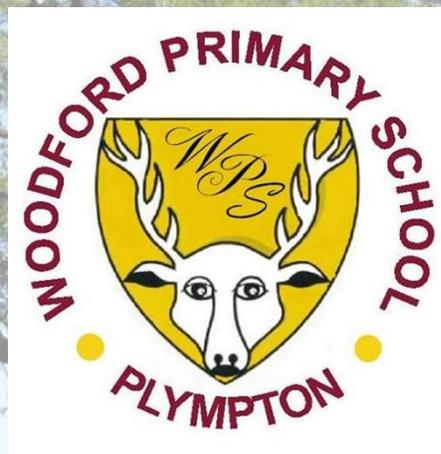
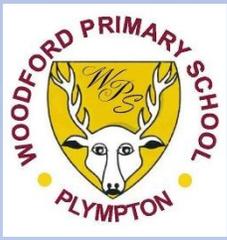


# Getting to know Year 5

Chestnut and Sycamore Class  
2025 / 2026





**Welcome**



## A Message from Mrs Patrick...

Welcome to the new academic year. Starting school this September, our number one priority is ensuring that the children build strong connections with their new teaching team so that they feel safe, respectful and ready to learn in their new environments. The first days and week have been centred around relationship building, learning new routines and expectations. This ensures children build confidence in their understanding of a new curriculum, enhanced expectations and their new year group. This strong foundation enables a love of learning and strong personal wellbeing to grow.

Our aim for all children is to grow their potential, enabling them to achieve high personal performance through our knowledge-rich curriculum. The curriculum is supported by our strong behaviour culture; an ethos of wellbeing and care; our STRIVE values; promotion of positive mental health and having high expectations for all our children so they achieve maximum success in all aspects of school life.

Please do message me on class dojo or email [woodford.primary.school@plymouth.gov.uk](mailto:woodford.primary.school@plymouth.gov.uk) should you wish to get in touch. Alternatively, I am at the main entrance in the mornings to welcome the children into school.

We look forward to working positively in partnership to achieve the very best for your child.



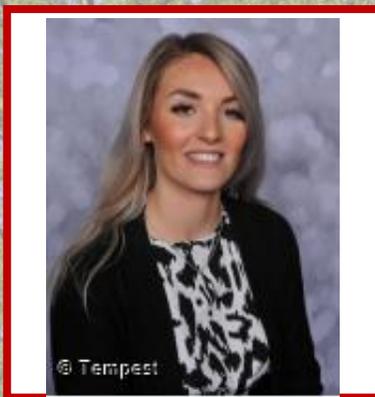
WESTCOUNTRY  
SCHOOLS TRUST



## Meet the Year 5 Team



Miss O'Neill  
teacher/MFL  
lead



Miss Downing  
English lead/  
link with maths



Miss Flynn  
Teaching  
Assistant/ MTA

**Miss O'Neill – Fulltime teacher**  
**Miss Downing – Full time teacher**  
**Miss Flynn – Mornings**

**PPA – Mrs Eames (Chestnut) / Mrs Welsh (Sycamore)**



## Meet the Leadership Team



Mrs Patrick  
Headteacher



Mrs Rose  
Deputy  
Headteacher



Miss Ritchie  
Assistant  
Headteacher and  
SENCo



Mr Bennett  
EYFS/KS1 Phase  
Leader



## Meet the Safeguarding Team



Mrs Patrick  
Headteacher



Miss Ritchie  
Assistant  
Headteacher  
and SENCo



Mr Bennett  
EYFS/KS1 Phase  
Leader



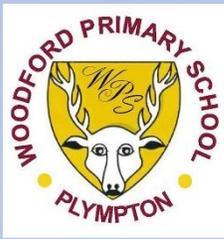
Mrs Milbourn  
PSA



Mrs Latham  
Attendance  
Officer

Should you have any concerns about a child, please talk to a member of staff or alternatively email [safeguarding@wps.plymouth.sch.uk](mailto:safeguarding@wps.plymouth.sch.uk).

