

# Oak Class



**Al-Ashraf**  
PRIMARY SCHOOL

## Welcome Pack

Class Teacher

*Miss Farheen Nanabawa*

Classroom Assistants

*Mrs Asma Kathrada, Miss Habibah Veshmia*

Dear Parents,

Welcome back to the new school year. We trust that your summer break has been restful, joyful, and full of adventures with your children, extended families and friends. The Oak Class teaching team would like to welcome you and your child to the beginning of a busy and exciting school year at Al-Ashraf. We hope you will find the following information useful in explaining some of the procedures for Oak Class children. Insha'Allah we will have many wonderful experiences and opportunities to learn once again and grow in the days ahead. Oak Class pupils will achieve much this year in terms of academic growth, greater self-confidence, and improved social skills.

As you know, communication is the key to a great parent-teacher relationship and it is vital to your child's success in school. We encourage you to contact us if you have any questions or concerns at any time. You can send us a note, message via ClassDojo, email on **[fnanabawa@al-ashraf.gloucs.sch.uk](mailto:fnanabawa@al-ashraf.gloucs.sch.uk)** or contact us via the school office. We will also do our part by sending out newsletters to update you on what we have been doing in class as well as things that are up coming. For individual concerns, we will contact you by phone or send a note home.

This welcome pack will provide you with all the essential information for Oak Class. You may find it useful to refer back to the information in this pack during the year.

Once again, we are looking forward to a wonderful and exciting year with you and your child!

Yours Sincerely,

*Miss Nanabawa, Mrs Kathrada and Miss Veshmia*

# *Code of Behaviour*

Each class makes up class rules at the beginning of the year, which everyone agrees will assist learning and facilitate a happy classroom environment. In addition, there are school rules and values, which are contained in the school brochure and behaviour policy, which can be obtained from the school office.

There is an expectation of high standards of personal behaviour and respect for others, which we hope you will encourage and support.

Children's achievements are celebrated in a special Celebration Assembly where they are given a 'star of the week' certificate. Due to Covid-19, whole school assemblies will not take place; instead we will have class assemblies. They do find this very motivating. Rewards also include stickers, certificates, special prizes, praise and the opportunity to share their work with other staff and children. Considerate behaviour is also noticed at break and lunch times.

We use ClassDojo to reward positive behaviour. Through this website children can gain points for their positive behaviour, such as kindness and hard work. Points can also be taken away for negative behaviour. Once the children reach certain milestones in the number of points they have they will be rewarded. At the end of each term the child with the highest number of points will also be awarded with a prize. As well as the ClassDojo we will continue to use the School's Behaviour Policy for negative behaviour or actions.

## **Everyone has the right to:**

- Feel safe, cared for and respected for.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play with-out disruption

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others.

*We say No to Bullying, whether verbal or physical, it has no place in our school. We ask for all parents and pupils to help us by reporting immediately any incidents so that we can deal firmly and fairly with any bullies, involving parents if appropriate.*

**The dreaded H word HHH...**

# Homework

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should be encouraged.

The main focus for homework in Key Stage 2 continues to be English and Maths; however, children will be given more varied tasks in other areas of the curriculum.

**What type of work will my child get?**

**Reading.**

Children may read to an adult, with an adult or read to themselves. The story and characters should be talked about and new words

discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Children are responsible in making sure their reading records and reading books are in school every day.

Please see the 'reading' section for more information.

### **English**

Children will receive weekly homework on SPAG.com. Weekly spellings should also be practised at home.

### **Maths**

This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work. Children will be asked to make sure they know their tables from 2 to 12. They should be able to recite them and answer mixed questions. We will set challenges weekly times tables challenges on TTRockstars.

### **Other Areas**

Work could be linked to any other curriculum area, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or conducting an interview. The nature of this work may be more open ended than in other areas.

### **How much time should be spent on homework?**

<b>Year 5/year 6</b>
30 minutes per week on set homework
A regular weekly schedule with continued emphasis on English and Mathematics but also ranging widely over the Curriculum. On-going reading and completion of reading journals

### **When will homework be set and when will it be due in?**

Homework will be set on FRIDAY and due in on WEDNESDAY.

### **What about children who don't complete homework?**

The expectation is that children will complete homework. The Teacher will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework then the teacher will speak to parents to find out why. There may be occasions when a child will miss playtime or some of lunchtime if they have not completed homework.

### **What if a child says they have received no homework?**

If there is any reason why a child will not receive homework then the teacher will inform parents in a letter. If parents have not received a letter then they should check with the child's teacher. There may be occasions if the teacher is away that the homework is not set but we will try to avoid that happening.

### **How will the homework be marked?**

Teachers will mark children's homework in a variety of ways but always according to the schools marking policy.

# READING

## READ! READ! READ! READ!

As commanded in The Holy Quran- 'Iqra'.  
Read to your children and listen to them read- it has an incredible impact on them academically, emotionally and socially.

"A house without books is like a room without windows" ( Horace Mann)

### *Sharing Books with your Child*

Here are some helpful hints for making this an enjoyable experience.

