

The background features abstract red geometric shapes, including triangles and polygons, some overlapping and semi-transparent, creating a modern, layered effect. The colors range from light pinkish-red to deep, dark red.

Welcome to our Parents' meeting

Wednesday 11th September, 2019

Purpose and aims of the session

- **Expectations for the end of the year - curriculum**
- **Meet the teacher**
- **Purpose of planners**
- **Clarify information about the school - based on parent questionnaire feedback**

Expectations of the academic year

- 8.45am - arrive to school on time
- PE kits need to be in school everyday - shorts, t-shirts and black pumps.
- 2W - P.E slot is Monday.
- 2P - P.E slot is Thursday.

Curriculum Content - Reading

Band 2 Inline
I can use automatic decoding as routine (reading on sight) and I can read fluently.
I can read accurately by blending the sounds in words that contain the graphemes I have been taught so far, especially recognising alternative sounds for graphemes
I can read accurately words of two or more syllables that contain the graphemes I have been taught.
I can read words containing common suffixes.
I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
I can read most high frequency words quickly and accurately, without sounding and blending.
I can read aloud sounding out unfamiliar words accurately and automatically.
I can read books of an appropriate level, increasing my fluency and confidence in word reading.

I can listen to, discuss and express my views about a wide range of contemporary and classic poetry, stories and non-fiction texts, some of which I can read independently and some of which have to be read to me.
I am becoming increasingly familiar with and able to retell a wider range of stories, fairy stories and traditional tales.
I can recognise simple recurring literary language in stories and poetry.
I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.
I can discuss my favourite words and phrases.

Reading

I can discuss the sequence of events in books and how items of information are related.

I can understand what I read or hear read based on what I already know or on information and vocabulary provided by my teacher.

I can check that the text makes sense to me as I read and can correct inaccurate reading.

I can identify the significant events within a story.

I can make inferences on the basis of what is being said and done.

I can answer and ask questions about books I have read or hear read.

I can predict what might happen based on what I have read so far.

I can use non-fiction books that are structured in different ways and can identify the differences.

I can participate in discussions about books, poems and other works that are read to me and those that I have read for myself, taking turns to speak and listening to what others say.

I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.

Curriculum content - writing

Band 2 Inline
<p>I can evaluate my own writing with a teacher and/or other children.</p> <p>I can re-read my writing to make sure it makes sense and to identify errors in spelling, grammar and punctuation.</p> <p>I can make additions or improvements as a result of re-reading.</p>
<p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p>
<p>I can use appropriate spacing between words.</p> <p>I can use expanded noun phrases to describe and specify [e.g. the blue butterfly].</p>
<p>I can use sentences of different forms: statement, question, exclamation and command.</p> <p>I can use the present and past tenses correctly and consistently.</p> <p>I can use when, if, that or because for subordination and use or, and or but to create co-ordination.</p> <p>I can use written Standard English.</p> <p>I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>I can use apostrophes for contracted forms and for the (singular) possessive.</p>

Band 2 Inline
<p>I can use more word-specific knowledge to spell words correctly, including homophones.</p> <p>I can segment words into phonemes and represent these through graphemes, spelling many correctly.</p> <p>I can spell words in a phonetically plausible way.</p> <p>I can spell common irregular words correctly.</p> <p>I can learn new ways to spell phonemes.</p>
<p>I can spell some words with the contracted form.</p> <p>I can use the suffixes <u>-ment</u>, <u>-ness</u>, <u>-ful</u>, <u>-less</u> and <u>-ly</u>.</p> <p>I can use the possessive apostrophe (singular)</p> <p>I can apply spelling rules.</p>
<p>I can write from memory simple sentences spoken by an adult that include known GPCs, common exception words and punctuation.</p>
<p>I can form lower case letters correctly and make sure they are the same size as each other.</p> <p>I can attempt to join letters using some horizontal and diagonal strokes and have an understanding of which letters join and which ones do not.</p> <p>I can form capital letters correctly in size, orientation, in relationship to one another and lower case letters.</p> <p>I can form numbers correctly in size, orientation and in relationship to one another.</p> <p>I can use appropriate spacing between words.</p>
<p>I can write for a range of purposes and in a range of genres using the correct structure. <i>Writing narratives about personal experiences (real and fictional), writing about real events, writing poetry, writing for different purposes.</i></p> <p>I can produce increasingly longer pieces of writing.</p>
<p>I can write a plan or say out loud what I am going to write about before starting to write.</p>

