



Parent meeting
Wednesday 10th September, 2025.

Our School Values



Be Kind.

Be Brilliant.

Have an **I can** attitude.



I can show pride in everything I do.



I can be polite and show respect to others.



I can be a good listener.



The Team



Our team comprises of Mrs Woolcock, Mr Burton, Miss Jackson, Mrs Taylor, Miss Milner and Mrs Baddick. To support our children transitioning to High School, we regular swap classes so your child will be supported by all members of the team.

Miss Milner, Mrs Baddick and Mrs Taylor work across all three classes focusing on closing gaps in knowledge through specific interventions and 1:1 work.

Communication

Messages may be sent to your child's class teacher via ARBOR and by email - please regularly check your junk folder in case some slip through the net. The office staff operate with discretion and confidentiality and will pass messages to the appropriate teaching staff.



If you wish to arrange a meeting with a class teacher, please message on Arbor or speak to Mrs Robinson and Mrs Healey.

Staff members will be on the doors at the start of the school day and dismissal.

Parents evening

Parents evening will take place on Tuesday 14th October and Thursday 16th October. Further details will be sent nearer the time.



Our School Day



Registration

Registration for all children takes place at 8:45 am; however, our classroom doors open at 8:35 am to allow time for our children to organise their belongings before morning work begins.

School Gates will be locked promptly at 8:45 am. Children arriving after this time must be accompanied to the office where they sign in and record their lunch requirements for the day.

Assemblies

Whole School assemblies take place at 10:15am every day and are taken by various staff members. Our Oxley **#Starsoftheweek** celebration assembly is held on Fridays where we celebrate a range of achievements.

Lunch times

- Penguins and Koalas 12:00pm – 12:30pm
- Meerkats and Owls – 12:15pm – 12:45pm
- **Key Stage 2 – 12:35pm – 1:15pm**



Other activities throughout the week: badminton, tennis, golf, football & dodgeball. There is also the Zen Den quiet available.

Snacks

Following government guidance on healthy eating and to meet our Healthy School's award, we are asking that **children only bring an item from the list below for their morning snack and try to vary choices across the week:**

- Whole or sliced fruit
- Vegetable sticks, e.g. celery, carrot, pepper, cucumber etc
- Bag of plain popcorn
- Meat (i.e. Mini Peperami) / cheese snack
- Plain rice /corn cakes or Bread sticks



Water bottles

- Please make sure that your child has a named water bottle in school everyday.
- Please do not send juice as water bottles have a habit of leaking.





Gold Tokens

Showing an “I can” attitude in lessons and around school.



Blue (Ocean) Tokens

Being Brilliant and Kind at lunchtimes.



Green Tokens

Green Cards & exceptional effort and behaviour.

Oxley Rewards



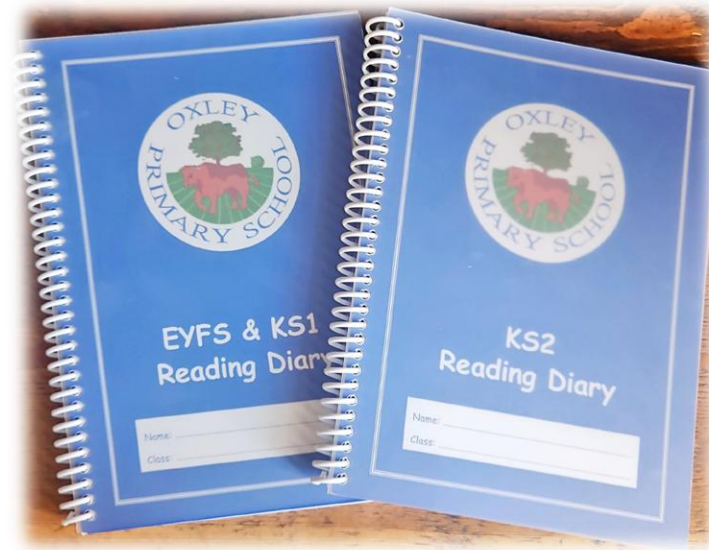
Oxley Houses

Every year, each house votes on a charity. They work together to create events to fund raise.



