



YEAR 5

**FOREST GATE ACADEMY PARENT
FORUM**

SEPTEMBER 2023



WHO ARE WE?

MRS JENNINGS & MRS PULLEN
– YEAR 5 CLASS TEACHERS

MRS JONES – YEAR 5 TEACHING
ASSISTANT

ATTENDANCE

OUR ATTENDANCE GOAL THIS YEAR IS 97%

DOORS OPEN AT 8.35 AM. SCHOOL STARTS AT 8:45 AND LESSONS BEGIN IMMEDIATELY! CHILDREN HAVE THEIR 'START NOW' (SPELLING) TASK READY ON THEIR TABLES AS SOON AS THEY ARRIVE. NO TIME IS LOST! THEY COMPLETE THIS TASKS WHILST THE REGISTERS TAKE PLACE. IF CHILDREN ARRIVE AFTER THIS TIME THEY WILL BE RECORDED AS LATE AND WILL NEED TO ENTER SCHOOL VIA THE MAIN SCHOOL ENTRANCE. THEY WILL HAVE ALREADY MISSED AT LEAST **1** OPPORTUNITY FOR LEARNING!

AS SOON AS REGISTERS CLOSE, WE START OUR 1ST RESPONSE PHONE CALLS TO LOCATE ANY MISSING CHILDREN.

UNIFORM

WE ARE REALLY PROUD OF OUR SCHOOL UNIFORM AND OUR HIGH STANDARDS. THIS IS OFTEN COMMENTED ON DURING TRIPS OUT OF SCHOOL AND WHEN WE HAVE VISITORS TO THE SITE.

THE SCHOOL UNIFORM IS COMPULSORY FOR ALL CHILDREN FROM NURSERY TO Y6. TO IDENTIFY THE SCHOOL AS A COMMUNITY THE SCHOOL SWEATSHIRT, WITH UNIQUE LOGO, IS AVAILABLE FROM THE PETITES MODES WEBSITE (WWW.PETITESMODESSALE.COM) OR THEIR SHOP ON TATTON ROAD IN SALE. ALL OTHER UNIFORM ITEMS CAN ALSO BE PURCHASED HERE.

ALL CHILDREN MUST WEAR THE CORRECT UNIFORM AND P.E. KIT. THE UNIFORM IS LISTED BELOW:

GIRLS' UNIFORM

GREY PINAFORE DRESS/SKIRT, GREY TROUSERS, WHITE POLO SHIRT AND SCHOOL BADGED SWEATSHIRT/CARDIGAN. A RED AND WHITE CHECK SUMMER DRESS IS PERMITTED IN THE SUMMER MONTHS ONLY.

BLACK SCHOOL SHOES (NOT TRAINER TYPE SHOES OR BOOTS) **MUST** BE WORN BY ALL PUPILS.

MAKE UP OR NAIL VARNISH ARE NOT PERMITTED IN SCHOOL.

JEWELLERY IS NOT PERMITTED IN SCHOOL; IF YOU INTEND TO HAVE YOUR CHILD'S EARS PIERCED THIS **MUST** BE DONE AT THE BEGINNING OF THE SUMMER BREAK, THIS WILL ALLOW TIME FOR THE HEALING PROCESS SO THEY CAN BE REMOVED ONCE RETURNING TO SCHOOL.

BOYS' UNIFORM

GREY TROUSERS OR SHORTS, WHITE POLO SHIRT AND SCHOOL BADGED SWEATSHIRT. BLACK SCHOOL SHOES **MUST** BE WORN BY ALL PUPILS.

HAIR





EXTREME HAIR FASHIONS, INCLUDING DYED AND 'STRIPED' HAIR / PATTERNED AND EXTENSIONS ARE NOT PERMITTED. HAIR SHOULD BE NO SHORTER THAN A NO.3. LONG HAIR SHOULD BE TIED BACK WITH A PLAIN BOBBLE.




