Primary Parents’ meeting
2nd October 2017

Eve Bellanca - CE1/CM1/CM2 teacher
Katrina Fullerton – CP/CE1/CM1 teacher - ICT
Sarah Joannès – CE2/CM2 teacher - Learning Development
Julie Mortimer – CP/CE2 teacher - Head of Primary
Agenda

❖ organisation of classes
   ❖ timetable; homework
   ❖ learning development
❖ our students
❖ programme
   ❖ Reading, writing, spelling, speaking & listening
   ❖ ICT and curriculum development, report format
❖ working together in the classroom
❖ teaching and learning
❖ assessment procedures – continuation in programme
❖ valuing the children’s work
❖ lunch-time activities
❖ special events
❖ keeping in touch and how you can help
❖ questions
<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>Room</th>
<th>Teacher</th>
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</thead>
<tbody>
<tr>
<td>CP</td>
<td>16</td>
<td>E16/M14</td>
<td>Katrina Fullerton</td>
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<tr>
<td></td>
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<td></td>
<td>Julie Mortimer</td>
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<tr>
<td>CE1</td>
<td>14</td>
<td>E14</td>
<td>Eve Bellanca</td>
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<tr>
<td>CE1</td>
<td>13</td>
<td>E16</td>
<td>Katrina Fullerton</td>
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<tr>
<td>CE2</td>
<td>10</td>
<td>E19</td>
<td>Sarah Joannès</td>
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<tr>
<td>CE2</td>
<td>10</td>
<td>M14</td>
<td>Julie Mortimer</td>
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<tr>
<td>CM1</td>
<td>13</td>
<td>E14</td>
<td>Eve Bellanca</td>
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<tr>
<td>CM1</td>
<td>14</td>
<td>E16</td>
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<tr>
<td>CM2</td>
<td>15</td>
<td>E14</td>
<td>Eve Bellanca</td>
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<tr>
<td>CM2</td>
<td>14</td>
<td>E19</td>
<td>Sarah Joannès</td>
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<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
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<tr>
<td>9:00-10:30</td>
<td>CP - KF/JM</td>
<td>CM2 - EB/SJ</td>
<td>CP - KF/JM</td>
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<tr>
<td>10.45-12:00</td>
<td>CE1 - KF/EB</td>
<td>CE2/CM1 SJ/JM KF/EB</td>
<td>CP - KF/JM</td>
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<tr>
<td>12:00-12:45</td>
<td>. Coding . Spelling bee</td>
<td>Whole staff meetings</td>
<td>Admin meeting SMT</td>
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<tr>
<td>12:45-1:30</td>
<td>. Art/maths</td>
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<tr>
<td>1:30-4:30</td>
<td>CE2/CM1 SJ/JM KF/EB</td>
<td>CE1 - KF/EB</td>
<td>CM2 - EB/SJ</td>
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<td></td>
<td>Monday</td>
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<tr>
<td><strong>CP</strong></td>
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<td>Library Visit</td>
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<td>Homework in (After autumn break)</td>
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<tr>
<td><strong>CE1</strong></td>
<td>Homework in</td>
<td>Homework given</td>
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<tr>
<td></td>
<td>Library visit</td>
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<tr>
<td><strong>CE2/CM1</strong></td>
<td>Homework in</td>
<td>Homework given</td>
<td>Library visit (alternate weeks for CM1)</td>
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<tr>
<td><strong>CM2</strong></td>
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Our students

• The students in the Anglophone Section come from a variety of places and with different abilities in reading and writing, speaking and listening. Some are monolingual learning French, others bilingual and we have a growing number of trilingual or third-culture pupils
• Initially ascertain children’s levels
• Plan work so it meets needs of individuals in class
• **Support from other teachers enables strengthening of individuals’ skills or extension as required**
• Work is differentiated to ensure children are being challenged or given extra help
Learning development

• In addition to normal differentiation and support, we are offering weekly 20-minute lunchtime “learning development” sessions
• Cater for range of needs identified by class teacher: specific literacy difficulties, extension, language development, etc.
• Duration: 1-4 weeks, with a specific focus
• Care taken to avoid weeks when child has French support and days when child has activities
• Parents informed beforehand and receive a brief summary afterwards, possibly with recommendations for follow-up at home
Our Programme

• Based on National Curriculum for English (2014) in England and supplemented with documentation and sources from various countries