Our Library





Our Oxley expectations are that our children read a *minimum* of three times a week. In year 5 & 6, the children are encouraged to write their entries independently but we ask that you work with us by listening to them where possible and signing their books.

Reading matters



Typical Timetable

PE

- PE kits to be in school every Monday
- Children will typically take part in two PE lessons per week
- Kits will be sent home on a Friday to be checked/washed.
- Please ensure all kit is labelled.

	08:35-09:00	09:00 – 10:00	10:10 – 10:30	10:30 – 10:45	10:45 – 11:30	11:30 – 12:15	12:15 – 13:15	13:15 – 13:20	13:20 – 14:10	14:10 – 15:00
Monday	Morning Reading	Maths	Assembly	Break	English	Reading	Lunch	Class Story	PE	Arithmetic
Tuesday		Maths	Assembly		English	Reading			Computing	Science
Wednesday		Maths	Assembly		English	French			History	RE
Thursday		Maths	Assembly		English	Reading			Homework/ Spellings/ Catch Up	Art
Friday		Maths	Assembly (Star of the week) DC		English	Spelling			PE	PSHE

Foundation subjects



Subject	Unit 1		Unit 2		Unit 3		Unit 4		Unit 5		Unit 6
Science	Living things and their habitats	Electricity	Renewable energy	Light	Light pollution	The circulatory system	Diet, drugs and lifestyle	Variations	Adaptations	Fossils	
History	How did a pile of dragon bones help to solve an Ancient Chinese mystery?						Why did the ancient Maya change the way they lived?				
Geography	How is climate change affecting the world?						What is a river?				
PHSE	Rights, Rules & Responsibilities		Family & Friends		Working together	Managing Safety and Risk		Managing Change		Relationships and Sex Education	
Music	Rhythm			Pitch				Pulse			
								Music Technology: Beat Boxing			
RE	Why do some people believe in God and some people not?		Why is the Torah so important to Jewish people?			How does faith help people when life gets hard?			What does it mean to be Muslim in Britain today?		
French	The Date		My Home		The Weather		Healthy Living		At the Weekend		
Art	2D Drawing to 3D Making			Set Design				Fashion Design (Jewellery)			
Design & Technology	Fairground Rides and Window Displays			Vegetarian choices				Fashion Design (Headdresses)			
Computing	Computer systems and Network			Variables and Games				Sensing movement			
PE	Netball		Swimming		Dance		Gymnastics		Volleyball		Athletics
	Fitness		Hockey		Dodgeball		Golf		Tennis		Athletics

We learn through a variety of exciting projects and topic-based themes on a two-year cycle.

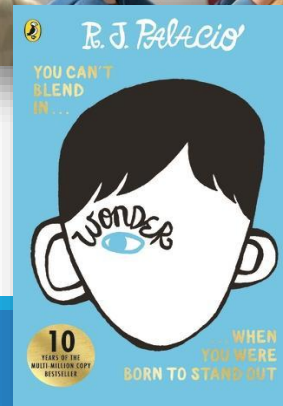
Throughout the subjects, we have tailored our curriculum to allow for creativity and ownership.

End-of-unit assessments may take various forms; essays, posters, stop-motion animations, presentations or quizzes.

English: Reading



We begin every day with reading. This may be visiting the library, looking at an extract or inferring thoughts and feelings from a picture. This creates a calming start whilst developing skills.



Reading takes many forms: poetry, novels, fiction and non-fiction comprehensions, films, song lyrics and pictures.

The children learn a skill throughout the week and are given opportunities to apply this skill to different situations.