National Curriculum Appendices

- ▶ **Appendix 1 (Pages 7 to 10) - Spelling rules that will be taught throughout Year 2**
- ▶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf
- ▶ **Appendix 2 (Bottom of page 2 and top of page 3) - Grammatical features the children will be introduced to in Year 2**
- ▶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf

Curriculum content - Maths

Band 2 - In Line	
1.	I can count in steps of 2, 3, 5 from 0, and in tens from any number, forward and backward
2.	I can recognise the place value of each digit in a two-digit number (tens, ones)
3.	I can read and write numbers to at least 100 in numerals and in words
4.	I can compare and order numbers from 0 up to 100 using $<$, $>$ and $=$ signs
5.	I can identify, represent and estimate numbers using different representations, including the number line
6.	I can round any number to the nearest 10
7.	I can use place value and number facts to solve problems

Curriculum content - maths

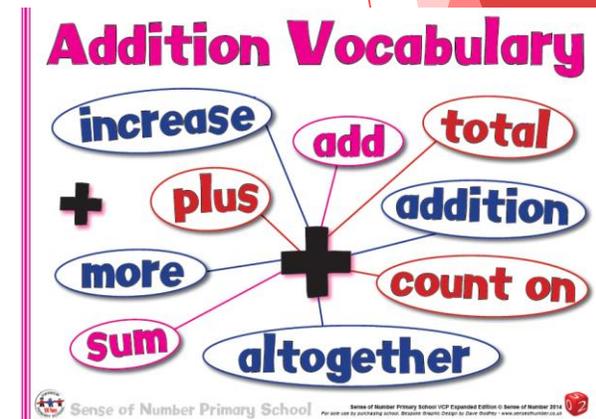
8.	I can solve problems with addition and subtraction using objects and pictures using mental and written methods
9.	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
10.	I can show that addition of two numbers can be done in any order (commutative) and subtraction cannot
11.	I can recognise and use the inverse relationship between addition & subtraction and use this to check calculations and solve missing number problems.
12.	I can understand and use the terms sum and difference
13.	I can understand subtraction as taking away or finding the difference.
14.	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: $TU+U$, $TU+T$, $TU+TU$, $U+U+U$

Curriculum content - maths

15.	I can solve problems involving multiplication and division including problems in contexts.
16.	I can use different words to describe multiplication and division
17.	I can recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers
18.	I can double and halve numbers to 20
19.	I can count in 3s, 4s and 8s
20.	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot e.g. $15 \div 3 \neq 3 \div 15$
21.	I am beginning to understand remainders
22.	I am beginning to relate multiplication and division to fractions e.g. $\frac{1}{2}$ is the same as $\div 2$
23.	I can calculate mathematical statements for multiplication and division and write them using the \times , \div , $=$ signs

Planners - expectations

- Planners
- Check them every day
- Reading
- English glossary of terms
- Writing - Alan Peat Sentences
- Maths - VCP
- Mathletics - homework, rapid recall of skills
- TT Rock Stars
- Spelling Shed
- Spellings
- School website - log on
- Assessment - developing, inline or greater depth



Planners

- ▶ Please sign the Home/School agreement at the front of the planner.

Homework

- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.
- ▶ Spellings should be learnt daily and will be tested on a Tuesday.
- ▶ Please ensure you sign the planner after your child has completed their homework.

Behaviour

- ▶ Rights Respecting School
- ▶ Rewards and sanctions
- ▶ KS1 and KS2 end of term treat - golden time (new for KS1)

All children's names will be placed on green on a chart like this in the class.

They can move up and down the chart, depending on their behaviour.

It is expected that children show good behaviour and remain on at least green as 'green is good'.