• **Continuity & progression** from one year to next

• **Team planning** ensures consistency within the classes at each level

• Covers *reading, writing, speaking & listening*
Speaking and Listening

- An integral part of each lesson
- Whole class discussions
- Group and pair work
- Presentations
- Drama activities
- Listening to others; taking into account other opinions; presenting their ideas clearly

- **Spoken language underpins the development of reading and writing**
Reading – a skill for life

- group/guided reading
- independent reading
- class texts
- book boxes
- library visits
- reading-related homework - Bug Club
- a wide range of fiction and non-fiction
Writing

. Different genres
. Some extended writing
. General and individual targets
. Self and peer-evaluation
. Prompts/scaffolding
. Presentation

Plan, draft and edit.......... .....then publish.
Spelling

- phonemes (e, sh, ai, ou .....)
- regular focus on spelling strategies (varied activities)
  - whiteboard
  - investigations
  - ipad apps
  - games
  - rules
  - homework
  - CP sound boxes
- Look, Say, Cover, Write, Check
Incorporating ICT into the Curriculum

- 50 i-Pads
- ‘apps’ and ICT activities that go hand-in-hand with the topic we’re working on
- Work with secondary to have an ongoing progression of skills
- Used for researching a topic, for phonics, reading, writing, drama…
- School emails / Technology contracts
- Green Screen
- Bug Club/ Coding Club / Hour of Code
<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Teacher:</th>
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**Speaking and Listening**
- Talks in different contexts, exploring and communicating ideas
- Taking turns in discussions
- Explains ideas clearly and accurately
- Listens and responds appropriately
- Takes on different roles and responsibilities in pairs and groups
- Uses drama activities to explore stories or issues

**Effort in speaking and listening**

**Reading**
 Uses phonics knowledge and skills as the route to decode words
- Reads common high frequency words
- Re-reads books to build up their fluency and confidence in word reading

**Reading Comprehension**
- Listens for meaning and is able to self-correct
- Begins to understand non-fiction books that are structured in different ways
- Predicts what might happen on the basis of what has been read so far
- Recognises simple recurring literary language in stories and poetry
- Discusses the sequence of events in books
- Makes inferences on the basis of what is being said and done

**Effort in reading**

**Writing**
- Segment spoken words into sounds and represents these in letters
- Spells common high frequency words
- Learns new ways of spelling different words which use the same sound, e.g., blue and blew
- Writes from memory simple sentences presented by the teacher including taught words and punctuation

**Grammar and Punctuation**
- Writes grammatically correct sentences
- Beginning to use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists
- Beginning to use linking words to extend their sentences, e.g., and, but, because, so

**Composition**
- Writes down ideas and key words for planning writing
- Writes narratives about personal experiences, real events and those of others (real and fictional)
- Extends sentences through the use of adjectives e.g., the blue butterfly
- Writes for different purposes e.g., class books, postcards, recipes
- Evaluates their writing with the teacher and other pupils

**Effort in writing**

**Comment**

- E — exceeds expectations
- M — meets expectations
- W — working towards expectation
- R — requires strong reinforcement

**CP End of Year Objectives**

- Individualised objectives for each year group CP-CM2 on reading, writing, speaking and listening
- Objectives will be covered over the course of the year
# CM2 End of Year Objectives

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>Speaking and Listening</td>
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<tr>
<td>Explains ideas clearly and accurately</td>
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<tr>
<td>Shows careful listening through relevant comments and questions</td>
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<tr>
<td>Takes on different roles and responsibilities in pairs and groups</td>
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<tr>
<td>Defends point of view convincingly and provides reasoned justifications for views</td>
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<td>Shows understanding of characters or situations through role play, poetry readings etc.</td>
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<td>Participates in discussions, building on their own and others’ ideas and challenging views courteously</td>
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<tr>
<td>Explains and discusses their understanding of a topic through formal presentations and debates, using notes where necessary</td>
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## Effect in speaking and listening

<table>
<thead>
<tr>
<th>Reading</th>
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<tbody>
<tr>
<td>Applies with confidence their knowledge of context, etymology, prefixes and suffixes, etc. to read</td>
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## Effect in reading

<table>
<thead>
<tr>
<th>Reading Comprehension</th>
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</thead>
<tbody>
<tr>
<td>Applies with confidence their knowledge of context, etymology, prefixes and suffixes, etc. to understand</td>
</tr>
<tr>
<td>Draws inferences about characters’ feelings, thoughts and motives, and justifies with evidence</td>
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<tr>
<td>Makes predictions while reading using information that is stated or implied</td>
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<td>Evaluates powerful language and poetic devices, e.g. similes, onomatopoeia, alliteration</td>
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<tr>
<td>Uses features e.g. index, contents, tables in non-fiction texts and digital resources to locate specific information</td>
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<td>Identifies specific characteristics of a range of genres, e.g. argument, biography</td>
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## Effect in reading