'I Wandered Lonely as a Cloud'
By William Wordsworth

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

*Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.*

*The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:*

*For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.*




Reading Questions

Types of questions vary. As a school we use VIPERS and adapt our lessons to meet the children's needs. For example: Year 5 may work on visualisation to comprehend the text and 'draw what they see' whilst Year 6 (who have learnt this skill) may work on SATS style questions.



1. What happened before this picture?
2. How did the house get on top of the dragon? Who tied it onto the dragon's back?
3. Is the dragon happy about this?
4. How do the girl and the dragon know one another?
5. Why is the girl sitting on top of the house and not inside it?
6. Is anyone else inside the house?

Story Information	How I Pictured the Scene
	

4

When we left the park that day, Alice and I made a pact that we would save up our money...

What does **pact** mean in this sentence?

1 mark

5

Read the text through.

Complete the table below with **one** piece of evidence from the text to support each statement.

	Evidence
The man cares for the park.	
The man doesn't want people to visit the park.	

2 marks

Put the following events from the story in the correct order by numbering them 1 to 6:

- ___ The girl climbed onto the slanted, blue-tiled roof of her house.
- ___ The dragon blinked his enormous amber eyes and let out a rumbling purr.
- ___ The colourful kites tugged playfully at their strings tied to the chimney.
- ___ The dragon began to stroll across the soft, grassy hills.
- ___ The wild wind whipped the girl's messy brown hair around her face.
- ___ The girl giggled, wearing a bright purple dress and a cheeky grin.

Vocabulary

Infer

Predict

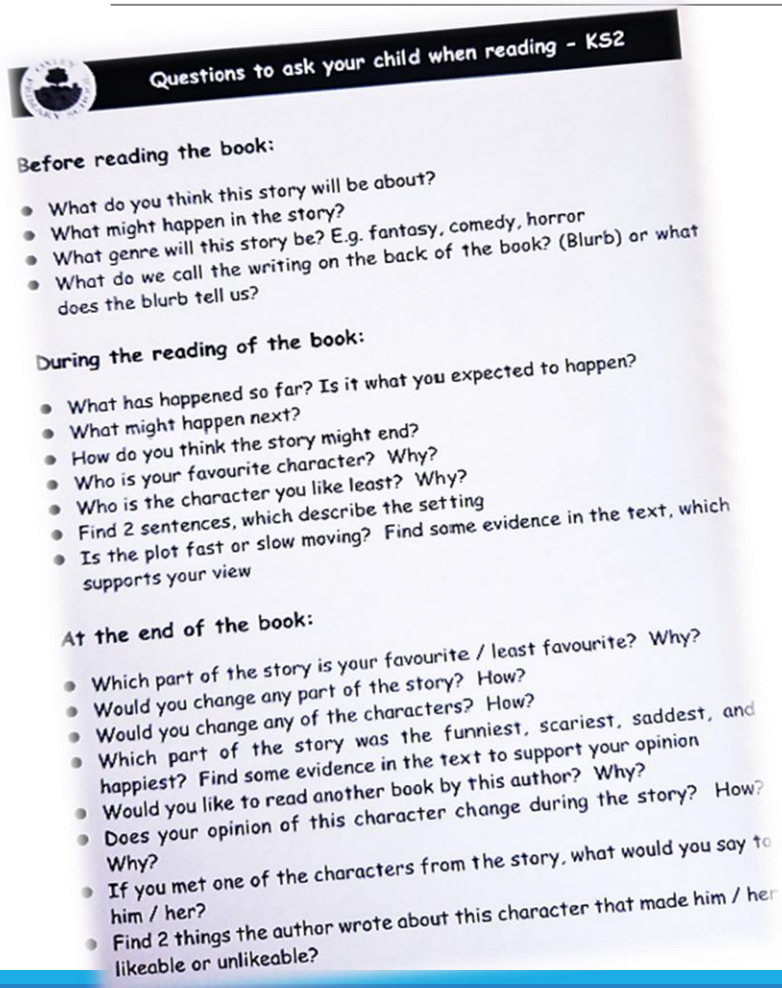
Explain

Retrieve

Sequence or Summarise

Reading

How can you help?