**Safeguarding a child is everyone's responsibility.**



# Attendance



We welcome your child into school every day. Strong attendance supports strong academic success and positive social and emotional learning.

Attendance is monitored by our school attendance team on a regular basis so that we can ensure that every child has the maximum opportunity to receive their education. We offer support when needed to work with families for the best outcomes.

If for any reason your child cannot attend school on a particular day, please inform the school office at the start of the day. Please do not message class teachers on dojo regarding attendance. We must follow the attendance policy.



Excellent attendance grows potential for all.

## Woodford Primary School

### Attendance Ladder



At Woodford Primary School, we promote excellent attendance.

Attendance is important for attainment, wellbeing and wider outcomes for children.

Excellent attendance promotes high expectations.

Attendance is everyone's responsibility.

Communication and relationships are key in supporting excellent attendance.

Parents have a legal duty to ensure their child has an appropriate education.

Schools have a legal duty to take an attendance register twice daily.

### INFORMATION

The school day starts at 8:50.

Morning registration is open for 10 minutes.

Telephone the main office 01752 336228 if your child cannot attend school on that day.

Medical appointments, wherever possible, should be arranged out of school hours.

Westcountry Schools Trust does not support authorisation of term-time holidays.

Fixed-term penalty notices will be issued.

### ATTENDANCE CHAMPIONS



Mrs Latham  
Attendance Officer



Mrs Patrick  
Head Teacher



Mrs Milbourn  
PSA



# STRIVE for Success



These are our values in school that help us to be responsible and informed citizens who have a positive impact on the world that we live in.

## Self-motivation

- Set goals and take positive risks.
- Be brave and believe!
- STRIVE to achieve the end goal.

## Resilience

- Persevere and make mistakes to learn.
- Self-reflect to improve performance.
- Listen and act on feedback.

## Valued Contribution

- Negotiate, listen carefully and learn to compromise.
- Build and maintain healthy relationships.
- Contribute to team learning.

S

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E

## Thinking

- Ask questions.
- Experiment with own and others' ideas.
- Articulate, reflect and respectfully challenge attitudes and viewpoints.

## Independence

- Attend and be punctual.
- Be ready for learning.
- Identify opportunities, organise and plan.

## Empathy

- Be self-aware with feelings, emotions and actions.
- Show compassion.
- Understand and feel with others.

# Information for Parents ~ Behaviour in School

Woodford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Positive relationships and behaviour make our school a safe, respectful environment to enable effective learning to take place.

Structures, routines, positive norms, taught behaviour, high expectations and consistent consequences are fundamental to the success of our school behaviour culture. Calm and orderly classrooms requires the dedication, persistence and consistency of all staff to support children to achieve maximum success.



## How we celebrate positive behaviours.



Positive Noticing

Praise  
Stickers

Dojo points  
Merits

Star of the day  
Headteacher Awards

Whole class dojo reward  
Positive verbal feedback

Messages home  
Woodford Wonders



## Behaviour Success

'Safe, Respectful and Ready to Learn'

Reminder	 reminder	An adult will remind me of the behaviour that is expected so that I can focus on learning and make the right choice.
Reflect Year Team	 discuss	I have not made the right choice with the expected behaviour. My adults will talk with me to help me correct it. A 'Needs Work' Dojo will be added to inform my parents/carers.
Reflect Phase Team	 plan	I am finding it difficult to make the right choices. My Phase Leader will help me to improve this and make a plan of support. They will monitor this and let my parents/carers know my progress.

This are the steps used when children need support to demonstrate a safe, respectful and ready to learn attitude. They are consistent across the whole school.

How we respond to behaviours that do not meet our school expectations, teaching and coaching responsibility for actions, choices and consequences.

