



Parent Consultations Friday September 3rd

Organisation:



Appointments start at 9.00am for 45 minutes. Gap of 30 minutes between each group and an hour for lunch.



Parents have been directed to different entrance points and will leave at the end of the session.



Please ensure you keep a note of who has not attended and hand this in at the end of the day.



You will need to prepare a pack of information for each parent.

Parents/Carers

The evidence about the benefits of parents being involved in their children's education is overwhelming. Research shows that parental involvement in their children's learning positively affects the child's performance at school (Fan & Chen, 2001) in both primary and secondary schools (Feinstein & Symons, 1999), leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school (Melhuish, Sylva, Sammons et al., 2001).

Parental Support: Key Areas

Attendance

Behaviour

Curriculum

Attainment

Homework

Uniform

Attendance

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- ▶ The links between attendance and achievement are strong
- ▶ Pupils with persistent absence are less likely to succeed at school and stay in education after the age of 16 years

95 to 100%	Best Chance of Success	Your child is taking full advantage of every learning opportunity.
90 to 95%	At least 2 weeks of learning missed	Satisfactory. Your child might have to spend time catching up on work missed.
85 to 90%	At least 4 weeks of learning missed	Your child might be at risk of under achieving and may need extra support in order to catch up.
80 to 85%	At least 5 ½ weeks of learning missed	Your child's poor attendance has a significant impact on their learning.
Below 80%	At least 7 ½ weeks of learning missed	Your child is missing out on a broad and balanced education. You are at risk of prosecution.

Late for School!

Gates open at 8.45am and your child should be in their seat by 9am. Please ensure your child arrives in good time for Registration and the start of lessons. Being late on a regular basis adds up to a loss of learning time.

5 minutes late every day	3.4 days of learning lost each year
10 minutes late every day	6.9 days of learning lost each year
15 minutes late every day	10.3 days of learning lost each year
20 minutes late every day	13.8 days of learning lost each year
30 minutes late every day	20.7 days of learning lost each year

Late for School!

Being late for school has many negative consequences:

Gets the day off to a bad start

Increases stress and upset for your child

Can lead to the child feeling embarrassed and can affect your child's overall confidence

Disrupts the learning of other class members

Creates bad habits which could lead to poor attendance

Confusion for your child as work or activities have already started

Behaviour

- **Ready**
- **Respectful**
- **Responsible**

3RS

Our Code of Conduct is based on the 3Rs – Ready, Respectful, Responsible. We expect all parents/carers, children and professionals to follow the 3Rs as set out below.

Code of Conduct – Ready, Respectful and Responsible

Ready

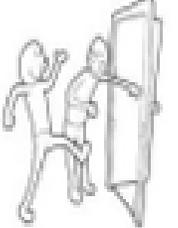
1. Be punctual
2. Be in full school uniform
3. Be silent when entering a classroom
4. Listen carefully
5. All necessary equipment out, and everything else away

Respectful

6. Do as you are asked by all members of staff, first time and without question
7. Listen to others, do not call out, and use appropriate language and tone
8. Be kind to each other and take care of property

Responsible

9. Follow rules for health and safety
10. Keep hands, feet, objects and personal comments to yourself
11. Be in the right place at the right time, and not in unsupervised areas
12. Leave valuables at home, the school is not responsible for them

Level 1 - Ready Respectful Responsible Low level disruption					Level 2	Level 3
A Verbal warning	1 st Warning	2 nd Warning	Reflection time in class	Reflection time in partner class	Orange Slip	Inform SLT straight away
						
Not following the three Rs in the Code of Conduct					Exhausting level 1 or Significant incident	Serious incident Potentially excludable

