

Welcome to Year 5



Welcome to Y5

Teachers

Mrs Renshaw



Mr Kirkpatrick



Support Staff

Mrs Evans



Mrs Murphy



School Routines

Start of the Day

- School gates open at 8:30am and children must be in the classroom by 8:45am.
- Children enter school independently and are greeted by staff.
- Coats, bags and water bottles are put away.
- Registration takes place promptly.
- Early morning activities help children settle into learning straight away.
- Please ensure your child arrives on time every day.

During the School Day

- Lessons follow a structured timetable
- Regular opportunities for reading, writing and maths.
- Morning break and lunchtime routines
- Children are encouraged to follow our school values and the Ready, Respect, Safe expectations.
- Water bottles should be brought to school daily.

End of the Day

- Children are dismissed from their classroom door or designated collection point.
- Please wait in the agreed collection area and inform the office of any changes to collection arrangements.
- Children walking home independently must have written parental permission.
- Mobile phones brought to school by authorised pupils are collected from staff at the end of the day.



The Important of Attendance

Every school day is important and counts! Good attendance is essential for your child's educational progress and well-being. Missing time off school may cause your child to fall behind in their learning and miss important social interactions with peers. We thrive for all pupils to achieve 100% attendance but understand there may be circumstances where this is not possible.

Attendance at Dothill

Target

Help us beat
our school
target of 96.5%



Beat the bell

Be in the
classroom
before the bell
rings

Attendance Expectations

We expect children to attend school every day, arrive on time, be in the classroom by 8:45am and ready to learn. We ask parent and careers to ensure this happens in support of their child's education. If your child is going to be absent, then please inform school. The school target is to achieve a minimum of 96.5% attendance across the whole school.

Is it ok to miss a few days?

Missing a few days from school across the year may not seem like a big deal, however, research shows that absence from school can have a high impact on children's learning. At Dothill we have a progressive curriculum, which means it has units of work for each subject that build on previous learning. Each subject has a significant amount of knowledge that the children are expected to know by the end of term year – absence will cause gaps in learning impacting on the progress your child makes. Persistent absence can also impact on friendships and makes it harder for children to form good relationships with other pupils and the staff within school. Unless you have a genuine reason for keeping your child off school, then please send them in each day.

0 days off in a year 0 lessons missed	100%
2 days off in a year 10 lessons missed	99%
5 days off in a year 25 lessons missed	97%
10 days off in a year 50 lessons missed	95%
14 days off in a year 70 lessons missed	93%
20 days off in a year 100 lessons missed	90%

Reporting Absence

If your child is absent from school, then please call on 01952 386870 by 9am and provide a reason for absence.

If you do not call, then the absence may be recorded as unauthorised. We will make contact to check on your child's safety and well-being.

How we Monitor Attendance

We monitor attendance daily and discuss any pupils of concern and those who are increasingly absent from school. We also monitor weekly by looking at the attendance percentage for each class. We meet with our EWO (Educational Welfare Officer) every three weeks to discuss all pupils with attendance of 92% or below. During this meeting we plan how to offer support – this may be further monitoring, phone calls home, inviting parents for a meeting or issuing formal letters.

Attendance Team – Mrs Harvey (attendance lead), Mrs Melish (Administrator), Mrs Love (pastoral) and Leanne Hayward (EWO)

Offering Support

We understand that each family is different, and some will require more support than others. Please speak to us as we can help and support in many ways. We have a fantastic pastoral team who are always happy to help.

Achieving Good Attendance

- Be prepared – organise things in an evening to make the mornings less of a rush!
- Arrange appointments outside of the school day.
- Take family holidays outside of term time.
- Talk to your child about school.
- Attend parents evening.
- Share any problems or concerns with school – we are always happy to help.
- Ensure your child arrives on time (many children feel embarrassed when they enter a full classroom late).

