



**‘Supporting my child with
their learning’
Information Evening**

05/02/2024

OPPORTUNITY AND ACHIEVEMENT FOR ALL



Success @ Horsforth School

OPPORTUNITY AND ACHIEVEMENT FOR ALL

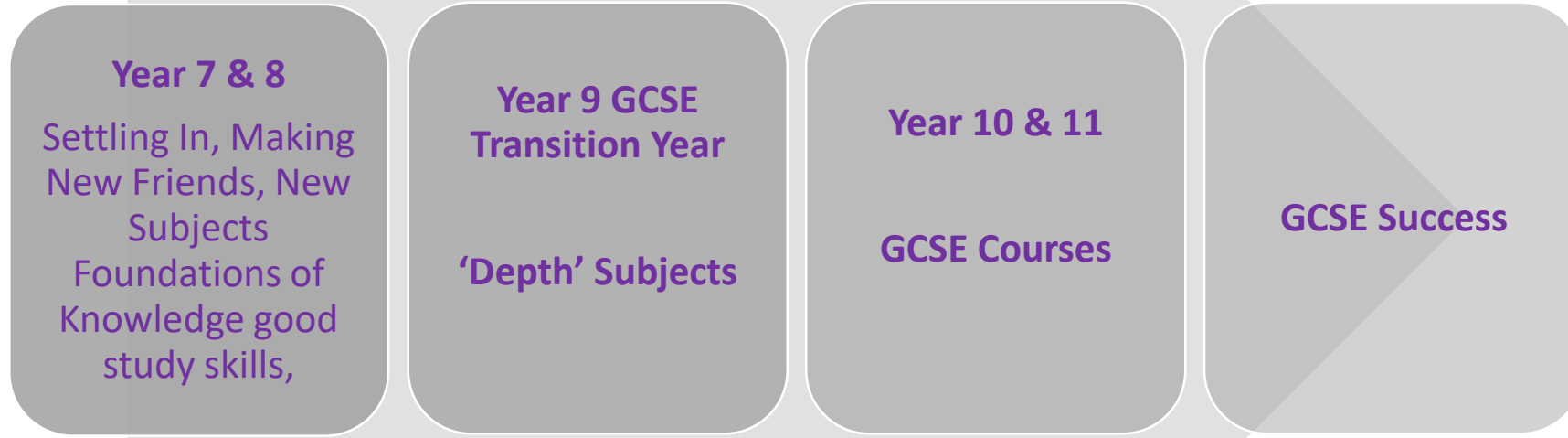
A Level Results 2023



GCSE Results 2023



Their School Journey...







Learning @ Horsforth School

OPPORTUNITY AND ACHIEVEMENT FOR ALL

Challenges for our students

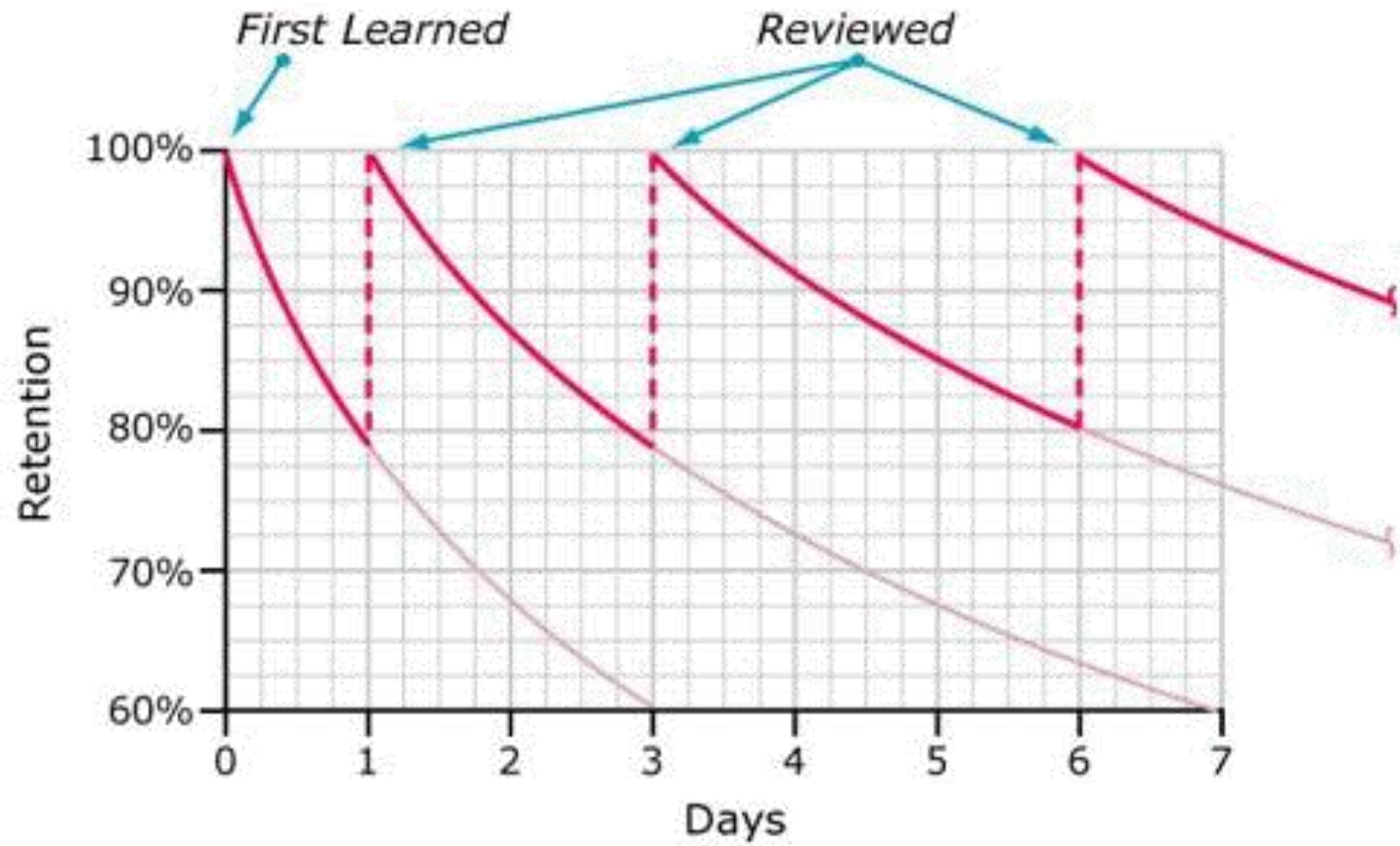
- COVID
- Linear exams.
- The sheer amount of content.
- Reading

“How am I supposed to remember all that?”



The battle against forgetting

Typical Forgetting Curve for Newly Learned Information



Retrieval Practice: How we support in school



Retrieval Practice – complex opinions



1. As far as I am concerned
2. In my eyes
3. As far as I know
4. Personally
5. I believe that
6. We think that
7. According to me
8. I agree
9. She agrees
10. They don't agree



Can you remember any other complex opinion phrases?