PLEASE CLEARLY NAME ALL ITEMS OF CLOTHING BROUGHT INTO SCHOOL AS THIS HELPS GREATLY WHEN TRYING TO IDENTIFY "LOST PROPERTY."

WHOLE SCHOOL: WHITE T-SHIRT, BURGUNDY PE SHORTS.

FOR OUTDOOR GAMES ALL CHILDREN SHOULD HAVE SUITABLE FOOTWEAR, I.E. PUMPS OR TRAINERS (NOT THEIR ORDINARY SCHOOL SHOES.)

BEHAVIOUR

Reward/Consequence	Stage	Examples of Behaviour
<p>3 dojos and a postcard home.</p> <p>My name will go in the Golden book – if I am in the Pot of Gold three times or more in a term, I will be invited to an exclusive special reward event.</p>	<p>Pot of Gold</p> 	<p>I am consistently showing positive behaviour for learning.</p> <p>I follow the class/school rules all the time, have exemplary manners and am a good role model for my peers.</p> <p>I display all of the school values.</p> <p>I always demonstrate exemplary effort in my learning.</p>
<p>2 dojos and a sticker.</p>	<p>Rainbow reward 2</p> 	<p>I am working well independently and with others.</p> <p>I am kind and considerate to others.</p> <p>I follow the class/school rules all the time, have good manners.</p> <p>I am working extremely hard.</p>
<p>1 dojo.</p>	<p>Rainbow reward 1</p> 	<p>I have a positive attitude and I am motivated and ready to learn. I am listening to the teacher and following instructions. I am working well with my peers.</p>
	<p>Sunshine</p> 	<p>All children start the day here.</p>

Reward/Consequence	Stage	Examples of Behaviour
<p>I will get a verbal warning and be reminded of the rules.</p>	<p>Chance</p> 	<p>I am stopping my peers from learning effectively.</p> <p>I am not listening.</p> <p>I am not working hard/ I am not playing nicely.</p>
<p>I will miss 5 minutes of my playtime.</p> <p>EYFS – I will spend 3-5 minutes on the thinking chair.</p>	<p>Choice</p> 	<p>I have not followed instructions.</p> <p>I am being disruptive in class.</p> <p>I have not told the truth.</p> <p>I have been rude to an adult.</p>
<p>My name will be recorded on CPOMS.</p> <p>I will miss 15 minutes of my playtime or lunchtime.</p> <p>If it is past lunchtime then I will be removed from my classroom and sent to a different class.</p> <p>EYFS – I will spend 10 minutes on the thinking chair.</p> <p>My teacher will inform my parents/carers.</p>	<p>Consequence</p> 	<p>I have refused to follow instructions from an adult.</p> <p>I have used bad/inappropriate language.</p> <p>I have made consistently poor choices.</p> <p>I have been continuously disruptive.</p> <p>I have hurt someone on purpose.</p>

CURRICULUM

Year 5 Autumn



Science

Earth & Space

Scientific Knowledge

I can describe the movement of the Earth and other planets relative to the sun in the solar system.

I can describe the movement of the moon relative to the Earth.

I can describe the sun, Earth and moon as approximately spherical bodies.

I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Working Scientifically

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Forces

Scientific Knowledge

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Working Scientifically

I can use test results to make predictions to set up further comparative and fair tests.

I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

History Ancient Greece

Historical Chronology

I can explain and understand the four main time periods of the Greek empire and place them on a timeline.

Historical Concepts

I can explain and understand how the political system worked in ancient Greece and compare this to our own system.

Historical Interpretation

I can understand and explain the idea of a city-state and use historical sources to research Athens and Sparta.

Historical Enquiry

I can understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses.

Historical Communication

I can make connections, ask historically-valid questions and create my own structured accounts in the context of finding out about the Trojan War.

Art

To explain some of the features of art from historical periods. (Ancient Greek Vases)

To use the circle and tube technique to draw figures.

To identify pattern types and textures within historical works.

To replicate work in the style of the ancient Greeks.

To design and print a Greek inspired vase.

