



# Welcome to Year 5

Miss Jess Hampton and Miss Le Rossignol



# Agenda



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MULTILINGUAL LEARNERS

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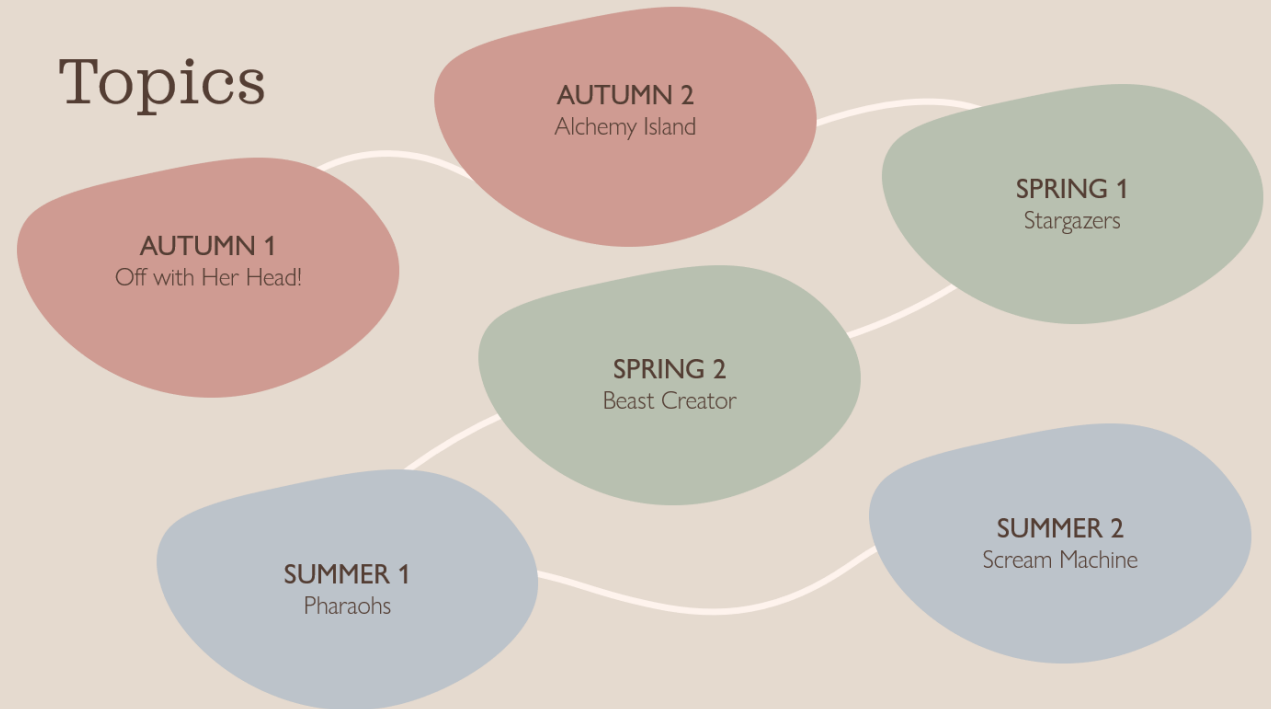
QUESTIONS

# Introduction

Welcome to Year 5!

We hope your children have enjoyed their time with us so far and are looking forward to the year ahead!

## Topics



# Meet our team:



**MISS JESS HAMPTON**

Year 5 Class Teacher  
Outdoor Play and Peer Mediation  
Lead



**MRS SUTTON**

5LR Learning support  
assistant  
Tuesday-Thursday



**MISS LE ROSSIGNOL**

Year 5 Class Teacher  
History Lead

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# Routines

# The School Week 5H (5A)

| Class: 5H |          | Autumn               | Spring               | Summer | Academic year: Year 5 |                      |           | Current date:          |                |               |
|-----------|----------|----------------------|----------------------|--------|-----------------------|----------------------|-----------|------------------------|----------------|---------------|
|           | 8:45     | 8:45 – 9:15          | 9:15- 10:15          | Break  | 10:30 – 11:00         | 11:00- 12:00         | 6:15 8:15 | 12:45 – 1:45           | 1:45 – 2:45    |               |
| Monday    | Register | Writing (45m)        | PE (45m)             |        | Maths (1h)            | Guided Reading (30m) | Lunch     | French Experience (1h) | PSHE (1h)      |               |
| Tuesday   | Register | Assembly (30m)       | Writing (1h)         |        | Maths (45m)           | Music (45m)          | Lunch     | French Experience (1h) | Science (1h)   |               |
| Wednesday | Register | Guided Reading (30m) | Writing (1h)         |        | Maths (1h)            | Handwriting (30m)    | Lunch     | French Experience (1h) | History (1h)   |               |
| Thursday  | Register | Writing (1h)         | Guided Reading (30m) |        | Maths (1h)            | Guided Reading (30m) | Lunch     | RE (1h)                | PE (45m)       |               |
| Friday    | Register | Writing (1h)         | Maths (30m)          |        | Maths (30m)           | Computing (1hr)      | Lunch     | Art (1hr)              | Spelling (30m) | Library (15m) |

