



# **DEANSHANGER PRIMARY SCHOOL**

**ENGLISH AND MATHS**

**A GUIDE FOR PARENTS AND  
CARERS**

**WEDNESDAY 6<sup>TH</sup> NOVEMBER 2019**

The main aim of this presentation is to explain ~~what~~ we teach in English and Maths and ~~how~~ we teach these important subjects.

Our aim is to help you to help us support your child on their learning journey to be the best they can be.



# SCHOOL VALUES AND GROWTH MIND-SET UNDERPIN BOTH OF THESE SUBJECTS.



# Fixed mindset =

I can't do  
this - it's too  
hard.

I have  
reached my  
limit.



# Growth mindset =

I can do  
this!



This seems hard, I  
may have to work on  
this for a while!

The national curriculum for maths

The national curriculum for maths aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

The English curriculum is made up of the following elements:

### Spoken language

This underpins reading and writing. The quality and variety of language that children hear and speak is important. They should be involved in discussions, debates and drama.

### Reading

Reading is made up of two parts:

- Word reading
- Comprehension

Reading is essential. It is important that children can read confidently and fluently in preparation for secondary school and they read for enjoyment.

### Writing

Writing is made up of two parts:

- Transcription (spelling and handwriting)
- Articulating ideas (articulating ideas and structuring them in speech and writing).

Spelling, vocabulary, grammar and punctuation are very important in this process.

Our maths curriculum is made up of the following elements:

- Number and place value
- Addition and Subtraction
- Multiplication and Division
- Fractions, decimals, ratio and percentages
- Measures
- Geometry
- Statistics (Only Yrs 5 & 6)
- Algebra
- Problem solving and reasoning



## Book Squad

Across the school Book Squad complete special tasks to develop a love of reading in FS, KS1 and KS2. These may include supporting younger children in the school, being role models for all children and help organising reading activities. For example, choosing books and producing items in the school newsletter.

## Reading Challenge

This is an annual event. We are in the process of organising the challenge for this year. The aim is to reinforce reading for enjoyment.

## Special activities

We were fortunate to have visits from Tom Palmer and Liz Pichon. These have been supported by the PTA. We are in the process of organising other author visits.

Watch our for supporting videos in maths and English for parents/carers to help with your understanding of how we do things at DPS.





## Our approach towards teaching reading

### Foundation Stage

- In Foundation Stage we teach the children phonics. We use the RWI approach but don't follow the exact structure of the scheme. **This is essential.**
- The children also have guided reading sessions.
- Children have regular story time sessions.
- They have a library session once a week where they choose a book to take home and share with their parents/carer.
- Children also have individualised readers which they take home and share with their parents. Books are colour banded according to difficulty throughout school so that children are familiar with the level at which they are working and can independently choose an appropriate book for them. Often these books will have no words.
- Each child has a 'Reading Eggs' account. This reinforces the teaching of phonics in a fun and interactive way!

If you want to know more about our approach towards teaching phonics, please see our separate phonics guide.

## Key Stage One

- As the children move through KSI (Years 1 and 2), we continue phonics through the use of Read, Write Inc. However, we will try other approaches towards reading if a child is struggling with phonics, such as Cued Articulation, Nessy Phonics etc.
- At the end of Y1 children have to sit the Y1 Phonics Test. The children show their knowledge of the phonics sounds by reading a series of real and nonsense words. Children in Y1 have access to 'Reading Eggs'. Whereas only some children in Year 2 have access to Reading Eggs and most have access to Accelerated Reader, this can only be used at school and they are to choose a colour coded book according to their star tests.
- Children continue to take part in guided reading groups, this is continued throughout the school – the model looks slightly different in KSI.
- Children continue reading their individualised readers. Some will move onto simple chapter books and Accelerated Reader.
- During Year 2, children will take part in formal reading comprehension activities.
- The children also have library sessions.
- Some children that have previously passed the Phonics screening in year 1 may need additional support in Year 2. That that have not passed will have guaranteed support in Year 2, through interventions and daily phonics groups.
- Some children will progress onto the Year 2 spelling scheme.
- Reading is **ABSOLUTELY ESSENTIAL** at this vital time (5 times a week – 20 minutes daily).