Ready, Respect and Safe

About Our Class

Daily Routines

- Morning maths before registration
- Reading, Writing & Maths
- Mastering Number - after lunch

Mon - History, Tues - Science, Wed - PSHE / Computing, Thu - DT, Fri - PSHE / PE

Homework

- Reading
 - Four times per week (10mins minimum per session)
 - Reading record signed by parent
 - Reading record must be in school every day
- TT Rockstars
 - 15 mins (Garage) and 2mins (Studio) weekly
 - Best completed throughout the week rather than all in one
- Spelling
 - Practise weekly spellings (blue book)
- Half-termly Projects (optional)

Meet the Wider Team and key responsibilities



Mrs Thomas Head Teacher	Mrs Harvey Deputy Head	Mr Kirkpatrick Assistant Head	Miss Brotherton Assistant Head	Miss Love Pastoral	Mrs Sturme Learning Mentor	Mrs Wood	Mrs Willoughby
Lead DSL Governance	Deputy DSL Attendance Curriculum Behaviour Nurture	Deputy DSL Y3/4/5 Leader Maths	Deputy DSL SENCo Rainbow Room Y1 / 2 Leader	Deputy DSL Early Help Nurture	Deputy DSL Early Help ELSA Mental Health Lunch (with Phil the dog!)	EYFS Leader	Y6 Leader English

DSL – Designated Safeguarding Lead; SENCo – Special Educational Needs Coordinator; ELSA – Emotional Literacy Support Assistant

Phase leaders (marked **blue**) have a dedicated email if you need to be in touch with them rather than the class teacher. Please see the website for these.

Office Staff



Mrs Nicola Hughes



Mrs Lorna Mellish



Mrs Julie Thornton
School Business
Manager

School Contact Information

General Enquiries – Lorna or Nicola (admin team)

Telephone - 01952 386870

Email - dothill@taw.org.uk

SEND Email -
dothill.primarysend@taw.org.uk



Dothill Primary School

[About Us](#) ▾ [Our School](#) ▾ [Parents](#) ▾ [News and Events](#) ▾

Ready • Respectful • Safe
Be Your Best

Communication

In Person

- Daily contact with SLT who will be on the gates
- Teacher / TAs on the classroom door each day

Email

Letters

Weekly Newsletter

School Website

- Weekly Newsletter (News and Events section)
- Class Page updates (see Parents section)

Contact Us

- Telephone and email
- Phase leader email

(See Contact Us page of website)

Dothill Primary School
RECEPTION

Curriculum Overview

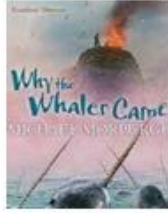
Enrichments— Anglo Saxon Experience

Home Project—Vikings and Anglo - Saxons



Reading

Why the Whales Came



Writing

Diary Writing

Recount

Observational poetry



Mathematics

Place value

Addition and subtraction

Multiplication and division



Science—changes of materials



Ready
Respectful
Safe

The impact of change



Year 5 -Autumn One



PE—Net and Wall Games—tennis



History—The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor



Design Technology—Making a cushion



Computing—Systems and searching



PSHE—Being Me in my world



Autumn 1 - Topic Project

Our current History topic is learning all about the Vikings & Anglo-Saxons. We would like you to create a project of your choice relating to this topic.

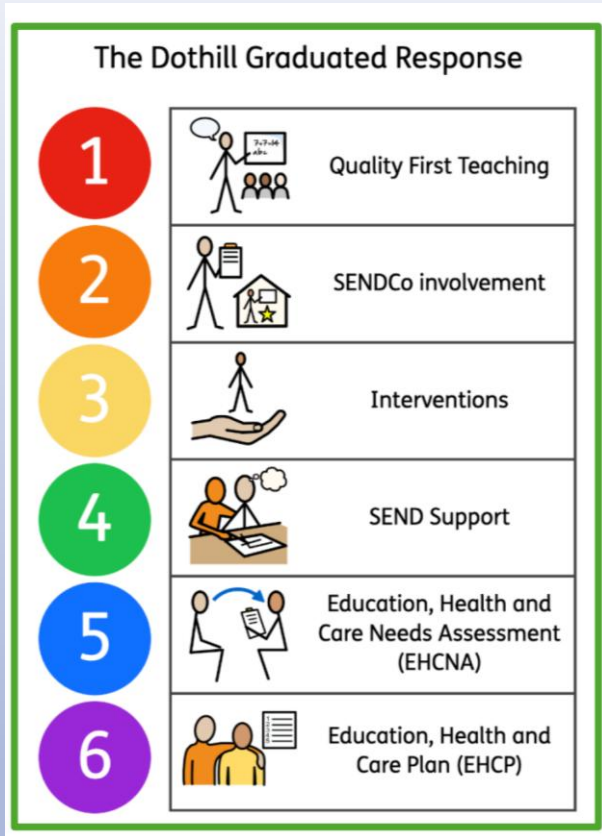
You might choose to:

- research what life was like, and compare Viking and Anglo-Saxon lives;
- write a diary entry based as a Viking raider;
- create an information poster, or a PowerPoint, about what you've learned from your own research;
- create a model of a Viking longship;
- design an Anglo-Saxon village
- or create a Viking or Anglo-Saxon helmet & shield.