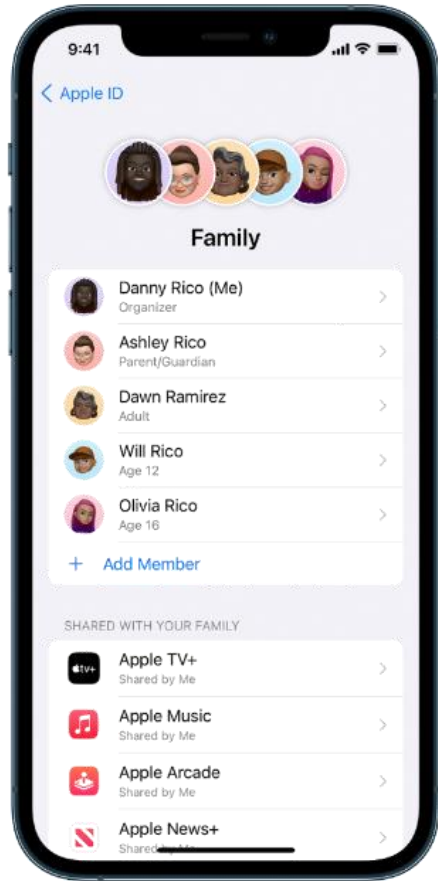
Good Habits at Home

Key to successful study:

- ✓ Right conditions
- ✓ No distractions
- ✓ Well planned
- ✓ Regular breaks
- ✓ Resources

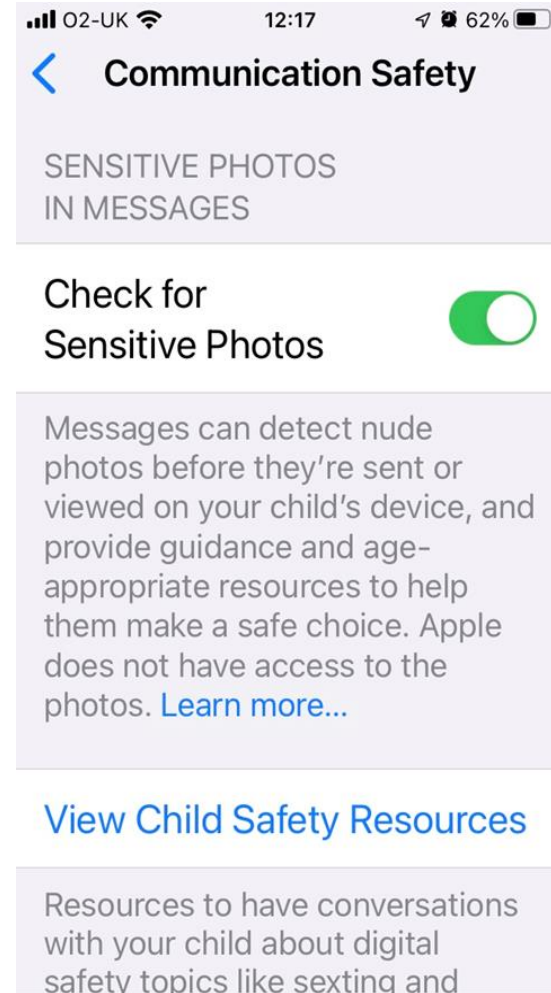


Healthy Screen Time



FAMILY SHARING

- Screen Time
- Downtime
- App limits
- Location Sharing
- Ask to Buy
- Sensitive Photos



Practice makes progress



- With regular, well planned practice starting now, your child is likely to achieve and exceed their target grades
- Regularly revisiting their work will support them with remembering key words, foundation knowledge and supports with retention.

Whole Class Feedback



➤ WAGOLLS

➤ Common Misconceptions

➤ Adaptive teaching to meet the needs of the class

➤ Spiralled Learning

➤ Regular, live feedback

Whole Class Feedback: March Physics Test

<div style="background-color: #e0f2f1; padding: 2px; text-align: center; font-weight: bold;">WAGOLLS</div>	<div style="background-color: #e0f2f1; padding: 2px; text-align: center; font-weight: bold;">STARS : Text message home</div> <p style="text-align: center;">Hallie, Will, Matilda, Harry, Jessie ★</p>
<div style="background-color: #e0f2f1; padding: 2px; text-align: center; font-weight: bold;">Common Spelling Mistakes:</div> <p style="text-align: center;">Eureka Can</p>	
<div style="background-color: #e0f2f1; padding: 2px; text-align: center; font-weight: bold;">Common Errors/Misconceptions:</div> <p>Not using FIFA for calculations When explaining how to calculate density you talk about 'weighing' it, not finding the mass. Not calculating Volume when doing Density calculation The aeroplane is not stationary, it is moving at constant speed.</p>	
<div style="background-color: #e0f2f1; padding: 2px; text-align: center; font-weight: bold;">REACT TASKS:</div> <ul style="list-style-type: none"> • Use the REACT Task sheet and the topic that I have assigned to you 	

Date: Sept 2022		Class: 13Cy2		Piece of work: AC1.1 practice Q	
Common Strengths: <ul style="list-style-type: none"> ✓ Correct ID of 2 relevant personnel ✓ Use of the ACE system for describing effectiveness of role 	<div style="background-color: yellow; padding: 5px; text-align: center; font-weight: bold;">Evaluate the effectiveness of the roles of two personnel involved in criminal investigations</div>	SPaG: <ul style="list-style-type: none"> • Prosecution • Procedure • Contamination 	<div style="background-color: #fff9c4; padding: 5px; border: 1px solid #ccc;"> Missing/Incomplete Work: To Do: Jennie – only 1 role discussed </div>		
Common areas for development: <p>Forensic scientists do NOT collect evidence from the crime scene</p> <p>Effectiveness related to cost must be more than just salary</p> <p>Relevant case studies must be included to support your answer</p> <p>'Evaluation' requires a balanced argument of strengths and limitations</p>	REACT Activities: <p>Compare your answer and the exemplar answer</p> <p>Annotate yours with purple pen correcting SPaG errors and adding notes where details were missed</p> <p>Re-write your answer in full on the back page of your answer booklet using the model answer structure on the next slide</p> <p>Include a relevant case study to support your answer for each role</p>		<div style="text-align: center;"> </div>		
<div style="display: flex; justify-content: center; align-items: center; gap: 10px;"> TIME FOR ACTION ★ Jess F ★ Evie W ★ Leo H ★ Roza N </div>					

