

Introduction

At St. Joseph's Catholic Primary School we believe that the setting of homework serves a very clear purpose. Homework is anything that the children do outside of the school day that contributes to their learning in response to guidance from the school. Homework will encompass a whole range and variety of activities instigated by teachers and parents to support children's learning. At St. Joseph's Catholic Primary School we set regular homework for our children and we encourage parents to become actively involved in the tasks or activities set each week.

We acknowledge the important role of play and free time in a child's growth and development. Homework is important but it needs to be managed and should not prevent a child from taking part in a wide range of out of school clubs and organisations that play an important part in the lives of many children.

Learning Logs Years 2 and 3

- Learning Logs are a whole school approach here at St. Joseph's and encourage you to work with your child/children at home.
- They are a more creative approach to homework.
- Learning Logs are expected to be in school every day so the teacher can monitor progress and help where necessary.

Years 4, 5 and 6

- Pupils in Year 4 will begin their 'A to Z of Curiosity' and complete it by the end of Year 5.
- Pupils in Year 6 to complete extended projects during the Autumn Term.
- Spellings and reading will be set each week.
- One maths task will also be set each week in addition to regular times tables practise.
- Pupils in Year 6 may also receive additional homework tasks to support the revision programme for the end of Key Stage 2 SATs tests during the autumn and spring terms.
- Homework tasks are **not optional** and must be completed weekly.

School Mission Statement

Our mission statement '**In the Light of Jesus we Learn to Shine**' is the foundation and touchstone of all that we do in school:-

Growing in self confidence

- We celebrate all achievement
- We promote positive behaviour
- We celebrate and reward all achievement

Growing in knowledge and understanding

- We plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum
- We provide a rich and engaging curriculum
- We offer a wide a range of activities and resources to support our curriculum and learning

Growing our individual skills and talents

- We promote and celebrate the wide range of individual skills and talents in our school community
- We offer and promote a wide range of opportunities for the whole school community

Growing our community

- We recognise the need to care for and show respect for one another
- We recognise that we are part of a wider community outside of the school

Growing our friendships

- We welcome and support all new members to our school community
- We reach out to those in need within our school and the world-wide community
- We grow together in our friendship with Jesus

Growing in love and appreciation of God's world

- We celebrate and promote the importance of prayer every day
- We promote the spiritual and moral development of each individual within our school community
- We will care for our environment and appreciate God's World





Prayers to teach your child

We would like you to help your child with some of the more traditional prayers and daily offerings we use in school. As your child becomes more confident with these prayers they will be able to participate more actively in the worshipping community of our Church and School.

To Begin at the Beginning

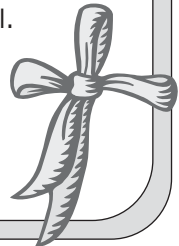
In the name of the Father,
And of the Son,
And of the Holy Spirit
Amen.

Hail Mary

Hail Mary full of grace.
The Lord is with thee.
Blessed art thou amongst women,
And blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God.
Pray for us sinners.
Now and in the hour of our death
Amen.

Our Father

Our Father who art in Heaven, hallowed be thy name.
Thy Kingdom come, thy will be done on earth as it is in Heaven.
Give us this day our daily bread and forgive us our trespasses,
as we forgive those who trespass against us.
And lead us not into temptation but deliver us from evil.
Amen.



School Prayer

Morning Prayer

Oh my God you love me
You're with me night and day.
I want to love you always
In all I do and say.
Bless me through this day.
Amen

Prayer Before Meals

Bless us oh Lord
As we sit together.
Bless the food we eat today.
Bless the hands that make the food,
Bless us O Lord.
Amen

Evening Prayer

God our Father I come to say,
Thank you for your love today.
Thank you for my family
And all the friends you give to me.
Guard me in the dark of night, and
In the morning send your light.
Amen

A School Prayer

This is our school, let peace dwell here.
Let the room be full of contentment,
Let love abide here,
Love of one another,
Love of mankind,
Love of life itself and love of God.
Let us remember that, as many hands
build a house,
So many hearts make a school.
Amen



Home and School Agreement

At St. Joseph's Catholic Primary School, in keeping with the spirit of the school's Mission Statement, we shall work in partnership to provide a high quality of education in all areas of the curriculum. In our community everyone is valued and individual needs are met. We recognise that each individual is unique and deserves to be shown care, respect and courtesy. Together with parents and carers we accept responsibility to encourage the development of children so that each individual may achieve their full God given potential.

The school will aim to:

- Provide your child with a Catholic education in line with the school's Mission Statement.
- Set high standards for work and behaviour in order that each child may attain their potential.
- Contact parents if there is a concern regarding attendance, punctuality, behaviour, work or any aspect of a child's personal, social development or academic progress.
- Set, mark and monitor homework in line with the school feedback and marking policy.
- Arrange regular Parent Consultation meetings during which your child's progress will be discussed.
- Keep you informed about the school curriculum, activities and events through the school website, Parentmail, general notice letters and the monthly newsletter.
- Send home to parents an annual report of their child's progress.



J A Lee
Head teacher

What the school expects from parents/carers and of the child:

- Support of the Catholic mission and aims of the school and the child's active participation in the religious life of the school.
- Support 'The Friends' of the school.
- Support of the school's policies and guidelines for high standards of work and behaviour.
- Ensure that my child attends school regularly, is always punctual and appropriate arrangements are in place for the start and end of the school day.
- Telephone the school prior to, or on the morning of, any absence and/or provide a written note explaining the reason for the absence to the class teacher.
- **To park considerately** at the start and close of each school day.
- Ensure that my child is fully equipped and wears the correct school uniform, including P.E. Kit, in accordance with school policy and guidelines.
- Support my child in homework and other opportunities for learning, signing the Home and School Diary weekly.
- Attendance at Consultation Evenings and any other meetings that may be held to discuss aspects of my child's progress and development.
- Inform the school about any concerns or changes that might affect my child's behaviour.