# The School Week 5LR (5B)

|                  | 8.30            | 8.45     | 8.45 – 9:15                           | 9:15– 10:15                            |       | 10.30- 11:15                 | 11:15-12:00                                |                                       | 12:50-1:45                   | 1:45-2:45                       | 2:45                        |
|------------------|-----------------|----------|---------------------------------------|----------------------------------------|-------|------------------------------|--------------------------------------------|---------------------------------------|------------------------------|---------------------------------|-----------------------------|
| <b>Monday</b>    | Morning starter | Register | <b>PE</b><br>(45 minutes)             | <b>English Writing</b><br>(45 minutes) | Break | <b>Maths</b><br>(1 hour)     | <b>Guided reading</b><br>(30 minutes)      | Lunch                                 | <b>Art</b><br>(1 hour)       | <b>French Experience</b><br>2-3 | Story Time/<br>News Sharing |
| <b>Tuesday</b>   | Morning starter | Register | <b>KS2 assembly</b><br>(30 minutes)   | <b>English Writing</b><br>(1 hour)     | Break | <b>Music</b><br>(45 minutes) | <b>Maths</b><br>(45 minutes)               | Lunch                                 | <b>RE</b><br>(1 hour)        | <b>French Experience</b><br>2-3 | Story Time/<br>News Sharing |
| <b>Wednesday</b> | Morning starter | Register | <b>Guided reading</b><br>(30 minutes) | <b>English Writing</b><br>(1 hour)     | Break | <b>Maths</b><br>(1 hour)     | <b>Library</b><br>(30 minutes)             | Lunch                                 | <b>Science</b><br>(1 hour)   | <b>French Experience</b><br>2-3 | Story Time/<br>News Sharing |
| <b>Thursday</b>  | Morning starter | Register | <b>Guided reading</b><br>(30 minutes) | <b>English Writing</b><br>(1 hour)     | Break | <b>Maths</b><br>(1 hour)     | <b>Spellings</b><br>(30 minutes)           | Lunch<br>Class reader<br>(15 minutes) | <b>PE</b><br>(45 minutes)    | <b>History</b><br>(50 minutes)  | Story Time/<br>News Sharing |
| <b>Friday</b>    | Morning starter | Register | <b>Guided reading</b><br>(30 minutes) | <b>English Writing</b><br>(1 hour)     | Break | <b>Maths</b><br>(1 hour)     | <b>HW Pen Pals Joining</b><br>(30 minutes) | Lunch                                 | <b>Computing</b><br>(1 hour) | <b>PSHE</b><br>(1 hour)         | Story Time/<br>News Sharing |

# The School Week

**PE:** Mondays and Thursdays

**Music:** Tuesdays

**Computing:** Fridays

It is essential children have everything they need for these lessons on these days, including their laptop charged and ready to go!



# Snacks and Lunches

- No nuts or nut products.
- Fruit or vegetables for snack.
- Fruit baskets daily in class.
- Water bottles (reusable).
- 'Apetito' hot lunch meals available.

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# Behaviour Expectations

# Class Charter

## In our classroom we promise to:

1. Show respect to others and our environment
2. Listen to others
3. Be kind and helpful
4. Try our hardest and never give up

5H

## Our class charter

We will:

1. Show proof of listening.
2. Follow the voice-o-metre.
3. Keep hands/feet to ourselves.
4. Walk when in school.
5. Sit and put our hand up.
6. Use kind words.
7. Help/encourage one another.
8. Follow instructions.
9. Try our best.
10. Have fun!

