break-time/lunch-time and are supervised by the classteacher or Headteacher.
- **Sanction Step 4** - Child is sent to Headteacher for 'time to reflect' session at any point throughout the day.
- **Sanction Step 5** - Formal Meeting with Class Teacher, Parent, Child and Headteacher (after three Time In Letters issued).
- **Sanction Step 6** - Fixed Term Exclusion (minimum ½ day including lunchtime) - formal letter issued. Following a thorough investigation by the Senior Leadership Team any severe breach in behaviour including: physical aggression or insulting language/action will result in immediate action to Step 6.
- **Sanction Step 7** - Formal meeting with Governor, Headteacher, Class Teacher, Parents and Child. Formal letter issued by Headteacher.
- **Sanction Step 8** - Permanent Exclusion.



This Term



Autumn	Geography (Twinkl)	History (Twinkl)	Science (White Rose)	DT (Twinkl)	English (Hamilton/RWINC)	Music (Charanga)	Computing (Purple Mash-Alternate year groups)	RE To Know You More Clearly.	Maths (White Rose) Mixed aged planning.
Shepherds	Our Changing World	Maya Civilisation	Global Warming Properties of Materials	Programming adventures	Narrative Unit – ‘I Believe in Unicorns’ by Michael Morpurgo Poetry – The Highwayman	Hip-Hop	Coding Online safety Spreadsheets	Creation and covenant Prophecy and Promise	Area, perimeter and volume Ratio Algebra Shape

Class Timetable



	8:45-9:00	9:00-10:00	10:00-10:15	10:15-10:30		1:00-2:00	2:00-3:00	
Monday	Corrections and next steps	English	Class story/novel	Break	Gospel Assembly 10:30-11:00	Maths 11:00 - 12:15	P.E.	Drop it and read 2:45-2:55
Tuesday		English			Maths 10:30-11:45	11:45-12:15 Multiples/Spellings	Computing	French
Wednesday		English			Maths 10:30-11:45	Music 11:30-12:15	R.E.	Celebration Assembly 2:30-3:00
Thursday		English			Maths 10:30-11:45	R.E.	Science	Live Life to the Full
Friday		Guided Reading			Singing Assembly 10:30-11:00	History/Geography 11:00-12:15	Art/Design and Technology	Dance 2:30-3:00

Lunch

Extra Curricular Sports Fixtures, Music Lessons and Rock School

- ▶ Sports Fixtures - Children who remain in school will continue with their normal lessons and will miss the work for those subjects (unless it is a whole class event).
- ▶ Music lessons - NMPAT lessons take place at the same time each week during class teaching time.
- ▶ Rock Band - Rock Band also takes place during lesson time. However, the timetable for Rock Band changes each week so the children are not missing the same subjects each time.

Homework

- ▶ The homework tasks that the children will be expected to complete are as follows:
- ▶ Read their school reading book (daily).
- ▶ Practise spellings (weekly).
- ▶ Practise times tables using the Multiples Marathon stage sheet they are on (weekly).
- ▶ Mathematics/English task.
- ▶ Homework will usually support work undertaken in class and, as such, your child should be able to complete a task independently. Homework will normally be given out on a Tuesday and will be due back on the following Monday.
- ▶ Spellings will be given out on a Tuesday and the children will be tested on the following Tuesday.
- ▶ Times table tests will also take place on a Tuesday (your child should know the level of the Multiples Marathon that they are on).



Physical Education (P.E.)

- ▶ PE lessons will take place on Monday afternoons.
- ▶ Dance lessons on Fridays at 2:30pm
- ▶ PE kit - black shorts/leggings, red P.E. shirt, trainers, hoodie and tracksuit bottoms (colder weather).
- ▶ Kits need to be in school all week.
- ▶ Earrings must be removed, hair tied back and items of jewellery removed (e.g. necklaces, rings etc.).