## Key Stage Two

It is important that children still read. It is important that you still listen to them read and ask questions.

"Research has repeatedly shown that motivation to read decreases with age, especially if pupils' attitudes towards reading become less positive. If children do not enjoy reading when they are young, then they are unlikely to do so when they get older."

## National Literacy Trust

### What do we do?

- Children have individualised readers. This based on the 'Accelerated Reader' program. We often have ERIC times.
- All children have a weekly library session. They can read their book and choose a new title. We try and encourage the children to read one book at a time.
- We have several VIPER guided reading sessions. We develop vocabulary, inference, prediction, explanation and retrieval skills.
- We have shared reading times.
- We take part in formal reading comprehension sessions where children write answers in response to a text.





# Accelerated Reader

- Accelerated Reader is a computerised reading system. It is well established and has a proven track record. We use this from Year 2 and above.
- Children begin by taking a STAR Reading Test. This is sat inside school at a computer or via an ipad.
- We also are given reports that suggest future reading strategies for the child.
- Additionally, the result of the reading test gives us a reading age and a ZPD (Zone of Proximal Development).
- From that the child can select an appropriately colour stickered book from the library.
- At the moment these colours do not relate to the book bands in FS, Y1 and Y2.
- The child reads the books and then logs on and takes a reading quiz. We are aiming for the children to achieve 85% on each test. These results should be recorded in the 'Home/School Diary'.
- The children are not allowed to refer to the book and have to sit the test in school.
- The quizzes tell us how well the children have understood the book they've been reading and also how often the children have been reading.
- The children should be reading an Accelerated Reader book.
- We have the facility to share AR scores immediately with parents.



# VIPERS

Find one word in the text which means ... ?

Which word tells you that ...?

What does the word ... tell you about ... ?

Find a word or phrase which shows/suggests that...?

**Vocabulary**  
Find and explain the meaning of words in your book

What does ... mean?

Find and copy one word meaning ...?



Think of other words which mean the same thing (synonyms) as ... ?

Can you think of another word the author could have used here?

Find and copy one word that is closest in meaning to ... ?

What does this word mean here? Does it always mean this?

Give the meaning of the word ... in this sentence?

Draw a picture to memorise the meaning of new words you come across - these can be as funny as you like!



Find and copy one word that means 'not enough'

Sleep, considered a luxury by many, is essential for a person's wellbeing. Researchers have found that insufficient sleep increases a person's risk of developing severe medical conditions, such as obesity, diabetes, and cardiovascular disease.



*Where can I find ideas about books my child might like to read?*

Book Lists - Deanshanger Primary School Website. Curriculum and class information pages.

Deanshanger Village Library

Oxford Owl

The Book Trust including details of award winning books

<https://www.booktrust.org.uk/books-and-reading>

<https://www.booksfortopics.com>

<https://www.lovereadingschools.co.uk/>




Welcome

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Log in

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## For Home

>

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Our approach towards teaching writing

‘If a child can’t talk it, they can’t write it.’

TALK IS ESSENTIAL TO WRITING

Talk for writing is essential to writing. It is very important that children familiarise themselves with various text types, use the language of texts and discuss their ideas before they write. Children discuss their ideas during and after they write to evaluate their work.

We also use strategies like ‘Drama for Writing’ to aid writing.

Shared  
writing

Guided  
writing

Modelled  
writing

Different  
genres

Extended  
writing



The types of writing we do...

### Recount

A sequential retelling of events, eg a diary entry, newspaper report, factual story based on people or events.

### Procedure or instruction

Guides the reader by stating how to do or make something, or how to take care of something, eg a guide to taming a dragon, a set of instructions for playing a game of tag rugby.