Examples of level 2/Significant

- Swearing
- Dishonesty
- Discriminatory action
- Risky behaviour
- Minor damage

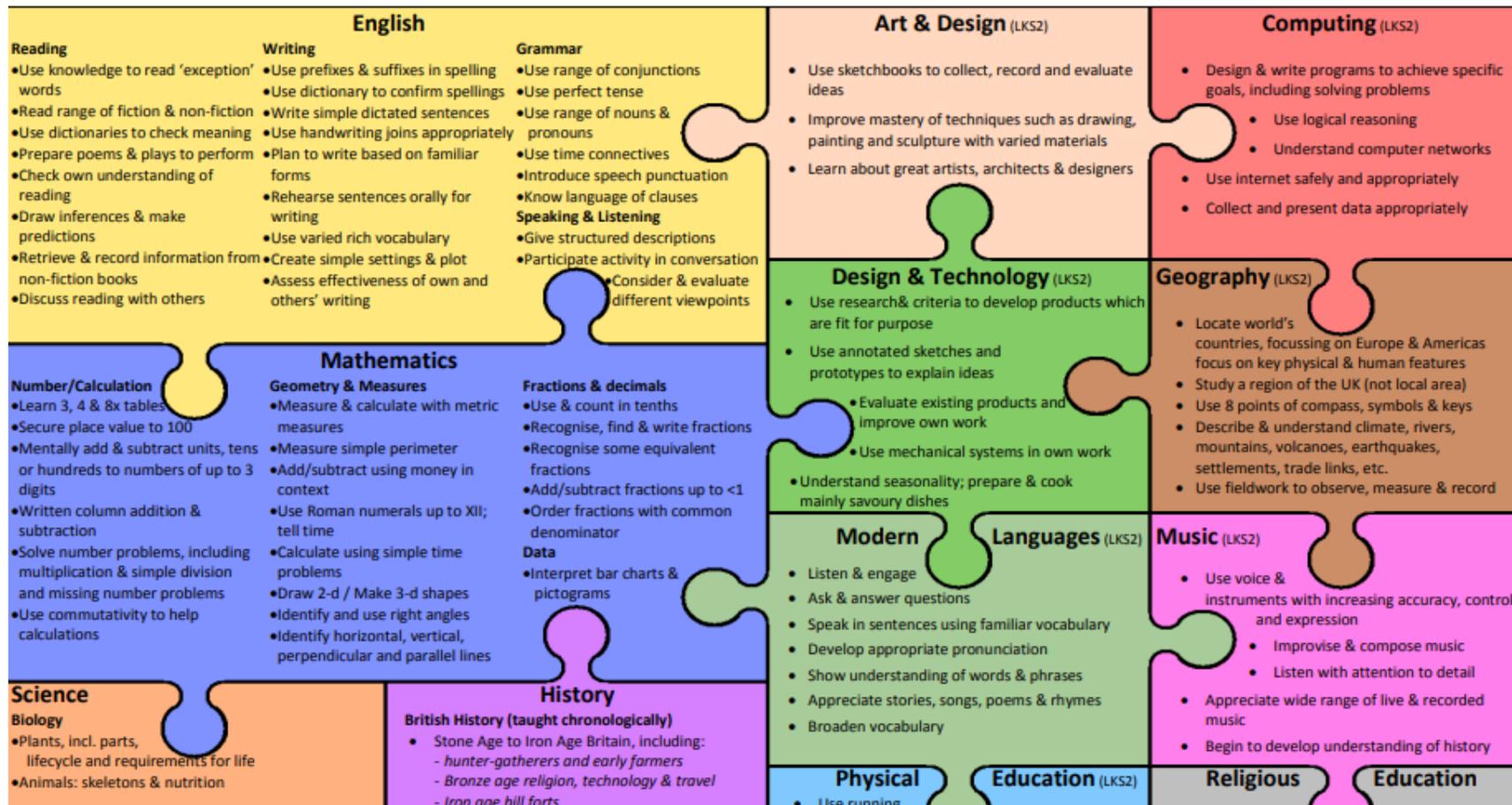
Examples of level 3/Serious

- Violence or threat of violence
- Refusal to move to partner class
- Verbal abuse of staff
- Dangerous behaviour, including fighting
- Vandalism/graffiti
- Bullying

- Each orange slip will mean a telephone call home by the member of staff who issued it and a letter sent home to parents by the school.
- 2 orange slips = meeting with parents.
- All above will be considered for loss of privileges including attendance school trips.