Our School Rules



Do what a school adult tells you first time.

Be polite to adults at all times.



Always listen when others are speaking.

Put up your hand and wait to be asked before speaking.



Always walk quietly when moving around school.



Keep all objects, hands and feet to yourself.

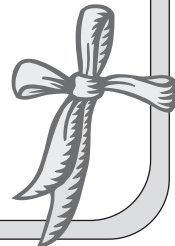


Look after each other and the things in the classroom.

Do not hurt others by saying or doing unpleasant things.



Do your best in everything you do.





Attendance and Punctuality

Please arrive at school at **8.45am**

If you are late, you should:

- sign in at the school office if you arrive after 9.05am and go straight to your lesson.

Please try to be punctual!

If you cannot attend school, please make sure a parent/carer contacts reception by phone before 10.00am on the first morning of absence.

You should bring a note explaining your absence when you return to school.

School Terms and Holidays 2018/2019

Advent Term 2018 Tuesday 4th September - Friday 21st December
Half Term Monday 22nd October - Friday 26th October
Training Day Monday 3rd September

Lent Term 2019 Tuesday 8th January - Friday 5th April
Half Term Monday 18th February - Friday 22nd February
Training Day Monday 7th January

Pentecost Term 2019 Wednesday 24th April - Friday 19th July
Half Term Monday 27th May - Friday 31st May
Training Days Tuesday 23rd April
 Monday 22nd July
 Tuesday 23rd July

Easter Sunday Sunday 21st April
 Easter Monday Monday 22nd April
 Early May Bank Holiday Monday 6th May
 Bank Holiday(s) Monday 27th May





Calendar 2018 - 2019

August						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				





Anti-bullying Policy for Children

At St. Joseph's Catholic Primary School we want a caring friendly and safe place for all of us. Bullying is not accepted at our school.

Bullying is one person or group of people being repeatedly unkind to others on purpose.



Types of bullying?

- Verbal - name calling, threats, insults
- Physical – hitting or hurting
- Racial – skin colour, religion or race
- Emotional - leaving someone out on purpose, spreading rumours
- Cyber Bullying (using technology) - through texts, e-mail or gaming consoles

What do I do if I am being bullied?

DO:

If you think you or your friend are being bullied you can do one or more of the following:

- Tell any adult in school. They will know what to do about the bullying.
- Tell your parents, they could help you to tell your teacher.
- Ask a friend to tell an adult for you.
- Ask your class Anti-Bullying Council member for help

DON'T:

- Ignore the problem and keep it to yourself
- Blame yourself or be embarrassed
- Respond in an inappropriate way
- Try and deal with it yourself or with your friends



Who can help?

- Teachers, Teaching Assistants, Mid-Day Supervisors and Family Workers
- Friends, Play Leaders and School Buddies
- Family