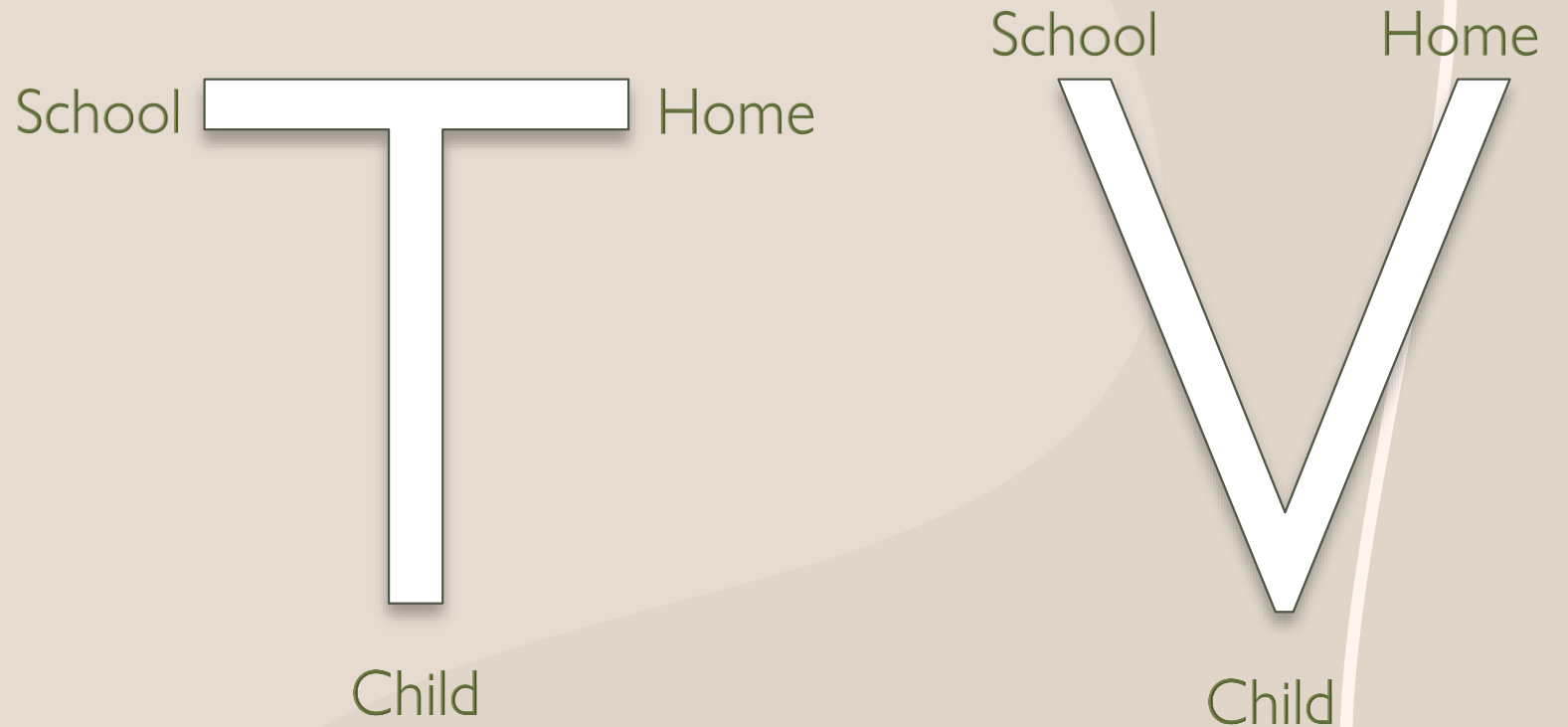
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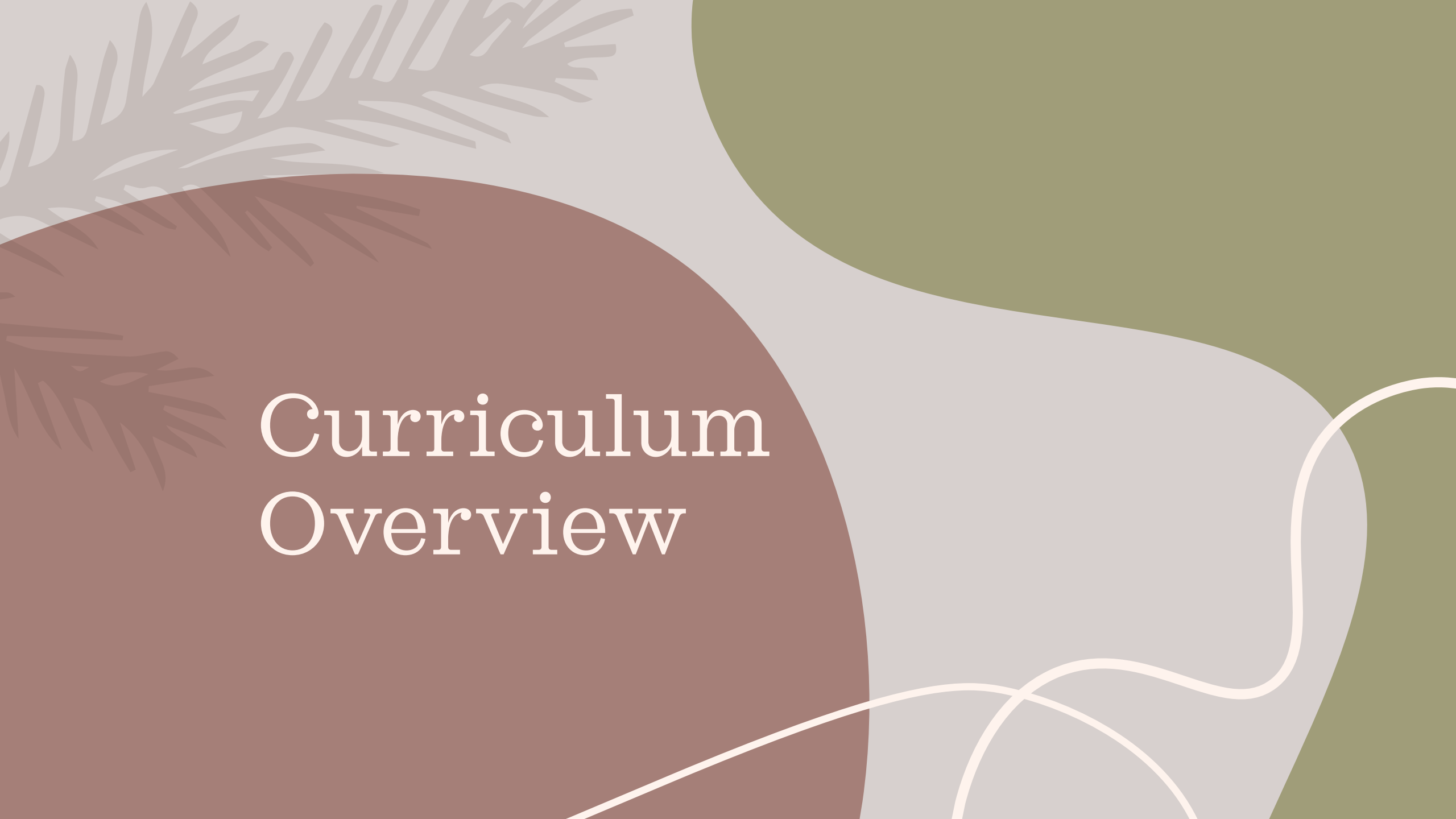
# Home and School Partnership