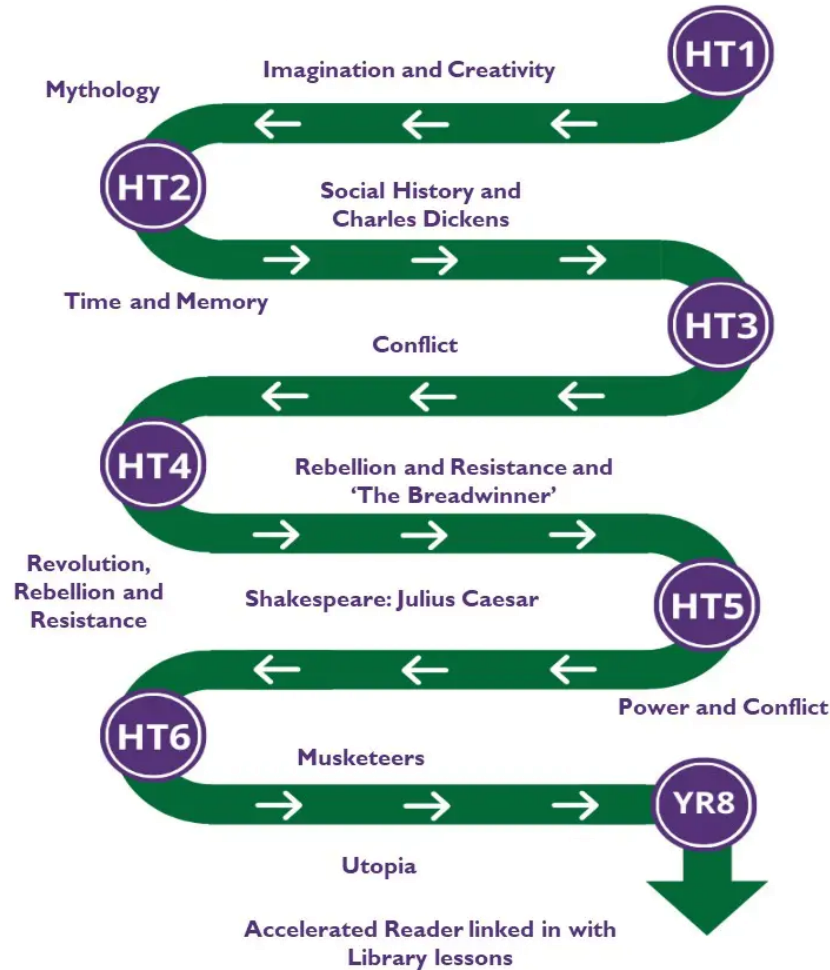




Homework @ Horsforth School

The Learning Journey

LEARNING JOURNEY Year 7 English



Year 8 English



DEAR books:
Welcome to Nowhere
A Monster Calls
The Hunger Games

HORSFORTH SCHOOL

Opportunity and achievement for all



Why set homework?



- Provides an opportunity to **OVER LEARN**
- Allows students to consolidate information learned in the lesson
- An opportunity to improve retention and recall
- Allows parents to have an insight into what their child is doing at school and be partners in learning
- Teaches students discipline and time management
- Improves skills needed in KS5 and FE
- Allows students to work independently
- According to the EEF, improves progress by 5+ months

What does the research say?

- A curriculum built to support students knowing and remembering more - our Home Learning needs to mirror this.
- Read, cover, write, check strategy is a well-tested, evidence-informed approach to support students committing information to their long-term memories.
- This helps develop self-regulation and metacognition, a strategy which can add up to 7 months additional progress according to the EEF.
- Retrieval practice and repetition will ensure students know and remember more, making them feel more successful both in their Home Learning and their lessons.

KS3 Homework Booklet Launch February 2024

- Students will all receive two booklets; a **knowledge organiser** booklet and a **task** booklet. It is really important they keep these safe. Students should bring their Knowledge Organisers to school every day as these will be useful in their lessons
- The **knowledge organisers** have been carefully designed by our Curriculum Leaders and are specifically mapped against our curriculum
- The **task booklets** contain the different homework tasks that students will complete during the half term. Teachers will specify which tasks they should complete each time homework is set



French HT4

Where I Live

OPPORTUNITY AND ACHIEVEMENT FOR ALL

Qu'est-ce qu'il y a ... ?

Il y a ...
 un café
 un centre commercial
 un centre de loisirs
 un château
 un cinéma
 une église
 un hôtel
 un marché
 un parc
 un restaurant
 un stade
 une patinoire
 une piscine
 des magasins
 des musées
 Il n'y a pas de ...



What is there ... ?

There is ...
 a café
 a shopping centre
 a leisure centre
 a castle
 a cinema
 a Church
 a hotel
 a market
 a park
 a restaurant
 a stadium
 an ice rink
 a swimming pool
 shops
 museums
 There isn't a ...
 /There are no ...

Les opinions

Tu aimes ta ville/ton village?
 Je pense que ...
 À mon avis, ...
 C'est ...
 bien
 super
 joli
 intéressant
 ennuyeux
 vraiment nul
 trop petit
 J'aime ça.
 J'adore ça.
 Tu es d'accord?
 Oui, je suis d'accord.
 Non, je ne suis pas d'accord.



Opinions

Do you like your town/village?
 I think that ...
 In my view ...
 It's ...
 good
 great
 pretty
 interesting
 boring
 really rubbish
 too small
 I like that.
 I love that.
 Do you agree?
 Yes, I agree.
 No, I disagree.

La grammaire

Grammar

- When using "Il n'y a pas de...", the "de" replaces the "un/une".
- Use "tu" when talking to one person you know well. Use "vous" when talking to an adult in a formal situation or a group of people.

"Aller"

Je vais
 Tu vas
 Il/elle va
 Nous allons
 Vous allez
 Ils/elles vont

To go

I go
 You go
 He/she goes
 We go
 You lot go
 They go



Les directions

Pardon ...
 Où est ... ?
 Où sont ... ?
 C'est ...
 à gauche
 à droite
 tout droit
 au carrefour
 entre
 derrière
 devant



Directions

Excuse me ...
 Where is ... ?
 Where are ... ?
 It's ...
 left
 right
 straight on
 at the crossroads
 between
 behind
 in front of

Les adverbes de fréquence

d'habitude
 normalement
 quelquefois
 tous les weekends

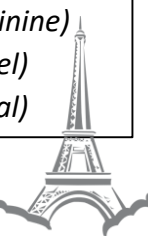
Expressions of frequency

usually
 normally
 sometimes
 every weekend



Variations of "à" (to)

à Paris	to Paris	(a city/town)
au cinéma	to the cinema	(masculine)
à la piscine	to the pool	(feminine)
à l'église	to Church	(vowel)
aux magasins	to the shops	(plural)



WHERE I LIVE

Coucou!

je veux
tu veux
il/elle veut
on veut
nous voulons
vous voulez
ils/elles veulent
Bonne idée!
Super!
Génial
D'accord.
Oui, c'est super top.
Oui, je veux bien.
Non, je n'ai pas envie.
Si tu veux.
Non merci.