To print accurately.

MUSIC

Singing

I can sing a broad range of songs with accurate pitch.

Listening

I can listen to a piece of music and comment on the dynamics and timbre.

Composing

I can improvise using tuned percussion using a wide range of dynamics.

Performing

I can perform melodies following staff notation using a small range C-C'/do-do as a class or small group.

Musical Notation

I can understand the difference between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers

Geography

Europe and the Wider World

Locational

I know the countries that make up the European Union and its role as a key global player.

Place

I can compare and contrast two different capital cities (London and Paris).
Human/Physical

I can research a European country to understand its physical and human features.

Skills/fieldwork

I can find answers to my own geographical questions.

CURRICULUM

Year 5 Autumn



RE

Prayer and Worship

I can show an understanding of why people show commitment in different ways.

I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.

I can express why I think Hindus might choose different ways to show commitment to God.

Incarnation

I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.

I can start to explain the Christian belief that Jesus was the Incarnation of God.

I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.

Computing

CEOPS

I can distinguish between safe and unsafe behaviours online.

I can Articulate advice on how children can stay safe online.

I can find the Thinkuknow 8-10s website and locate advice and support pages.

PowerPoint

I can create slide templates and organise slides with hyperlinks

I can add theme, transitions and animations to a presentation

I can use action settings

I can insert audio and video

I can evaluate a slide layout and make improvements

PE

Net and Wall

I can demonstrate the 'ready' position during a rally.

I can send and return a ball with confidence.

I can play a range of basic shots on both sides of the body.

I can use my knowledge of space when in a rally.

I can use tactics against an opponent.

I can follow the rules and begin to keep track of my own score.

Fitness /Athletics

• I can throw with greater force and over longer distances. • I can throw with greater control, accuracy and efficiency.

I can combine sprinting with hurdling.

I can perform a variety of jumps with a run up, maintaining control.

I can transfer a relay baton efficiently as part of a team when racing competitively.

Dance

I can develop a motif demonstrating agility, precision, balance and coordination.

I can perform a range of movements accurately with a sense of rhythm, clarity, and confidence.

I can communicate effectively with a partner or group.

I can explore, improvise, and combine movement ideas fluently and effectively.

I can perform movements to an audience with rhythm and confidence.

I can refine my own performance in response to comments from others and self-analysis.

I can make complex or extended sequences of movements.

Gymnastics

I can contrast my partner's moves so that we work at different levels and in different pathways.

I can perform a range of movements accurately with a sense of rhythm, clarity, and confidence.

I can perform symmetry and asymmetry individually, in pairs and as a group.

I can develop flexibility, strength, control, technique, and balance.

I can refine my own performance in response to comments from others and self-analysis.

MFL

Speaking

I can have an exchange using questions and answers about the weather.

Listening

I can listen to someone describing the weather and explain what they are saying.

Reading

I can say and read written numbers 1-31 in Spanish.

Writing

I can write a Christmas card in Spanish.

Grammar

I can name all four seasons and describe them using adjectives.

DT

Design

I can research and explore different types of stitching.

I can use computer aided design for a textile project, considering the main shapes required.

Make

I can use a variety of stitches to join two pieces of fabric.

I can create and add embellishments to fabric using a needle and a thread.

Evaluate

I can evaluate the success of my textiles project and make suggestions on how to improve it.

Technical Knowledge

I can work safely with a thread and needle.

CURRICULUM

Year 5 English



Reading Comprehension

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

I can retrieve record and present information from non-fiction.

I can explain and discuss my understanding of what I have read, including through formal presentation and debates.

I can draw inferences such as feelings, thoughts and motives.

I can distinguish between statements of fact and opinion.

I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

I can ask questions to improve my understanding.

Word Reading

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can re-read and read ahead to check for meaning.

Writing

I can use further prefixes and suffixes and understand the guidance for adding them.

I can spell some words with 'silent' letters [for example, knight, psalm, solemn]

I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

I can use a thesaurus.