A strong relationship between school and home is **essential!**

We are on the same team!

If you have any questions or concerns, please let us know and we will work as a team to resolve things.

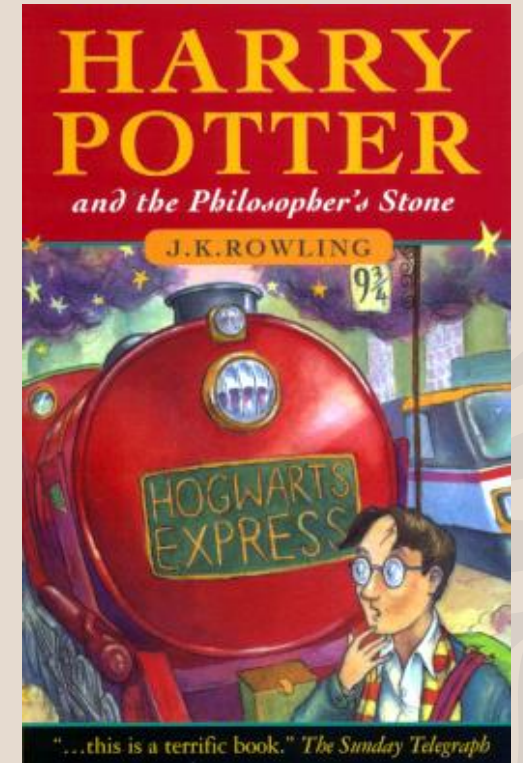
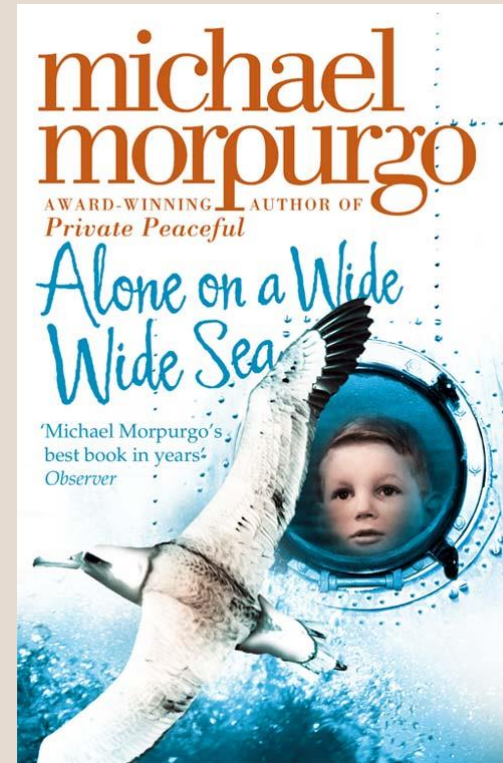