**Hi there!**

I want
you want (sing., informal)
he/she wants
we want
we want
you want (plural, formal)
they want
Good idea!
Fabulous!
Great!
OK.
Yes, that's great.
Yes, I want to.
No, I don't want to.
If you want to.
No, thanks.

Qu'est-ce qu'on peut faire à ... ?

je peux
tu peux
il/elle/on peut
nous pouvons
vous pouvez
ils/elles peuvent
aller au concert
faire du bowling
faire du roller
faire du skate
faire du vélo
faire une promenade en barque
jouer au babyfoot et au flipper au café
manger au restaurant
visiter les jardins/les monuments/les musées

**What can you do at/in ... ?**

I can
you can (singular, informal)
he/she can/we can
we can
you can (plural, formal)
they can
go to a concert
go bowling
go roller-skating
go skateboarding
go cycling
go on a boat trip
play table football and pinball at the café
eat at a restaurant
visit gardens/monuments/museums

**Les attractions**

le bateau pirate
le manège
le Cheval de Troie
le petit train
le toboggan géant
le trampoline magique
la grotte mystérieuse
la rivière enchantée
la soucoupe volante
l'hôtel
les autos tamponneuses
les chaises volantes

**Attractions**

the pirate ship
the merry-go-round
the Trojan horse
the little train
the giant slide
the magic trampoline
the mysterious grotto
the enchanted river
the flying saucer
the hotel
the dodgems
the flying chairs

Les mots essentiels**High-frequency words**

assez		<i>quite</i>
mais		<i>but</i>
ou		<i>or</i>
puis		<i>then</i>
très		<i>very</i>

“Vouloir”

Je veux	<i>I want</i>
Tu veux	<i>You want</i>
Il/elle veut	<i>He/she wants</i>
Nous voulons	<i>We want</i>
Vous voulez	<i>You lot want</i>
Ils/elles veulent	<i>They want</i>

To want

<i>I want</i>
<i>You want</i>
<i>He/she wants</i>
<i>We want</i>
<i>You lot want</i>
<i>They want</i>

“Pouvoir”

Je peux	<i>I can</i>
Tu peux	<i>You can</i>
Il/elle peut	<i>He/she can</i>
Nous pouvons	<i>We can</i>
Vous pouvez	<i>You lot can</i>
Ils/elles peuvent	<i>They can</i>

To be able

<i>I can</i>
<i>You can</i>
<i>He/she can</i>
<i>We can</i>
<i>You lot can</i>
<i>They can</i>

WHERE I LIVE



Geography HT4

Extreme Weather & Climate Change

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Weather – Short term conditions in a specific area (temperature/precipitation)

Climate – Average weather conditions over a large area over a longer time period

Cloud formation

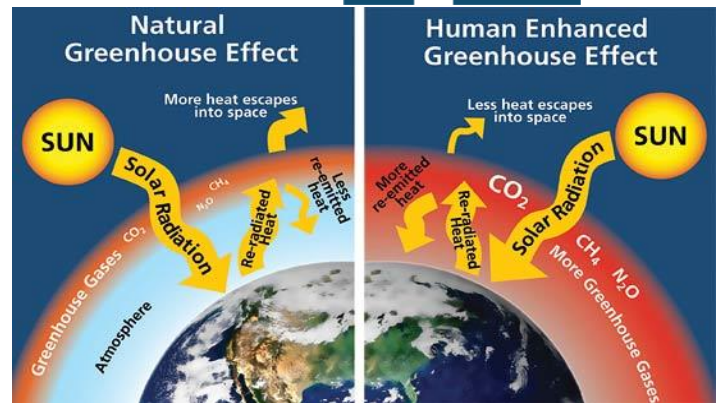
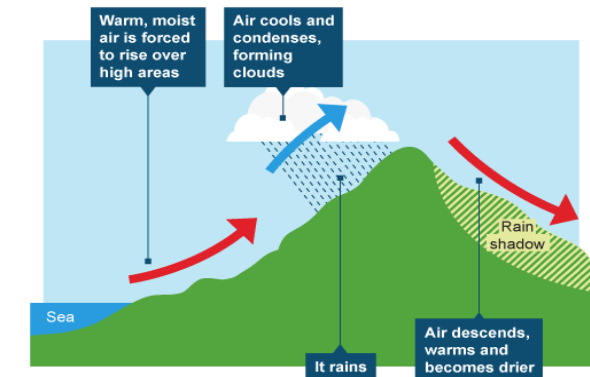
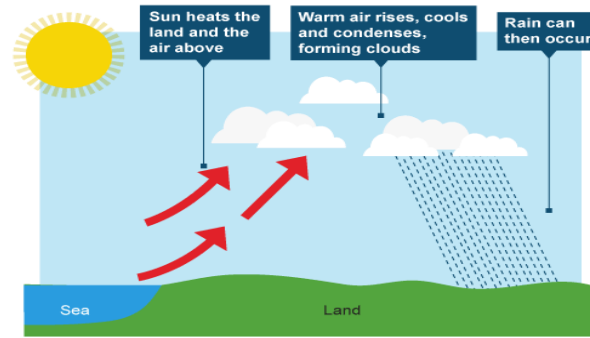
What happens to temperature with altitude? Altitude is height above sea level. The top of a mountain has a higher altitude than the bottom. As altitude increases, temperature decreases. For every 100m increase in altitude, temperature decreases by 1°C.

How do clouds form?

When air rises (evaporation), it carries water vapour in it. Warm air can hold more water vapour. Cold air can hold less water vapour. When air rises and cools, it can't hold the water vapour anymore, so the cool water vapour turns to liquid (condensation) forming water droplets. When water droplets combine, they become heavier and so fall from the sky as rain (precipitation).

Latitude and climate

The sun's energy is more concentrated at the equator than at the poles because it has to spread over a larger area at the poles. Therefore the higher the latitude (the further from the equator) the cooler the climate will be.



The greenhouse gas layer

The greenhouse gas layer is a layer of gases in our atmosphere. It is made of carbon dioxide (CO₂) and methane (CH₄). If there are more gases in the atmosphere, the greenhouse gas layer becomes more concentrated and this causes the Earth to heat up.

Convective rainfall

Convective rainfall occurs when the sun heats the ground which heats the air above, the air rises, cools, condenses into clouds and then it rains. This type of rain occurs in the south east of the UK where the sun's rays are more concentrated.

Relief rainfall


Relief rainfall occurs when warm, moist air rises over mountains, it cools and condenses forming clouds, dry air descends on other side of the mountain. This type of rain occurs in the west of the UK as warm moist air from the Atlantic meets mountain ranges such as the Pennines.

The greenhouse effect

1. The sun **emits light**, this travels towards the Earth and passes through the greenhouse gas layer
2. The Earth absorbs this light and re-emits it as heat.
3. Some **heat is trapped** by the greenhouse gas layer, this causes the Earth to warm up.
4. The more greenhouse gases there are, the more heat is trapped and therefore **the warmer the Earth gets**.