<table>
<thead>
<tr>
<th>Writing</th>
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<tbody>
<tr>
<td>Spelling</td>
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<tr>
<td>Spell all high frequency words correctly</td>
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<tr>
<td>Uses a range of strategies to spell new polysyllabic words correctly</td>
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<td>Spell all common homophones correctly</td>
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<table>
<thead>
<tr>
<th>Grammar and Punctuation</th>
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<tbody>
<tr>
<td>Writes grammatically correct sentences</td>
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<tr>
<td>Punctuates dialogue accurately, remembering a new paragraph for each new speaker</td>
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<td>Uses commas to clarify meaning or avoid ambiguity</td>
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<td>Writes complex sentences using commas to separate clauses</td>
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<table>
<thead>
<tr>
<th>Composition</th>
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<tbody>
<tr>
<td>Notes key words and organises ideas, drawing on reading and research</td>
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<tr>
<td>Writes stories with a well-balanced structure, including a well-developed ending</td>
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<tr>
<td>Links ideas within and between paragraphs using sophisticated linking words and phrases</td>
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<tr>
<td>Extends sentences through the use of powerful vocabulary and stylistic devices, e.g. metaphor, personification, onomatopoeia etc.</td>
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<tr>
<td>Includes imaginative detail to amuse, create tension, etc.</td>
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<tr>
<td>Is able to use a formal register</td>
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<tr>
<td>Uses a range of organisational features to structure content, e.g. heading, subheadings, glossary, topic sentences</td>
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<tr>
<td>Evaluates own writing and responds to feedback to improve, e.g. spelling, punctuation, vocabulary, content</td>
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</tbody>
</table>

| Effort in writing |
| Comment |

E – exceeds expectations; M – meets expectations; W – working towards expectations; R – requires strong reinforcement
Working together in the classroom

Teacher – class
Teacher – group
Teacher – individual child
Paired work
Group work
Presentations
Teaching and Learning

• Our teaching has to meet the varied needs and learning styles of the children (support and differentiation)

• We look for what they do well and identify areas for us to work on together (assessment for learning)

• We plan (when appropriate) for differentiated activities in one lesson.
Continuation in International programme

- At the end of each school year, the continuation of each child in the programme is reviewed
- On-going dialogue between school and family
- Any decision is a joint decision made with French colleagues and for the child's well-being
English outside of school

• **Only 6 hours** in school = one school day per week

• Contact with native English speakers outside of school is **essential** for all of our children – speaking as well as listening
Assessment procedure

The same procedure and standards of assessment are used in all classes to be fair to all children.
**Summative Assessment**
- Tests – standardised & work based

**Formative Assessment**
- General performance in class

Children’s progress and results are discussed by the Anglo team and with our French colleagues.
Valuing the Children’s work

CM1s drought posters

CE1 Voices in the Park

CE2 artwork on Gregory Cool

CM2 ICT and artwork on Holes
Lunch-time Activities

• CP Art in Maths – Julie Mortimer
  (CP1 and 2 first semester)

• CE1/2 Coding – Katrina Fullerton
  (CE2 first semester)

• CM1/2 – Spelling bee – Eve Bellanca
  (CM1 first semester)

• All years where appropriate NewsBite press club – Julie Mortimer
Special events

Sports Day

CE1 Jack and the Beanstalk

Mystery Skype

Healthy Living movement activity

Halloween

Making truffles

Welcome
Keeping in touch

• General meeting

• Parent meetings – English and French teacher and FLS teacher where appropriate

• Home-school books

• NewsBite – on APESA website

• Homework/spelling lists

• Sending home exercise books - before every holiday

• Termly reports templates can be consulted on APESA website – apesalyon.org
How can parents help?

- Opportunities to speak English outside school
- Reading
  - regular reading and discussion
  - CP reading diary
- Homework
  - make sure homework tasks are completed regularly
  - review spellings regularly
- Meet and keep in contact with your child’s teacher
  - ebellanca@csianglo.org
  - kfullerton@@csianglo.org
  - sjoannes@csianglo.org
  - jmortimer@csianglo.org
Thank you for your attention!