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# Curriculum Overview

# Guided Reading

- 3 books – 1 per term
- Word reading
- Comprehension
- Inference
- Prediction
- Summarising



# Class trips

Autumn 1:

- Mont Orgueil: 25<sup>th</sup> September
- Festival of Words: 26<sup>th</sup> September

Autumn 2:

- Christmas performance

Spring 1:

- States Chamber

Spring 2:

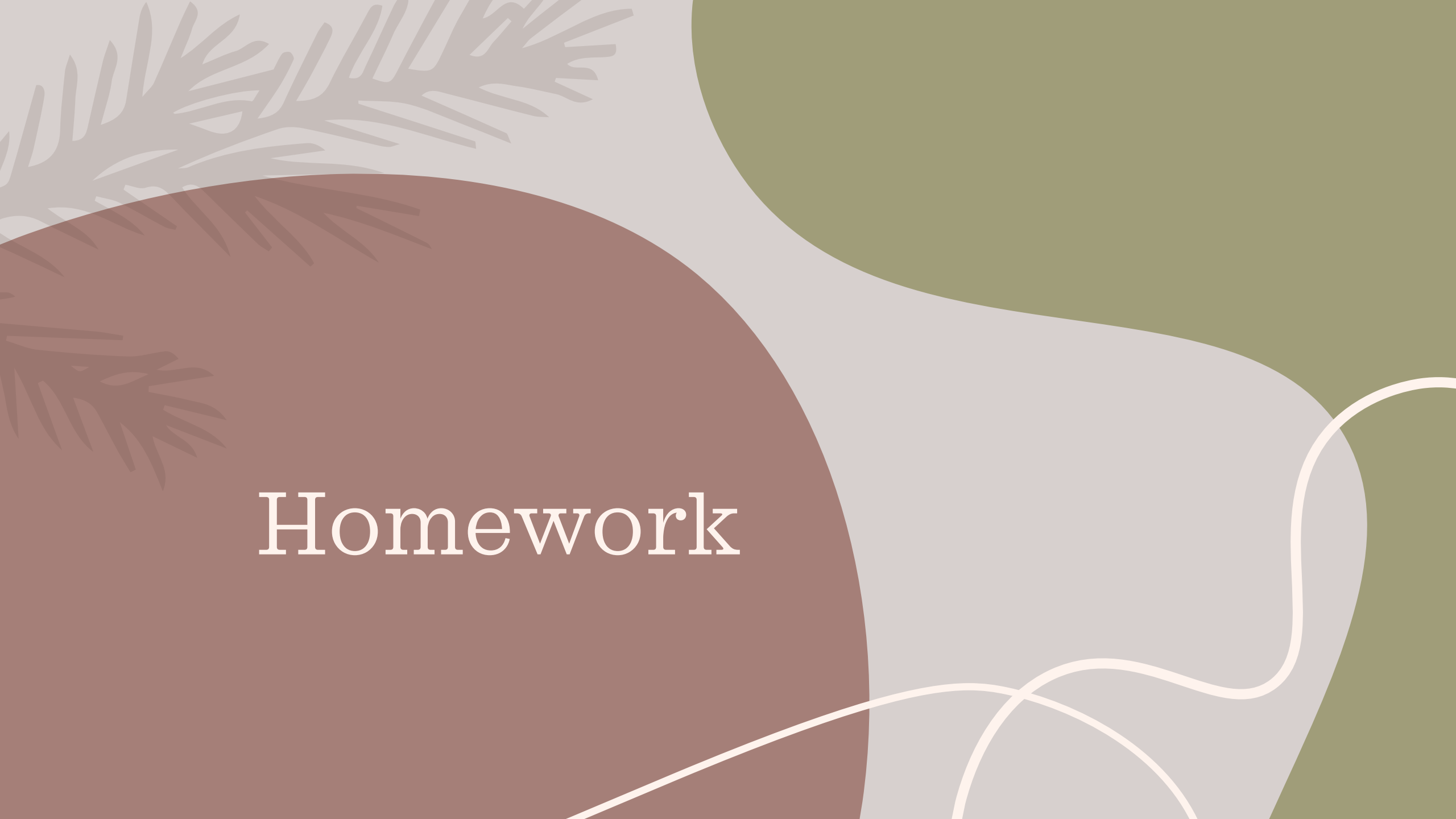
- Crabbe (TBC)