### Narrative

Generally a fictitious story although may be based on fact. Can be written in different genres, eg traditional tale, adventure, science fiction, historical, ghost.

### Report

Describes what something is or was like and provides information about it, eg an informative leaflet, a report on a school project, a letter, a news report.

### Explanation

Explains how or why something happens or works. Is usually organised logically and/or sequentially, eg presentation slides to explain how a bicycle works, a written outcome of a science experiment.

### Argument and persuasion

Presents opinion and points of view which may be biased or balanced, eg a letter to persuade or protest, a book review, a speech, a play script.

### Poetry

For example to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage.

Our long term plans are on our school website. They show the type of writing we do in each year group. A lot of our writing is linked to the International Primary Curriculum (IPC)

Year 3 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	Chocolate	Scavengers and Settlers	Active Planet	Material World/ Feel The Force	Temples, Tombs and Treasure	Bienvenue en France
Year Group Novels Story time takes place daily and lasts for 15 minutes or more - this is particularly important as Reading to children is a statutory requirement of the National Curriculum.	Charlie and the Chocolate Factory - Roald Dahl	Stig of the Dump - Clive King	The Iron Man - Ted Hughes	The Iron Man - Ted Hughes	The Time-Travelling Cat and the Egyptian Goddess - Julia Jarman	The Time-Travelling Cat and the Egyptian Goddess - Julia Jarman
Approaches to Writing	<ul style="list-style-type: none"> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas.</li> <li>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>Expressing time, place and cause using conjunctions e.g. when, before after while so</li> <li>Adverbs e.g. then, next, soon, therefore OR prepositions e.g. before, after, during, in and because of.</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating a setting, characters and plot.</li> </ul>					

## Other parts of English:

- Spelling. We have weekly spelling tests and learn different spelling patterns. These are set out in the national curriculum.
- Punctuation/Grammar. We have weekly punctuation and grammar lessons from Year 1.
- Handwriting. In FS and KS1 there are daily handwriting sessions using a cursive script. In KS2 there is regular practice. Presentation of work is an ongoing concern that we are keen to address. This is taught alongside Phonics and through English sessions.

## Spelling, punctuation and grammar (SPaG)

- Children have regular access to 'Spag.com'. This is a series of electronic SPaG tests. It helps us to identify gaps in the children's learning. This is used for Years 1 - 6.
- SPaG is taught through the writing unit we're studying and also through discrete, separate lessons.
- During reading sessions we investigate how SPaG has been applied and used by authors.
- This year we are hoping to create a series of SPaG videos and upload these to the school website. These can be shared with parents.
- SPaG is also set for homework.
- There is a SPaG glossary of terms available on the website.



## Elements of Maths

### Arithmetic:

Answering maths questions quickly using both mental and written strategies.

In all stages in school aspects of arithmetic are used.

In KS1 Arithmetic progress checks are taken termly.

In KS2 Years 5 & 6 Arithmetic tests are taken weekly.

### Times tables:

Children begin counting in number patterns from FS.

In Yrs 1 and 2 they begin to learn 2, 5, 10 and 3 times table.

In Years 3 and 4 children will need to learn all times tables from 2 - 12.

In 2020 by the end of Year 4 there will be a National times tables test which will be compared nationally.

It is essential that children learn all their tables. We have recently purchased subscription for children in Yrs 1 - 6 for TTRockstars a programme that helps children to learn their timestables off by heart in a fun way.

### Problem Solving and Reasoning

From Year 1 to Year 6 children participate in problem solving activities on a weekly basis as part of their maths lessons. This is to develop their problem solving and reasoning skills. This could be carried out individually, in pairs or as a group.