Reminder  
'Needs Work' Dojo notification  
Message home  
Reflection - time to talk with an adult to fix the behaviour  
Reflection - discussion with key stage phase leader to set a plan  
Parent and school meetings  
Meeting with external agencies  
Internal seclusion  
Suspensions  
Permanent exclusions

We hold boundaries, limits and expectations firmly but are gentle and relational with the child.

# Technology in School - Our Rules

Woodford Primary School is committed to creating a positive learning environment - in class and online.

I know that I can only take photos with **permission** from an adult and any people I am taking photos of.

I know that I can only use an iPad if there is an **adult** in the room.

We are iPad **PALS**  
**Permission**  
**Adults**  
**Learning**  
**Safe**

Your story is rubbish...

I know that I only use the iPad to support my **learning**.

I know that I can only watch videos or visit websites an **adult** has asked me to use.

I know that I can only write **safe** and respectful comments or messages.



**Safe**



**Respectful**



**Ready to Learn**



WESTCOUNTRY

We will all make safe, respectful choices when we are online.



## English

Book Writes and  
Re-Think Reading

## Maths

NCETM  
Mastering Number  
TT Rockstars

## Our Curriculum

We use the National Curriculum  
and the following resources  
support the curriculum planning  
and learning:



## Reading

Read Write Inc  
Accelerated Reader  
Re-Think Reading

## Computing

Purple Mash

## Science

Purple Mash

## French

Rachel Hawkes

## Grammar and Spelling

EdShed

## Humanities

Opening Worlds

## PE

Arena PE and  
iMoves

## Handwriting

Letterjoin

## PSHE

Jigsaw

## Music

Charanga

## ART and Design

Kapow

## Design Technology

Kapow



# Our Learning this term



Each term, you will receive a parent overview of the curriculum. This helps support the learning partnership.

WOODFORD PRIMARY SCHOOL	Curriculum Overview for Parents 2025-2026	Year: Five	Term: Autumn 1 2025
<b>Curriculum Areas</b>			
<p><b>English:</b></p> <p>This term, the children will be revising the grammar from year 3/4. The focus this term is sentence construction and revising the key components which make up a sentence.</p> <p>We will be focusing on:</p> <ul style="list-style-type: none"> <li>Subject-verb agreement</li> <li>Verbs being the 'heart' of the sentence</li> <li>Adverbs</li> <li>Adjectives</li> <li>Ensuring a sentence makes sense</li> <li>Punctuating a sentence correctly</li> <li>Characters thoughts and feelings</li> <li>Main and subordinate clauses</li> </ul> <p>This term we are using a short film called 'Paraphernalia' to write a descriptive paragraph on part of the story. The children will use what they have learnt to transcribe a coherent paragraph.</p> <p>The second text is non-fiction called 'Everything You Need To Know About Snakes'. During this unit, we will be focusing on organisational devices such as, cohesion and layout devices. The children will revise and learn:</p> <ul style="list-style-type: none"> <li>Noun phrases including relative clauses</li> <li>Verb tenses</li> <li>Vocabulary choices</li> <li>Modal verbs</li> </ul> <p>The children will be creating an informative text based on their interests (not animals) with at least three sections.</p> <p>The children will have a taught session of spellings each week and will have time during the week for practising the spellings. The spellings will be sent home as homework and uploaded onto Spelling Shed. Please ensure all worksheets sent home are uploaded to the activity part on Class Dojo.</p>	<p><b>Maths:</b></p> <p>We will begin the Autumn term by understanding tenths as part of a whole, representing tenths in different ways (both as decimals and fractions) and to calculate mentally. The children will count in ascending and descending order as well as using:</p> <ul style="list-style-type: none"> <li>Number lines</li> <li>Tens frames</li> <li>Dienes</li> <li>Place value charts</li> <li>Place value counters</li> <li>Gattegno chart</li> </ul> <p>The children will compose and calculate with decimals including column addition and subtraction. They will use part whole models and bar models to help partition decimals into their place value.</p> <p>They will understand hundredths as parts of a whole and represent this in different ways.</p> <p>Finally, they will use knowledge of decimals to solve problems in different contexts such as length.</p>	<p><b>Science:</b></p> <p><b>Forces and Mechanisms – Physics</b></p> <p>In this Physics unit, children will build on previous knowledge learnt in year 3.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p>In the first lesson, children will explore friction between different surfaces and will use a Newton Meter to measure the force.</p> <p>They will then move on to looking at a non-contact force; gravity and its opposing contact force; air resistance. Children will answer enquiry questions to further develop their understanding of these two forces.</p> <p>Children will also investigate another force; water resistance.</p> <p>Towards the end of the unit, children will apply their knowledge of friction to explore the relationship between pulleys, levers and loads.</p>	