Summer 1:

- Church visit

Summer 2:

- Surf school (TBC)

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# Homework

# Homework Expectations

## Must:

Read a book and record in Reading Log (at least 5 times a week) – Diaries are checked every Monday.

Practice spellings from Year 5- and 6-Word List.

Access TTRS independently.

## Should:

Access Rollama independently

Access Reading Eggs independently.

## Could:

Complete 2 projects for the topic.

Our Tudor topic  
project is due on  
**13<sup>th</sup> October**



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Uniform

# Uniform Expectations

## UNIFORM LIST:

### BOYS

- Grey trousers / shorts
- White short sleeved school shirt
- Tie
- Janvrin School jumper
- Grey / white socks
- Black shoes (not trainers)
- Hair bands – red, white, black



### GIRLS

- Grey trousers / skirt or dress / summer dress
- White short sleeved school shirt
- Tie
- Janvrin School jumper / cardigan
- Grey / white socks
- Black shoes (not trainers)
- Hair bands – red, white, black



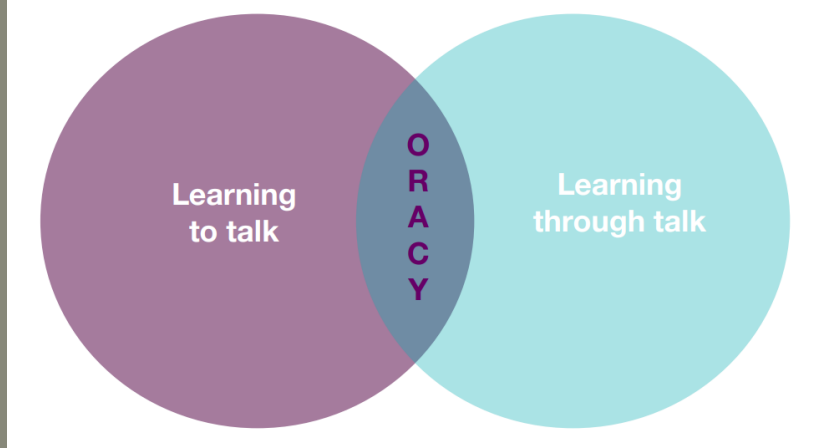
### Boys and Girls

- Red, plain t-shirt
- Black, plain sport shorts (not branded or too tight/short!)
- Black, plain sport trousers (not branded)
- Black, plain sport leggings (not branded)
- Janvrin School red logo jacket or zip-up
- Comfortable trainers
- Short, plain sport socks

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Oracy

# Oracy



YOUR ABILITY TO **ARTICULATE** AND COMMUNICATE WELL SO THAT YOU CAN DEVELOP UNDERSTANDING, **LEARN** AND ENGAGE WITH OTHERS THROUGH **LISTENING AND SPOKEN LANGUAGE**.

- **Why are we teaching oracy skills?**
- - Builds your child's confidence and well-being
- - Provides them quality opportunities to learn
- - Promotes better outcomes at school across all subjects
- - Prepares your child to live positively in our democratic society
- - Enhances employability when they're older!

OUR JANVRIN ORACY VISION:

***EVERY CHILD DEVELOPS THE CONFIDENCE AND SKILLS TO COMMUNICATE CLEARLY, LISTEN RESPECTFULLY, AND USE TALK TO DEEPEN THEIR LEARNING. PUPILS LEAVE JANVRIN WITH A STRONG VOICE, READY TO FLOURISH IN SECONDARY SCHOOL, IN THEIR COMMUNITIES, AND IN THE WIDER WORLD.***