Year 6 SATs

- ▶ The 2026 Key Stage 2 SATs will take place in the week commencing 11th May 2026.
- ▶ The tests will take place over four days.
- ▶ SATs will be taken in Maths, Reading and GaPS (Grammar, Punctuation and separate Spelling paper) under formal exam conditions.
- ▶ Each exam is strictly timed.
- ▶ Monday 11 May 2026: English grammar, punctuation and spelling papers
- ▶ Tuesday 12 May 2026: English reading test
- ▶ Wednesday 13 May 2026: Mathematics papers 1 and 2
- ▶ Thursday 14 May 2026: Mathematics paper 3



Other Assessments

Teachers track the children in the following ways:

- ▶ Marking
- ▶ Termly PIRA and PUMA assessments
- ▶ Mental Arithmetic tests
- ▶ Multiples tests
- ▶ Spelling tests
- ▶ Completion of tracking sheets (termly)

Parents will be updated:

- ▶ Parents evening
- ▶ Interim Assessment report
- ▶ End of Year Report



Writing Assessment



Writing Mat Expected Year 5

Use a mixture of simple, compound and complex sentences. Use a thesaurus to up-level your vocabulary choices.

Check for tense, subject/verb agreement, person, paragraphs and genre features!

Marvellous Modals!

Include modal verbs to show possibility:

can could should
might must may
would will ought

(and their negative versions)

Could you pop in an adverb of possibility?

surely possibly
certainly perhaps

Front it Out!

Link your sentences and paragraphs:

Time

At that moment, On Saturday,
Finally,

Place

Over the bridge, Inside the chest,
Beyond the clouds,

Frequency

Every few weeks, Never before,
Occasionally, Often,

Manner/ Behaviour

Breathing heavily, Waiting anxiously,
Without warning,

Spellings... I need to know most of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

Expanded Noun Phrases:

Get Descriptive!
the ferocious, snarling beast
inside the cage
the breath-taking, scenic
view beyond the valley

Punctuation Reminders:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops.
!	Exclamation marks for exclamations or surprise.
?	Question marks.
'	Apostrophes for possession and missing letters and to mark missing letters in contracted words, e.g. didn't.
,	Commas in lists, and to mark parenthesis, fronted adverbials and clauses.
“ ”	Inverted commas for speech. (Don't forget the commas too!)
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
()	Brackets for parenthesis.

Super Suffixes!

-ation preparation sensation
-ous courageous curious serious
-ly gently angrily frantically

Super Subordination!

Use these conjunctions to create super complex sentences:

if because as
before after until
that since when

It's All Relative!

Use a 'which', 'who' or 'that' relative clause to add extra information:

The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.



Important Links!

Link your sentences and paragraphs using adverbials:

Time

Subsequently, Later that day,

Place

Deep inside the forest, Below the sea,

Frequency

Occasionally, Often,

Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

Creating Cohesion Top

Tip: Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

Be a Punctuation Professional:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and sentences.
" "	Inverted commas for speech (Don't forget the commas too!).

Active and Passive

Use active and passive sentences appropriately:

Active: In front of millions of screaming fans, the star striker missed a vital penalty.

Passive: In front of millions of screaming fans, a vital penalty was missed by the star striker.

Modal Verbs

Modal verbs describe how likely it is that something will happen.

You **should not (shouldn't)** go to school today.

I **could** have a coffee with you.

Writing Mat



Expected Year 6

visit [twinkl.com](https://www.twinkl.com)

Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled alarmed apprehensive

Or 'show' a character's feelings:

his breathing quickened

her heart raced

sweat trickled gasping for air

Check for:

- consistent tense and person
- paragraphs with cohesive links
- subject/verb agreement
- genre features
- layout devices

Spellings... I need to know many of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if	because	as
before	after	until
unless	since	when





Spell *most* of these Y5/ Y6 words correctly and use a dictionary to check other unusual spellings?

accommodate	conscious	familiar	nuisance	signature
accompany	controversy	foreign	occupy	sincere
according	convenience	forty	occur	sincerely
achieve	correspond	frequently	opportunity	soldier
aggressive	criticise	government	parliament	stomach
amateur	curiosity	guarantee	persuade	sufficient
ancient	definite	harass	physical	suggest
apparent	desperate	hindrance	prejudice	symbol
appreciate	determined	identity	privilege	system
attached	develop	immediate	profession	temperature
available	dictionary	immediately	programme	thorough
average	disastrous	individual	pronunciation	twelfth
awkward	embarrass	interfere	queue	variety
bargain	environment	interrupt	recognise	vegetable
bruise	equip	language	recommend	vehicle
category	equipped	leisure	relevant	yacht
cemetery	equipment	lightning	restaurant	
committee	especially	marvellous	rhyme	
communicate	exaggerate	mischievous	rhythm	
community	excellent	muscle	sacrifice	
competition	existence	necessary	secretary	
conscience	explanation	neighbour	shoulder	

Maintain a legible, fluent and speedy handwriting style?