Reading aloud with your child is one of the most important ways to support reading fluency – even in Year 6.

Asking questions to gauge if they understand what they have read is extremely helpful. This can range from retrieval questions (**Why did the dragon roar at the visitor?**) to more complex inference questions (**Why do you think the dragon felt threatened?**).

There are some questions to support in the reading diary.

English: Novel Study

Writing is taught through novels where we also combine grammar and reading skills.

The children are taught various genres of fiction and non-fictional writing and are given more opportunities to develop their own style and independence. We focus on audience and purpose: who are we writing for (and how does affect formality and grammar needed) and what is the purpose of the piece? To entertain, to inform, to persuade?



English: Grammar

Which word is a possessive pronoun?	Underline the relative clause.	Where could you include parenthesis? What could you use?
Which part is a fronted adverbial?	Every night Barney would sneak out to visit his patients who desperately needed his help even though it was dangerous.	Which is the main clause?
Where is there a comma missing?	How many clauses are there in this sentence?	Circle the modal verb.

Grammar is taught every day at the start of an English lesson.

There are also discrete lessons to focus on certain aspects.

There are only a few concepts specific to Year 6 therefore by drip feeding these to Year 5 throughout the year, they have more opportunities to consolidate learning in Year 6.

Grammar questions

Types of questions vary. The children need to be able to identify grammatical aspects such as verbs, nouns, adjectives etc. However, they also need to be able to identify sentence types and missing punctuation.

Circle the correct **verb form** in each underlined pair to complete the passage below.

William Shakespeare, the famous writer, is / was born in Stratford-upon-Avon in 1564 and later will move / moved to London where he will become / became an actor. Even today, Shakespeare's plays are performed / performed around the world.

Insert a **comma** and a **dash** in the correct places in the sentence below.

Before we leave school our class wants to start a vegetable garden the first in our school's history.

Which sentence contains a **relative clause**?

Tick **one**.

The boy who I met at the park is in my class.

☐

The team is going to play a match tomorrow.

☐

Sue said that she wanted to learn to play the drums.

☐

Whenever they have time, they like to go cycling.

☐

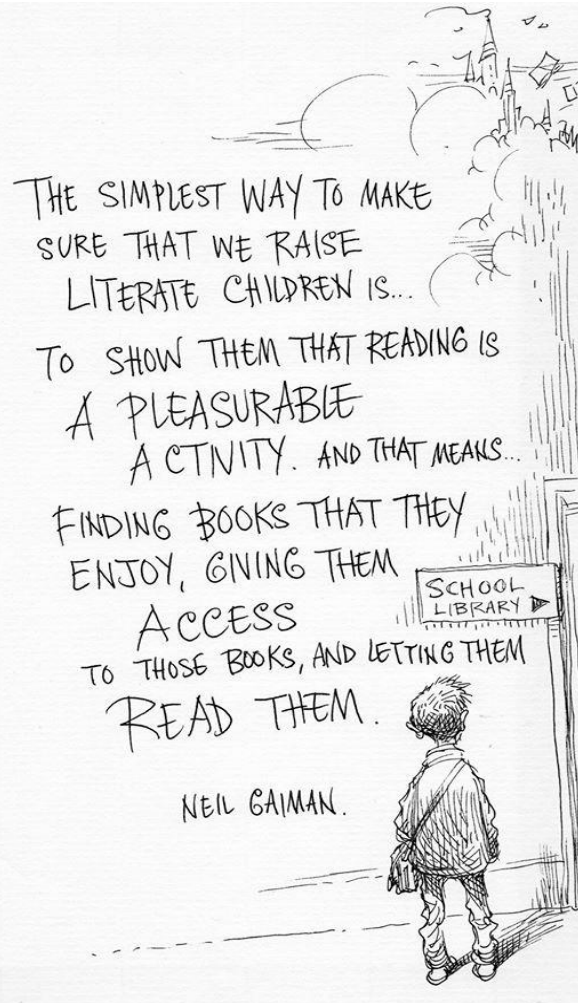
What is the **word class** of each underlined word?