I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

I can note and develop initial ideas, drawing on reading and research where necessary.

I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

I can proof-read for spelling and punctuation errors.

I can write legibly, fluently and with increasing speed.

I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.

I can choose the writing implement that is best suited for a task.

I can use expanded noun phrases to convey complicated information concisely.

I can use modal verbs or adverbs to indicate degrees of possibility.

I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Spelling

I can add endings which sound like /əʃ/ spelt -cious or -tious

I can add endings which sound like /əʃ/ spelt -cial or -tial

I can spell words ending in -ant, -ance, -ent, -ence

I can spell words ending in -able and -ably

I can spell words ending in -ible and -ibly

Speaking and Listening

I can engage the listener by varying my expression and vocabulary.

I can develop my ideas and opinions, providing relevant detail.

I can express my point of view.

I contribute and ask questions that are responsive to others' ideas and views.

I use Standard English in formal situations.

CURRICULUM



Year 5 Maths



- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can solve number problems and practical problems involving ordering, rounding and comparing numbers up to 1 000 000.
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving numbers up to 3dp.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- I can add and subtract numbers mentally with increasingly large numbers.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can multiply and divide numbers mentally drawing on known facts up to 12×12 .
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can recognise mixed numbers and improper fractions and can convert from one to the other.
- I can recognise and use square numbers and cube numbers; and can use the notation 2^2 and 3^3 .
- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I know and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

GUIDED READING

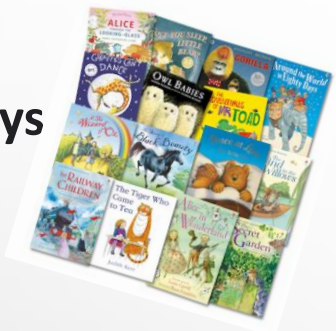
What is Whole Class Guided Reading (WCGR)?

“It is like teaching any other lesson. All children work together as opposed to in ability groups of 5-8. With WCGR, I teach one or two reading objectives at a time and differentiate with the aim of all children meeting the same goal. With this approach, children are exposed to a range of high quality texts and their vocabulary is also deepening. They also get to hear their peers model reading skills and construct higher level responses.

Iqbal, F (2018)

GUIDED READING

Whole-class guided reading means that children are reading a text 5 days week...



Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context.	Make and justify inferences using evidence from the text.	Predict what will happen based from the details given or implied.	Explain how context is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.	Retrieve and record information and identify key details from fiction and non-fiction.	Summarise the main ideas from more than one paragraph.
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that.... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? • Yes... no or maybe? Explain when..... • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

KS2 Example Timetable

Monday – 25 mins	Tuesday – 25 mins	Wednesday – 25 mins	Thursday – 25 mins	Friday – 25 mins
Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Extract/Subject Specific	Whole Class Guided Reading – Extract/Subject Specific
Clear focus on reading domains throughout each GR lesson.	2B- Retrieve and record	2D – Inference	Domain mixture – Mixture of domain style questions to cover all areas.	Domain mixture – Mixture of domain style questions to cover all areas.
2A – Vocabulary session	Read through text – listening clearly to pupils, respond and recall.	Read through text – listening clearly to pupils, respond and recall		
Read through text – listening clearly to pupils, respond and recall.	linked activity	linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D
Skim and Scan Challenge – can be differentiated. All recorded in GR books and peer assessed throughout.	Teacher models how to answer these questions	Teacher models how to answer these questions – inference card		
Vocab linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D		
After using this structure- mix up the domains alongside 2A, 2B and 2D				


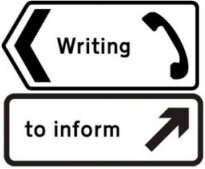


What are Vipers?