- Choose a time when you can be **relaxed** and give your **undivided attention**.
- **Praise** what your child can do - build confidence at every opportunity.
- Make it **enjoyable** for both of you - enjoy the book, it's not just about getting the word right. Even if you think the text is too easy, talk about the story line or characters or find words with letter patterns in them.
- **Choose a time** in the day when your child is receptive.
- **Encourage** your child to concentrate on the meaning of what they are reading and to make a sensible guess at an unknown word.
- Remember, this does not have to be reading your child's reading book - they could read **newspapers, magazines, recipe books, letters, joke books, invitations, instructions** for games and models, **reading** related to **computer games, reference books** ...
- If your child is a **confident, fluent reader** they still need to read aloud to help them develop expression and use punctuation correctly. They will benefit from talking about the book - forming opinions, summarising, guessing what might happen next. They also need to be encouraged to read different kinds of texts.

# How often will my child change reading books?

At Al-Ashraf, we follow the Pearson Bug Club Reading Scheme. They will bring home a new book every week (provided they have read the complete book at home). The children will be listened to reading their book ONCE EVERY WEEK OR EVERY OTHER WEEK by a member of staff. Please ensure that your child keeps their Bug Club book and reading record in their school bag, so that they can be listened to during the week.

In addition to the books they bring home from school, each child is expected to read books from different genres. Teachers and Classroom Assistants will make regular checks to ensure your child is taking responsibility of his/her reading at home. We require that parents sign their child's reading record to say that their child has read a book at home 3 times a week- this can be a Bug Club book or any other book. Children who do this consistently will be rewarded for their efforts.

A list of recommended Oak Class books will be sent out separately. Throughout the year, children should aim to read as many books as they can from this list in addition to the school Bug Club books. Our school library may have some of these books and the local library should store most of these books as well. It is a good idea to reserve books from the local library.

# Children Learning Spellings

Good spelling is a fundamental part of a child's literacy development.

At Al-Ashraf Primary school, we use the Twinkl spelling programme to aid teaching of spellings in KS2. Every class has a lesson timetabled for 15 minutes at the start of the day where they learn their spellings for the week. The spelling lists for the whole academic year are available on the school website under Oak Class.

**Monday:** The teacher will teach the weekly spellings and its rules. An A4 spelling poster will be put on display every week.

**Tuesday:** The teacher will go over the definitions of the spellings for that week. Children will be given cursive writing scripts to practise their spellings and handwriting.

**Wednesday:** Look, say, cover, write, check.

**Thursday:** Children will practice writing out the spellings in cursive and pick the words to put into a sentence.

**Friday:** Children will practice writing out the spellings in cursive and pick the words to put into a sentence.

Our pupils use a Spelling Folder which provides the opportunity for pupils to record their learning, refer back to previous spellings and enables us to share our pupils' learning with their parents

## How to learn weekly spellings

We suggest Children learn their spellings using the 'Look, Cover, Write, Check' or sometimes known as SACAWAC (see and cover and write and check) Method. This encourages your child to 'see' and 'hear' the word, and to see for themselves if they spelt it right.

- Look at a spelling word.
- Cover the spelling word.
- Visualize the covered word in the mind.
- Write the word from memory.
- Check what has been written with the uncovered word.

During their English lessons, children are given the opportunity to look for patterns in the spelling of words and to invent rules and sayings to help them improve their work.

## Other ways to learn spellings

- Find words within the word (there's a 'hen' in 'when'!)
- Break the word up into smaller parts (Wed + nes + day = Wednesday)
- Break the word up into sounds (th-a-nk)
- Make up a silly sentence using the letters (big elephants cause accidents under small elephants spells 'because')
- Say the word as it is written (like 'knight')
- Find a word that rhymes with it: is the spelling the same?

## Spelling rules

Help your child to learn spelling rules. There will always be exceptions, but they work most of the time:

1. Most question words start 'wh'
2. i before e except after c
3. Add 's' for plurals except those that end in 's', 'x', 'z', 'ch' and 'sh', when you add 'es'
4. Nouns ending in 'y' change to 'ies'
5. Use 'ce' for nouns and 'se' for verbs (you advise with advice)
6. When adding 'ing' or 'ed', double the last consonant after a short vowel sound (so drop becomes dropping or dropped)
7. Don't drop the final 'e' when you add 'ly' ('comely'), but do drop it to add 'ing' ('coming')

## Spelling Tips

1. You **hear** with your ear.
2. The word separate has "a rat" in it (se**arate**).
3. Donkeys, monkeys - There are keys in don**keys** and mon**keys**.
4. The word here is also in its opposite **there**.
5. Villain - A **villain** is one who lives in a villa.
6. There is no word in English ending in -full except full.

thankful      grateful      spoonful

# Handwriting

## *Handwriting and Developing the Language of Writing*

To encourage the children to write neatly and clearly we use the following guidelines:

- A **correct pen/pencil grip** is firm but relaxed. The writing implement should be held between the thumb and the first finger, resting against the middle finger.
- Ensure **correct letter formation** at all times
- Ensure **correct posture** with children sitting comfortably with feet flat on the floor with body upright but tilted slightly forward on a chair suited to the height of the table.
- Children should have **good light** in order to see what they are writing without eye strain.
- The **paper position** should be adjusted to suit right or left-handers, that is, find the writing position which is the most comfortable.
- Provision must be made for **left-handed children**. If these children are taught how to be left-handed then they can write as freely and legibly as right-handed children. Additional information regarding left-handed children can be found in "Joining the ABC", published by LDA.

