



Annual School Report 2016

Year

Child's Name: [NAME]

Class Teachers:

Headteacher: Mrs Reid

Subject	Working towards age related expectations	Working at age related expectations	Working at a greater depth
English: Reading	✓		
English: Writing	✓		
Maths		✓	
Science		✓	
RE		✓	
Computing		✓	
PE		✓	
History		✓	
Geography		✓	
Art		✓	
Design Tech.		✓	
Music	✓		
French(KS2)		✓	

Profile of [NAME]:

English: [NAME] is willing to speak regardless of whether she gets something absolutely right or not. This is wonderful to see! She is able to follow instructions with accuracy and can easily identify the main points. Her vocabulary is good and she is becoming more aware of those occasions which require more formal language. She enjoys having conversations with friends and has started to regulate when this is appropriate. [NAME] works hard to use a range of strategies when reading unfamiliar words and to establish meaning. She has a tendency to stop and start so we have been working on her fluency and increasing her sight vocabulary. When answering questions she shows that she has understanding and can make predictions. However when carrying out written tests it is more challenging because she not only needs to decode the questions she also needs to have successfully read all of the text. When writing [NAME] tries hard to include descriptions and is aware of the use of simile and metaphors. A range of different openers feature at the start of her sentences and we have now been encouraging her to think about the detail that is necessary to maintain a reader's interest. She is able to use adverbial and noun phrases and includes viewpoints in her writing. Her spelling is developing and she tries to use rules to attempt some unknown words. A recent use of an app at home has shown an improvement in her weekly spelling scores. We have been encouraging her to join her handwriting and maintain her letters at a consistent size.

Target:

To use a cursive script

To increase her knowledge of key words in both her reading and spelling.

Maths: [NAME] has shown some real improvements in her maths and she should be proud of her attitude and gain in confidence. [NAME] certainly enjoys the areas of maths that have a very practical nature. She works collaboratively with others, although, at times, needs reminders that she is in the middle of a numeracy lesson and not on the playground catching up with friends! [NAME] does benefit from a little extra support to get going when tackling new concepts or methods of calculation. Good use of her number bonds and some improvement in her timetables knowledge has meant [NAME] has made some progress in this area but it is an area she really needs to continue working on. She has begun to use certain strategies to solve calculations in all four areas of computation. [NAME] can accurately recognise a range of 2D and 3D shapes; she knows most of their properties and the language associated with shape. She has begun to confidently use a range of measures and can both read and determine a range of measurement scales. [NAME] can read a 12 hour clock and calculate time problems. She does need to remember to record the unit of measurement in her answer. [NAME] has learnt to gather information and display it in a range of graphical styles including the use of IT. She has begun to accurately interpret the information gathered, with adult support and can use in cross curricular ways such as in science. The speed with which we need to work in mental maths causes [NAME] a few confidence problems; she does not yet have the quick recall of facts that is required to answer questions at speed. A boost in this area will do her the world of good. It is clear [NAME] wants to be able to achieve along with her peer group and she tries extra hard but the answers are just not always on the tip of her tongue.

Target: [NAME] needs practise her timetables and associated division facts and number bonds as often as possible to ensure she keeps improving. Some of this is being completed at school but any additional practice in these areas at home would be great.

Science: [NAME] sees things easily in a scientific light with a developing inquisitive nature. She has made some great links to the theories we learn within science and then applying the effect of them on real life. One of these links was when we were talking about separating materials and used sand and water as an example. [NAME] eloquently explained that of course we can separate sand and water because sand will sink to the bottom just like it does when the waves wash over the beach and the sand always settles. She is developing her scientific vocabulary so that her write-ups are developing a more scientific flair in their descriptions but has a tendency to rush and make very simple errors in interpretation and use of scientific vocabulary. She needs to further develop her writing by linking the results to the evidence from investigations and writing up her conclusions using this information. [NAME] also needs to work harder to complete her investigations and science work with less distractions and reminders to stay on task. [NAME] recognises the importance of collaboration with others in practical activity but enjoys taking the lead. She does need to occasional reminder to let others use equipment or to be able to contribute. [NAME] is clearly very excited about the subject of science and enjoys the investigational side of the subject. [NAME] has worked very hard on her science/research homework and, at times, enjoyed contributing in front of the whole class. .

Target: [NAME] now needs to learn how to be able to provide explanations for varying results, and draws valid conclusions using evidence in front of her.

RE: [NAME] was able to describe how belief in God will influence people's views of right and wrong and could compare these with his own views and influences. She considered the meaning of the festivals studied, understood why they are important and noted links between them. She showed a particular interest in the festival of Easter and has shown her personal knowledge throughout work we have done. She can be sensitive to unpleasant things and was visibly upset at Jesus going on the cross.

Target: To compare some of the things that influence you with those that influence other people.

Computing: [NAME] is becoming more familiar with the keyboard and her mouse/cursor control is improving. She can save and retrieve her work and she can now type with accuracy. She has learned how to insert pictures into her text and she understands how to change the font type, size and colour. [NAME] has enjoyed programming movements on Scratch. Using the paint programme, she was able to create a range of different pictures, changing colours and the tools used.

PE: [NAME] has been a pleasure to teach this year. She has a lively disposition and enjoys her dance and gymnastics lessons. She has applied herself fully to all areas of practical activity covered this year, making noticeable improvements in coordination and balance. [NAME] works brilliantly as part of a group (although enjoys leading rather than following others) but makes most progress when working on a 1-1 basis as she takes on-board teacher advice to improve her technique and routines.

In athletics, [NAME] has worked hard on her throwing skills and is becoming more confident throwing accurately over long distances. She enjoys the competitive element of athletics and has shown achievement in both sprinting and middle distance running. She is an active participant in games, moving with speed and controlling the ball with skill and accuracy. She is good at passing the ball to teammates, whether in football, hockey or basketball.

Topic: [NAME] was able to locate where Maya came from on a map when looking with a friend. She enjoyed talking to a friend about what she read and then translating it into her own words. She could ask and respond to questions about Maya civilisation. Her leaflet on Maya showed knowledge of some of the key points. She can use a key on a map and tried hard to put information onto her own maps. In art she is becoming more adventurous with the techniques that she uses and expressing her own creativity. Yasmin's ability to describe the music we listen to with greater accuracy and detail will improve as her listening skills develop and she begins to master more of the musical vocabulary we have explored.

Headteacher's Comment:

Parental Comment:

My Report

Name: _____

Class: _____

My learning successes:

Something that I'm really proud of:

My challenge for next year is:

