

# Parent forum 2

2<sup>nd</sup> November 2022

# Agenda



ACADEMY FOCUS AREAS FOR  
22-23



DISCUSSION AND FEEDBACK  
ON FOCUS AREAS



DISCUSSION ON SUGGESTED  
FUTURE AGENDA ITEMS

# Academy focus areas 22-23



## CURRICULUM

READING  
39 WEEK  
PLANNING  
CURRICULUM  
LEADERSHIP



## SPECIAL EDUCATIONAL NEEDS

SYSTEMS AND  
PROCESSES



## CULTURE

ATTENDANCE  
BEHAVIOUR  
SYSTEMS

# CURRICULUM

READING

39 WEEK PLANNING

CURRICULUM LEADERSHIP

## A Guide to Reading at Home

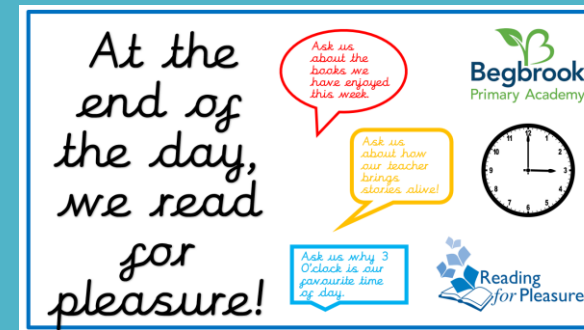
- Children are encouraged to read to an adult daily at home.
- They can read anything! They may bring home decodable phonics books, levelled books, Reading Tree books or favourite books, magazines or comics at home that they like to read.
- Home adults should record that they have heard their child read daily. This can be just the date and a signature. Teachers will check children's reading records daily.
- Please support your child to practise their reading daily. Reading aloud to an adult for 5 minutes has a huge impact on their fluency and journey as a reader.



- The Begbrook Reading Tree is a collection of carefully chosen, high quality books.
- Each Year Group has a collection of 30 fiction, non-fiction, and poetry books.
- Children are encouraged to bring these home to share these with a grown up.
- Children will be given a new book each Friday and can mark off each book as they read it on their tick sheet-stuck in their reading records.
- Getting the chance to listen to and share these books will hugely support your child's language development and love of books!

# KS1 daily teaching of Reading

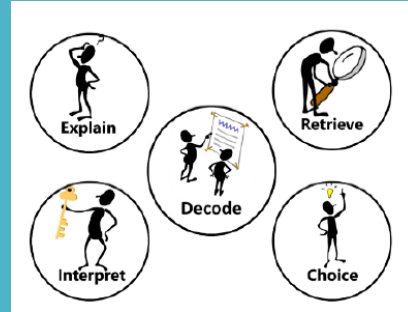
- 1:1 reading time
- Whole Class Phonics Lesson
- Phonics into Reading groups
- End of the Day Reads
- Plus immersion in high quality texts across the curriculum  
-Reading to learn



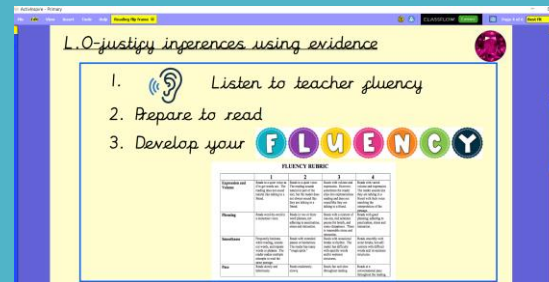


# KS2 daily teaching of Reading

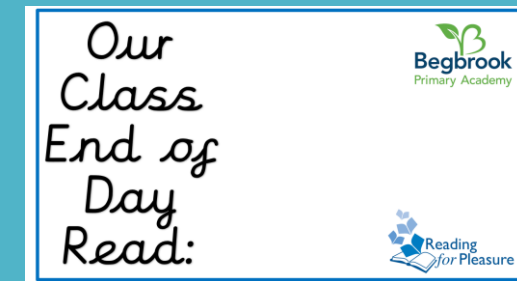
- DERIC
- 1:1 reading time



- Whole Class Reading
  - fluency
  - comprehension



- End of the Day Reads


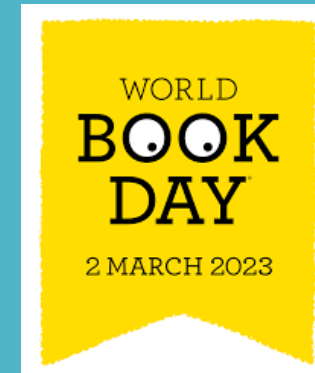


- Plus immersion in high quality texts across the curriculum
  - Reading to learn






# Celebrating success




Presented to \_\_\_\_\_



**Reader of the Week!**

for \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_




# 39 Week Plans










### Weekly Timetable 2022-23 – Year 3

	8.45 – 9.00	9.00 – 9.15	9.15 – 9.45	9.45 – 10.30	10.30 – 10.45	10.45 – 11.00	11.00 – 12.00	12.00 – 13.00	13.00 – 13.30	13.30 – 13.45	13.45 – 14.45	14.55 – 15.10	15.15 – 15.30
<b>Monday</b>	EMW	DERIC 1:1 Readers	WCR	Maths	<b>BREAK</b>	IP	Unit	<b>LUNCH</b>	Spelling	Keep Up	Unit	Themed Assembly	End of the day read
<b>Tuesday</b>	EMW	DERIC 1:1 Readers	WCR	Maths		IP	Unit		<b>PPA</b> MFL, Fundamental skills PE and Music or RE.			Minute of Listening	End of the day read
<b>Wednesday</b>	EMW	DERIC 1:1 Readers	WCR	Maths		IP	Unit		Handwriting	Keep Up	Unit	Singing assembly	End of the day read
<b>Thursday</b>	EMW	DERIC 1:1 Readers	WCR	Maths		IP	Unit		Spelling	Keep Up	PE	Class assembly	End of the day read
<b>Friday</b>	EMW	DERIC 1:1 Readers	WCR	Maths		IP	Unit		Handwriting	PSHE and class assembly (Until 14.15)	Gem time	Gem assembly	End of the day read

# Sequence of units

	Term 1	Term 2	Term 3
Week 1	Narrative unit	Narrative unit	Narrative unit
Week 2			
Week 3	Non-fiction unit Diary in role	Non-fiction unit Non-chronological report	Non-fiction unit Instructions
Week 4	Wider curriculum unit Writing opportunity – diary in role	Wider curriculum unit Writing opportunity – non-chronological report	Wider curriculum unit Writing opportunity - instructions
Week 5			
Week 6	Wider curriculum unit Writing opportunity – persuasive poster (previous year group)	Wider curriculum unit Writing opportunity – diary in role	Wider curriculum unit Writing opportunity – non-chronological report
Week 7			

 **Year 2**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1		<b>Narrative writing unit</b> <i>Character</i> 	<b>Narrative writing unit:</b> <i>Setting</i> 	<b>Narrative writing unit:</b> <i>Language features</i> 	<b>Narrative writing unit:</b> <i>Setting</i> 	<b>Narrative writing unit:</b> <i>all narrative features</i> 
Week 2	<b>Narrative writing unit</b> <i>Setting &amp; Plot</i> 	<b>Non-fiction writing unit:</b> Diaries in role <i>Stimulus?</i>	<b>Non-fiction writing unit:</b> Persuasive posters/leaflet <i>Stimulus?</i>	<b>Non-fiction writing unit:</b> Non-chronological reports <i>Stimulus?</i>	<b>Non-fiction writing unit:</b> Instructions <i>Stimulus?</i>	<b>Non-fiction writing unit:</b> Persuasive letters <i>Stimulus?</i>
Week 3						
Week 4	 <b>Non-fiction writing unit:</b> Recap grammar <b>Y1</b> <i>Recount in the role as Bob</i>	 <b>Historian unit:</b> <b>Victorian Era</b> <i>Recount – Mary Seacole’s diary</i>	<b>Historian unit:</b> <b>Victorian Empire &amp; Industry</b> <i>Leaflet about SS Great Britain</i>	<b>Scientist unit: Habitats and Adaptation</b> <i>Non-chronological report about habitats</i>	<b>Historian unit: The Restoration</b> <i>Instructions – how to prevent a fire</i> <i>Diary – resident on pudding lane</i>	<b>Geographer unit: Contrasting Study</b> <i>Persuasive letter to friend asking them to visit China</i>
Week 5	<b>Scientist unit: Space</b> <i>Recount - Explorer Dome visit</i>					
Week 6		<b>Geographer unit:</b> <b>Locational knowledge of the world</b> <i>Persuasion – visit Earth poster</i>	<b>Scientist unit (including RSHE):</b> <b>Human Body</b> <i>Report – information writing</i>	<b>Geographer unit:</b> <b>Changing habitats</b> <i>Persuasive poster/leaflet about protecting our habitats</i>	<b>Scientist unit:</b> <b>Electricity</b> <i>Instructions – how to stay safe</i>	
Week 7	<b>Geographer unit:</b> <b>Locational knowledge</b>	 <b>Artists unit:</b> <b>Paint</b>				