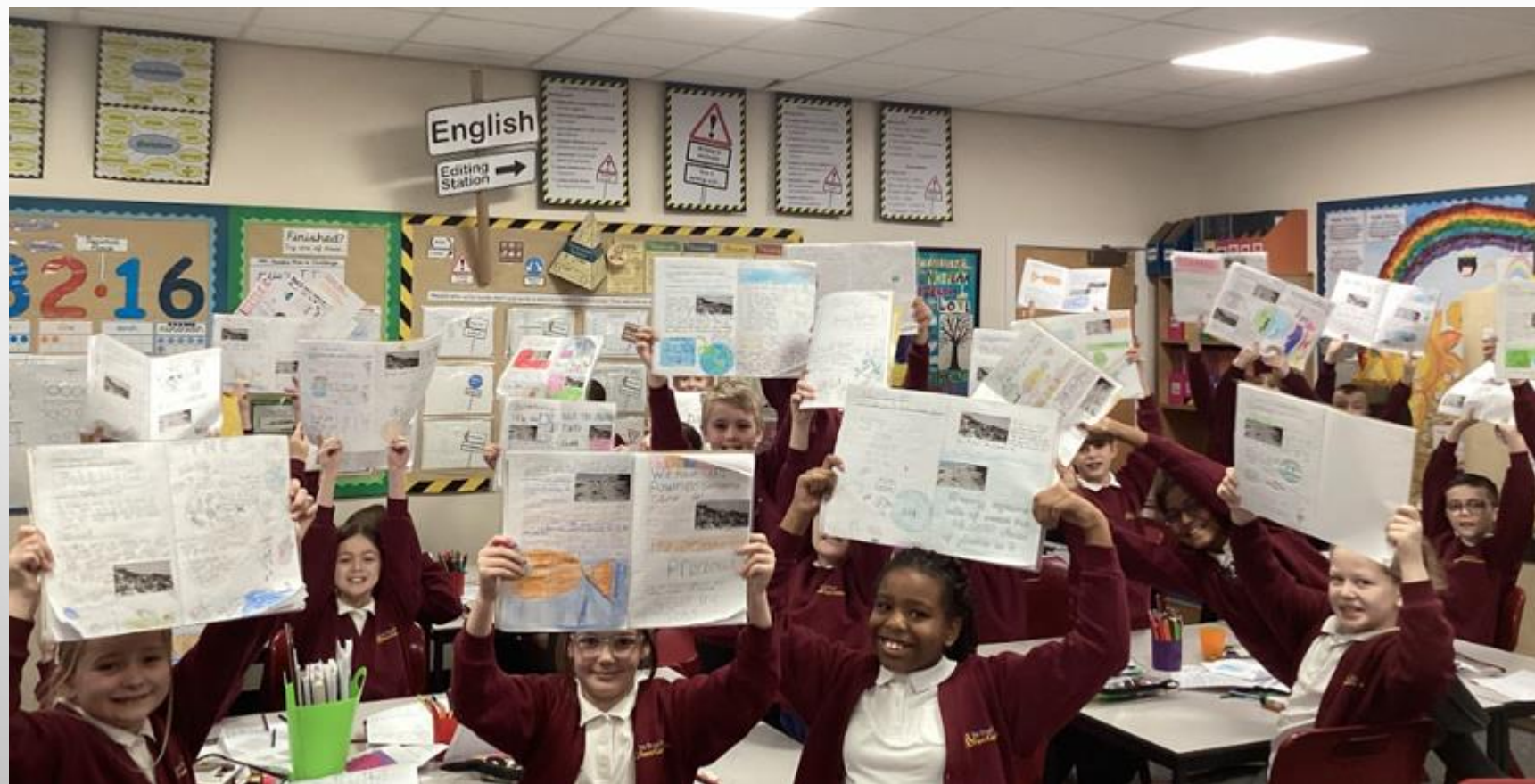
VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

- VIPERS stands for
- Vocabulary
 - Inference
 - Prediction
 - Explanation
 - Retrieval
 - Sequence or Summarise

WRITING

At Forest Gate Academy we have a 'Writing for Purpose' approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing.