See glossary of key terms for this topic in your exercise book

KS3 Homework Booklet



**Year 7
Half Term 3
Homework Booklet**

Name: _____
Form: _____



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Subject: French		Topic: Animals		Year 7 Half Term 3	
Key Terms	cograte				
Key Verb					
Key Vocabulary: Colours			Key Vocabulary: Animals		
Translations					
This week's task					

OPPORTUNITY AND ACHIEVEMENT FOR ALL

Task 1: Formation of different types of rainfall

Create a storyboard to explain the formation of both Convectional and Relief Rainfall. Annotate your diagrams with key terminology from the description below

Convectional Rainfall	Relief Rainfall
The sun heats the land. The warm surface heats the air above it.	Prevailing winds bring warm, moist air. This air is forced to rise over high areas
Warm air rises, cools and condenses, forming clouds.	As the warm air rises, it cools and condenses forming clouds and it rains.
Clouds are formed and rain occurs. This type of rainfall is common in South East England.	As air descends on the other side of the mountain and becomes warmer and dries, the rain stops, this is called a rain shadow.

Self Assessment Success Criteria
<ul style="list-style-type: none"> ✓ You have highlighted key terms ✓ Have you annotated your diagrams ✓ You have a clear sequence of formation

Extension
Which type of rainfall is most common in the UK? Why?

Task 2: What factors affect temperature?

Read the information below and answer the six quiz questions

Prevailing winds

Prevailing winds are the dominant wind direction in an area. The temperature of the wind partly depends on where the air has come from. Looking at where the air has come from helps to explain the characteristics of the weather. A large body of air with similar characteristics is called an air mass.

Latitude

Countries that fall on the equator receive the strongest solar energy. This means that the Sun's energy becomes less concentrated and therefore the temperatures become cooler as you travel further away from the equator.

Altitude

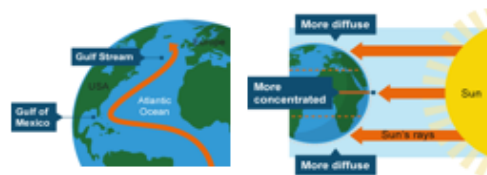
Temperatures decrease with altitude. There is a 1°C drop in temperature for every increase of 100 m in height. This is because the air is less dense in higher altitudes.

Distance from the sea

Coastal areas are most affected by the sea. The sea takes longer to heat up and cool down than land. So after summer, the sea stays warmer for longer than the land so keeps coastal areas warmer in winter, whereas after winter, the sea stays colder for longer so therefore keeps coastal areas cooler for longer in Summer.

Ocean currents

The effect that ocean currents have on the temperature depends on whether the ocean current is hot or cold. Britain's mild climate is partly due to the Gulf Stream, a current of warm water from the Gulf of Mexico.



Questions:

- What is a prevailing wind?**
 - The strongest wind
 - The weakest wind
- What controls the temperature of prevailing wind?**
 - Where it is going
 - Where it has come from
- How much does air temperature drop for every 100m increase in height?**
 - 0°C
 - 1°C
 - 2 °C
 - 3°C
- Which areas are affected by the sea?**
 - Coastal areas
 - Inland areas
- What is the difference between the way the sea heats up compared to the land?**
 - The land heats up faster than the sea
 - The sea heats up faster than the land
- Britain mild climate is due to warm currents in the sea brought from where?**
 - The Arctic
 - Mexico

KS3 Homework... how often?

Department	Taught hours per fortnight	Homework tasks per fortnight	Homework tasks per half term
English	7	2	
Maths	7	2	
Science	6	2	
Language	6	2	
Geography	3	1	
History	3	1	
Design	3	1	
RS	2		2
Computing	2		2
Art	2		2
Drama	2		2
Music	2		2
PE	2		2

Homework will not be set in PSHCE



Progress @ Horsforth School

OPPORTUNITY AND ACHIEVEMENT FOR ALL

Target Setting in Year 7 / 8

- When students arrive in Y7 they are grouped into attainment bands based on their KS2 (SATs) performance;
 - High
 - Medium
 - Low
- These are used to set Y7 students based on ability in Maths only
- All other subjects are taught as mixed ability from Y7 onwards

Tracking Progress at Horsforth

- We formally track the progress of every student in each subject throughout the academic year:
- This is based on:
 - In-class assessment data
 - Ongoing teacher analysis (including homework tasks)
 - Summative assessment tasks (e.g. topic tests and exams)
- We use this information to generate Progress Indicators against their ability bands twice a year

Progress Review Reports

- Progress Review Reports are sent home twice a year (plus one additional ATL only report) – these include:
 - Attendance / punctuality data
 - Behaviour dataAnd per subject...
 - Attitude to Learning (ATL) score of 1-6
 - Ability Band H / M / L (generated from KS2 data)
 - A progress indicator based on assessment data

E

Exceeding

M

Meeting

D

Developing



Progress Review Week

- These are calendared and are held within tutor groups after every progress review
- Students are all provided with their latest progress review data in paper format
- Action planning, mentoring and additional support avenues are all covered within the form time sessions that week
- ATL rewards are also included in the week...

Rewarding those getting it right

- Texts / phone-calls home
- Queue jump passes
- 'Fab 5 Form Time Feast' (Progress Review Week)
- Certificates / spot prizes
- Prize draws
- Shout outs / assembly recognition
- Rewards Day (summer term)
- Displays in school (ATL Superstars)

Parents' Evenings

- 1 calendared evening per year group (Y7 have an additional settling in evening in HT1)
- Face to face, 5 minute appointments
- 4.30 - 7.30pm in the school hall / library
- Every subject on offer but no form tutor meetings (However, the Y7 settling-in evening is only the tutor and no subject staff attend)

[Book an Appointment](#)



parentsevening
system



Keeping Parents Informed



Schoolgateway App

Download to receive updates about:

- General school messages
- Parents' evening bookings
- Notice of school closure
- Absence
- Event reminders
- To access ParentPay



SIMS Parent App

Download to receive updates about your child's:

- Attendance
- Progress
- Behaviour
- Timetable
- Homework

Homework on the SIMS Parent App

The screenshot displays the SIMS Parent App interface for a user named Laura. The app is titled "SIMS | Parent" and is associated with "Dronfield Henry School". The main navigation menu on the left includes Home, School Details, Messages, Calendar, Activities, and a profile section for Laura. The central dashboard features several widgets: Attendance (bar chart), Conduct Achievements (None this year), Behaviour (1 this week), Assessment (star icon), Homework (4 pieces set, 4 overdue), Reports (Latest Report Year 7 FSPR, 0 More reports), and Data Collection (Unavailable). The right-hand panel shows a list of homework assignments for Laura, with a toggle for "Overdue" and a "Refresh" button. The current date is 28th April 2019. The homework list includes:

- Physical Education Core - PE2**: Set by Miss C J Cooper on 12th February 2019. Status: Overdue.
- Technology - textiles**: Set by Mrs J Tattersall on 13th March 2019.
- Technology - Food Preparation - Food Pr...**: Set by Mr S Thompson on 26th March 2019. Status: Overdue.
- Technology - Microfibres**: Set by Ms H R Swindell on 26th March 2019.