<p><b>Geography:</b></p> <p>Our new 'Opening Worlds' unit of study is about California. Our thinking will explore the question: <b>Why is California so thirsty?</b></p> <p>This unit links nicely with our previous geography learning on 'Deserts'. Children will use their knowledge of precipitation and arid environments to understand the factors, which make California prone to droughts. In these lessons, children will explore how this affects plants and humans living in these conditions.</p>	<p><b>History:</b></p> <p>Our new 'Opening Worlds' unit of study is about the City of Baghdad. Our thinking will explore the question: <b>Why were there so many restless minds in Cordoba and Baghdad?</b></p> <p>This term, the children will talk about how the city of Baghdad was built and how learning flourished there.</p> <p>They will look explore:</p> <ul style="list-style-type: none"> <li>Astronomy</li> <li>Maths</li> <li>Geography</li> <li>Science</li> <li>Technology</li> <li>Medicine</li> </ul>	<p><b>Computing:</b></p> <p>This term, the children are learning about 'Quizzing'. The children will work towards answering these three key questions, throughout the unit:</p> <ul style="list-style-type: none"> <li><b>What are the key features that make a quiz engaging and effective?</b></li> <li><b>How does adding feedback improve a quiz for users?</b></li> <li><b>Why is debugging important when creating a quiz?</b></li> </ul> <p>They will explore different types of quizzes and identify their features, strengths, and weaknesses, as well as experiment with creating quiz questions. Children will study additional features of quizzes, such as feedback, title screens, and content pages. They will apply this knowledge to their own educational quiz based on a chosen topic.</p> <p>This year, 'Online Safety' is embedded throughout each unit taught, rather than a stand-alone topic.</p>	<p><b>RE:</b></p> <p>Our new 'Opening Worlds' unit of study is about the stories of the prophets. Our thinking will explore the question: <b>What do Muslims learn from the prophets as role models?</b></p> <p>Children have already learnt about the beginning of Islam and the importance of the Qur'an. They will build on this by listening to stories from the holy book and gaining lessons on how Muslims follow the teachings of the prophets, in order to live their lives, devoted to Allah.</p>
<p><b>PE:</b></p> <p>Outdoor PE: Tag Rugby Indoor PE: Gymnastics</p> <p>In gymnastics, the children will be working in partners to show a variety of balances both on the floor and on apparatus. They will work on mirroring and matching their partner. They will also practise jumping and rolling in unison, and focus on using good body tension.</p>	<p><b>Art/DT:</b></p> <p>This term, we will be creating 'I need space' artwork. The unit studies 'retrofuturism' art and design. The children will think about how the race for space between USA and Russia influenced artists and designers. The children will create their own art piece using the technique of collagraphy.</p>	<p><b>French:</b></p> <p>Children will continue to learn about French phonics rules in order to help them pronounce new vocabulary and unknown words.</p> <p>The grammar children will focus on this term, is sentence order and correct adjective noun placement.</p> <p>These skills alongside acquiring new vocabulary, will increase the childrens</p>	<p><b>PSHE:</b></p> <p>Being me in my world.</p> <p>Giving the children an understanding of their rights and responsibilities as British citizens and how these are also reflected within the school environment.</p>