End of Year Outcomes

Curriculum Overview for Year 3



<p>Foundation Stage</p> <p>Weekly reading books taken home to share with an adult</p> <p>Phonics sounds to practise</p> <p>Practical maths activity</p> <p>Practical homework grid of activities to complete each half term</p>	<p>Key Stage 1 (10 minutes a night)</p> <p>Children will access the following work via google classrooms: Weekly spelling lists of phonetically decodable and tricky words 1 times table task</p> <p>Reading Reading books changed weekly and matched to phonic achievement Library book changed each week to share at home</p> <p>Online Platforms Year 2 have books and quizzes set each week via scholastic Learning Zone 1 maths task set via online platform 1 X 2Do Purple Mash task each week</p>	<p>Key Stage 2 (20-30 minutes a night)</p> <p>Children will access the following work via google classrooms: Weekly spelling lists developed from NC guidelines and topic specific words 1 times table task</p> <p>Reading Reading books changed on completion and a review comment recorded. All children given the opportunity to change their library book each week.</p> <p>Online Platforms Books and related quizzes set using scholastic learning Zone 1 maths tasks set via online platform 2 X 2Do Purple Mash each week</p>
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The importance of being able to read

Academic, emotional and social issues abound for children who are poor readers. Children who are behind their peers in reading struggle with **low self-esteem** and feelings of inadequacy. Low achievement in reading is also the common denominator in school discipline, attendance and dropout problems, and juvenile crime.

Around a quarter of all children left primary school last year unable to read well. These children are at a disadvantage because they are unable to access their secondary education properly, and this has lifelong consequences.

- One in four children left primary school in 2019 unable to read to the required standard.¹ School closures caused by the Covid crisis will almost certainly have made this statistic worse.

- Nearly one in six 15 year-olds in England does not have a minimum level of proficiency in literacy.²

- A quarter of young offenders have reading skills below those of the average 7-year-old.⁵

- Sadly nearly half of people entering the prison system have literacy skills lower than those expected of an 11-year-old.⁵

Reading

Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri & Buchanan, 2004), while reading enjoyment is more important for children's educational success than their family's socio-economic status (OECD, 2002).



Oxford Owl for Home

Free resources to support learning at home

- Advice and support for parents
- Educational activities and games
- Free eBook library for 3- to 11-year-olds

Enter site

Home

Reading

English

Maths

At school

Kids' activities

Bookshop

Blog

**welcome to Oxford Owl for Home**

Help your child learn with expert advice and free activities from Oxford University Press. [About Oxford Owl for Home](#)

Explore by age:

3-4

4-5

5-6

6-7

7-8

8-9

9-10

10-11



Free eBook library

Take a look at our tablet-friendly eBooks, which include all of your child's favourite characters from Biff, Chip and Kipper to the Project X team.

[Browse eBooks](#)

Reading Comprehension

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Setting

• • •

Setting is when and where a story takes place. Does the story happen in a real or imaginary place? Does it take place in the past, present, or future?

Plot

• • •

Plot is what happens to the characters. It gives the story its structure, and your child will follow what happens in the beginning, middle, and end.

Characters

• • •

Your child needs to understand who they are and why they act the way they do. A good reader always asks questions about the characters.

Theme

• • •

The theme is the big idea that holds the whole story together. Good books explore rich themes like friendship, overcoming fears, and growing up.

Reading Comprehension Example:



Read the passage below and answer the questions that follow.

How did the boy feel at the end of the story?

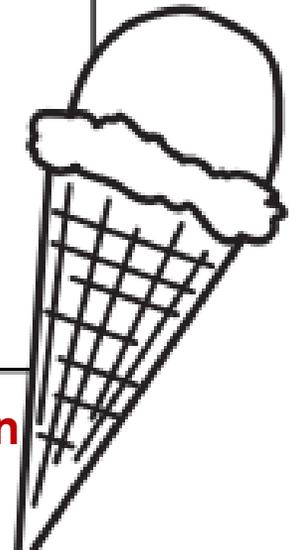
Where did the boy buy the ice cream?