Can you write with speed using a joined, legible handwriting style?

2024 Spelling script

Spelling 1: The word is **young**.

Our dogs are **young** and full of energy.

The word is **young**.

Spelling 2: The word is **island**.

The swans nested on an **island** in the lake.

The word is **island**.

Spelling 3: The word is **famous**.

We met a **famous** writer.

The word is **famous**.

Spelling 4: The word is **texture**.

The linen fabric had a rough **texture**.

The word is **texture**.

Spelling 5: The word is **social**.

It is important to stay safe on **social** media.

The word is **social**.

Spelling 6: The word is **replacing**.

The school is **replacing** its minibus.

The word is **replacing**.

Spelling 7: The word is **symbol**.

This bracelet is a **symbol** of our friendship.

The word is **symbol**.

Spelling 8: The word is **increase**.

Working hard will **increase** our chance of success.

The word is **increase**.

Spelling 9: The word is **examination**.

The dentist gave my teeth a thorough **examination**.

The word is **examination**.

Spelling 10: The word is **frequently**.

We go to the beach **frequently** in summer.

The word is **frequently**.

Spelling 11: The word is **veins**.

Your **veins** carry blood to your heart.

The word is **veins**.

Spelling 12: The word is **league**.

We were delighted when our team won the **league**.

The word is **league**.

Spelling 13: The word is **chaos**.

There was **chaos** because of the snow.

The word is **chaos**.

Spelling 14: The word is **queue**.

We waited in the **queue** to buy tickets.

The word is **queue**.

Spelling 15: The word is **solution**.

I have a **solution** to your problem.

The word is **solution**.

Spelling 16: The word is **reluctance**.

It was with some **reluctance** that Jon went upstairs to start his homework.

The word is **reluctance**.

Spelling 17: The word is **memorable**.

Sports day last year was a **memorable** event.

The word is **memorable**.

Spelling 18: The word is **persuasion**.

After some **persuasion**, Dad agreed that we could stay up late.

The word is **persuasion**.

Spelling 19: The word is **referring**.

Is this the book you were **referring** to?

The word is **referring**.

Spelling 20: The word is **nutritious**.

The cook served a **nutritious** meal.

The word is **nutritious**.

You should now read all 20 sentences again.

Give pupils the opportunity to make any changes they wish to their answers.

At the end of the test say: *This is the end of the test. Please put down your pen or pencil.*

How can you help with writing?

- ▶ Get the children used to checking and editing their writing.
- ▶ Give them sentences with missing punctuation and get them to add it in - punctuation is key to achieving the expected standard and passing SATs in English Writing and Grammar at the end of Year 6.
- ▶ Ensure that their work is cohesive and makes sense to whoever is reading it.
- ▶ Get them to read - good readers make good writers!



Reading

Rex Retriever might ask...

Where is the story set?

How does the main character look/behave/speak?

When is the story set?

Where would you find a section about _____?

Can _____ have more than one meaning?

What does the word _____ mean?

What did _____ do when _____?

Where did _____ go?

Find a word or phrase which tells us how the character is feeling.

Where in the book would you find _____?

Who are the key characters in the book?

What happened at _____?

Describe...

Which paragraph tells us _____?

Which section tells us _____?

Where does the story take place?

When did the story take place?

What did (s)he/it look like?

Who was (s)he/it?

Where did (s)he/it live?



Literal questions

Inference Iggy might ask...

What makes you think _____? Give evidence for your opinions.

Which words/phrases give you that impression?

Why do you think the author chose to _____? Give reasons for your answer.

How was _____ different after _____? Why?

Explain why the author chose this word to describe...

What impression do we get of _____? Why?

What do you think will happen to the main character now? Can you give reasons for your opinion?

What makes you think this?

Why is _____ important?

What does the word _____ imply about _____?

Which character would you most like to meet? Explain why.

Why did the character behave like this?

What do people usually do when _____?

Does that remind you of _____?

Why do you think (s)he _____?

What do they seem to think about each other?

Can we work out how _____ feels about _____?

Which characters seem to _____?

Why do you think _____ tells _____?