Enhancements

Autumn		Spring		Summer	
The Impact of Change	Building Futures	Out of This World	Wheels in Motion	Communities	Stars & Stripes
School visit - Anglo-Saxon experience	Apley Wood (Biomes) Church - Christmas	Think Tank - planetarium	Christian leader visit	Nature Reserve	Ironworks (develop sculpture)

SEND



Our Graduated Response supports children at every stage of their learning journey. Quality First Teaching in every classroom helps to identify areas children who may need additional help.

As SENDCo, Miss Brotherton may carry out observations or direct work with your child following discussions with parents and staff. This helps us to identify next steps for your child and may involve referrals for help from other professionals.

In response to the very latest Government recommendations, the structure of the UK SEND system is changing, meaning quicker routes to support through schemes such as 'Experts at Hand'. Other new terminology will be appearing over the school year and we will be happy to navigate this with you.

We work closely with nurseries and pre-schools to ensure your child starts school confidently and with the best possible provision. We also work with secondary school staff to ensure that transitions are as smooth as possible. For children moving up into their next year groups, SEND information is carefully handed over so that your child has a smooth transition.

We will continue to offer more SEND coffee meets, offering parents the opportunity to chat informally with our SENDCo and with support workers from bodies such as PODS, the Tourette's Action Group, Family Hubs and Telford Autism Hub. Dates for these are advertised in our weekly school newsletter, alongside various SEND articles for families.

Our first SEND coffee morning is on 29th September – hope to see you there!



Reading at Home: Working Together

Why is daily reading important?

- Regular reading builds fluency, confidence, vocabulary and comprehension.
- We expect children to read **at least 4 times per week**, but daily reading is even better.
- Children will bring a reading book home from school, but they are welcome to read books from home as well.

Reading Records

- Please sign your child's reading record **each day they read**.
- Reading records help us celebrate progress and support reading habits.

Book Changing

- Reading books can be changed **daily** through the class library.
- From **Year 2 onwards**, children also:
- Visit the school library weekly with their class and have access to the library during one lunchtime each week.



Reading Expectations at Home

- **Younger children:** Read aloud to an adult for **10-20 minutes each day**.
- **Older children:** May read independently, but adults should discuss the book with them and explore any unfamiliar vocabulary.

Read Write Inc. (RWI)

- Children on the RWI programme will bring home:
 - **2 RWI books** matched to the sounds they have learned. **1 sharing book** to enjoy together.
- RWI books should be practised and read aloud repeatedly.
- Sharing books may be too challenging to read independently and are intended to develop a love of stories and reading.

Behaviour at Dothill

Behaviour is everyone's responsibility.
We work together to support our children.

Be Ready	Be Respectful	Be Safe
- Being ready for lesson - Completing homework on time - Remembering to bring equipment to school - Wearing correct school uniform - Tidying up your own workspace and the classroom - Accepting responsibility if you make a mistake and saying sorry	- Say please and thank you - Hold doors open for people - Talk kindly to other pupils - Say good morning/ afternoon to adults - Respect others right to learn - Respect school property by looking after it - Use a calm and polite tone of voice - Value differences - Follow teacher instruction	- Sitting sensibly in the classroom - Walking through corridors - Playing games that do not become too physical. - Using calm and respectful tones when we communicate.

Inappropriate Behaviours

At Dothill, we refer to 'Amber' behaviours which are unacceptable and will result in the child being removed from the classroom:



- Swearing
- Violence
- Racism (or other discrimination)
- Disrupting learning
- Damaging property
- Repeated low-level behaviours

It is a serious sanction to be removed from a classroom.

Stepped response

- Redirection and positive praise
- Clear reminder of expectations
- Warning
- Consequence
- Follow up

Additional support

- Nurture provision
- 1:1 sessions
- Pastoral support
- Behaviour plan
- Interventions

Gliding with Pride



We walk around school sensibly with pride

Fantastic Listening



We teach children how to behave – they must learn right from wrong.

Silent Signals



Team stop!