# What does this look like in class?

## DISCUSSION GUIDELINES

### Discussion Guidelines



We give proof of listening



We respect others' ideas



We build, challenge, summarise, clarify, and probe each other's ideas



We are prepared to change our mind



We invite others into our discussion

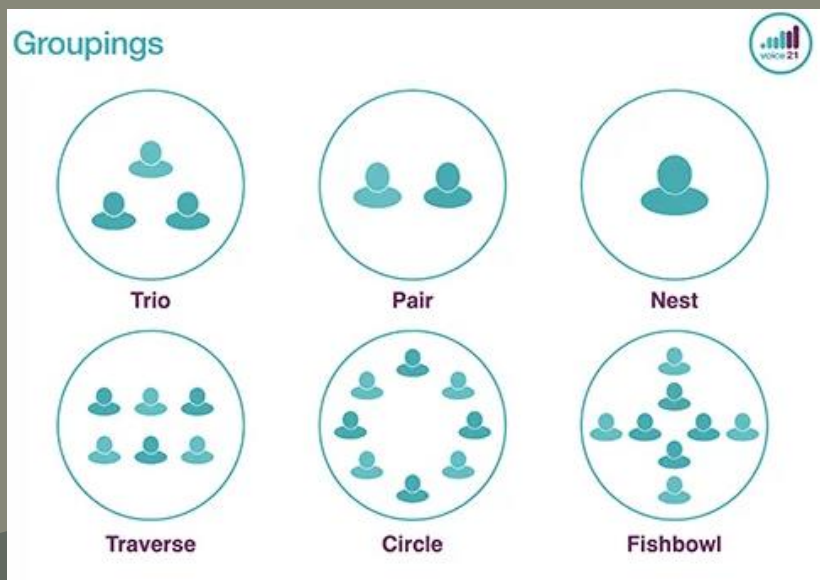


We try to reach a shared agreement



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## ORACY GROUPINGS



## TALK TACTICS

### Clarify

Asking questions to make things clearer and check your understanding



- “ So are you saying \_\_\_\_?
- “ Does that mean \_\_\_\_?
- “ Can you clarify what you mean by \_\_\_\_?

Clarify

### Probe

Dig deeper, ask for evidence or justification of ideas



- “ Why do you think \_\_\_\_?
- “ What evidence do you have to support X idea?
- “ Could you provide an example?

Probe

### Instigate

Present an idea or open up a new line of inquiry



- “ I would like to start by saying \_\_\_\_
- “ I think \_\_\_\_
- “ We haven't yet talked about \_\_\_\_

Instigate

### Challenge

Disagree or present an alternative argument



- “ I disagree because \_\_\_\_
- “ To challenge you X, I think \_\_\_\_
- “ I understand your point of view, but have you thought about \_\_\_\_?

Challenge

### Summarise

Identify and recap the main ideas



- “ So far we have talked about \_\_\_\_
- “ The main points raised today were \_\_\_\_
- “ Our discussion focused on \_\_\_\_

Summarise

### Build

Develop, add to or elaborate on an idea.



- “ Building on X's idea \_\_\_\_
- “ I agree and would like to add \_\_\_\_
- “ X's idea made me think \_\_\_\_

Build

# What could this look like at home?

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instigate</b><br>Present an idea or open up a new line of inquiry  <p>“ Let's start the discussion by ____<br/> “ Has anyone considered ____<br/> “ Let's think about ____</p> <p>Invite: — Who would like to begin our discussion?<br/> — Does anyone have another idea?<br/> — Would anybody like to share a different point?</p>                                                                | <b>Probe</b><br>Dig deeper, ask for evidence or justification of ideas  <p>“ Why do you think ____?<br/> “ Could you provide an example of ____?<br/> “ How do you know that?</p> <p>Invite: — Would anyone like to probe what X said?<br/> — Who would like to ask a probing question?<br/> — Does this remind you of anything we've learned before?</p>                                         |
| <b>Challenge</b><br>Disagree or present an alternative argument  <p>“ Have you considered ____?<br/> “ You mentioned X but what about ____?<br/> “ What if ____?</p> <p>Invite: — Would anybody like to challenge X's idea?<br/> — Does anybody have a counter argument?<br/> — Who disagrees with that point?</p>                                                                                    | <b>Clarify</b><br>Asking questions to make things clearer and check your understanding  <p>“ So are you saying ____?<br/> “ Let me get this right, what you're saying is ____?<br/> “ Can you clarify what you mean by ____?</p> <p>Invite: — Could anybody clarify what X is saying?<br/> — Would anybody like to ask a clarifying question?<br/> — Could I just check your understanding X?</p> |
| <b>Summarise</b><br>Identify and recap the main ideas  <p>“ So far we have talked about ____<br/> “ The main points raised today were ____<br/> “ To summarise X's idea?</p> <p>Invite: — Can anybody summarise the main points so far?<br/> — Could you summarise what X is saying?<br/> — Who can recap the main ideas?</p>                                                                         | <b>Build</b><br>Develop, add to or elaborate on an idea  <p>“ Building on X's idea ____<br/> “ X's idea made me think ____<br/> “ To develop X's idea ____</p> <p>Invite: — Would anybody like to build on X's idea?<br/> — Could you tell me more about...?<br/> — Who can tell me why they might agree with X?</p>                                                                              |
| <b>Model</b><br>Articulate the thought processes underpinning talk  <p>“ I'm not sure I agree with that so I'm going to challenge X's idea ____<br/> “ I am going to clarify X's point to check I've understood correctly ____<br/> “ It would be a good idea to summarise the points so far to help us move forward ____<br/> “ I am going to refer to X to provide evidence for my point ____</p> | <b>Mark</b><br>Highlight an important idea or type of contribution  <p>“ That's an important point.<br/> “ Did everyone hear what X just said? How does that help move us on?<br/> “ Did you notice how X just probed X's idea?<br/> “ What did X say to challenge X's idea politely?</p>                                                                                                       |

