



LORDSWOOD
SCHOOL

Top Tips for Parents

Learning Without Limits

Proud Traditions Wide horizons High Achievement

Introduction:

- Welcome and refreshments
- Purpose?
- Structure: 1.45-2.15 Top Tips
- Open Afternoon 2.15-3
- Year 6 Ambassadors to assist!

Introduction:

- What does Art look like at Lordswood?
- Marking and Feedback – the changes!
 - History at Lordswood

What is the purpose of marking and feedback?
To enable a child to make rapid progress.

- Teachers need to look at all books
 - Need to address misconceptions
 - Green for Great!
 - Pink for Think!

- For some time teachers have been concerned about the use of teacher time.
- Does the amount of progress a child makes, equate to the amount of time spent marking in the traditional sense?

What have we done?

- We have talked to children.
- We have had many a staff meeting.
- We have listened to staff.

And now we are trialling a new style of 'marking'.

What will you now see?

- Not called 'Marking'
- Instead 'Feedback'
- Marking on the move
- Teachers circulating constantly during independent work
- Pink and green highlighter on books
- Occasional 'VF' showing discussions have taken place

Noun Hunt

Look around and write down all the nouns you can find.
Make sure you write them in the correct column!



People

Chloe ✓
Evie ✓
Kailen ✓
Rose
Mira
girl
boy



Places

Lunch ✓
Tesrow
School ✓
Flipawt ✓
Park



Things

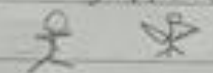
board ✓
Trees ✓
Laptop ✓
book ✓
Paper ✓

2023
mlp

★ Monday 1st October 2023

But what does it mean to be
dd Nihar?

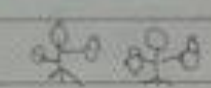
At school I could pickup
a pillow for someone.



At home I clean my bedroom
everyday.



In my community I will
help my mum with shopping.



To my set when they sent
off.