What will happen?	Examples of behaviour:	
<p>GOLD is great!</p> <ul style="list-style-type: none"> • Gold sticker to wear ☺ • Gold sticker in planner ☺ • Gold sticky dot on wall ☺ • After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly. 	<p>GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.</p>	
<p>SILVER is super!</p> <ul style="list-style-type: none"> • Silver sticker to wear ☺ • Silver sticker in planner ☺ • Silver sticky dot on wall ☺ • After 5 times on SILVER, you will get a GOLD. 	<ul style="list-style-type: none"> - Respectful at all times - Polite and courteous at all times. - e.g. holding doors open - Kind and caring at all times 	<ul style="list-style-type: none"> - Listening and engaging in learning - High standard of work - Persevering with tasks - Ready to learn - A positive attitude to school life
<p>GREEN is good! EVERYONE STARTS on green every morning.</p>	<ul style="list-style-type: none"> - Respectful - Effort (doing your best) - Polite - Kind - Listening well - Sitting properly 	<ul style="list-style-type: none"> - Producing a good standard of work - Ready to learn (planner, pencil, reading book, PE kit) - Correct uniform - Lining up sensibly - The right attitude to school life
<p>ORANGE = 1st WARNING</p> <ul style="list-style-type: none"> • Teacher will date chart • 5 oranges on separate days = 1 red (5 mins Golden Time lost). 	<ul style="list-style-type: none"> - Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc. - Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back - Rudeness 	<ul style="list-style-type: none"> - Being unkind - Moving when you shouldn't - Poor listening skills - Lack of effort/ focus - Incorrect uniform (not tucking shirt in, trainers, no tie) - Not lining up sensibly - A poor attitude to school life
<p>RED = 2nd orange WARNING (in 1 day)</p> <ul style="list-style-type: none"> • Teacher will date chart (& fill in behaviour log on computer) • RED sticker in planner • 5 mins golden time lost • 5 mins time out in another class • 5 mins make up the lost time at break/ lunch time. 	<ul style="list-style-type: none"> - Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc. - Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back - Rudeness - Moving when you shouldn't - Being unkind - Poor listening skills - Lack of effort/ focus - A poor attitude to school life 	<p><u>Each RED warning = RED sticker in your planner for parents to sign.</u></p> <p>1st = RED sticker in your planner for parents to sign</p> <p>2nd = RED sticker in your planner for parents to sign</p> <p>3rd = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent.</p> <p>4th = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.</p> <p>5th = RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Miss Stanton. . Your play / lunch times will be limited. You will lose the end of term treat</p> <p>6th = a RED sticker will be put in the planner for parents to sign. NM to call parents in for a meeting</p>
<p>BLACK</p> <ul style="list-style-type: none"> • You will be sent to Mrs Miller or Miss Seanson • Your play / lunch times will be limited • Teacher will date chart & fill in behaviour log • Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day. • Dependent on the scenario, you could lose several intervals of 5 mins plus of golden time and get red warnings. E.g. you could lose 2nd intervals of 5 mins and get 2 red warning stickers. It could be 8. 	<ul style="list-style-type: none"> - refusal to do what an adult asks, - physical violence, - backchat, - inappropriate language directed at people. 	

If they go above and beyond expectations, they will move to silver and gold.

Rewards will be given for positive behaviour.

However, poor behaviour will mean they will move down the chart to orange, red or black.

Consequences for poor behaviour.

What will happen?	Examples of behaviour:	
GOLD is great! <ul style="list-style-type: none"> • Gold sticker to wear ☺ • Gold sticker in planner ☺ • Gold sticky dot on wall ☺ • After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly. 	GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.	
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GREEN is good! EVERYONE STARTS on green every morning.	<ul style="list-style-type: none"> - Respectful - Effort (doing your best) - Polite - Kind - Listening well - Sitting properly 	<ul style="list-style-type: none"> - Producing a good standard of work - Ready to learn (planner, pencil, reading book, PE kit) - Correct uniform - Lining up sensibly - The right attitude to school life
ORANGE = 1st WARNING <ul style="list-style-type: none"> • Teacher will date chart • 5 oranges on separate days = 1 red (5 mins Golden Time lost). 	<ul style="list-style-type: none"> - Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc. - Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back - Rudeness 	<ul style="list-style-type: none"> - Being unkind - Moving when you shouldn't - Poor listening skills - Lack of effort/ focus - Incorrect uniform (not tucking shirt in, trainers, no tie) - Not lining up sensibly - A poor attitude to school life
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BLACK <ul style="list-style-type: none"> • You will be sent to Mrs Miller or Miss Stanton • Your play / lunch times will be limited • Teacher will date chart & fill in behaviour log • Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day. • Depending on the scenario, you could lose several intervals of 5 minutes slots of golden time and get red warnings. E.g. you could lose 2nd intervals of 5 mins and get 2 red warning stickers. It could be 8. 	<ul style="list-style-type: none"> - refusal to do what an adult asks, - physical violence, - backchat, - inappropriate language directed at people. 	