# Sequence of teaching within a Unit



Explore

Practise

Demonstrate

# Narrative Unit

Explore (4 sessions)	Practise (4 sessions)	Demonstrate (6 sessions)
Immersion/opening experience Introduce key text Book talk Introduce grammar Writing opportunities: sentence level	Unpick author voice and language choice Apply grammar Unpick WAGOLL Modelled write using skeleton narrative Writing opportunities: short burst within the genre)	Creating/sharing success criteria <ul style="list-style-type: none"><li>• Plan</li><li>• Orally rehearse</li><li>• Write</li><li>• Edit and redraft</li><li>• Publish (additional time to support less able writers with redrafting).</li></ul>

# Non-fiction Unit

Explore (1-2 sessions)	Practise (1-2 sessions)	Demonstrate (4 sessions)
Introduce text type and unpick key features using key text/stimulus	Introduce grammar Writing opportunities: sentence level (applying grammar)	Creating/sharing success criteria <ul style="list-style-type: none"><li>• Plan</li><li>• Orally rehearse</li><li>• Write</li><li>• Edit and redraft</li><li>• Publish (additional time to support less able writers with redrafting).</li></ul>



# Wider Curriculum Unit

Explore (1x week unit: 1 session) (2x week unit: 2 sessions)	Practise (1x week unit: 3 session) (2x week unit: 8 sessions)	Demonstrate (1x week unit: 4 session) (2x week unit: 6 sessions)
Introduce and unpick key vocabulary Opening experience and immersion	Teach the knowledge Writing opportunities: <ul style="list-style-type: none"><li>• sentence level applying previously taught grammar (ready for writing text type).</li><li>• Short burst writing to help engage with knowledge</li></ul>	Link to a previously taught text type Creating/sharing success criteria <ul style="list-style-type: none"><li>• Plan</li><li>• Orally rehearse</li><li>• Write</li><li>• Edit and redraft</li><li>• Publish (additional time to support less able writers with redrafting).</li></ul>

# Curriculum Leadership

SPECIAL  
EDUCATIONAL  
NEEDS

SYSTEMS AND PROCESSES

# Systems and Processes



Pupil Passport and target setting process - 10-week cycle with pupil and parent voice