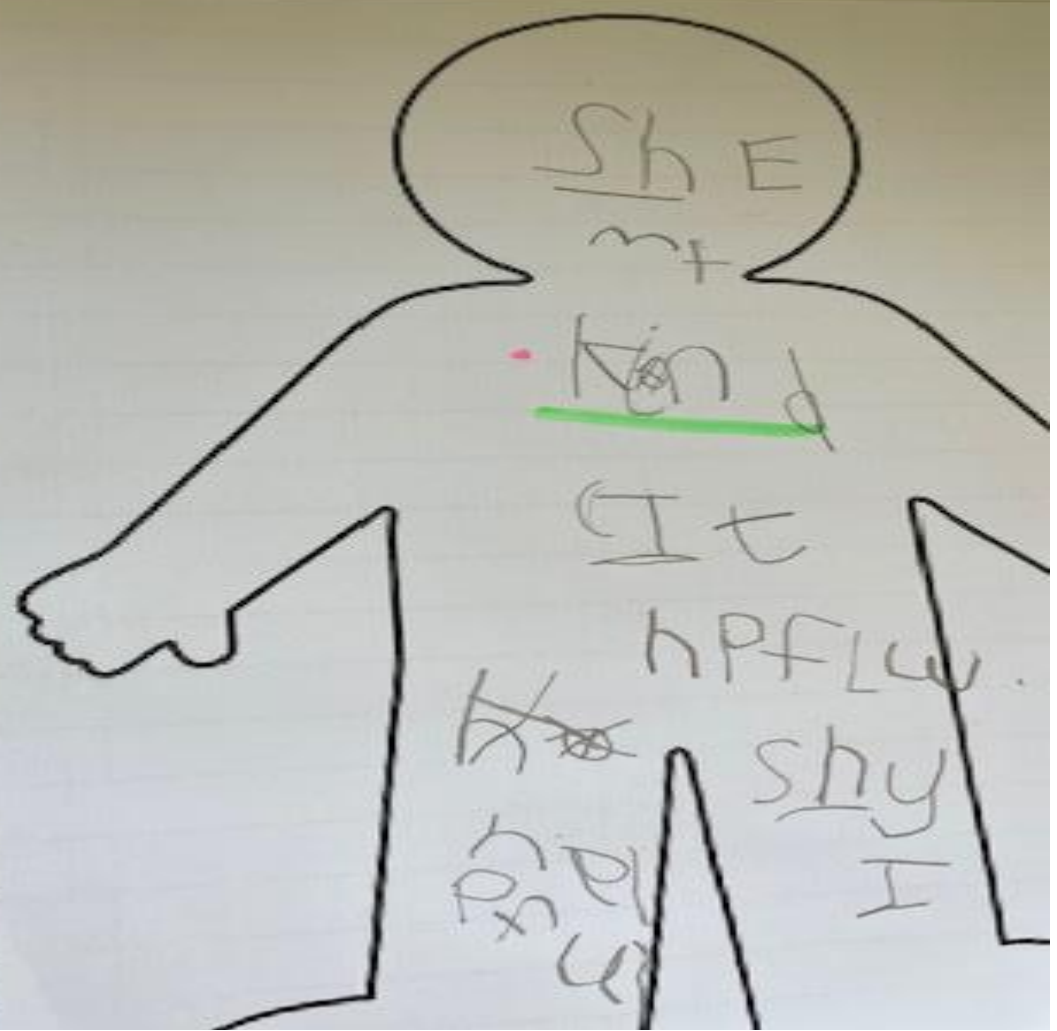


Monday 16th October 2023

The skill(s) I will be learning today...

- I can predict what might happen next in a story.

VE
sounds



Problem of the day!
Malik buys 3 teas and 1 coffee for £5.40
altogether.
Teas cost £1.25.
What does the coffee cost? ~~£1.75~~

Working ?

main

$$1 \quad 7.47.6 \rightarrow 7.5 \checkmark$$

$$2 \quad 8.999 \rightarrow 9.00 \checkmark$$

$$3 \quad 147.35 \rightarrow 147.4 \checkmark$$

$$3) 1037 \rightarrow 104$$

2) 8.

$$3) 426 \rightarrow 4.3 \checkmark$$

$$5) 7.74 \rightarrow 7.7$$

$$6) 8.427 \rightarrow 8.4 \checkmark$$

$$7) 2.883 \rightarrow 2.9 \checkmark$$

$$8) 91.106 \rightarrow 91.1 \checkmark$$

Got it!

1 9 9 2 3
 To read write
 and convert between
 metric units.

Starter:

$$1. \begin{array}{r} 12 \\ - 327 \\ \hline 0934 \end{array} \checkmark$$

2. $\frac{5}{5} \text{ Squared} + 5 \text{ Squared}$
 $= 50 \checkmark$

3. $\frac{6}{8} \times \frac{3}{4} = \frac{18}{32} \checkmark$

Problem of the day!

There are 3594 passengers on board a cruise ship.

1768 more passengers come on board.

How many passengers are there now?

$$\begin{array}{r} 3594 \\ + 1768 \\ \hline 5362 \end{array} = 5362$$

Man:

$$10 \div 4 = 2 \text{ r } 2 \quad 113 = 40, 45, 50$$

$$3^2 - 2^2 = 5$$

$$9 - 4 = 5 \checkmark$$

1. $MM = 75 \text{ mm}$

$MM = 7.5$

2. 16 mm
 1.6 cm

3. $MM = 08$
 $CM = 3.8$

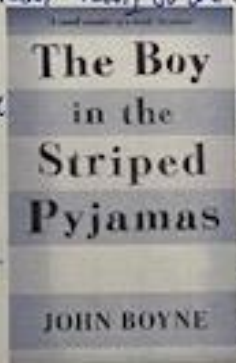
4. $MM = 83$
 $CM = 6.3$

2 cm

Great start!

What can we learn about the book by looking at the front cover?

I think it is going to be about a boy called Bruno who gets challenged by a fence that he has to either get over or escape from. As he is doing this I think he will meet a boy in striped pajamas who will keep linking to the story. Or Bruno is the boy in the striped pajamas because on the front cover there is stripes that look like pointy wires. In the blur it says what could link to the fence and pajamas. I also think the boy by a fence. I also think that that he will unravel more about



Boy could be pajamas and and sure Bruno will be met by a fence. The the stripes are also linked to the in the striped pajamas will be trapped here will be more deep back story or he go through in the story.

Can the writer link to any above?

The purpose of the blur is so that it can make the reader feel questioned and it gives off mysterious energy to make the reader want to read on and find out what the boy in the striped pajamas mean and what is going to happen with Bruno and the fence.

What is the purpose of the blurb? How does it make you feel? Why?

Is it in the old times?

Monday 1st October 2021
Skill 2 to make predictions about a text

I walked through Right Wing and smacked into Witter Rooms.
With some difficulty I managed to grab the boy and rush over
the hospital, I grabbed Jany and dashed to the Depot for
to get to the train station where I would be making a long
journey back to Little Weirvold ~~but it was worth it, I've got~~
Willie ~~home~~

Once I had made my way I strolled through the
quiet quiet village making my way to the Little ^{reception} so they
could have a look at Will while I ^{self} told them everything.
I was exhausted! ~~But it was worth it, I've got~~
got Will home and that's that.