<p>The four purposes being taught across KS1 and KS2 are:</p>	<p>Writing to Entertain</p>  <p>Writing to entertain</p>	<p>Writing to Inform</p>  <p>to inform</p>	<p>Writing to Persuade</p>  <p>Writing to persuade</p>	<p>Writing to Discuss</p>  <p>Writing to discuss</p>
<p><u>Years 1 and 2</u> <u>(KS1)</u></p>	<p>Story Description Poetry</p>	<p>Recount Letter instruction</p>		
<p><u>Year 3 and 4</u> <u>(LKS2)</u></p>	<p>Narrative Description Poetry</p>	<p>Explanation Recount Biography Newspaper</p>	<p>Advert Letter Poster</p>	
<p><u>Year 5 and 6</u> <u>(UKS2)</u></p>	<p>Narrative Description Poetry</p>	<p>Reports Biography Newspaper Essay</p>	<p>Advertising Speech Campaign</p>	<p>Argument Newspaper review</p>



WRITING

Writing Assessment sheets are used in each year group as a way of assessing genres of writing.

Year 1 Writing Criteria

Genre/ Date							
Working towards the standard							
Pupil(s) are beginning to meet the following aims with support							
Transcription & Composition	To compose a sentence orally before writing it.						
	To use their own simple story ideas to retell a familiar story using short, simplistic sentences						
	To use simple sentence structures (which may often be repetitive)						
	To segment the sounds in simple words and blend them together.						
Has an awareness of	Finger spaces						
	Full stops to end sentences						
Working at the Expected Standard							
After discussion with the teacher, the pupil can:							
Transcription	To form lower case letters in the correct direction, starting and finishing in the right place.						
	To make phonetically plausible attempts at recording unknown words						
	To spell many Y1 common exception words correctly						
	To use -s and -es to form regular plurals correctly						
	To add the suffixes -ing, -ed, -er, and -est to root words (with no change to the root word)						
	To use the prefix 'un'						
Composition	To write sentences in order to create short narratives and non-fiction texts						
	To leave spaces between words						
	To begin to punctuate sentences using	capital letters for the beginning of sentences and names of people, places, the days of the week and the personal pronoun 'I'					
		full stops					
		question marks					
	To use the joining word 'and' to link ideas and sentences	exclamation marks					
To reread their writing to check it makes sense							
Greater Depth Standard							
After discussion with the teacher, the pupil can:							
Transcription and Composition	To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.						
	My writing makes sense to the reader without me having to add explanation.						
	I am confident in changing the way my sentences start.						
	To reread their writing to check that it makes sense and begin to independently make changes.						
	To spell most Y1 common exception words correctly						
To write lower case and capital letters with clear ascenders and descenders							

Name:	EYFS	Autumn
-------	------	--------

Year 1: de	
Word	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes] where no change is needed in the spelling of root words (e.g. helping, help) or undoing; untie the boat
Sentence	How words can combine to make sentences Joining words and joining clauses using and
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 1 and 2 Spelling List							
the	come	go	mind	clothes	past	sugar	
a	some	so	floor	cold	father	could	
do	one	by	because	gold	class	would	
to	once	my	kind	hold	water	sure	
today	ask	here	behind	told	again	eye	
of	friend	there	whole	every	grass	should	
said	school	where	any	great	pass	who	
says	love	love	child	break	plant	Mr	
your	are	push	wild	steak	path	Mrs	
they	were	pull	most	busy	bath	parents	
be	was	full	both	people	hour	Christmas	
he	is	house	children	pretty	move	everybody	
me	his	our	climb	beautiful	prove	even	
she	has	door	only	after	half		
we	I	poor	old	fast	money		
no	you	find	many	last	improve		
Below	WT1	WT2	WT3	IL	IL+	IL++	AE

Add your year group sheets.

HANDWRITING & SPAG

WHAT IS SPAG? (SPELLING, PUNCTUATION AND GRAMMAR)

SPELLINGS WILL BE TAUGHT FOR THE FOLLOWING WEEKS SPELLING TEST- SPELLING RULES.