Start Telling Other People



Online Safety

Use of good practice policy

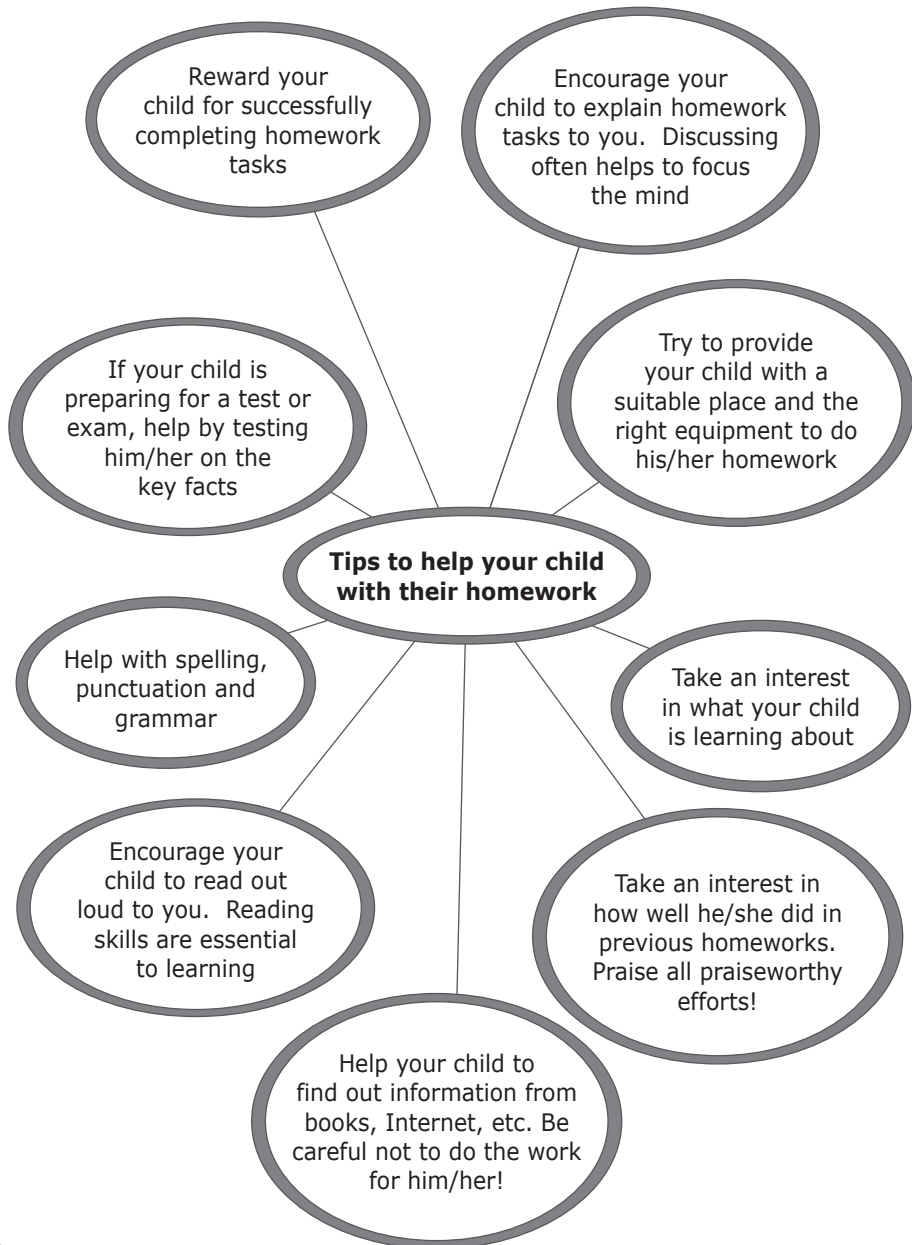


Everyone has a responsibility to use technologies safely in school and at home.

- I will only use computers, laptops, iPads and Internet access for schoolwork and homework.
- I will not bring memory sticks or devices into school without permission.
- I will ask permission from a member of staff before using the Internet.
- I will not access other people's files.
- I will always keep my password a secret and not share it with anybody.
- I will only e-mail people I know, or someone my teacher has approved.
- I will be polite and responsible when I communicate online.
- The messages I send will be polite and sensible.
- I will not give my home address or phone number, or arrange to meet someone, unless my parent, carer or teacher has given permission.
- To help protect other pupils and myself, I will tell a teacher if I see anything I am unhappy with, or is not connected to my work, or if I receive a message I do not like.
- I will not upload photographs of myself or others onto any device or the internet without the permission of my parent/carers.
- I understand that the school can check my computer files and the Internet sites I visit.
- I will not download anything from the Internet unless I have permission from my teacher.

If I break any of these rules I know I may be stopped from using the school computers.

Helping your child with homework



KS2 School Timetable 2018 - 2019

3.20 - 3.25 pm Close of Day					
Session 5 2.30 - 3.20					
Session 4 1.40 - 2.30					
1.25 - 1.40 pm Guided Reading Session					
1.20 - 1.25 pm Registration					
12.15 - 1.15 pm Lunch					
Session 3 11.15-12.15					
11.00 - 11.15 am Morning Break					
Session 2 10.10-11.00					
Session 1 9.20-10.10	Assembly				Assembly
9.05 - 9.20 am Handwriting (Mon, Wed, Thurs)					
8.45 - 9.05 am Morning Rituals/Registration					
Monday	Tuesday	Wednesday	Thursday	Friday	

KS2 School Timetable 2018 - 2019

3.20 - 3.25 pm Close of Day					
Session 5 2.30 - 3.20					
Session 4 1.40 - 2.30					
1.25 - 1.40 pm Guided Reading Session					
1.20 - 1.25 pm Registration					
12.15 - 1.15 pm Lunch					
Session 3 11.15-12.15					
11.00 - 11.15 am Morning Break					
Session 2 10.10-11.00					
Session 1 9.20-10.10	Assembly				Assembly
9.05 - 9.20 am Handwriting (Mon, Wed, Thurs)					
8.45 - 9.05 am Morning Rituals/Registration					
Monday	Tuesday	Wednesday	Thursday	Friday	

Weekly Diary





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 3rd September 2018
Monday	Teacher Training Day
Tuesday	Pupils return to School
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 10th September 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 17th September 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 24th September 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 1st October 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 8th October 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 15th October 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	Half term Begins Monday 22nd October
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 29th October 2018
Monday	Pupils return to School
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 5th November 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 12th November 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 19th November 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 26th November 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 3rd December 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 10th December 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 17th December 2018
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	Christmas Holidays Begin Monday 24th December
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments



Date	School Organisation for Week Beginning Monday 7th January 2019
Monday	Teacher Training Day
Tuesday	Pupils return to School
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 14th January 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 21st January 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 28th January 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 4th February 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 11th February 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	Half term Begins Monday 18th February
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 25th February 2019
Monday	Pupils return to School
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 4th March 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 11th March 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 18th March 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 25th March 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 1st April 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	Easter Holidays Begin Monday 8th April
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 22nd April 2019
Monday	Easter Monday
Tuesday	Teacher Training Day
Wednesday	Pupils return to School
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 29th April 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 6th May 2019
Monday	Early May Bank Holiday
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 13th May 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 20th May 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	Half term Begins Monday 27th May
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 3rd June 2019
Monday	Pupils return to School
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 10th June 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 17th June 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 24th June 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 1st July 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 8th July 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Signed Parent/Carer _____	





Date	Book and Page Number	Reading Comments





Date	School Organisation for Week Beginning Monday 15th July 2019
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	Summer Holidays Begin Monday 22nd July
Signed Parent/Carer _____	



St. Joseph's Catholic Primary School Reading Champions

A School Reading Council is elected every September to make every day a reading day at St. Joseph's. Regular reading newsletters will update parents, children and staff about events in school to promote reading.