Well done Pappy! You have
detailed the events of the
story superbly and have integrated
speech and narrative very well.

How do you think Willie felt
about returning to Little Weirvold?
Happy ~~excitedly~~ happy with lots of joy.

Monday 9th October

To plan a story that engages, causing the reader to feel empathy.

- | | |
|-------------------------------|---------------------------------|
| 1. My trip to London | 2. At home with mum |
| · Received a letter from mum. | · Disgusting smell. |
| · Sad time in the horse cart. | · Baby in the box. |
| · Train journey with soldier. | · Fight over artwork. |
| · See Mum on platform. | · Friends. |
| · Bus journey to Deptford. | · Locking the baby in cupboard. |
| · A game to enter the house. | · Holding the baby. |
| | · Sore tied to the pole. |

- | | |
|----------------------------------|--|
| 3. Mister Tom finds me | 4. The escape |
| · Mister Tom worried. | · Ambulance arrives. |
| · Travels to London. | · Put in ambulance. |
| · Bus to Deptford. | · Holding baby. |
| · Air raid siren goes off. | · Hospital - busy. |
| · Sees Glad and the warden. | · MT stays with Willie. |
| · Taken to house - breaks in. | · Washed / scrubbed / shaved head. |
| · Sammy - wild at cupboard door. | · Lice. |
| · Opens door... | · Nurses arrive. |
| | · MT helps out with emergencies. |
| | · MT kidnaps Willie from ward. |
| | · Awful, worrying journey to Little Weirworld. |



Thursday Tuesday 12th September 2023
to write a description of a fictional place

As I carefully walk through the narrow, cold cobbled streets of Little Weirworld, I can feel an excited atmosphere tingle up my spine. The people ^{are} actually is lovely - always sharing a little chuckle while telling a joke. Some meet up in a group to enjoy the village gossip, a mother with her child.

As I approach the town town, I see the ^{colourful} sweet shop, library, ^{drapers} Drapers. Seeing people talking to their neighbors. I ^{so} ^{all over} as I approach the sweet shop I can smell the ^{so} ^{drinks} sweetness of liquorice. All of the children playing in the play park. While I, was coming out of the sweet shop I saw the odd ^{so} ^{drinks} soldiers. What's going on? I was terrified! After I crossed the ^{cold} cobbled street into the art shop, the bell rang rung when I walked in.

In the art shop, theres so many colours that you can think of bright, pastel, normal and neon. Well theres Little Weirworld ^{truly} happily you enjoyed. Thank you

- Typically half the books will be addressed during the lesson
- The expectation is for the rest to be looked at afterwards
- Targets will still be addressed at this point

Working towards the expected standard		Date achieved		
write for a range of purposes		12/9	21/9	26/9
paragraphs to organise ideas.		12/9	21/9	2/10
atives describe settings and characters.		18/9	10/10	11/10
narrative writing, use simple devices to structure the writing and support the (e.g. headings, sub-headings, bullet points)		22/9	8/10	9/10
the cohesive devices within and across sentences and paragraphs e.g. pronouns, ers, the, this		21/9	26/9	9/10
erent verb forms mostly accurately.		12/9	18/9	21/9
minating and subordinating conjunctions (t); when, while, before, after, since, until, if, because, although		4/10	19/10	11/10
y correctly	Capital letters	12/9	18/9	21/9
	Full stops	12/9	18/9	21/9
	Question marks	21/9	26/9	2/10
	Exclamation mark	18/9	21/9	2/10
	Commas for lists	4/10		
	Apostrophes for contraction	12/9	18/9	21/9
words correctly (years 3 and 4)		26/9		
words correctly (year 5 and 6)		12/9	18/9	21/9
		12/9	18/9	21/9

Working at the expected standard				
tively for a range of purposes and audiences				
ge that shows good awareness of the reader (eg st person in a diary, direct address in ersuasive writing)				
cribe settings, characters and atmosphere	10/10			
ere, and integrating dialogue to convey nce the action.	10/10			
y and grammatical dialogue to convey nce the action.	10/10			
y and grammatical structures that reflect the quired mostly correctly.	10/10			
esive devices, including adverbials, within s and paragraphs e.g. reception of or /phrase, adverbial (on the other hand, in . ellipsis.				
stently and correctly throughout st				

What do the children say?

Introducing:
Oliver and Natasza

Thank you for listening!
Any questions?

Now:
Open Afternoon

Please feel free to visit your child
in class.

Ambassadors to assist you