What does _____ think?

How did _____ react?



Inference questions



Vocabulary Victor might ask...

What does this word tell us about the character/setting/atmosphere?

Look at that sentence/passage and circle a word/phrase that means the same as _____.

Which words/phrase in this text give us the impression that the main character is _____?

Which words/phrase in this text give us the impression that the setting is _____?

Which words/phrase in this text give us the impression that the atmosphere is _____?

The author uses words like _____ to describe _____. What impression does this give us of the character/setting/atmosphere?

The author describes the main character as _____. Think of another word that could have been used instead.

Why did the author use the word _____ to describe _____?

How does the author make the reader feel _____ in this part of the text?

How has the author's choice of words created the feeling _____?

What do phrases such as _____ tell you about _____?

What might that mean?

What do you think the writer is saying when they _____?

What does that imply/suggest/indicate about _____?



Predicting Pip might ask...

Who is on the front cover? What is in the background? How might these details give us clues about the content of the book?

Based on what you know about the character/event, how do you think the story will develop next?

Think about the author's other stories. Are there any familiar themes/characters/settings to the story we are reading? How did the story end? How might this story end?

Do you think the character will change his/her behaviour in the future? Give evidence for your ideas.

How is the character like someone that you know? How would she/he react to this situation? How does that affect how you think this character might respond?

The character is in a tricky situation. What will the character do next? What would you do? Why?

What don't we know about _____?

What do we need to know in order to _____?

Is anything missing from _____?

Is there something that we haven't _____?

What do you think is likely to happen when _____?

Do you think the author has a plan for _____?

What could _____?

What might happen if _____?

What do you guess could _____?

Why do you suppose _____?





Arlo the Author might ask...

- What effect do you think the author intended by using the word _____?
- How does the author make the character/setting/atmosphere _____?
- The author describes _____ as _____. What effect does this have?
- Look for an example of figurative language [insert here] in the text. How does this add meaning?
- How does the word/phrase _____ help us to understand _____?
- How has the choice of words created a feeling of _____?
- Why did the author choose the verb/adjective/adverb _____?
- Draw lines to match each quotation from the text to the effect it has on the reader.
- Find and copy a word/phrase which explains _____.
- Explain why the author chose this word to describe _____.
- Why did the author use the word _____ to describe _____?
- How does the author make the reader feel about _____ in this part of the text?



Cassie the Commentator might ask...

- Look at the section entitled _____. Why has this been included in this text?
- What is the purpose of the _____ (glossary/sub-headings/diagrams/illustrations/italics/bold/large font/capital letters)?
- How does the layout help to _____?
- How has the author organised the text? Why?
- How does the organisation of this text help us to better understand the information?
- In what ways do the features of the text help us to enjoy/understand it?
- Who is the intended audience for this text?
- Which part is the most important section in this text? Explain your answer.
- Overall, what is the effect of _____?
- What was the most effective/thought-provoking moment of the story? Use evidence to support your answer.
- Why have the headings/chapter names/character names been chosen for this text?



The impact of regular reading...

- ▶ Vocabulary knowledge:
- ▶ At five years old:
- ▶ Never-read to: 4,622
- ▶ 1-2 times per week: 63, 570
- ▶ 3-5 times per week: 169, 520
- ▶ Daily: 296,520
- ▶ Five books per day: 1, 483,300

- ▶ Other benefits:
- ▶ Only **one in 10** young people who read rarely or never read scored above the level expected for their age compared with **one in three** of young people who read every day (Clarke 2011)
- ▶ Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD,2002).
- ▶ Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).
- ▶ Children who read widely make better writers.

Reading Challenge

- ▶ The reading challenge is continuing this year.
- ▶ The children will get tokens for each stage/level of their Reading Logs which they complete.
- ▶ Winners will get a trip to the cinema.
- ▶ There are plans for one per term.



Final points

- ▶ Biggest things you can do to help your child:
 - 1) Times tables - underpin lots of areas in mathematics and not knowing them holds children back.
 - 2) Reading - Listen to them read and get them to read - it improves their writing, imagination, vocabulary and spelling. (You can tell the difference between a child's writing who reads and one who does not).
 - 3) Spellings - Really important, particularly in Year 6. The grammar test consists of two parts: 1) Grammar and punctuation questions (50 marks); 2) Spelling test (20 marks).