We believe an effective way of engaging children in promoting reading for pleasure in school is to involve them in choosing reading materials for the school, classroom or library. This gives them responsibility for their learning, makes them feel valued and promotes a sense of ownership of their reading. At St. Joseph's we want all children and staff to enjoy and be enthusiastic about reading.

Everyone a reader! Every day a reading day!

At St Joseph's Catholic Primary School we are proud of our passion for reading. We believe that reading a wide variety of texts as often as possible is the key to success in learning.

We want to inspire our pupils to pick up a reading book because they love reading! Regular sessions in our school library, half-termly updates on new and exciting reads, inspiration from the School Reading Council and reward systems for perseverance and consistency in reading are just some of the ways in which we are encouraging our pupils to read for pleasure.

Walk our hallways and you will find a selection of Reading Role Model posters featuring members of staff reflecting on their favourite childhood reads. Enter our classrooms and catch a glimpse of our reading trees, heavily laden with inspiration if pupils are unsure of what to read.

Above all, we want children to discover the magic and wonder that reading for pleasure can bring, whether they are already confident readers or just beginning to read alone. Join us in ensuring that everyone is a reader and every day is a reading day!



Learning to Read through Phonics

Information for Parents

What is phonics?

Phonics is a way of teaching children to read. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word
- decode a mix of real words and 'non-real' words (alien words)



Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Why teach phonics?

Research shows that when phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex - it is the most effective way of teaching young children to read.

What is the phonics screening check?

- In Year 1 following the Department for Education guidelines all schools administer the Phonics Screening Check.
- The phonics screening check is a quick and easy check of your child has made the expected progress.
- During the year parents are invited to phonics information sessions.

St. Joseph's Catholic Primary's Great Reading Race

The Great Reading Race is designed to offer a school wide reading challenge for all our pupils.

The aim of The Great Reading Race is to encourage all children to read a wide variety of challenging, age appropriate texts for pleasure and to also introduce children to new authors. We hope this reading challenge will promote enthusiasm for reading in home and at school.

These are the books we will be encouraging the children to read throughout the school year. The staff and Reading Champions have enjoyed choosing and buying them for each year group.

Reading Lists

Year Three

- Please Mrs Butler – Allan Ahlberg
- Ivan the Terrible – Anne Fine
- The Sheep Pig – Dick King Smith
- Atticus Claw breaks the Law – Jennifer Gray
- Hansel and Gretel – Anthony Browne Edition
- Buckle and Squash - Sarah Courtauld
- Ottoline Goes to School – Chris Riddell
- The Hundred Mile an Hour Dog – Jeremy Strong
- The Fastest Boy in the World – Elizabeth Laird
- The World's Worst Children – David Walliams

Year Four

- Boy in the Tower – Polly Ho-Yen
- Charlotte's Web – E B White
- Goth Girl and the Ghost of a Mouse – Chris Riddell
- I was a Rat! – Phillip Pullman
- Mr Stink – David Walliams
- Bill's New Frock – Ann Fine
- Voices in the Park – Anthony Browne
- Why The Whales Came – Michael Morpurgo
- Shakespeare - Scenes from the Life... – Mick Manning
- Stuart Little - E B White



St. Joseph's Catholic Primary's Great Reading Race

Reading Lists

Year Five

- Father – Graham Baker Smith
- The Midnight Fox – Betsy Byars
- Wolf Brother – Michelle Paver
- My Brother is a Superhero! – David Solomans
- Percy Jackson and the Lightning Thief – Rick Riordan
- The Sleeper and the Spindle – Neil Gaiman
- The Turbulent Term of Tyke Tyler – Gene Kemp
- Millions – Frank Cottrell Boyce
- The Girl who Walked on Air – Emma Carroll
- From the Mixed Up Files of Mrs. Basil E Frankweiler – E L Konigsburg

Year Six

- Letters from the Lighthouse – Emma Carroll
- Holes – Louis Sachar
- Count Karlstein – Phillip Pullman
- Wolves of Willoughby Chase – Joan Aitken
- The Secret Diary of Adrian Mole – Sue Townsend
- The Children of the King – Sonja Hartnett
- Kasper – Michael Morpurgo
- The Unforgotten Coat – Frank Cottrell Boyce
- The London Eye Mystery – Siobhan Dowd
- Danny Champion of the World – Roald Dahl



Handwriting

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. Handwriting skills will be taught as a discrete session however it is our expectation that this style will be consistently applied to all writing activities.



At St. Joseph's handwriting is a taught skill that develops at different rates for different children. We use the Nelson Handwriting scheme to teach and secure the development of handwriting from EYFS to Year 6. In using 'Nelson', we ensure that our children follow the requirements and recommendations of the National Curriculum.

Precursive handwriting

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m
n o p q r s t u v w x y z

The quick brown fox jumps
over the lazy dog.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Cursive handwriting

a b c d e f g h i j k l m
n o p q r s t u v w x y z

The quick brown fox jumps over the lazy dog.

Tricky Words

the
said
I
to
are
they
come
some
were
does
people
friend
won
son
honest
buy
water
because
many
busy
biscuit
fruit
juice
building
young
shoulder
pretty
sure
muscle

length
complete
two
do
tall
ball
small
walk
talk
always
what
was
want
watch
work
word
world
worse
where
there
their
could
should
would
who
whose
your
four
other

brother
mother
another
wonder
above
rough
tough
enough
thought
bought
brought
fought
cough
though
through
learn
earth
early
heart
caught
daughter
naughty
laugh
one
done
once
love
move



Year 3 and 4 Spelling

- | | | | |
|-----------------------|----------------------|--------------------|-------------------------|
| 1. accident(ally) | 26. disappear | 51. interest | 76. pressure |
| 2. actual(ly) | 27. early | 52. island | 77. probably |
| 3. address | 28. earth | 53. knowledge | 78. promise |
| 4. answer | 29. eight/
eighth | 54. learn | 79. purpose |
| 5. appear | 30. enough | 55. length | 80. quarter |
| 6. arrive | 31. exercise | 56. library | 81. question |
| 7. believe | 32. experience | 57. material | 82. recent |
| 8. bicycle | 33. experiment | 58. medicine | 83. regular |
| 9. breath | 34. extreme | 59. mention | 84. reign |
| 10. breathe | 35. famous | 60. minute | 85. remember |
| 11. build | 36. favourite | 61. natural | 86. sentence |
| 12. busy/
business | 37. February | 62. naughty | 87. separate |
| 13. calendar | 38. forward(s) | 63. notice | 88. special |
| 14. caught | 39. fruit | 64. occasion(ally) | 89. straight |
| 15. centre | 40. grammar | 65. often | 90. strange |
| 16. century | 41. group | 66. opposite | 91. strength |
| 17. certain | 42. guard | 67. ordinary | 92. suppose |
| 18. circle | 43. guide | 68. particular | 93. surprise |
| 19. complete | 44. heard | 69. peculiar | 94. therefore |
| 20. consider | 45. heart | 70. perhaps | 95. though/
although |
| 21. continue | 46. height | 71. popular | 96. thought |
| 22. decide | 47. history | 72. position | 97. through |
| 23. describe | 48. imagine | 73. possess(ion) | 98. various |
| 24. different | 49. increase | 74. possible | 99. weight |
| 25. difficult | 50. important | 75. potatoes | 100. women |

Year 5 and 6 Spelling

- | | | | |
|-----------------|---------------------------------|-------------------|-----------------|
| 1. accommodate | 26. correspond | 51. identity | 76. queue |
| 2. accompany | 27. criticise
(critic + ise) | 52. immediate(ly) | 77. recognise |
| 3. according | 28. curiosity | 53. individual | 78. recommend |
| 4. achieve | 29. definite | 54. interfere | 79. relevant |
| 5. aggressive | 30. desperate | 55. interrupt | 80. restaurant |
| 6. amateur | 31. determined | 56. language | 81. rhyme |
| 7. ancient | 32. develop | 57. leisure | 82. rhythm |
| 8. apparent | 33. dictionary | 58. lightning | 83. sacrifice |
| 9. appreciate | 34. disastrous | 59. marvellous | 84. secretary |
| 10. attached | 35. embarrass | 60. mischievous | 85. shoulder |
| 11. available | 36. environment | 61. muscle | 86. signature |
| 12. average | 37. equip (-ped,
-ment) | 62. necessary | 87. sincere(ly) |
| 13. awkward | 38. especially | 63. neighbour | 88. soldier |
| 14. bargain | 39. exaggerate | 64. nuisance | 89. stomach |
| 15. bruise | 40. excellent | 65. occupy | 90. sufficient |
| 16. category | 41. existence | 66. occur | 91. suggest |
| 17. cemetery | 42. explanation | 67. opportunity | 92. symbol |
| 18. committee | 43. familiar | 68. parliament | 93. system |
| 19. communicate | 44. foreign | 69. persuade | 94. temperature |
| 20. community | 45. forty | 70. physical | 95. thorough |
| 21. competition | 46. frequently | 71. prejudice | 96. twelfth |
| 22. conscience | 47. government | 72. privilege | 97. variety |
| 23. conscious | 48. guarantee | 73. profession | 98. vegetable |
| 24. controversy | 49. harass | 74. programme | 99. vehicle |
| 25. convenience | 50. hindrance | 75. pronunciation | 100. yacht |

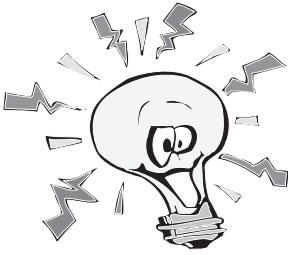
100 high-frequency Words

- | | | | |
|----------|------------|--------------|------------|
| 1. the | 26. are | 51. do | 76. about |
| 2. and | 27. up | 52. me | 77. got |
| 3. a | 28. had | 53. down | 78. their |
| 4. to | 29. my | 54. dad | 79. people |
| 5. said | 30. her | 55. big | 80. your |
| 6. in | 31. what | 56. when | 81. put |
| 7. he | 32. there | 57. it's | 82. could |
| 8. I | 33. out | 58. see | 83. house |
| 9. of | 34. this | 59. looked | 84. old |
| 10. it | 35. have | 60. very | 85. too |
| 11. was | 36. went | 61. look | 86. by |
| 12. you | 37. be | 62. don't | 87. day |
| 13. they | 38. like | 63. come | 88. made |
| 14. on | 39. some | 64. will | 89. time |
| 15. she | 40. so | 65. into | 90. I'm |
| 16. is | 41. not | 66. back | 91. if |
| 17. for | 42. then | 67. from | 92. help |
| 18. at | 43. were | 68. children | 93. Mrs |
| 19. his | 44. go | 69. him | 94. called |
| 20. but | 45. little | 70. Mr | 95. here |
| 21. that | 46. as | 71. get | 96. off |
| 22. with | 47. no | 72. just | 97. asked |
| 23. all | 48. mum | 73. now | 98. saw |
| 24. we | 49. one | 74. came | 99. make |
| 25. can | 50. them | 75. oh | 100. an |

How to be a better writer!