Josef has beautiful writing. _____

Josef writes beautifully. _____

English

How can you help?



There are many ways you can help your child with their writing.

- ❑ **Reading** lots of different text types such as newspapers, having subtitles on their favourite TV programmes etc.
- ❑ **Conversations** and encouraging them to ask questions
- ❑ Asking them to help you with **writing** shopping lists, postcards etc.
- ❑ Encourage they keep a diary.

Maths

$$4782 + 382 =$$

$$467\,902 - 65\,903 =$$

$$6.003 + 5.21 =$$

$$367 \times 55 =$$

$$4571 \div 35 =$$



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and ... VIEW	Number Multiplication and division A VIEW		Number Fractions A VIEW				Number Multiplication and division B VIEW	
Spring term	Number Multiplication ... VIEW	Number Fractions B VIEW		Number Decimals A VIEW		Measurement Area, perimeter and volume VIEW		Number Decimals B VIEW			Number Fractions, decimals and percentages VIEW	
Summer term	Ratio VIEW	Algebra VIEW	Geometry Shape VIEW		Geometry Position and direction VIEW		Statistics VIEW			Measurement Converting units VIEW		

Maths is taught every day.

Lessons are adapted to meet the needs of Year 5 and 6 by working on the same objective but having various levels of challenge.

Like grammar, some year 6 concepts may be introduced to Year 5 with careful consideration given so as not to confuse or create cognitive overload.

Maths questions

Types of questions vary. As a school we use WHITEROSE and adapt our lessons to meet the children's needs. For example: Year 5 may work on reading and writing numbers to 100,000 whereas Year 6 will read and write numbers to 10,000,000.

Year 5 example

What number is represented on the place value chart?

Millions	Thousands			Ones		
O	H	T	O	H	T	O
	●● ●● ●● ●●		●● ●● ●● ●● ●●		●● ●● ●● ●	●●

Write the number in numerals.

Write the number in words.

Year 6 example

Write numerals in the place value charts to represent the number two million, three hundred and thirteen thousand, eight hundred and twenty-two.

Millions	Thousands			Ones		
O	H	T	O	H	T	O

M	HTh	TTh	Th	H	T	O

What is the same? What is different?

An example of a reasoning question so the children can apply their knowledge.

Tiny is writing the number 1,972,007 in words.

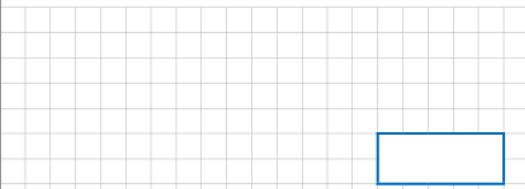
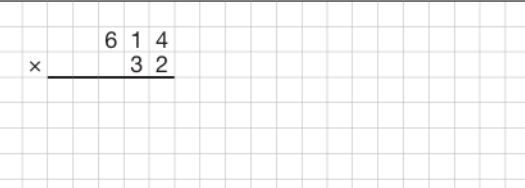
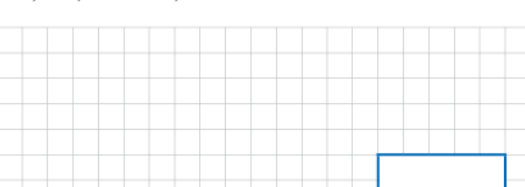


one million and
ninety seven thousand,
two thousand seven

a) What mistakes has Tiny made?

Maths

How can you help?

13	$807 \times 8 =$		<input type="text"/>	<input type="checkbox"/> 1 mark
14	$\begin{array}{r} 614 \\ \times 32 \\ \hline \end{array}$		<input type="text"/>	<input type="checkbox"/> 2 marks
20	$1,004,235 - 52,346 =$		<input type="text"/>	<input type="checkbox"/> 1 mark

There are many ways you can help your child with their maths.