What will happen?	Examples of behaviour:
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GOLD is great!

- Head teacher sticker ☺
- After 5 consecutive GOLD weeks, you will get a certificate in assembly.

- GOLD is consistently maintaining the following standards:**
- Respectful at all times
 - Polite and courteous at all times
 - Kind and caring at all times
 - Listening and engaging in learning
 - High standard of work
 - Persevering with tasks
 - Ready to learn
 - An excellent attitude to school life

SILVER is super!

- Silver sticker in planner ☺
- After 5 consecutive SILVER days, you will get a certificate in assembly.

- Respectful at all times
- Polite and courteous at all times.
- e.g. holding doors open
- Kind and caring at all times
- Listening and engaging in learning
- High standard of work
- Persevering with tasks
- Ready to learn
- A positive attitude to school life

GREEN is good!
 EVERYONE STARTS on green every morning (unless you are already on SILVER or GOLD)

- Respectful
- Effort (doing your best)
- Polite
- Kind
- Listening well
- Sitting properly
- Producing a good standard of work
- Ready to learn (planner, pencil, reading book, PE kit)
- Correct uniform
- Lining up sensibly
- The right attitude to school life

ORANGE = 1st

WARNING

- Teacher will date chart

- Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc

- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back
- Rudeness

- Being unkind
- Moving when you shouldn't
- Poor listening skills
- Lack of effort/ focus
- Incorrect uniform (not tucking shirt in, trainers, no tie)
- Not lining up sensibly
- A poor attitude to school life

RED = 2nd orange

WARNING

- Teacher will date chart & fill in behaviour log
- RED sticker in planner
- 5 mins golden time lost,
- 5 mins time out in another class
- 5 mins make up the lost time at break/ lunch time.

- Not ready to learn e.g. no planner, no pencil etc
- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back
- Rudeness
- Moving when you shouldn't
- Being unkind
- Poor listening skills
- Lack of effort/ focus
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4th = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.

5th = RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Miss Stanton. Your play / lunch times will be limited. You will lose the end of term treat

6th = a RED sticker will be put in the planner for parents to sign NM to call parents in for a meeting

BLACK

- You will be sent to Mrs Miller or Miss Stanton
- Your play / lunch times will be limited
- Teacher will date chart & fill in behaviour log
- Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day.
- You will lose 3x of 5 minutes of golden time and get 3 red warnings, dependent on scenario.

- refusal to do what an adult asks,
- physical violence,
- backchat,
- inappropriate language directed at people.