PUNCTUATION REVISITED, WHAT IT IS, WHEN TO USE IT. . ? ! " " ' , '

GRAMMAR- NOUNS, PRONOUNS, ADJECTIVES, ADVERBS, VERBS, HOMOPHONES, SENTENCES- STATEMENTS, EXCLAMATIONS, COMMANDS, QUESTIONS.

ENGLISH LESSONS, GUIDED READING, BASIC SKILLS, FOUNDATION WRITING, ENGLISH WORKING WALLS USED TO INSPIRE, GUIDE AND REMIND CHILDREN WHAT HAS BEEN COVERED IN THE WEEK.

HOW WE APPROACH TEACHING HANDWRITING

PRE CURSIVE TO JOINED

PENCIL GRIPS, LEFT HANDED TIPS, MODELLED, BASIC SKILLS.

HANDWRITING LESSONS

HOME READING

- *READING DAILY HAS HIGH IMPACT ON ACHIEVEMENT.*
- *READING IMPACTS ON ALL SUBJECTS NOT JUST ENGLISH*
- *CHILDREN WHO READ REGULARLY HAVE A MORE DEVELOPED/WIDER VOCABULARY THAN OTHERS*
- *DIRECT CORRELATION BETWEEN REGULAR READING AND HIGHER ACHIEVEMENT*

EXPECTATIONS OF PARENTS:

- *BEST PRACTICE – READ EVERY DAY (10-15MINS IS FINE), SIGN READING DIARIES AT LEAST 3X A WEEK*
- *BOOKS CHANGED WHEN THE CHILDREN WOULD LIKE TO MOVE ON FROM THE BOOK TO PROMOTE READING FOR PLEASURE. KS1 PUPILS ALSO TAKE HOME A SHARING BOOK, WHICH PROMOTES READING FOR PLEASURE AND POSITIVE 1:1 SUPPORT FROM THEIR ADULT.*
- *IN KS1 RWI BOOKS WILL BE CHANGED WEEKLY AS THESE CORRELATE WITH THEIR WEEKLY LEARNING.*

Regular reading with your child at home impacts a child's success at school greatly!



Child A

Reads **20 minutes** per day.

3,600 minutes per year.

1,800,000 words per school year!



Scores in the **90th** percentile.



Child B

Reads **5 minutes** per day.

900 minutes per year.

282,000 words per school year.



Scores in the **50th** percentile.



Child C

Reads **1 minutes** per day.

180 minutes per year.

8,000 words per school year.



Scores in the **10th** percentile.

The gap between these children will only widen over time unless Child B and C begin to read more regularly.

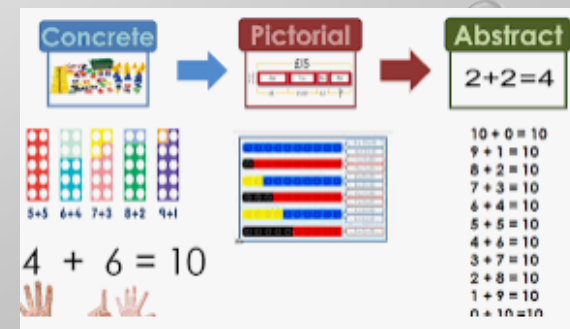
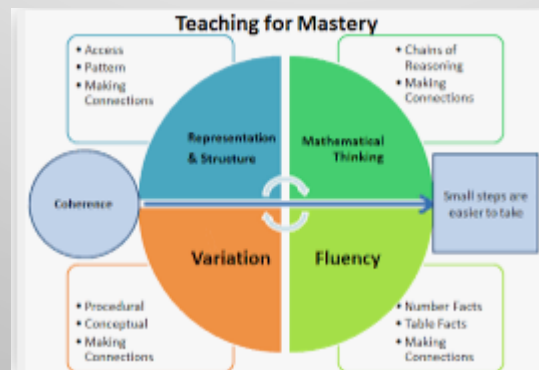
- Important to model to children about good reading aloud.
- 'Try that word again' - phonics strategies.
- Modelling self correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling a word that doesn't make sense can change the meaning of a sentence completely - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

Maths

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

Through our mathematics lessons at Forest Gate Academy it is our aim to develop:

- Enjoyment and enthusiasm for mathematics and an awareness of the fascination of mathematics.
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, reason mathematically and to explain relationships using mathematical language.



Maths

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Open and closed tasks
- Individual, group and whole class discussions and activities
- A range of methods of calculating
- Using a wide range of support resources to embed learning
- Using and applying their learning in everyday situations.

We make Maths fun and engaging through our 5 part lessons, encouraging opportunities to talk to each other about Maths and relate to real life.

Maths games to play at home

Help with learning tables – Times Table RockStars [multiplication.com](https://www.times-table-rockstars.com)



SATS

- END KS2 TESTS TAKE PLACE IN MAY 2023.
- CHILDREN ARE ASSESSED IN: READING, WRITING, MATHS AND SPAG.
- THERE WILL BE A SAT'S MEETING NEARER THE TIME TO GIVE YOU MORE INFORMATION.

ENRICHMENT

*WE ARE COMMITTED TO 'HANDS ON' LEARNING,
OFFERING EXPERIENCES AND ENRICHING THE
CURRICULUM*

- *CLUBS*
- *TRIPS*
- *VISITORS*
- *SCHOOL PARTNERS – TEAM THEME, MAN UTD ETC.*
- *OTHER EXPERIENCES*

HOMeworkHOW YOU CAN HELP YOUR CHILD

- *CHILDREN SHOULD HAVE THE RIGHT EQUIPMENT TO COMPLETE THEIR HOMEWORK E.G. A PENCIL, A GOOD WORKSPACE – E.G. SAT AT A TABLE IN A QUIET AREA AND A GOOD ROUTINE – E.G. COMPLETE WHEN THEY GET IN RATHER THAN LEAVE IT.*
- *NEW HOMEWORK WILL BE SENT HOME ON A MONDAY AND SHOULD BE RETURNED BY FRIDAY.*
- *HOMework WILL CONSIST OF:*
 1. *READING BOOK*
 2. *SPELLINGS*
 3. *TIMETABLES OR NUMBER FACTS.*

UPCOMING EVENTS

Monday 18 th September – Wednesday 20 th September	Y5&Y6 Robinwood Residential
Friday 29 th	MacMillan Coffee
Friday 3 rd November	Day of the Dead (fancy dress whole school)
Friday 10 th November	Y3&Y5 Forces workshop
Monday 13 th – Friday 17 th November	Anti-Bullying Week
Friday 17 th November	Children in Need
Monday 20 th – Friday 24 th November	Road Safety Week
Friday 15 th December	Christmas Jumper Day & Christmas Dinner Day
Tuesday 19 th December	Christmas Pantomime
Thursday 21 st December	Christmas Fair
Friday 22 nd December	KS2 Carol Concert

CONCERNS....WE'RE HERE TO HELP!

COME AND SPEAK TO THE TEACHER. WE WILL ALWAYS HELP WHERE WE CAN AND LOOK INTO YOUR CONCERNS.

BEFORE / AFTER SCHOOL IS USUALLY THE BEST TIME ALTHOUGH SOMETIMES WE MAY HAVE TO ARRANGE AN APPOINTMENT TIME DUE TO STAFF MEETINGS, CLUBS AND TRAINING SESSIONS.

USEFUL CONTACTS:

MISS LAYTON (SPECIAL NEEDS)

MRS MARSH (SAFEGUARDING)

IF YOU'RE NOT SURE WHO IS BEST TO DEAL WITH YOUR CONCERN THEN PLEASE SEE THE MAIN OFFICE STAFF AND THEY WILL POINT YOU IN THE RIGHT DIRECTION. MOST ISSUES WILL BE DEALT WITH BY THE CLASS TEACHER.

THANK YOU!

ANY QUESTIONS?