- ❑ **Mental arithmetic** is a big focus in school. Whilst shopping, can they estimate the cost of the basket of items? Can they work out how much pocket money to save for something special?
- ❑ **Real life conversations** support their understanding that maths is not just 'something for school'. For example: buying wallpaper or new carpets involve area and perimeter skills.
- ❑ **Times Tables**

School and National Comparisons 2025

Subject	Oxley Primary 2025	National data ¹ 2024	Oxley: average scaled score ²	National: average scaled score ³
Reading	87% of children met the expected standard	74% of children met the expected standard	105	105
Grammar, punctuation and spelling	83% of children met the expected standard	72% of children met the expected standard	105	105
Writing (teacher assessment)	77% of children met the expected standard	72% of children met the expected standard	N/A	N/A
Mathematics	90% of children met the expected standard	73% of children met the expected standard	105	104
Science (teacher assessment)	87% of children met the expected standard	81% of children met the expected standard	N/A	N/A
Combined (Reading, Writing & Maths)	77% of children met the expected standard	61% of children met the expected standard	N/A	N/A



Last Year's results



Homework

Spellings, reading and TTRS will start immediately. Year 5 and 6 will begin using CPG maths books to consolidate their learning after October half term. All work will be an opportunity to consolidate learning so they can do this independently at home. **Homework will be set on Thursdays and be due the following Tuesday.**

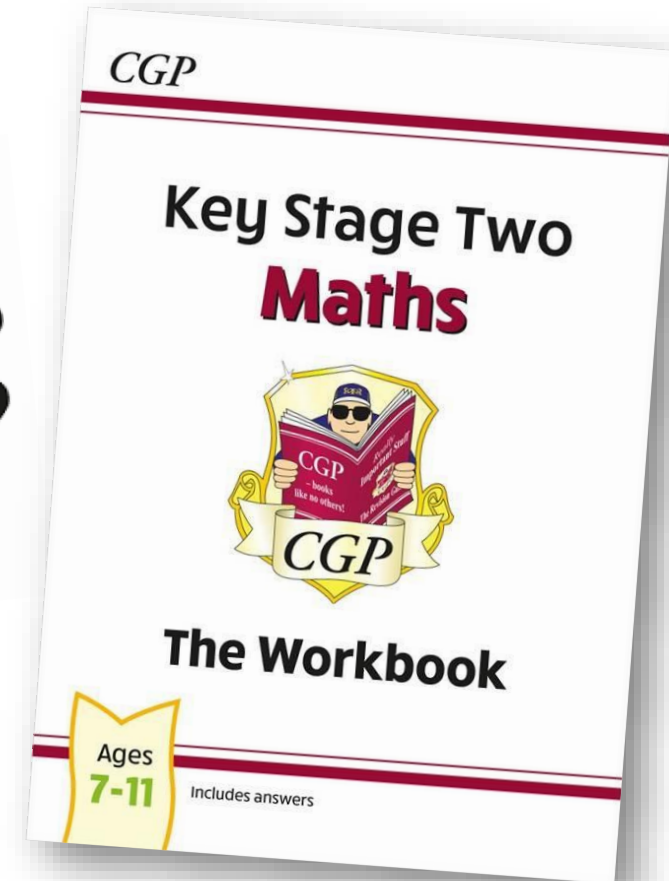
Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

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



TTRS



Y6 SATs

**The statutory KS2 tests
are timetabled from
Monday 11th May to
Thursday 14th May
2026.**



Instagram



**If you do not follow us already,
please do and check out all the
amazing things that are
happening in school day to day.**

**For all other information, including curriculum
overviews, please visit our webpage.**

<https://www.oxleyprimary.org/curriculum/lions-quokkas-and-foxes/>