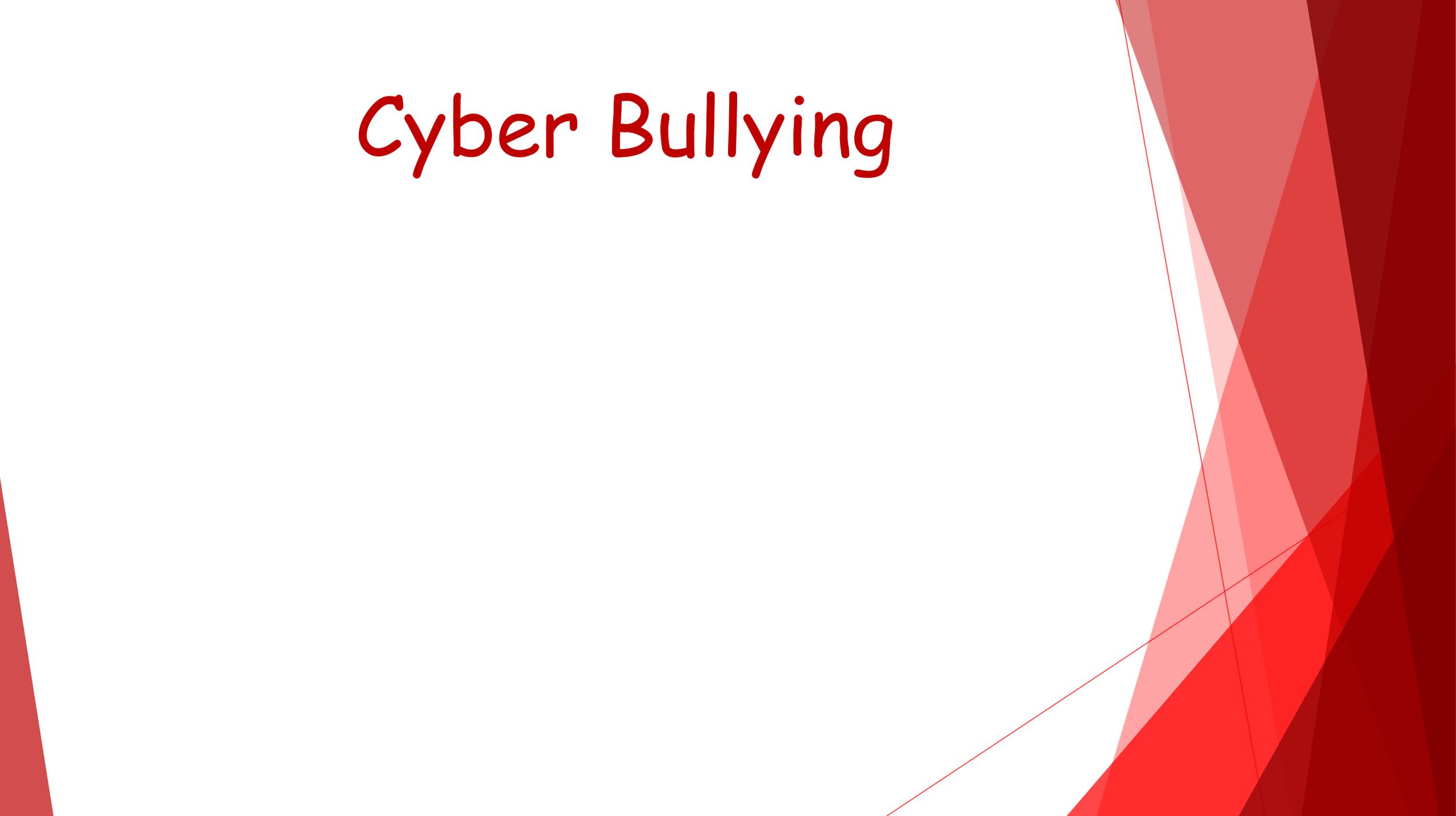
Behaviour chart

► Example

Super silver Sticker ☺	<ul style="list-style-type: none">- Respectful at all times- Polite and courteous at all times.<ul style="list-style-type: none">- e.g. holding doors open- Kind and caring at all times- Listening and engaging in learning- High standard of work- Persevering with tasks- Ready to learn- A positive attitude to school life
Green is good! EVERYONE STARTS on green every morning	<ul style="list-style-type: none">- Respectful- Effort (doing your best)- Polite- Kind- Listening well- Sitting properly- Producing a good standard of work- Ready to learn (planner, pencil, reading book, PE kit)- Correct uniform- Lining up sensibly- The right attitude to school life
Orange 1 st WARNING	<ul style="list-style-type: none">- Not ready to learn e.g. no planner, no pencil <u>etc</u>

STOP - anti bullying

Cyber Bullying

The background of the slide is white with abstract, overlapping red geometric shapes on the right side. These shapes include triangles and polygons in various shades of red, from light to dark, creating a modern, layered effect.

Finally...