<p>In tag rugby, the children will practise throwing a rugby ball in the correct way. They will practise throwing the ball backwards and think about the best ways to attack and defend against an opposition.</p>		<p>fluency and ability to produce written and oral production of the language.</p>
<p><b>How I can support my child this term:</b></p> <ul style="list-style-type: none"> <li>Please use the Learning Partnership Planner to record reading and practice at home.</li> <li>Message the class teacher on Class Dojo should you have any issues with curriculum, learning, wellbeing or behaviour.</li> <li>Times Table Rock Stars, Numbots and Spelling Shed.</li> </ul>	 	<p><b>My child's timetable:</b></p> <p>PE Tuesday – Outdoor PE Thursday – Indoor PE</p>



# Our Timetable



	8:40	8:50	9:00	9:30	10:30	10:45	11:00	12:00	1:20	2:00	3:00
<b>Monday</b>	FB4 Meet & greet	Registration	Reading	Maths	Assembly	Break	English	Lunch	PPA French Kelly	PPA Arithmetic (Time Tables) Julie	Class Story
<b>Tuesday</b>	FB4 Meet & greet	Registration	Reading Fresh Start KW with CF/AP	Maths	Picture News		English		Geography	PE (Outdoor)	Class Story
<b>Wednesday</b>	FB4 Meet & greet	Registration	Reading	History	Singing		Maths		Science	ICT	Class Story
<b>Thursday</b>	FB4 Meet & greet	Registration	Reading Fresh Start KW with CF/AP	Maths			English		PSHE	PE (Indoor)	Class Story
<b>Friday</b>	FB4 Meet & greet	Registration	Spelling/Handw riting Fresh Start KW with CF/AP	Maths	imoves Mindfulness		English		RE	Art	Celebration

Meet and greet/Registration  
Basic Skills Spelling



This document shows you what your children will be aiming to achieve by the end of year XX in reading, writing and mathematics.

These are available on our school website.

[Woodford Primary School - Our Classes](#)

# Year 5 Standards

### Reading

- continue to apply phonic knowledge and skills until reading is fluent
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read aloud books quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,
- re-read these books to build up their fluency and confidence in word reading.

**WHAT I CAN DO TO HELP MY CHILD:**

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction
- discussing the sequence of events in books and how items of information are related
- being introduced to non-fiction books that are structured in different ways
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- continuing to build up a repertoire of poems learnt by heart,
- checking that the text makes sense to them as they read and correct inaccurate reading
- making inferences on the basis of what is being said and done
- explain and discuss their understanding of their books, poems and other material, both those that they listen to and those that they read for themselves.

**Read books with your child and talk about the story, the poems or the information in them. What parts of the book have they enjoyed the most and why?**

**Allow your child to read at their own pace and encourage them to re-read their favourite stories. This will help to begin recognising familiar letters, words and develop fluency.**

Make use of our online resources to support your child's learning.

### Maths

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100, use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.
- solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods.
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

**WHAT I CAN DO TO HELP MY CHILD:**

- Talk about maths when cooking, working out change, counting how many cars you can see.

### Maths

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems
- recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- write simple fractions for example,  $\frac{3}{2}$  of 6 is 9 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder and a triangle on a pyramid)
- compare and sort common 2-D and 3-D shapes and everyday objects.

**WHAT I CAN DO TO HELP MY CHILD:**

- Help your child to count on and back from any number. Help them to recite their times tables.—2, 5 & 10.

### Maths

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm), mass (kg/g), temperature ( $^{\circ}$ C), capacity (litres/ml) to the nearest appropriate unit
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- use mathematical vocabulary to describe position, direction and movement
- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer questions about totalling and comparing categorical data.

Make use of our online resources to support your child's learning.