The detailed view of the "Technology homework for Laura" assignment is shown on the right. The assignment is titled "Food Preparation - Food Production" and is marked as "Overdue". It was set by Mr S Thompson on 26th March 2019 and is due on 3rd April 2019. The description reads: "Food Production Before food reaches our plates, various things (processes) are done to it to prepare it for consumption (eating). There are two main stages in food processing: primary and secondary. Task: Giving a range of examples, define and explain the terms primary and secondary processing."



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Reading @ Horsforth School

OPPORTUNITY AND ACHIEVEMENT FOR ALL

Literacy Across the Curriculum at Horsforth School

Implementing literacy provisions and strategies that enable opportunity and achievement for all:

- ✓ Reading
- ✓ Oracy
- Writing

Literacy Across the Curriculum at Horsforth School

- ✓ Strategic vision
- ✓ Skilled leaders and passionate practitioners
- ✓ Evidence informed practice
- ✓ Investment in staff CPD
- ✓ Focus on support and challenge for all students
- ✓ Timely, targeted, bespoke interventions

Reading @ Horsforth School: Why is reading so important?

‘20% of school leavers are without the minimum reading skills they need’ (National Literacy Trust 2014)

1 in 11 disadvantaged children do not own a book at home.

In 2018, fewer than 1 in 5 of the students who had not reached the expected level in reading at primary school went on to achieve a 4 or above in GCSE English

Average reading age

AQA GCSE Chemistry exam – 16 years 1 month

QCA GCSE Biology Textbook – 15 years 5 months

QCA GCSE History Exam Resources - 14 years 6 months

Reading @ Horsforth School: Why is reading so important?

- Reading is closely linked to academic success; research shows that students who read for pleasure have 26% more vocabulary. (Centre for Longitudinal Studies, November 2017)
- A student who reads for 20 minutes a day will be exposed to 1.8 million words per year - Scores in the 90th percentile in standardised tests.
- A student who reads for 5 minutes a day will be exposed to 282,000 words per year - Scores in the 50th percentile in standardised tests.

Reading @ Horsforth School

Learning
to Read

Disciplinary
Literacy

“Opportunity and
achievement
for all.”

Reading
to Learn

Reading
for
Pleasure

HORSFORTH SCHOOL

Opportunity and achievement for all



Literacy Across the Curriculum at Horsforth School

“The school prioritises reading. All pupils receive **timely assessments** of their reading ability. This enables teachers to identify pupils’ needs and **put targeted support in place**. This helps pupils to make **rapid progress** with their reading. A new reading curriculum has been recently introduced. Teachers read shared texts aloud in tutor time, and pupils have dedicated library lessons to **develop a love of reading**. *It is too early to gauge the impact of some of these newer initiatives.*”

Horsforth School Ofsted Report December 2023

Learning to Read @ Horsforth School

- **Timely Assessments:** Literacy Assessment Online to provide reading age data for all students y7-13 and identify areas for intervention.
- **Targeted Support:** Bespoke pathways for key priority students – one to one early reading interventions for 20 mins two or three times a week, Post 16 mentoring for reading and specific English skills, transition classes in KS3 and support studies classes in KS4 for English.
- **Rapid Progress:** Average of 8 months progress in reading data across one half term.

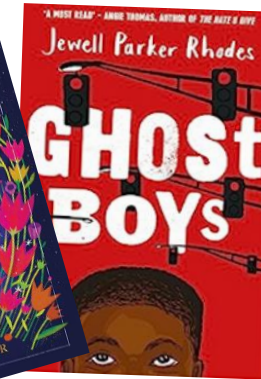
Reading for Pleasure @ Horsforth School

- ✓ Library and Library Lessons
- ✓ Reading Curriculum
- ✓ Broad and diverse curriculum texts
- ✓ DEAR books
- ✓ World Book Day events

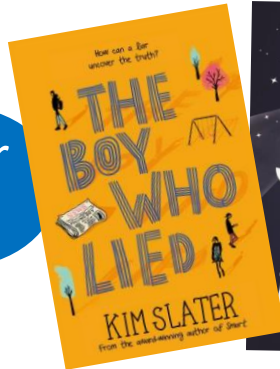
Reading for Pleasure @ Horsforth School

Horsforth School Reading Curriculum

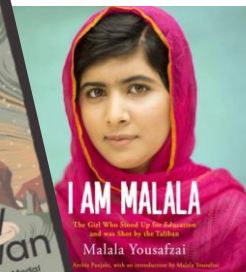
Year
7



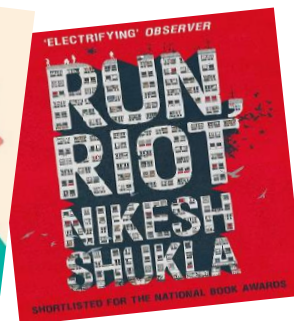
Year
8



Year
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Year
10



Reading for Pleasure: How can you support your child?



