

Meet the Teacher
Mrs Rees - Wright
Class 4
September 2023





Our topic this half term is:



‘The Maya’

- This topic looks at the Ancient Maya Civilisation.
- Please see the medium term plan on the website for more details
- Charlie and the Chocolate Factory
- Mayan Archaeologist
- Electricity Workshop
- Cadbury World



PE



- Class 4 have PE on **Wednesday afternoon** and swimming on a **Friday afternoon**. Please ensure your child comes to school wearing their kit on Wednesdays and brings their costumes on a Friday.
- Kit consists of Black shorts or joggers, a plain white or school logo t-shirt and their uniform jumper or cardigan. It is vitally important that all items of clothing are clearly labelled.



Homework



- The home-school partnership is incredibly important and working together we can make sure the children are getting the best possible support.
- The children will be set Pink Spellings on a Friday which is collected in on the following Wednesday. They must complete their Blue Spelling Books Monday to Thursday. They are expected to read 20 pages a night and use TTRockstars daily.
- The children will be asked to complete a project booklet over the term.
- Thank you for your support!

Spellings

- Pink Book

Chocolate *noun*

a food in the form of a paste or solid block made from roasted and ground cacao seeds, typically sweetened and eaten as confectionery.

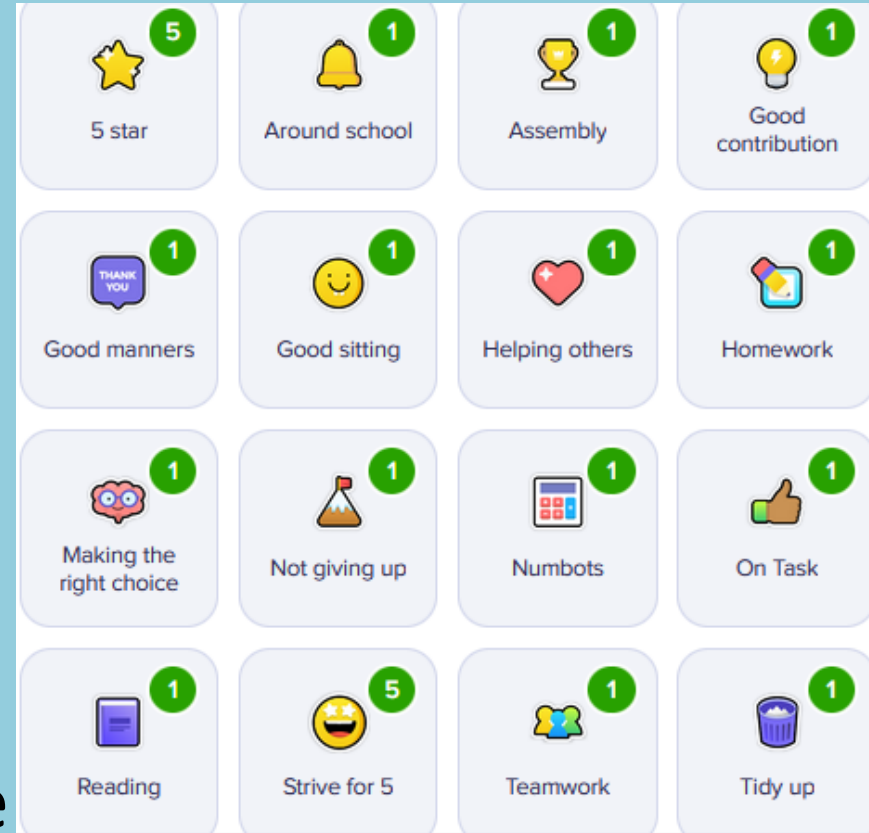
The whipple scrumptious fudgemallow delight bar was the most wonderful chocolate Charlie had ever eaten.

- Blue book – Look, Say, Cover, Write, Check Monday-Thursday. Not over the weekend



Class Dojo

- Key skills
- Enhance concentration and learning
- Growth Mindset – ‘Don’t give up attitude’ ‘Try my best’ ‘Keep practising’
- Ownership and responsibility for learning
- Encourages independence
- Home school partnership
- Home log in



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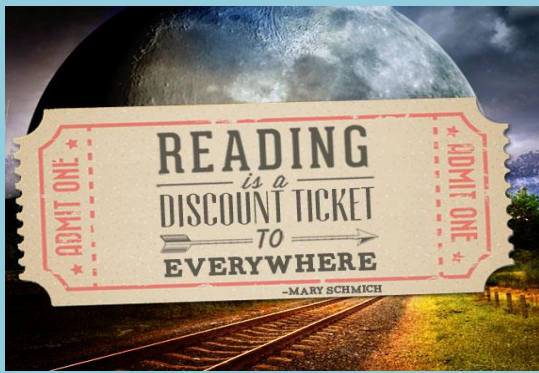
- It is important that the children remain well hydrated throughout the day. Please ensure your child has a clearly labelled water bottle in school.
- PLEASE ensure that all your child's clothing is clearly labelled so that it can be returned if it gets lost.
- Do you have any questions? If you have any queries or concerns please feel free to email me on kwright@aston.cheshire.sch.uk or message me on Dojo. Please come to me first as I will be able to answer questions about events in Class 4 more quickly.