### Writing

- Write narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- planning or saying out loud what they are going to write about
- encapsulating what they want to say, sentence by sentence
- make simple additions, deletions and corrections to their own writing
- re-reading to check that their writing makes sense and that verbs are used correctly and consistently
- proofreading to check grammar and punctuation
- read aloud what they have written with appropriate intonation to clear.

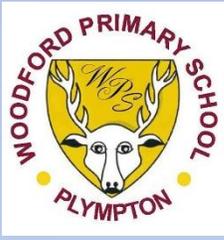
**WHAT I CAN DO TO HELP MY CHILD:**

- Encourage your child to want to write. Let them use crayons, pencils, felt-tips & paints to make patterns and pictures.
- Write down a story your child tells you—they will see. Get them to suggest words and phrases.

### Writing

- segmenting spoken words into phonemes and representing them by graphemes, spelling many correctly
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones (there, their, they're)
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- form lower-case letters of the correct size relative to one another
- start using some of the tall strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, slant, position and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.
- learning how to use both familiar and new punctuation correctly including exclamation marks, for lists and apostrophes
- learn how to use sentence forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify (for example, the blue butterfly)
- Use the present and past tenses correctly
- Use subordination (using when, if, that, or because) and co-ordination (using or, and, but)

Make use of our online resources to support your child's learning.



At Woodford we use a scheme called *Letterjoin*.  
This is the letter formation your child is expected to  
use in their writing:

Handwriting...

Cursive Lower Case Letters

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

Capital Letters

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



## Reading

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading - and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read. Parent's support with regular reading at home can really make a difference!

Please use the home learning planner to communicate the reading completed. Staff will monitor this and offer support.

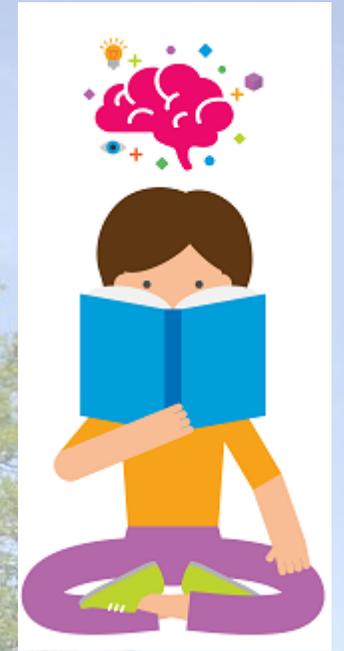




## Accelerated Reader



As children finish the RWI scheme, they will move onto Accelerated Reader. Children will choose a book at the right level for them, which will be determined by a Star Reader test that assesses their reading comprehension. From this, Accelerated Reader will allocate each child a ZPD (Zone of Proximal Development). The ZPD is a numerical range, which gives your child a wide choice of books to choose from that will be at the right level of challenge and help them to progress with their reading. Once children have completed a book, they will then quiz on it and receive a score to see how much of it they have understood. Furthermore, Accelerated Reader provides children with a target to achieve based on how many books they have successfully quizzed on and we hope this will further ignite a love for reading at Woodford. Children will need to pass 3 books attaining 80% or more, to move up through the bands. We will be giving certificates this year for the number of books passed.





## Home Learning

Woodford  
Primary School



Learning Partnership  
Planner

Name	
Class	
Year	

'STRIVE for Success'



Learning Partnership Planners, which every child will have received promote the high value we put on home/school links and continuing school learning at home.

Home learning must be recorded in them each week and planners then shared with the class teacher. Retrieval quizzes will be completed in the planner to enable you as parents to track your child's progress and success. When children read in school, this will be recorded to support the reading progress for your child, alongside the comments regarding reading at home.

These are to be valued and looked after by children. Replacements will need to be purchased should your child lose or damage them.

Please support home learning by recording reading comments and noting the fluency practice with phonics, spelling and number facts.