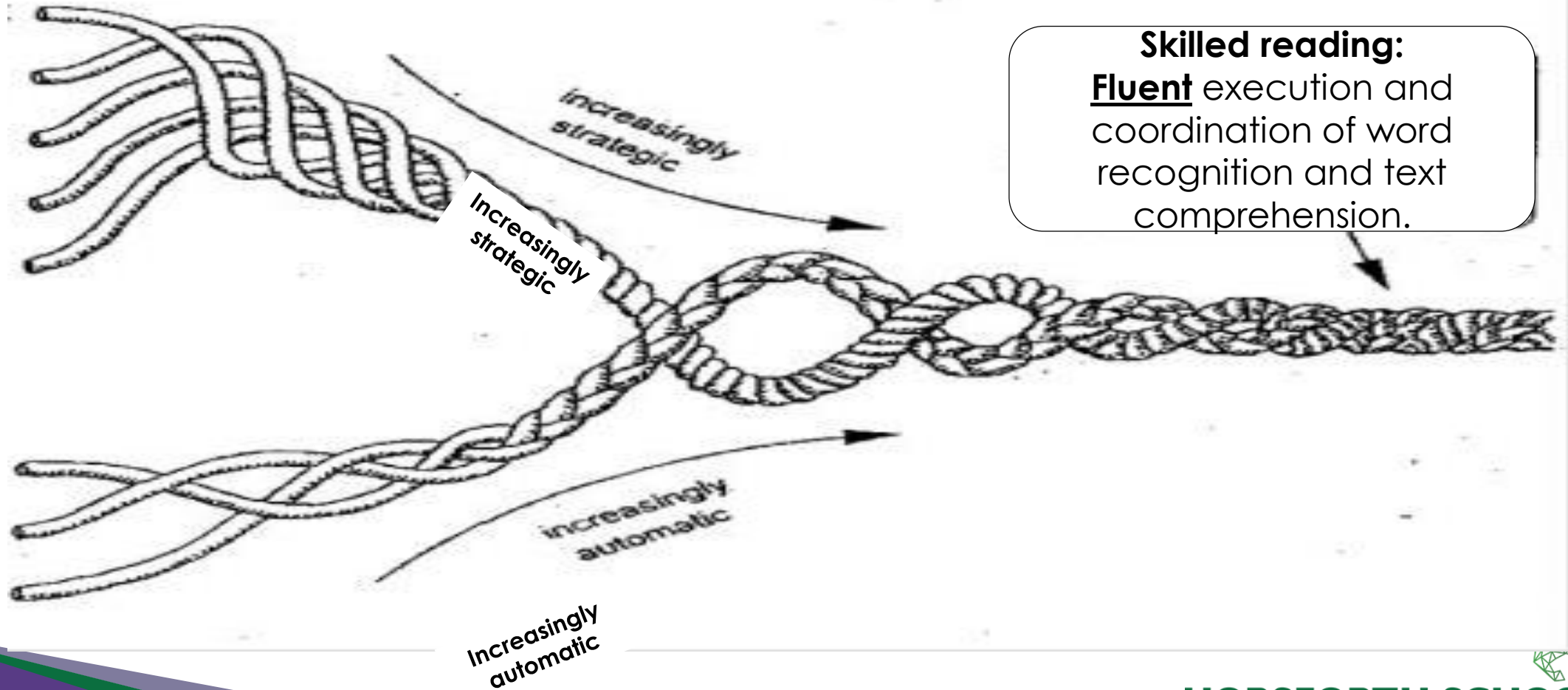
Upward spiral



Downward spiral

Reading for Pleasure: How can you support your child?

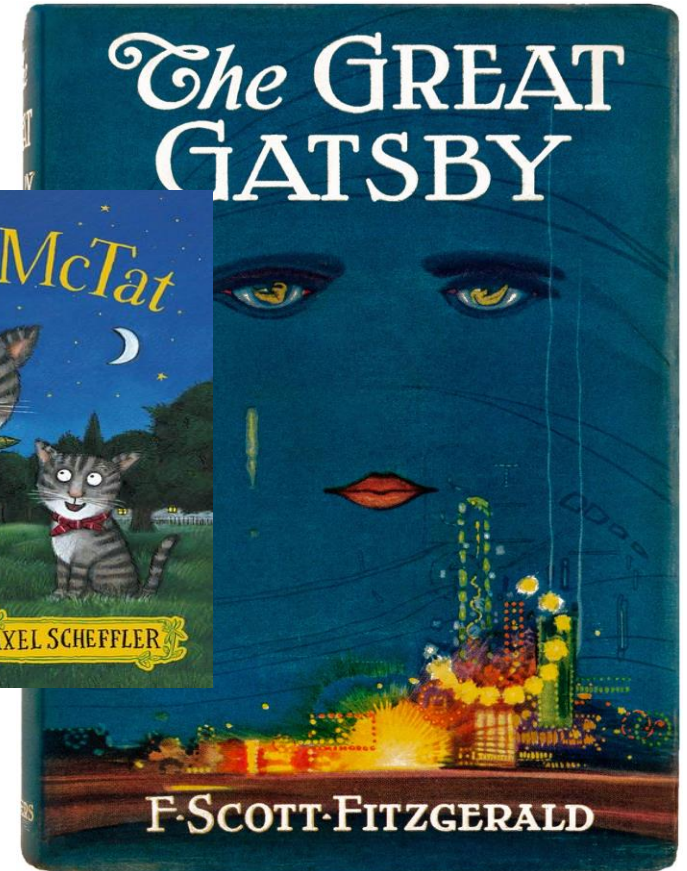
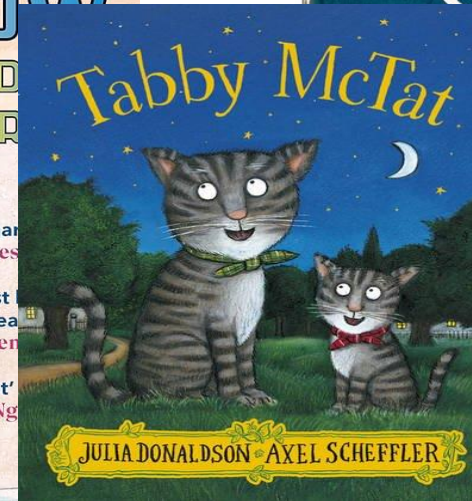
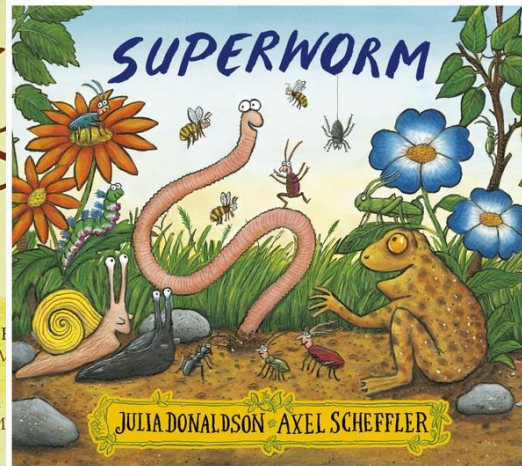
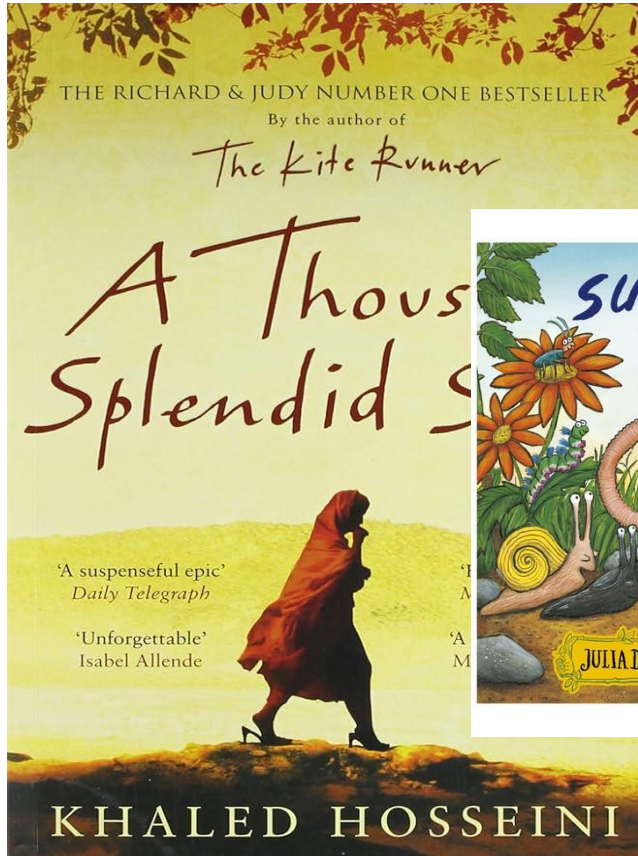
NSION



Skilled reading:
Fluent execution and coordination of word recognition and text comprehension.