Before you begin to write a new sentence always follow these simple instructions. They help your writing make sense and it cuts down on mistakes!

Think it



Say it



Write it



Read it









Calculation Policy: Addition (+)



Addition Stage 1

- Practical activities and discussions  and 
leading to pictorial representation:  +  = 4

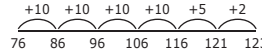
- Finding one more than a number from 1 to 20
- Using vocabulary associated with addition

Addition Stage 2

- Begin to use the + and = sign to record mental calculations
- Know by heart all number bonds to 10
- Use knowledge to know that addition can be done in any order to do mental calculations more efficiently
- Using number lines to add in 1s

Addition Stage 3

- Adding three single digit numbers mentally
- Know by heart all number bonds to 20
- Use + and = to record mental calculations
- Use number line to make informal jottings:



- Use partitioning to reflect mental methods:

$$\begin{array}{r} 40 + 70 = 110 \\ 7 + 6 = 13 \\ 110 + 13 = 123 \end{array}$$

Addition Stage 4

- Using informal pencil and paper methods (jottings)
- Use brackets in partitioning: $47 + 76 = (40 + 70) + (7 + 6)$

Addition Stage 5

- Introduce vertical addition using either least or most significant figure first:

$$\begin{array}{r} + 83 \\ 42 \\ \hline 120 \\ \hline 125 \end{array} \qquad \begin{array}{r} + 83 \\ 42 \\ \hline 120 \\ \hline 5 \\ \hline 125 \end{array}$$

Addition Stage 6

- Children using compact layout, involving carrying:

$$\begin{array}{r} + 368 \\ 491 \\ \hline 859 \\ \hline 1 \end{array}$$

Addition Stage 7

- Compact addition using carrying for thousands, hundreds, tens and units and decimals. Consolidation of stage 6.





Calculation Policy: Subtraction (-)



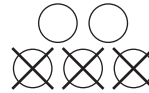
Subtraction Stage 1

- Practical activities and discussion
- Finding one less than a number from 1 - 10
- Begin to relate subtraction to "taking away": **Oral** $3 - 2 =$



Subtraction Stage 2

- Begin to use the - and = sign to record mental calculations also pictorial: $5 - 3 = 2$
- Know by heart subtraction facts to 5



Subtraction Stage 3

- Know by heart all subtraction facts to 10:

$$24 - 8 =$$

Subtraction Stage 4

- Using informal pencil and paper methods (jottings)
- Know all subtraction facts to 20
- Use number line to make informal jottings using multiples of 10 to help:

$$54 - 25 =$$

Subtraction Stage 5

- Introduce expanded decomposition: $563 - 248 \rightarrow$

$$\begin{array}{r}
 50 \quad 13 \\
 -500 + 60 + 3 \\
 200 + 40 + 8 \\
 \hline
 300 \quad 10 \quad 5
 \end{array}$$

Subtraction Stage 6

- Decomposition extended to decimals and larger numbers. Contracted recording of decomposition:

$$\begin{array}{r}
 5 \quad 13 \quad 1 \\
 - 6476 \\
 \hline
 2684 \\
 \hline
 3792
 \end{array}$$

Subtraction Stage 7

- Consolidation of stage 6. Contracted recording of decimals.





Calculation Policy: Multiplication (×)



Multiplication Stage 1

- Working at a practical level to gain experience of doubling and become familiar with appropriate language

Multiplication Stage 2

- Know by heart doubles to at least 5
- Counting in 2, 5, 10×s using pictorial recordings:



Verbal discussion

Multiplication Stage 3

- Understand multiplication as repeated addition:

Arrays

$$\begin{array}{c} \bullet\bullet \\ \bullet\bullet \end{array} \quad 2 \times 3 = 6$$

$$\begin{array}{c} \bullet\bullet \\ \bullet\bullet \\ \bullet\bullet \end{array} \quad 3 + 3 = 6$$

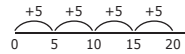
$$\begin{array}{c} \bullet\bullet\bullet \\ \bullet\bullet\bullet \end{array} \quad 3 \times 2 = 6$$

$$\bullet\bullet\bullet + \bullet\bullet\bullet + \bullet\bullet\bullet = 6$$

Multiplication Stage 4

- Mental methods using partitioning:

$$38 \times 7 = (30 \times 7) + (8 \times 7) \rightarrow$$



$$4 \times 5 = 20$$

Multiplication Stage 5

- Introduction of grid layout to show expanded working out
- Column addition can be used to total the grids:

$$38 \times 7 =$$

30	8
210	56
266	

$$+ \begin{array}{r} 210 \\ 56 \\ \hline 266 \end{array}$$

Multiplication Stage 6

- Grid method extended to bigger numbers (HTU × TU)
- Introduction of vertical format linked to grid method:

×	100	50	6	
20	2000	1000	120	3120
7	700	350	42	1092
				<u>4212</u>

$$\begin{array}{r} 38 \\ \times 7 \\ \hline 210 \quad (30 \times 7) \\ 56 \quad (8 \times 7) \\ \hline 266 \end{array}$$

Multiplication Stage 7

- Consolidation of stage 6.
 - Grid method extended to bigger numbers and decimals
- Contracted vertical multiplication, e.g.