Learning our  
Times Tables is  
possible!

x	2	3	4	5	6	7	8	9	11	12
2	4	6	8	10	12	14	16	18	22	24
3		9	12	15	18	21	24	27	33	36
4			16	20	24	28	32	36	44	48
5				25	30	35	40	45	55	60
6					36	42	48	54	66	72
7						49	56	63	77	84
8							64	72	88	96
9								81	99	108
11									121	132
12										144

19 facts to learn in Y2

21 facts to learn in Year 3

15 Facts to learn in Year 4

Answer a question with the question...

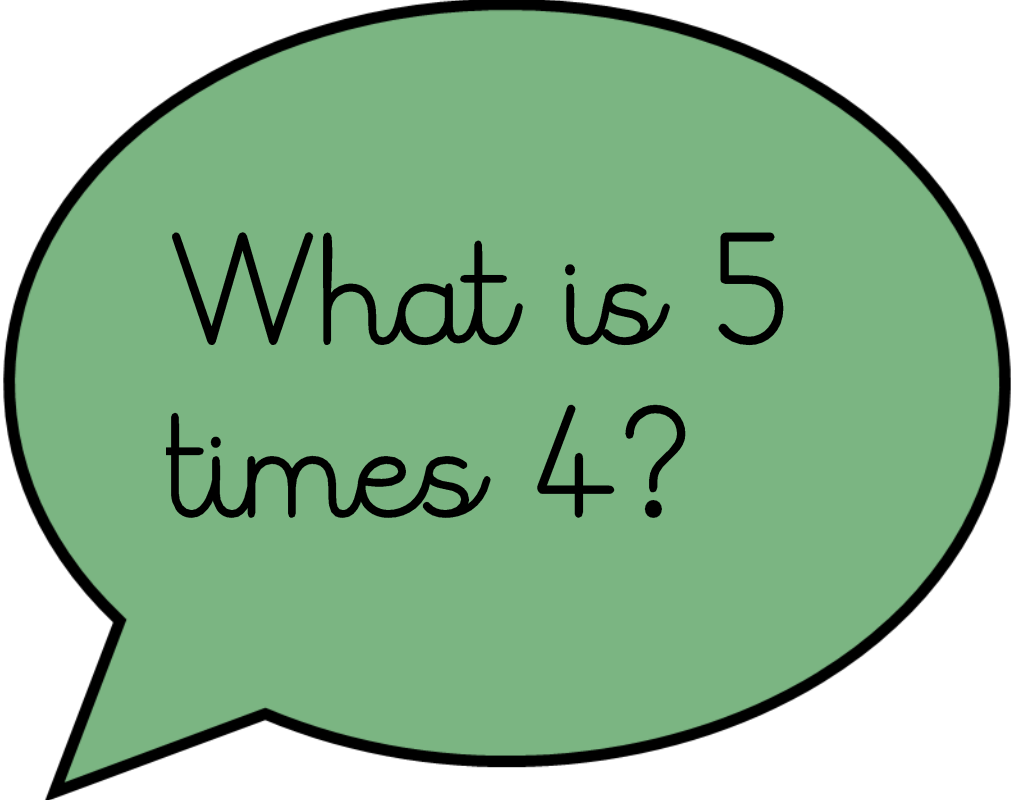


What is 5  
times 4?