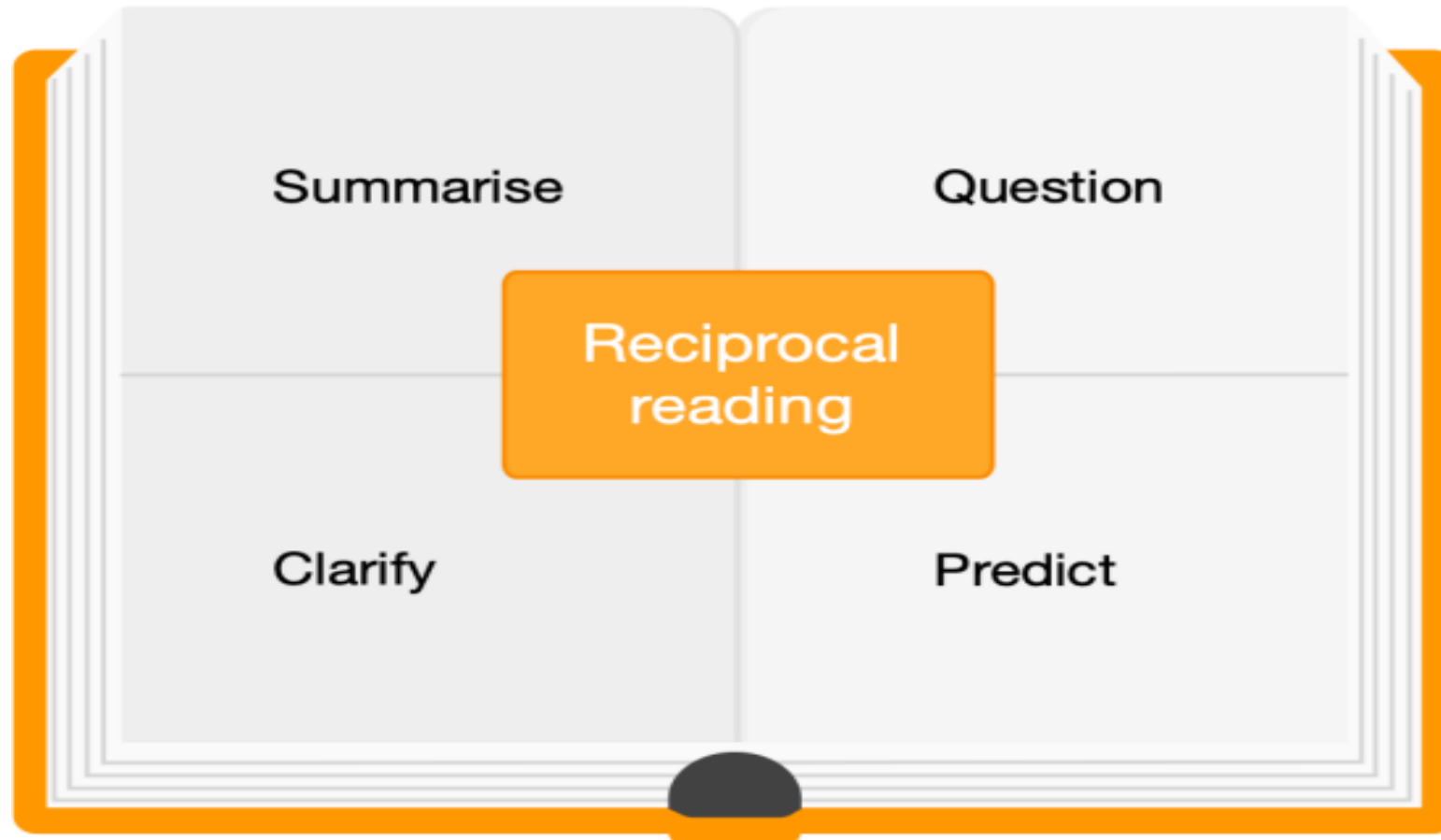
Reading for Pleasure: How can you support your child?



Reading for Pleasure: How can you support your child?



Reading for Pleasure: How can you support your child?



Reading for Pleasure: How can you support your child?

Reciprocal Reading

PREDICT

Make a prediction when:

- A title is given
- Headings are provided
- The author poses a question in the text
- The text suggests what will be discussed next

Prediction stems:

- Based on the title, I predict this is going to be about...
- I already know these things about the topic/story...
- I think the next chapter or section will be about...
- Based on... (a clue), I predict...
- Based on what ___ said/did, I predict...

QUESTION

Ask teacher-like questions:

- Who is ___?
- What is/does ___?
- When/where is ___?
- Why is ___ significant?
- Why does ___ happen?
- What are the parts of ___?
- How is ___ an example of ___?
- How do ___ and ___ compare?
- How are ___ and ___ different?
- What is most important ___?
- What is your opinion of ___?

CLARIFY

Clarify hard parts when:

- You don't understand
- You can't follow the text
- You don't know what a word means

Clarifying stems:

- I don't really understand ...
- A question I have is ...
- A question I'd like answered by the author is ...
- One word/phrase I do not understand is ...

SUMMARISE

How to do a summary:

- Look for the topic sentence
- Look for who, what, when, where, why, and how

Summary stems:

- This text is mostly about ...
- The topic sentence is ...
- The author is trying to tell me...

A framed summary sentence:

This story/passage about ___ begins with ___, discusses (or develops) the idea that ___, and ends with ___.



Reading for Pleasure: How can you support your child?

- **Encouragement:** 20 minutes per day and promote texts on topics your child is interested in.
- **Modelling:** let your children see you reading aloud and independently.
- **Create connections:** read what they are reading.
- **Discuss:** talk about plot, characters, ideas (Reciprocal Reading)
- **Point out strengths:** reluctant readers primarily focus on their weaknesses so give them praise for their reading skills.
- **Embrace technology:** use kindles and audio books.

Key Dates

- 5th February Year 7 & 8 Progress Review Week
- 29th February Year 8 Parents' Evening
- 4th March Year 8 Options Evening
- 8th March Year 8 Options Deadline
- 7th May Year 7 & 8 Progress Review Week
- 13th June Year 7 Parents' Evening

Thank you for Listening