## **DEVELOPING THE LANGUAGE OF WRITING**

The language of writing is also important as it enables children to verbalise their physical actions and to understand the language used in the writing experience.

- Use letter names not sounds.
- Use words such as top, bottom, up, down, round, over, back, letter, word, pattern, left, right, join, curved, straight, etc.

It is our aim to have children writing with pens neatly and correctly by the end of the year.

# P E

We have one session of P.E every week, which will be on **Friday**. Due to Covid-19, parents must send children in their PE kit from home on PE days. Please ensure children wear suitable cardigan/ jumper with their PE uniform as PE attire tends to be made from thinner fabric compared to the normal school uniform. Children may wear trainers to school on PE days.

# Assessment

## How will your child's progress be measured?

Due to the changes in the National Curriculum, your child will no longer be awarded a level of achievement. The government has made changes to ways in which children's achievement is assessed and monitored.

We are now using a tracking system which will monitor your child's progress. Using this information, at the end of the year we will be able to inform you whether your child is working towards the end of year targets (WTS), has achieved the end of year target (WA) or is working at the greater depth (WGD). This should provide you with a fair understanding how of your child is progressing.

The table below shows End of year attainment bands:

	<b>Below Expectations</b>	<b>Average</b>	<b>Above Expectations</b>
<b>Bands</b>	WTS	WA	WGD

# Year 6 Writing Targets

Across a range of writing:

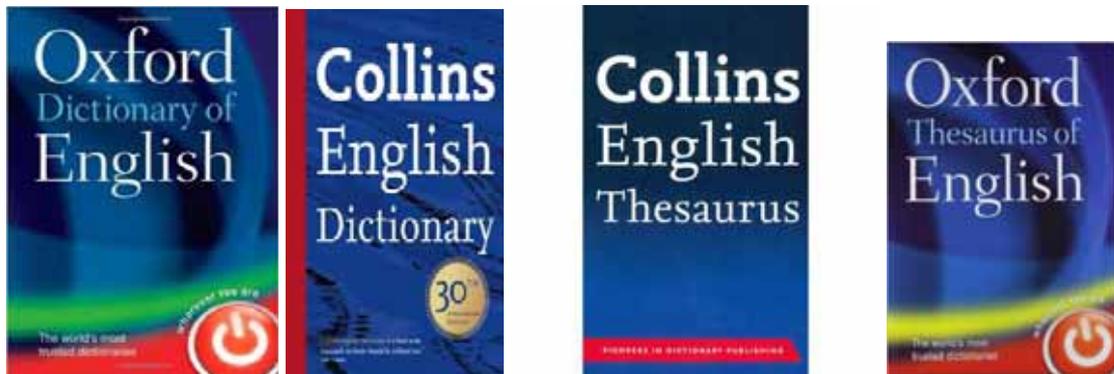
•I use a variety of sentence lengths, structures and subjects to make my writing clear and to add emphasis. (Simple, compound and complex sentences).
•I use a wide range of connectives to clearly show the relationships between ideas.
•I use some features of sentence structure to build up detail and add layers of meaning, for example, changing the order of words and using embedded clauses.
•I use a full range of punctuation accurately to show my sentences, including speech punctuation.
•I can usually punctuate and use grammar accurately within sentences to make the meaning clear. This includes commas to mark clauses, semi-colons and dashes.
I structure texts clearly with sentences organised into appropriate paragraphs.
•I deliberately control the structure of a whole text, for example, I refer back to the introduction at the end.
•I guide the reader through a text using clear links between paragraphs.
•I use paragraphs to clearly structure the main ideas across a text.
•I use a range of devices to support organisation, for example, use of pronouns, connectives, referring to earlier parts of the writing.
•I usually maintain links between paragraphs/ sections across a whole text.
•I develop relevant ideas and material, using some imaginative detail.
•I develop and shape language and ideas to suit the purpose of my writing.
•I adopt and maintain a clear viewpoint across a text.
•I make the purpose of texts clear. I maintain the purpose throughout the text.
•I use the features that are appropriate to the purpose of a text. Sometimes I adapt the features if necessary.
•I maintain the interest of the reader by using an appropriate style.
•I choose vocabulary to create particular effects.
•I use a reasonably wide vocabulary.

## Equipment

All children will be given their own pencil cases which they will keep on their desks.

Please ensure all children bring their water bottles to school daily.

It is advisable for all children to keep a personal dictionary and thesaurus in school.



# *A final note...*

For a child to be successful in school, a good working relationship between parent and school is important, which is why your support is vital. I look forward to working with you and your child and I hope that we can have a fantastic year.

Miss Nanabawa 😊