×	20	3	0.5	
10	200	30	5	235
2	40	6	1	47
				<u>282</u>

$$\begin{array}{r} 38 \\ \times 7 \\ \hline 266 \end{array}$$





Calculation Policy: Division (\div)



Division Stage 1

- Working at a practical level to gain experience of sharing and to become familiar with the appropriate language

Division Stage 2

- Separate a given number of objects into equal groups and record results informally using pictures

Division Stage 3

- Understand division as grouping, repeated subtraction or sharing, and record informally: $8 \div 2 = \bigcirc\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc$
Interpret as how many 2's in 8?

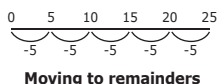
Division Stage 4

- Use the \div and $=$ signs recording horizontally: $12 \div 3 = 4$

Repeated subtraction:

$$25 \div 5 = 5$$

$$27 \div 5 = 5 \text{ r } 2$$



Division Stage 5

- Begin to use standard written methods, e.g. $27 \div 5 = 5 \text{ r } 2$ $96 \div 6 = 16$

$$\begin{array}{r} -27 \\ 5 \\ \hline -22 \\ 5 \\ \hline -17 \\ 5 \\ \hline -12 \\ 5 \\ \hline -7 \\ 5 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 6 \overline{)96} \\ \underline{60} \quad (10 \times 6) \\ 36 \\ \underline{36} \quad (6 \times 6) \\ 0 \end{array}$$

Division Stage 6

- Use standard written methods using multiples of 10,

e.g. $196 \div 6 = 32 \text{ r } 4$

$$\begin{array}{r} 6 \overline{)196} \\ \underline{180} \quad (30 \times 6) \\ 16 \\ \underline{12} \quad (2 \times 6) \\ 4 \end{array}$$

Division Stage 7

- Consolidation of stage 6
- Contraction of formal method $5 \overline{)377} 75 \text{ r } 2$
- Move on to decimals.



Multiplication Tables

Two Times Table

2

1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20
11 x 2 = 22
12 x 2 = 24

Three Times Table

3

1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30
11 x 3 = 33
12 x 3 = 36

Four Times Table

4

1 x 4 = 4
2 x 4 = 8
3 x 4 = 12
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40
11 x 4 = 44
12 x 4 = 48

Five Times Table

5

1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60

Six Times Table

6

1 x 6 = 6
2 x 6 = 12
3 x 6 = 18
4 x 6 = 24
5 x 6 = 30
6 x 6 = 36
7 x 6 = 42
8 x 6 = 48
9 x 6 = 54
10 x 6 = 60
11 x 6 = 66
12 x 6 = 72

Seven Times Table

7

1 x 7 = 7
2 x 7 = 14
3 x 7 = 21
4 x 7 = 28
5 x 7 = 35
6 x 7 = 42
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70
11 x 7 = 77
12 x 7 = 84

Eight Times Table

8

1 x 8 = 8
2 x 8 = 16
3 x 8 = 24
4 x 8 = 32
5 x 8 = 40
6 x 8 = 48
7 x 8 = 56
8 x 8 = 64
9 x 8 = 72
10 x 8 = 80
11 x 8 = 88
12 x 8 = 96

Nine Times Table

9

1 x 9 = 9
2 x 9 = 18
3 x 9 = 27
4 x 9 = 36
5 x 9 = 45
6 x 9 = 54
7 x 9 = 63
8 x 9 = 72
9 x 9 = 81
10 x 9 = 90
11 x 9 = 99
12 x 9 = 108

Ten Times Table

10

1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120

Eleven Times Table

11

1 x 11 = 11
2 x 11 = 22
3 x 11 = 33
4 x 11 = 44
5 x 11 = 55
6 x 11 = 66
7 x 11 = 77
8 x 11 = 88
9 x 11 = 99
10 x 11 = 110
11 x 11 = 121
12 x 11 = 132

Twelve Times Table

12

1 x 12 = 12
2 x 12 = 24
3 x 12 = 36
4 x 12 = 48
5 x 12 = 60
6 x 12 = 72
7 x 12 = 84
8 x 12 = 96
9 x 12 = 108
10 x 12 = 120
11 x 12 = 132
12 x 12 = 144

5 x 5
2 x 4
10 x 3

Multiplication Tables

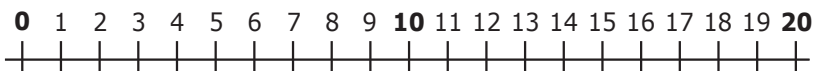
×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

100 Square

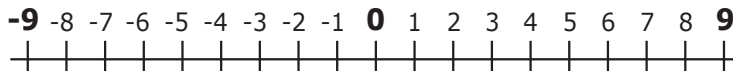
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Number Lines

Units



Positive and Negative Numbers

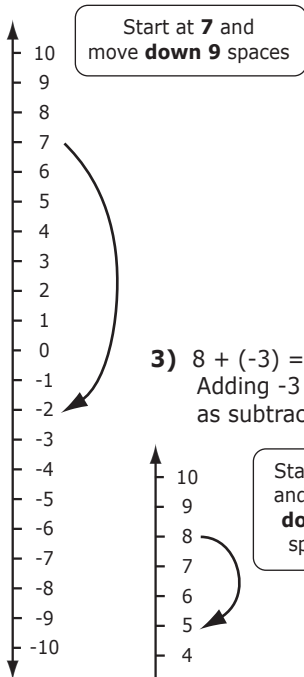


Number Lines

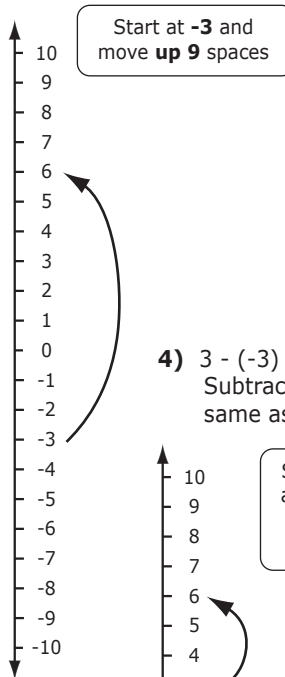
Remember that a number line can be **vertical** as well as **horizontal**.