My day started out great. I woke up to the sound of the birds chirping outside. I knew my grandma was making bacon for breakfast. The delicious smell drifted into my bedroom.

Things looked good! We went to the beach near my grandma's house. The sun shone brightly. Grandma promised that I could get some ice cream from the Snack Bar.

I really worked up an appetite for that ice cream after I swam in the water, built four sandcastles, and buried my friend's legs in the sand. Grandma gave me the money. I went to get my treat.

As soon as I got back to the blanket where we sat, I ate my ice cream cone. Then it happened. The ice cream began to melt at a lightning speed and before I knew it, my ice cream was splattered in the sand.



How did the boy feel at the beginning of the story? **What does 'worked up an appetite' mean in Paragraph 3?**

Supporting your child to improve their reading

Your child needs:

- Decoding skills
- Fluency
- Strong vocabulary

Most importantly, your son or daughter needs to do lots of reading.

15 minutes seems to be the “magic number” at which students start seeing substantial positive gains in reading achievement; students who read just over a half-hour to an hour per day see the greatest gains of all.

1. **Make books a part of family life** – Always have books around at home. That way you and your children are ready to get reading, even if it's only for ten minutes.

2. **Join your local library** – Get your child a library card. They'll be able to get their hands on hundreds of fantastic books, as well as the latest video games, blu-rays and DVDs. Let them choose what they want to read to help them develop their own interests.

3. **Read about something they're interested in** – Help your child find the right book for them. It doesn't matter if it's fiction, poetry, comic books or non-fiction.

4. **All reading is good** – Don't rule out non-fiction, comics, graphic novels, magazines or leaflets. Reading is reading and it's all worthwhile.

5. **Get comfortable!** – Snuggle up together somewhere warm and cosy, whether it's in bed, on a beanbag or on the sofa. And make sure your child has somewhere comfy to read on their own too.

6. **Ask questions** – To keep them interested in the story, ask your child questions as you read. Start with 'Where did we get to last time?', 'Can you remember what's happened so far?' and 'What do you think will happen next?'

7. **Read whenever you get the chance** – Have a book or magazine with you for any time your child has to wait, like at the doctor's or the dentist.

8. **Read favourites again and again** – Encourage your child to re-read the books and poems they love. Re-reading helps to build fluency and confidence.

9. **Enjoy bedtime stories** – Read with your kids at bedtime as often as you can. It's a great way to end the day and to spend valuable time with them.



Times Tables

	Year 3	Year 4	Year 5	Year 6
1 st Half Term	2 x table	6 x table	6 x table	6 x table
2 nd Half Term	5 x table	8 x table	8 x table	8 x table
3 rd Half Term	10 x table	7 x table	7 x table	7 x table
4 th Half Term	3 x table	9 x table	9 x table	9 x table
5 th Half Term	4 x table	11 x table	11 x table	11 x table
6 th Half Term	7 x table	12 x table	12 x table	12 x table

Online Homework

<https://www.mathletics.com> ▼

Mathletics | Online Math Program For In Class and Distance

[Scholastic Learning Zone](#)

<https://www.purplemash.com> ▼

Purple Mash

School Uniform

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▶ Girls

- ▶ Grey tunic, skirt or trousers
- ▶ White long or short sleeved blouse
- ▶ School jumper or cardigan
- ▶ School tie
- ▶ Plain white socks or white, black or grey tights
- ▶ Black shoes
- ▶ School fleece (optional)
- ▶ School dress, pink & white check or white school polo shirt or open necked blouse may be worn in the Summer term

▶ Boys

- ▶ Grey long or short trousers
- ▶ White long or short sleeved shirt
- ▶ School jumper
- ▶ School tie
- ▶ Plain grey or black socks
- ▶ Black shoes
- ▶ School fleece (optional)
- ▶ White school polo shirt may be worn in the Summer term.

Games/PE:

School PE top; maroon or gold

School PE shorts, maroon

School PE sweatshirt, maroon or gold (KS2) and Jogging Bottoms, black (on top of shorts)

On PE days children should wear PE kit to school

Please ask if you have a question

