


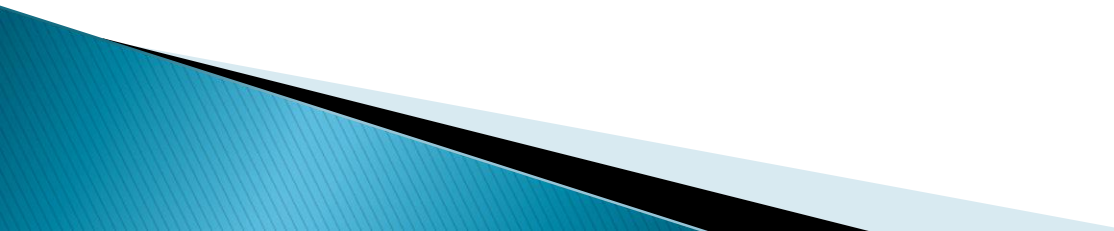
Year 3,4 and 5 Information Evening

19th September 2018

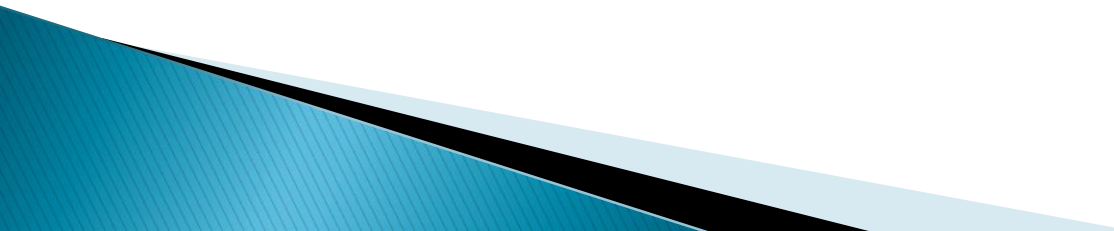
STAFF

- ▶ Year 3: Mrs Graham, Mr Little, Miss Smith, Mrs Wren.
 - ▶ Year 4: Mrs Ainscough, Miss Dixon, Mrs Matthews.
 - ▶ Year 5: Miss Ainscough, Miss Brennan, Miss Popat.
 - ▶ Assistant Heads: Mrs Matthews, Ms Paterson (English Co-ordinator).
 - ▶ Deputy Head: Mrs Peckover (Maths Co-ordinator)
 - ▶ Mrs Dewick: Specialist English Teacher
- 

Assessments

- ▶ National Curriculum levels ended in 2014.
 - ▶ Schools now report upon how well children are doing against the expectations of the year group.
 - ▶ Terminology such as ‘working below the expected level’, ‘working towards the expected level’, ‘working at the expected level’ and ‘working at a greater depth’ are used across schools.
- 

Interim Reports

- ▶ Termly attainment, behaviour and attitude to learning reports. (Behaviour on the playground, homework and attitude to learning in the classroom).
 - ▶ Impact on individual behaviour.
 - ▶ July end of year report.
- 

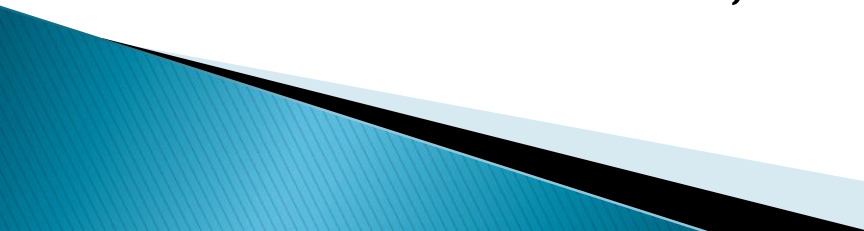
SPELLING

- School scheme: OUP's Read, Write, Inc.
- Pupil booklets.
- National Curriculum statutory spelling list "orange words".
- Y3 / 4: *bicycle, address, build, accident, actually, eight, February etc.*
- Y5 / 6: *accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward etc.*

WRITING

- ▶ Aim for writing which contains a wide vocabulary, wide range of punctuation (accurately used), sentence structure and can be adapted for a range of purposes.
- ▶ Handwriting by the end of Y4: *joined handwriting should be the norm* (National Curriculum 2014). Pen licences.

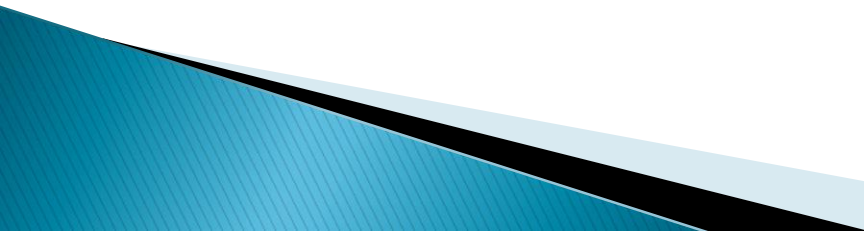
Grammar and Punctuation

- ▶ GAP terminology:
 - ▶ End of Y2: apostrophes, adjectives, adverbs, nouns, past progressive verb form.
 - ▶ End of Y3: prepositions, subordinating and coordinating conjunctions, present perfect verb form.
 - ▶ End of Y4: determiners, fronted adverbials, pronouns.
 - ▶ End of Y5: relative clauses, modal verbs, relative clauses, brackets, dashes.
- 

Reading

- ▶ Importance of reading for pleasure.
- ▶ Read fluently, with expression: *independent, fluent and enthusiastic readers who read widely and frequently* (National Curriculum 2014 Y3 objectives)
- ▶ Skimming and scanning for information.
- ▶ Deeper understanding of the text: inference. E.G. Why do you think the character acted in this way? How do you know? (evidence from the text)

WHAT PARENTS CAN DO TO HELP

- ▶ Take your child to the library/buy them books as presents. Encourage reading for pleasure.
 - ▶ Hear your child read and read to your child. Ask questions to check understanding.
 - ▶ Support them with their homework. Take an interest.
 - ▶ Check their SaCaWaCing of spellings.
- 

CREATIVE LEARNING SERVICES

- ▶ School Librarian: Marissa Gisbourne.
 - ▶ Formally known as Library Services for Education.
 - ▶ Please stay to talk to the librarians whilst teachers set up their classrooms.
- 