Examples:

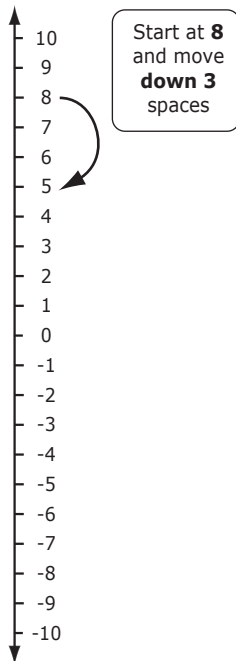
1) $7 - 9 = -2$



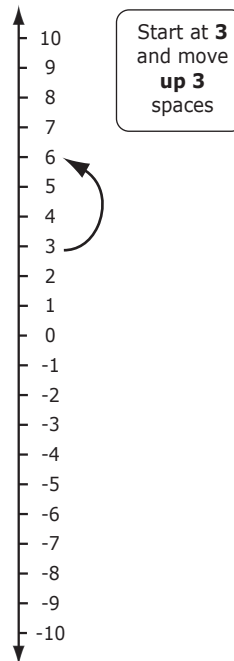
2) $-3 + 9 = 6$



3) $8 + (-3) = 8 - 3 = 5$
Adding **-3** is the same as subtracting **3**

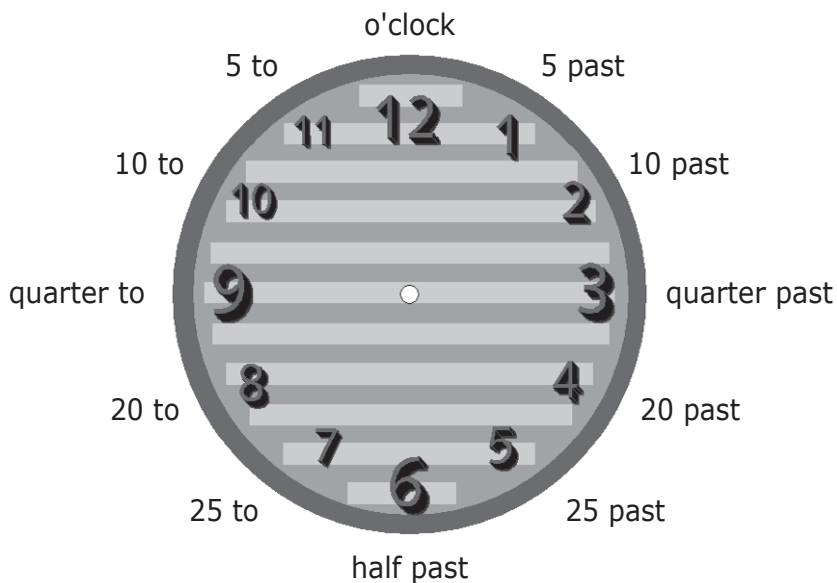


4) $3 - (-3) = 3 + 3 = 6$
Subtracting **-3** is the same as adding **3**



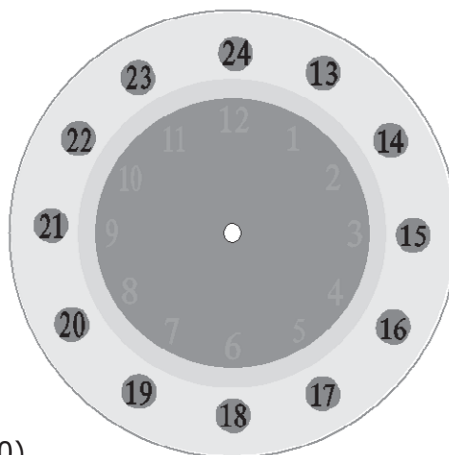
Time

12 Hour Clock

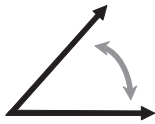


24 Hour Clock

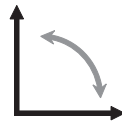
- 1 minute = 60 seconds
- 1 hour = 60 minutes
- 1 day = 24 hours
- 1 week = 7 days
- 1 year = 52 weeks
(365 days or
366 days in a
leap year, like
2016 and 2020)



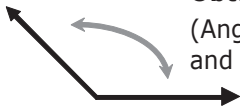
Angles and Shapes



Acute angle
(Angle less than 90 degrees)



Right angle
(An angle of exactly 90 degrees)



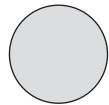
Obtuse angle
(Angle between 90 and 180 degrees)



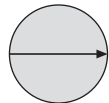
Reflex angle
(Angle between 180 and 360 degrees)

Two dimensional shapes		
Sides	Name	Shape
3	Triangle	
4	Square	
4	Rectangle	
5	Pentagon	
6	Hexagon	
7	Heptagon	
8	Octagon	
9	Nonagon	
10	Decagon	

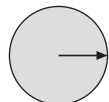
Parts of a circle include the following:



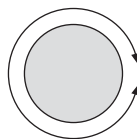
Circle



Diameter



Radius



Circumference