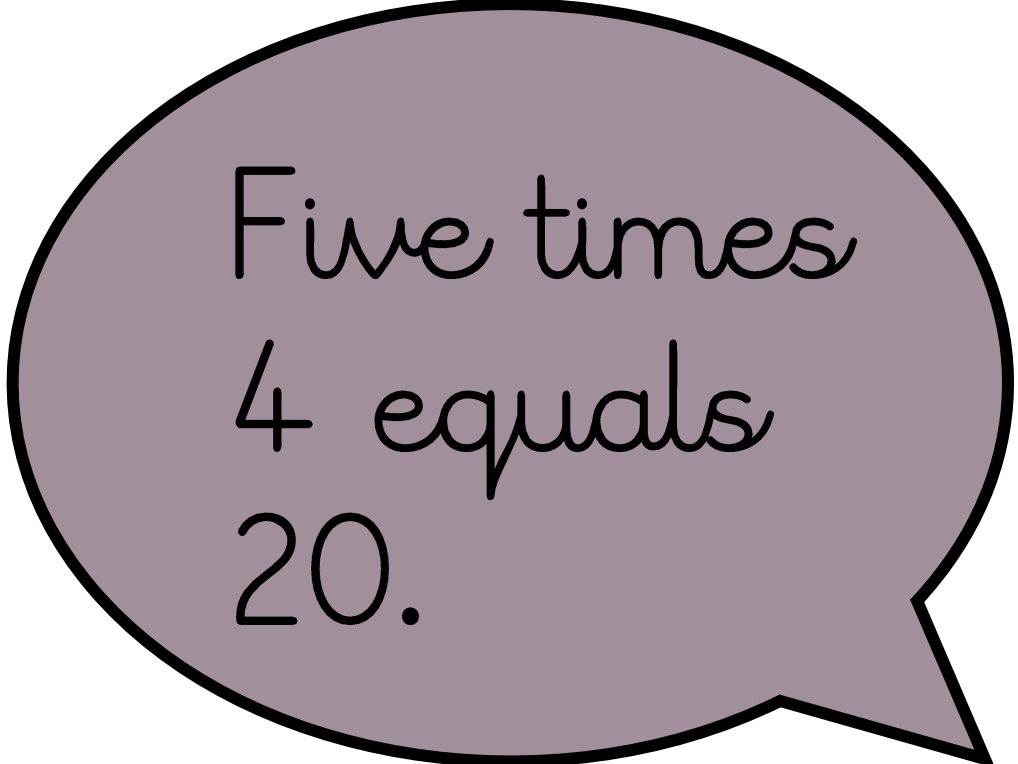


20.

Developing vocabulary and reasoning.



What is 5  
times 4?



Five times  
4 equals  
20.

## How we teach maths at Deanshanger Primary School:

Across the school maths is taught daily. Children are either taught in class groups or in ability groups teachers in each year group will decide what best fits the children they are teaching.

Teachers follow the Classroom secrets scheme of work and each year groups coverage is outlined in The White Rose programme of study. Children will visit topics for a number of weeks at a time, each area is broken down into simple manageable steps with a fluency and problem solving element for each step. Children are learning the mastery method of maths which is proven to challenge them and encourage independence.

In years 2 -6 learning is differentiated four ways using the star system, one star - simple task, two star - using more skill, three star and shooting star provide a challenging activity. Most lessons are supported by an LSA as well as class teacher.

Teachers use a variety of resources to support Classroom secrets which include:

- Every day problem solving and reasoning

- Groups Work

- Enriching Maths

- Maths Mastery

- I see reasoning

# At home...

- Help with shopping.
- Lay the table.
- Cooking.
- Encourage children to Abacus and Oxford Owl.
- Tell the time.
- Sing!
- Talking about 'place value' in numbers.
- Using TTRockstars



## Homework

Homework is set weekly in all year groups throughout the school. It is based on what the children have been learning that week. It can be a game or a written task. It is marked by the teacher, either independently or with the children.

Maths is continually changing and methods you as parents may have used to solve problems may not be used by your children. Our School Calculation policy is available to look at on our website. If you have any questions regarding how your child is setting out their work or solving problems please contact their class teacher as the last thing we wish to do is confuse your child.

## Maths Masters

To celebrate achievements in Maths we have re-introduced Maths Masters. Children can earn Maths Masters in addition - number bonds, subtraction, times tables and division. Children volunteer to take part in these.

## Maths Ambassadors

Three children from each year group will be selected to be maths ambassadors, these children will write and pose the questions for the maths masters. They will also have termly meetings with the maths leaders to discuss learning. We are hoping to have this up and running before the end of November.

*Any questions?*

*Thank you for attending this session.  
Your continued support is much  
appreciated.*

