

WELCOME

MEET THE TEACHER

SEPTEMBER 2019

Miss Cummins

Y2 CLASS TEACHER



Who will be working in the class?

- * Teacher: Miss Cummins
- * Teaching Assistant: Miss Aryey
- * Support: Miss Chapman and Mr Shearman
- * Sports Coach – Miss Banks
- * Computing – Mr Haughton



What does the teaching assistant do?

- * Support groups and individuals in class
- * Listens to children read
- * Intervention groups
- * Works with children with Special Educational Needs

What does a typical day look like?

- * Morning routines – important to be in school for 8.45am
- * Morning lessons: maths, English, reading.
- * Assembly
- * Break time
- * Dinner time
- * Afternoon lessons: topic, PE, computing etc
- * End of day: 3.15

FAQ's

- * How do you group children in the class?
Mixed ability
- * How do you decide on where my child sits?
Various reasons
- * Can my child go to the toilet in lesson?
Yes!
- * Can my child have a drink in lesson?
Yes!

Reading – Book Bands

- * Reading books (routine)

Changed when finished

- * One-one reading

The teaching assistant listens to them and we encourage this at home!

- * Guided reading (at least once per week)

As a group with the teacher

Reading – Book Bands

Book Band colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
lilac							
pink							
red							
yellow							
blue							
green							
orange							
turquoise							
purple							
gold							
white							
lime							
brown							
grey							
blue (KS2)							
red (KS2)							

Phonics (R/KS1 only)

- * Daily phonics lesson for all children
- * Taught in ability groups

Spellings

- * Spellings
 - * All spellings are in the personal organisers
 - * Split into colours to support learning of spelling
 - * Weekly test (Friday)
 - * New words sent home (Friday)

Homework

- * Bug Club online reading
 - * Scheme supplements reading books
 - * Teachers set books for pupils
- * Mathletics
 - * Online activities and games
 - * Teachers set weekly homework
- * Learning Log
 - * Tasks set each half term linked to the topic



Curriculum Overviews

- * Are now available on our website.
- * www.parkfieldprimary.com Under 'Key Information' and 'curriculum information'
- * They say what we are learning about each half term.



How is the curriculum organised?

- * Maths
 - * Units of work may last 2-6 weeks
- * English
 - * Units – usually linked to topic
- * Topic
 - * Big Question
 - * WOW starter
 - * BIG Finish
- * Fabulous Friday



PE

- * Keep PE kits in school
- * PE day can change
- * Sometimes do it more than once a week!





Behaviour

- * Rewards include:
 - * House points
 - * Positive postcards
 - * Merit award winners
 - * Certificates
 - * Stickers / Stampers
- * Name on board
- * Yellow / Red Cards – missing break or dinner

What are the end of year expectations?

- * Target Cards for reading, writing and maths.
- * One tick = getting there
- * Two ticks = Achieved (Highlighted)
- * Three ticks = Working at a greater depth for that target
- * **New maths targets** this year with information to follow!


PARKFIELD PRIMARY SCHOOL


READING TARGETS
Year 4

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>D3 I can read out loud fluently and confidently, using a range of punctuation to create expression. How does the [exclamation mark, inverted commas...etc] help you read this sentence?</p> <p>D2 I can use the context of the sentence to help me to read unfamiliar words. Read the rest of the sentence back and see if you can work what that word could mean.</p> <p>D1 I can use knowledge of root words, suffixes and prefixes to read and understand new words.</p> <p>Misprint Dismount</p>	<p>C5 I can retrieve and record information from non-fiction. What is the text about? What type of text is it? Which alternative title/subheading could you use? When did (key event) first take place? Who were the key people involved?</p> <p>C4 I can identify features of different fiction genres. Given that there are spaceships and planets, to which genre could this story belong? What clues tell you that this is a romantic story?</p> <p>C3 I can compare, contrast and evaluate different non-fiction texts. Why is the text arranged in this way? Does the layout and colour of the text have an impact on the reader? What features make this book similar to [another] happenings in the text?</p>	<p>RD4 I can justify reasons for my opinion using evidence from the text and my own ideas. Do you think the character made the right decision? Why?</p> <p>RD3 I can put together clues from action, dialogue and description to infer meaning. Can you choose a character and say what they felt/thought/did in response to events? How do you know? What does...tell you about how the character is feeling? How did the characters' actions affect the outcome of the story?</p> <p>RD2 I can make predictions with evidence from the text and with knowledge of wider reading. What usually happens in the text?</p>	<p>L3 I know how suspense is built up in a story. What does the writer do to create atmosphere? What changes to make the story more suspenseful here? Why are short sentences used here?</p> <p>L2 I can find and comment on examples of how authors express different moods, feelings and attitudes. Why does the author use this word? What does the character do to show us how she feels? Why is this word so effective? Which word makes us feel...? Can you find words in the text which help the author create mood/effect?</p> <p>L1 I can recognise the use and</p>	<p>R3 I understand how the author wants the reader to respond. How does the writer want us to feel? Why has the writer used this particular word?</p> <p>R2 I can identify themes and conventions in a wide range of books. What is the genre of this story? How do you know? What is this story about? What is the theme? (Green, heroism) Are there other stories where there are characters like this?</p> <p>R1 I can participate in discussions about fiction, poetry, non-fiction and reference/text books. What happened in the story? Who is telling the story? Was this an exciting story?</p>	<p>B5 I can perform plays/poems using actions and expression. How does make you feel? How can you show that in your performance?</p> <p>B4 I can recognise and use some different forms of verse and narrative. Hear any repeating patterns in this poem? Does the poem tell a story? How does the shape of the poem affect its meaning?</p> <p>B3 I can make connections between books by the same author. What does Michal Morpurgo usually write? Do all his stories start with</p>

Teacher Assessments

- * Ongoing assessment in all lessons
- * Half termly or termly tests
 - * We like to send home tests where possible so you can celebrate their achievements and see where your child needs support.
- * SATS (Y2 & Y6) – parents meeting in Spring term

Future Events

- * Classroom drop ins
- * Parents' evenings
- * PTA Events
- * And many more....

School Communication

- * The new look website is updated daily
- * Follow us on Twitter
- * Check your emails for notices and newsletters
- * Calendar on website has lots of dates on for the whole year!

Thank you

- * Thanks for coming
- * For more information visit www.parkfieldprimary.com
- * If you have any issues or questions throughout the year please come and speak to me.
- * If you have any further questions, I will be staying for a little while.