## Daily Routines



8.40am – Meet and Greet

Break – 10.45am

Lunch – 12pm

End of day – 3.20pm

PE – Tuesdays (Outdoor) and Thursdays (Indoor)

PPA – Monday pm



All children are expected to wear school uniform.  
It consists of the following items:

**School uniform/  
PE kit**

**In Winter** our uniform is maroon sweatshirts/jumpers/cardigans with school badge and grey skirts/pinafores or trousers. We also encourage children to wear white polo shirts also with the school badge on them.

**In Summer**, children can wear shorts and summer dresses (maroon and white striped or checked).

P.E. kit consists of t-shirt in your child's team colours Red (Plym) Yellow (Tamar) Blue (Dart) Green (Tavy) and black shorts for indoor activities. Foundation Stage children wear white t-shirts with the school logo.

Children do P.E. indoors barefoot but will require plimsolls/velcro trainers for outdoor activities.

Track suits or jogging bottoms can be worn for outdoor P.E sessions during the Autumn and Spring terms.

**PE Kits can be worn to school on class PE days and outdoor learning days only.**





## What to bring each day

- A **small** bag or book bag
- A named water bottle
- Packed lunch (if not having a school meal). Please remember to **not** include peanut or nut products
- Fruit snack (FS and KS1 free fruit provided)
- If your child has medication please ensure the correct forms have been completed. These forms can be downloaded from the school website.



## Parent partnership

We are very keen to promote positive parent/school partnership.

Our main form of communication between the classroom and home is through Class Dojo, so please ensure you are signed up to this.

Communication will take place **between 8:00 and 6:00** on weekdays. This is for family and staff wellbeing.



Throughout the year, we will have opportunities to discuss your child and their learning. To do this we use Dojo, Teams, telephone calls and face-to-face meetings.

AUT-Dojo review      SPR-mid year learning reviews      SUM-annual reports

There will also be opportunities throughout the year for your children to share their learning with you through our learning open afternoons.

Woodford Primary School

Home - School Communication Charter

Positive relationships between home and school are vital to good communication and for the wellbeing of pupils, parents, carers and staff. This Charter sets out how communication will be managed to make sure it is productive and supportive of the children at Woodford. Our aim is to ensure that all communications and discussions with families are positive, supportive and move matters forward in a mutually respectful manner.

In addition to parents' evenings, school events, etc., there may be occasions when parents or carers wish to communicate with the school directly with questions or information related to their child. To make sure that this is effective, these principles will be applied.

Our commitment as a school

We will:

- ensure that there is regular, proactive communication about your child's achievement and wellbeing;
- respond to emails, dojo messages, phone calls or requests for meetings usually within two working days;
- if there is an urgent matter, the school administration team will ask an appropriate member of staff to deal with the issue as soon as possible;
- display polite, professional and respectful conduct at all times;
- acknowledge receipt of an email – and confirm that a fuller response will be sent within two/three working days.

Our expectations of parents and carers

Parents and Carers will:

- ensure that any communication with the school, whether by email or telephone, is polite and respectful;
- make use of information channels in place, such as the school website, Class Dojo and newsletters, for keeping up to date with routine information;
- give an outline of what the issue is, to make sure the query is directed to the right person;
- use the school email or main reception telephone number as first point of contact (the school will forward your request to the appropriate staff member);
- ensure emails and Class Dojo messages are brief and clear;
- refrain from sending multiple emails regarding the same query;
- understand that a teacher or member of staff may be unable to respond on the same day/immediately due to prior commitments e.g. teaching, planned meetings;
- understand that teachers or other school staff will not respond outside of school hours, i.e., evenings or weekends;
- understand that teachers will only respond within the hours of 08:00-18:00 on working days;
- use any school social media channels appropriately and any personal social media in a way that is not defamatory or abusive.