Residential ?

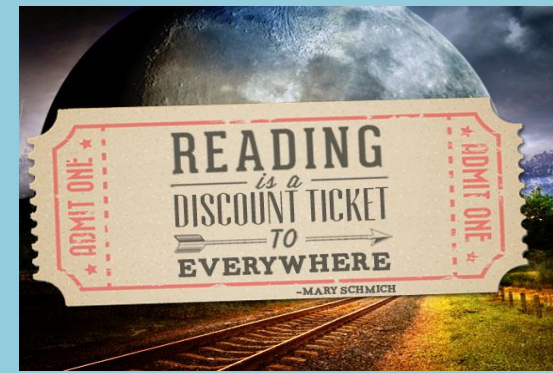


Reading





Reading is fun!



- Please continue to support your child with their reading at home. The more children read, the better readers they become. They need to read 20 pages per night. They need to really enjoy the stories, and so do you! Remember, reading is fun!
- Each Year group has a list of recommended Reads from the Books for Topics Website and will receive a certificate for every 10 they finish. Within school, your child will be involved in reading activities every day including Pathways to Read activities, guided reading, listening to stories, shared reading and independent reading.

Reading ideas

- Comprehension is key!
- Checking understanding even when they are a 'free reader'
- Listen to them read – discuss what you've read and use the Reciprocal Reading Strategies
- Read Read Read! Comics, audio books, Kindle, magazine, recipes the list is endless.

The Predictor

A prediction is a good guess about what you think you will find out about or what will happen next in a text.



Good readers make predictions before they read and as they read.

Things that helps you make a prediction . . .

- Headings, pictures and other text features.
- The questions the author asks.
- Making connections to what you already know – your background knowledge and experience.
- Skimming, scanning and rereading the text.

Prediction sentence starters:

- Based on the title, subheadings, picture/diagram, etc), I predict that this page/chapter will be about...
- I think the next chapter (or page) will be about...
- From the questions I think that I will find out about...
- Based on (a clue), I imagine that...
- Based on what I know about... I believe that...

The Questioner

Asking questions about a text helps you have a purpose or reason for reading and deepens your understanding.



Good readers ask themselves questions all the time while they are reading and read to answer those questions.

Ask 'teacher-like' questions:

What is going on...?

When is this happening?

Where is...?

Who will...?

How is...?

Why is...important?

Why is that happening?

How are _____ and _____ alike or different?

Why would happen if...?

What does ... mean?

How will it?

How come...?

What might...?

Why can...?

The Clarifier

Clarifying means making the meaning of the text clearer. Clarifying helps you recognise when you don't understand parts of a text.



Good readers, when they notice they don't understand what they've read take steps to figure out the meaning.

You read it but haven't got it when:

- The voice inside your head has stopped. The camera in your head or the movie stops.
- Your mind begins to wander.
- You can't remember what you just read.
- The questions you have are not answered.
- You have no idea what a word or phrase means or can say a word but don't remember what it means.

Clarifying or fix- it up strategies:

- Re-read the part you don't understand, you may 'get it' the second time.
Read forwards and backwards.
- If it's a word you don't understand, use the rest of the sentence to figure out what it means.
- Look at the text features for clues.
- Use a dictionary to look up words

The Summariser

Summarising a text means picking out the main ideas and leaving out anything that is not essential.



Good readers look for the main ideas as they read and can give 'the gist' of what they have read in their own words.

How to summarise what you read:

Look at the topic sentences – the first sentence in each paragraph.

Look at the concluding sentence or last sentence in each paragraph.

Answer the – Who? What? When? Where? Why? How? of the text.

Focus on key details.

Use key words and phrases.

Leave out little details that aren't important.

Write only enough to convey the gist.

Use thinking maps, mind maps, graphic organisers, etc. to plan your summary.

Use a coding system as you read.

Reading Papers

- Sample of 2019 SATs reading papers
- Raw score of 28 was a scaled score of 100
- ‘What impression...?’

Table 2: Content domain relating to questions

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text