Additional moves\*

|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instigate</b><br>Present an idea or open up a new line of inquiry  <p>“ I would like to start by saying ____<br/> “ I think ____<br/> “ We haven't yet talked about ____</p>                                    | <b>Probe</b><br>Dig deeper, ask for evidence or justification of ideas  <p>“ Why do you think ____?<br/> “ What evidence do you have to support X idea?<br/> “ Could you provide an example?</p>   |
| <b>Challenge</b><br>Disagree or present an alternative argument  <p>“ I disagree because ____<br/> “ To challenge you X, I think ____<br/> “ I understand your point of view, but have you thought about ____?</p> | <b>Clarify</b><br>Asking questions to make things clearer and check your understanding  <p>“ So are you saying ____?<br/> “ Does that mean ____?<br/> “ Can you clarify what you mean by ____?</p> |
| <b>Summarise</b><br>Identify and recap the main ideas  <p>“ So far we have talked about ____<br/> “ The main points raised today were ____<br/> “ Our discussion focused on ____</p>                              | <b>Build</b><br>Develop, add to or elaborate on an idea  <p>“ Building on X's idea ____<br/> “ I agree and would like to add ____<br/> “ X's idea made me think ____</p>                          |



## Giving Proof Of Listening Means

**Listen carefully**  
Try to summarise what has been said and ask questions.



**Face the speaker**  
Make sure you are looking at the speaker so that they know you are listening.



**Body language**  
Use your body language to show that you are calm and focused.



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# Multilingual learners

# Multilingual Learners at Janvrin

At Janvrin, it is important to us that we celebrate the diverse cultures and languages that we have at school.

Watch: [Recognising the value of being a multilingual learner](#)

The QR code below links to some additional videos which will answer other questions you may have about supporting your multilingual children at home:

[Why is using my home language important](#)

[What are the benefits of speaking more than 1 language](#)

[Balancing English with my home language](#)

[Avoiding confusion](#)

[Use of my home language](#)

[The value of multilingualism in schools](#)

[Things we do at home](#)

[Home school partnership](#)



TQRCG

## Your Home Language is Important

Being multilingual in today's global world is an asset. Parents, you can support your child to recognise that their home language and culture is something to be proud of, a part of their identity, connecting them with their family's heritage. Here are some ideas to encourage your child to maintain and develop their home language.

- 1 Use your home language with your child every day**  
Remember the benefits of your home language and remain committed to continuing to use it, no matter your child's age.
- 2 Make sure your child knows how important their family's language and culture is**  
Let your child know that your family's language and culture are something to be proud of and to treasure. Explain to your child the many benefits of multilingualism.
- 3 Share your traditions and culture**  
All families have a rich heritage. Pass this on to your child by sharing stories, chants, rhymes, poems, sayings, songs and traditions from your culture.
- 4 Read in your home language with your child**  
Read books/magazines/articles online/watch films/use APPs together. Read a book to your child every day - in whatever language you feel most comfortable - beginning at birth.
- 5 Check out materials in your language from the library and online**  
Look for books, films, and music in your language.
- 6 Help your child with their homework**  
If your child needs help with their homework, help them in your own language.
- 7 Look for activities in your community**  
Attend cultural activities and meet other families who speak your home language.
- 8 Continue using your home language as your child gets older**  
Sometimes children start to prefer to use English as they get older. Continue using your language, even if your children respond in English.

Contact Us  
mlinfo@jeron.je



! Parents, YOU are key to maintaining your child's home language





# Thank you!

Miss Jess Hampton and Miss Le Rossignol

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[c.lerossignol@janvrin.sch.je](mailto:c.lerossignol@janvrin.sch.je)