If there is an in-person meeting, everyone must show mutual respect. The meeting will focus on resolving the issues that are relevant to the child and family. No offensive language, insults or personal attacks on school staff will be tolerated. If any such incidents occur, the meeting or call can be terminated with immediate effect. A parent, carer or pupil may only record a meeting or conversation with the express permission of all parties to that call or meeting. Teachers will provide a summary of the meeting, including the agreed actions.



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## Class Dojo

We will continue to use Class Dojo for showing some of the children's fantastic learning. If you are having difficulty accessing your child's page, please let us know via the school office





School  
website

Our school website is an excellent place to find out key information about the school. We hope you find it helpful.

Our parent handbook can also be found on the website.



[Woodford Primary School – Home](#)

[Parent Handbook](#)



## **KS2 Leadership Positions**

### **School Council**

This position does not require a letter of application. Instead, please prepare a speech to deliver to your class on Friday 26<sup>th</sup> September. The School Council is designed to give children some ownership of the issues that are important to them in their school. Children will work with Mrs Beresford who has a great projects lined up already.

### **Reading Ambassador**

We have a huge library in school and lots of books in both KS1 and KS2. Our Reading Ambassadors will help Miss O'Brien and Mrs Mumford to organise the new books and reading areas, support children when they are taking quizzes and changing books and help to choose books to use in class and on the playground.

### **Eco Council**

Our team help to keep the school tidy during the week using the litter picking equipment during break and lunch times. We will continue to work with the Devon Wildlife Trust to suggest ways that the school can become more environmentally friendly and take on a project with the local community to help support this and look after our local area.

### **Anti-Bullying Ambassador**

We have a very enthusiastic team already in place and the children are very excited about introducing new initiatives in school this year and supporting the adults to ensure our school is a safe and happy place. Children also support We have 2 or 3 slots open on this team to children who are currently in year 3, year 4 or year 5.

### **Digital Leaders**

Our Digital Leaders will continue to work with Miss Riggs and Mrs Marples to create new displays for the ICT suite in autumn term, help plan Safer Internet Day and to learn how to use Micro:bit coding. Digital Leaders can then put their skills to good use by running an after-school coding club for other children in the summer term.



# OUR SCHOOL NEEDS YOU

## ANNUAL GENERAL MEETING

Wednesday 17<sup>th</sup> September,  
7.30pm at School  
Refreshments provided

The current Committee are stepping down from their roles - volunteers are needed to keep the PTFA running for 2025/2026

Join us on Facebook -  
Woodford PTFA Members Group



All parents, carers, grandparents, friends and staff are part of the PTFA. EVERY child in school benefits from the funds we raise.

Anyone and everyone can help with organising and planning and putting on events **but** the PTFA cannot exist without a Committee.

There are 3 roles needed for the PTFA to continue: Chair, Treasurer and Secretary

This year we have organised:  
3 discos, Pumpkin Hunt, Christmas cards, Christmas Fayre, World Book Day Chocolate, Summer Colour Run, plus the Pre-Loved Uniform Shop and Bags 2 School



## WHY DO WE NEED A PTFA?

We have funded the first stage of renovations for the Reflective Garden, Virtual Santa and Advent Calendar, Falconry Display, donations to Year 6 Leavers books and hoodies, New Starter teddies, and more!

Without volunteers to put on events, none of this will be possible next year

### **Please consider stepping up for 2025/2026**

Speak to a current Committee member to find out more about their role -  
email [woodfordptfa@gmail.com](mailto:woodfordptfa@gmail.com)

If you cannot join the Committee - can you:

- commit to practically support at least one event this school year?
- give 30 minutes per week to serve in the Pre-Loved Uniform Shop?
- Ask your employer about Match Funding?
- Contact local businesses for sponsorship or donations



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**Any questions?**

If you have any further questions please contact the teaching team in the first instance.

Please remember the messaging part of Class Dojo is for matters related to learning only.

Thank you 😊