We use consistent signals across school

Behaviour Lead: Mrs Harvey

Our Behaviour Expectations



We are **ready** to Learn

We are **respectful** to each other, to school property and to our differences

We keep ourselves and others **safe** in and out of school and online

We draw attention to good behaviour in the following ways:

- Recognising children's achievements with certificates in celebration assemblies
- Giving golden letters
- Sending positive notes home
- Giving Class Dojo points
- Using teacher stickers
- Using stampers for effort and quality in work
- Sharing work with teachers, leaders and parents to show pride in their achievements
- Termly Dojo Rewards (all children are rewarded)

Zones of Regulation

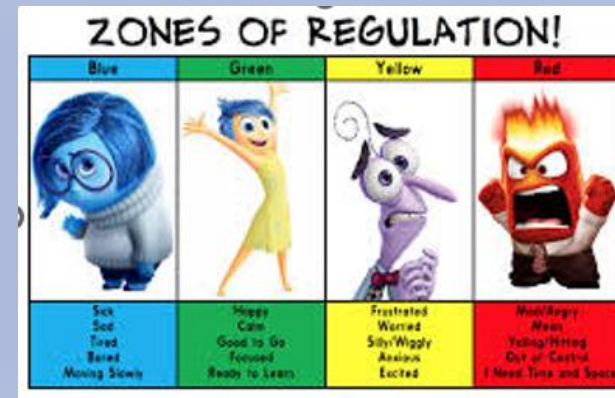
We are introducing the **Zones of Regulation** across school to support children in understanding and managing their emotions in a positive way.

The Zones of Regulation is a simple, child-friendly approach that helps children recognise how they are feeling and learn strategies to help them regulate their emotions and behaviour. It teaches children that **all feelings are okay**, but we can learn helpful ways to manage how we respond to them.

The Four Zones

Children learn about four coloured zones to describe how they might feel:

- **Blue Zone** – feeling sad, tired, bored or unwell
- **Green Zone** – feeling calm, happy, focused and ready to learn
- **Yellow Zone** – feeling worried, excited, frustrated or silly
- **Red Zone** – feeling very angry, out of control or overwhelmed

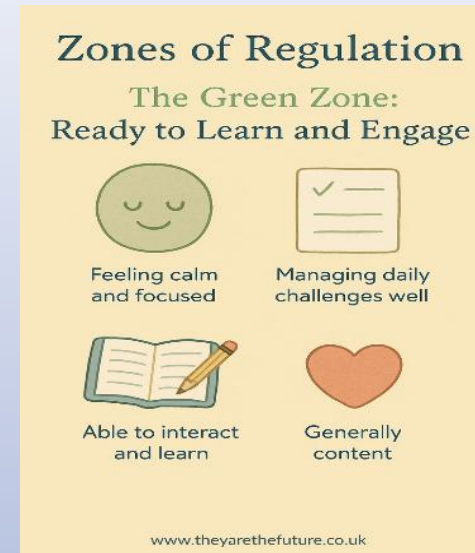


Throughout the day, children are encouraged to identify which zone they are in and use strategies to help them return to the **Green Zone**, where learning is easier.

How Zones Helps Children

Using the Zones of Regulation helps children to:

- Build emotional awareness and vocabulary
- Learn that feelings change and can be managed
- Develop coping strategies for tricky moments
- Improve self-control, resilience and wellbeing



Staff talk openly about emotions and model strategies, helping children feel safe and supported.

How Parents and Carers Can Help at Home

You can support your child by:

- Talking about feelings and using the zone colours at home
- Reassuring your child that all emotions are normal
- Helping your child practise calming strategies such as deep breathing, movement, or quiet time
- Encouraging your child to talk to a trusted adult when feelings feel big



Key Dates

These are always published on the school website and weekly newsletter

Up and coming events for the Autumn Term

- School photos 15.9.26
- Year 6 SATs meeting 17.9.26
- Year 4 MTC meeting 22.9.26
- SEND Coffee morning 29.9.26
- Grandparents Tea Party 5.10.26
- Diversity Week WB 12.10.26
- Open Afternoon 19.10.26

- Coffee Morning 24.11.26
- Year 5 Christmas Event 1.12.26
- Year 4 Christmas Event 2.12.26
- Year 3 Christmas Event 3.12.26
- EYFS Stay and Play 4.12.26 / 11.12.26
- Year 6 Christmas Event 8.12.26
- KS1 Christmas Performance 9.12.26 at 2pm / 10.12.26 at 9:15am
- Dojo Reward Afternoon 14.12.26
- Christmas dinner 16.12.26



How Parents Can Help

- Read daily
- Practise times tables/ number facts
- Encourage independence
- Ensure good attendance
- Talk positively about learning
- Read weekly newsletter
- Check emails for school communications
- Inform school of any key changes at home
- Share any concerns