Professional development sessions with SEND focus throughout the year



Additional SEND team capacity



Early intervention in EYFS

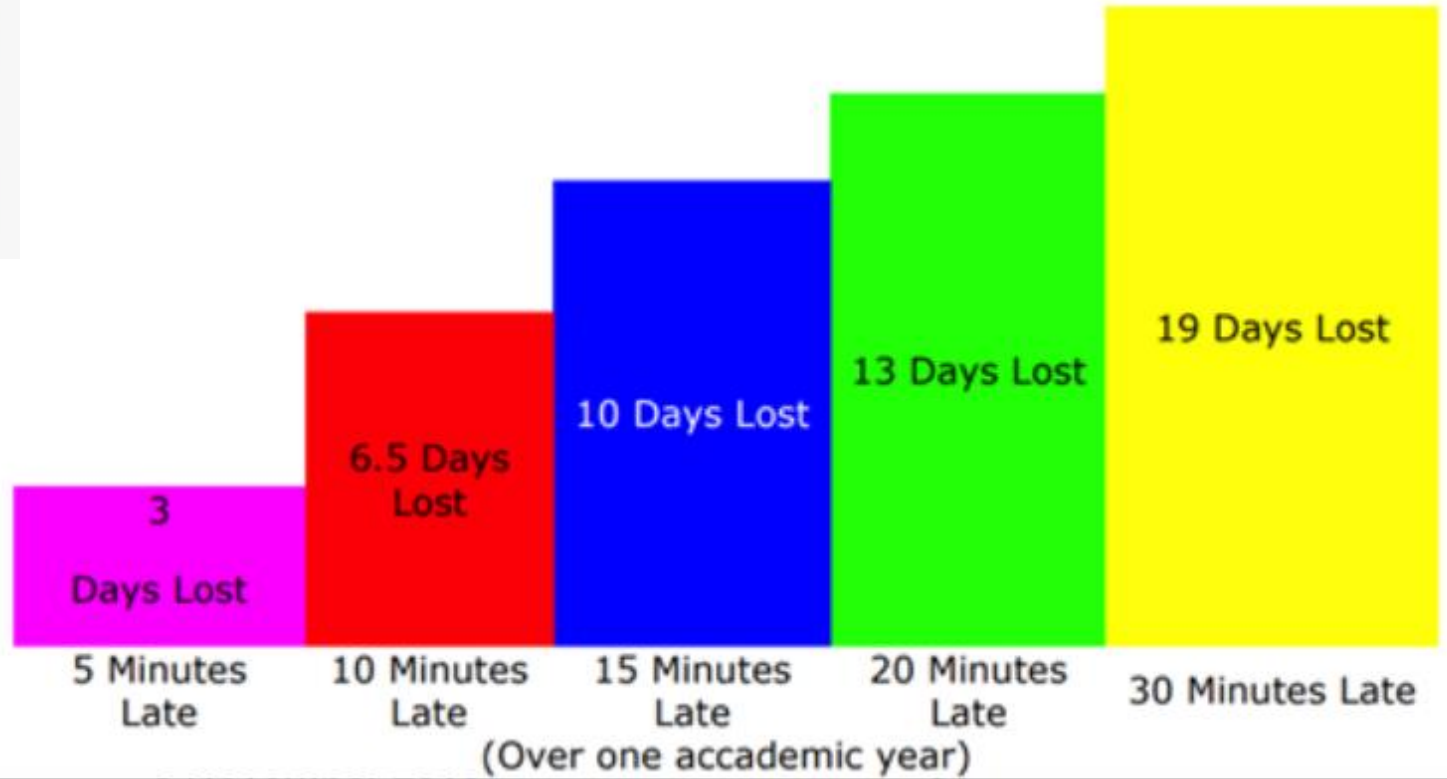
# CULTURE

- ATTENDANCE
- BEHAVIOUR SYSTEMS



## Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



Miss Sutton – Attendance Lead

Attendance meetings

Text reminders

Supportive conversations

Inclusion Team

Attendance board

High profile of attendance with children, staff and parents

Percentage Attendance	Number of days lost learning in a year	Equivalent to
100%	0	0
95%	9	1 day absent in every 4 weeks
90%	19	1 day absence every 2 weeks
85%	28	1 day absence every 6 <sup>th</sup> day
80%	38	1 day absence every week or one whole school year missed over 5 years.

### Attendance Targets and Guidelines

96% and above – pupils are meeting Academy target

94 - 95% - pupils below target.

93 - 94% - pupils are significantly below target.

91 - 93% - pupils are in danger of becoming “persistent absentees”.

90% and below – pupils are officially “persistent absentees”.

# Behaviour Systems

Parent forums

Parent workshops

Behaviour Hub open days

Learning environment audits

Consistency



# Discussion and feedback

Future Forums...