



Welcome to Uplands Junior Academy

An introduction to us and our school.

- School priorities
- Attendance
- Uniform
- Behaviour
- How we communicate with parents





Safeguarding

Mrs Gatherum – Designated Safeguarding Lead


Mrs Carlisle -Deputy Safeguarding Lead

Miss Southwell – Deputy Safeguarding Lead

Mrs Raybould -Deputy Safeguarding Lead

Mrs Patel – Learning Mentor

Policies – anti bullying, behaviour , safeguarding



Y3 – Miss Ayres (Y3 lead and writing lead)

- Y3 curriculum overview – LTP
- Transition day for the year 2 children: Tuesday June 28th.
- Communication and seamless handover from the Y2 team - this year there are additional transitional tasks.
- Uniform to be labelled with the children's name and class.
- Twitter
- Phonic revision lessons and intervention groups
- What you can do to give your child a flying start into Y3



Writing and Spelling

- We use a novel-based approach so each year group studies 3 books a year to inspire their writing in their English lessons.
- The children will learn about many text types (explanation text, recount, instructions etc.) and every 2 weeks they will write one of these text types using the book/topic as inspiration. Where possible, we will write to people/organisations. (Twitter too)
- We use Alan Peat's Exciting Sentences approach to introduce the children to various and exciting sentence structures.
- 'No Nonsense spelling' is the scheme being used next academic year. It teaches spelling rules and patterns in a visual and cohesive way. Spelling Shed (online platform) will still be used so children can play games to learn their spellings set that week. The more the children play on Spelling Shed, the more money they can earn in our celebration assemblies. There is now an area to play grammar games too.



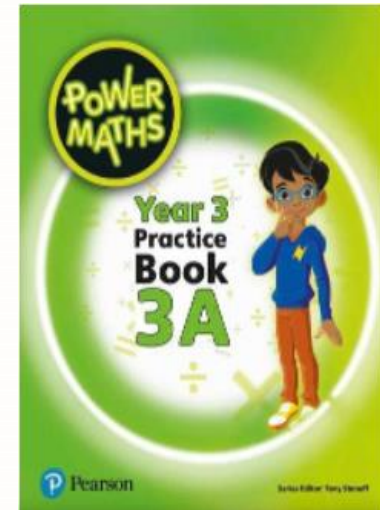
GRAMMAR

Our grammar lessons are either taught as a stand alone lesson, or taught within the English writing lessons. All books read in English are annotated for grammar application and are then practiced by the children. We subscribe to Grammarsaurus and Spelling Shed where there is a wealth of games and activities to support learning.

- **During the writing sequence, children will:**
 1. be given a hook for writing,
 2. discuss PURPOSE and AUDIENCE
 3. look at WAGOLLS of the writing text type (What A Good One Looks Like) and practice grammar skills to apply to writing
 4. contribute to shared write examples with the teacher
 5. plan their writing,
 6. complete their independent write using word banks etc.
 7. edit and proofread independently or with a peer.

Maths – Mrs Raybould, maths lead

- Power Maths is a comprehensive, carefully crafted scheme of work that provides a consistent learning platform for all of our children in all year groups (same as Infant school).
- Includes 'real life maths' in every lesson to help the children establish links.
- A cycle of teaching that encourages our pupils to become confident and fluent in all areas – using diagrams and jottings to reinforce what they know.



SINGLE PLAYER **MULTIPLAYER**

GARAGE Self Set **JAMMING** You choose **STUDIO** 12 x 12 **SOUNDHECK** 25 questions **FESTIVAL** 12 x 12 **ARENA** Self Set **ROCKSLAM** 12 x 12

GARAGE ⓘ **PLAY**

Tables: Self Set Play solo 10 per correct answer

YOU'VE BEEN SET:

10 2 5 3 4 6 11

To help you get high scores and become a Rock Hero, you will focus on your most important facts first.

The questions with a thick border are the ones we have selected from your heatmap for you to practise.





- Your child has access to Times Table Rockstar (TTRS) – online learning platform to assist pupils to learn their times tables. This underpins their mathematical learning.
- During the holidays talk to your child about maths around the house, when you are shopping, signs around the community.
- Encourage them to write and practise their times tables.

Counting in 100s

Discover



- Count the dice on the ground. Is this the correct amount?
- How many dice are there in total?

Think together

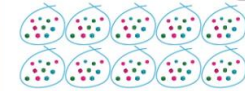
- Each jar contains 100 counters. How many are there in each row?



		0	zero
		100	one hundred
		200	two hundred
		300	three hundred

Share

- We can count the dice.



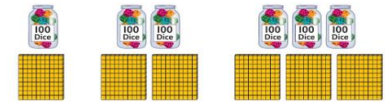
I made groups of 10.

I put them in rows of 10 and then counted in 10s. This looks like a 100 square.



There are 100 dice on the ground. This is the correct amount.

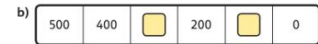
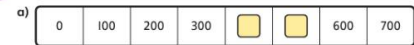
- There are 100 dice in each jar.



100 200 300

There are 300 dice in total.

- What are the missing numbers?



- How many marbles are there?



Write your number in numerals and words.

There are marbles.

There are _____ marbles.

I know what comes after nine hundred. I think it must be ten hundred.

I think there is another name for this. I wonder what it is.





Uplands Junior L.E.A.D. Academy
Lead · Empower · Achieve · Drive

Accelerated
Reader

MyOn

Teaching of
Reading

Reading at Uplands
Junior L.E.A.D
Academy

by Mr Deacon

Library

Prizes

Whole Class
Reading



What we do to support your child in school:

- KTC phonics currently for all children who have not yet passed their phonics screening
- 1:1 daily reading for some children
- All children will read independently
- Class novel based curriculum and teacher led reading
- Reading Rocketeers for interventions
- Language for thinking for those who struggle with language
- Flash Academy for those new to English
- A library filled with 1000s of age appropriate and modern books.



The power of reading for academic achievement

Based on reading skills data for 712 pupils aged 11 to 14, young people who read daily in their free time are twice as likely to read above the level expected for their age than children who don't read daily (37.6% vs 14.2%) (National Literacy Trust)

- Results from the [world's largest annual study of student reading habits](#) found that students who started the year as struggling readers but ended the year at or above benchmark each day read just **six more minutes** than struggling readers who did not meet benchmark.
- An analysis of more than 9.9 million students found that only those students who read [15 minutes or more per day](#) made **accelerated reading gains**.
- Some researchers estimate that children learn 1 new word for every 1,000 words read.



Accelerated Reader

- All year groups to follow AR
- Use of iPads and tablets in each classroom to complete quizzes on a daily basis.
- Each teacher will monitor quizzes and scores, if they are consistently scoring high then look to move up ZPD and equally the other way.
- Word count is kept as a competition and we give book prizes to children each term.

MyOn

- Full access on any mobile or computer device
- Over a 1000 books to choose from online.
- They can choose to read alone or have the computer read it.
- After every book, children can take a quiz.
- Some books will be directed to the children as they are at their age relation.





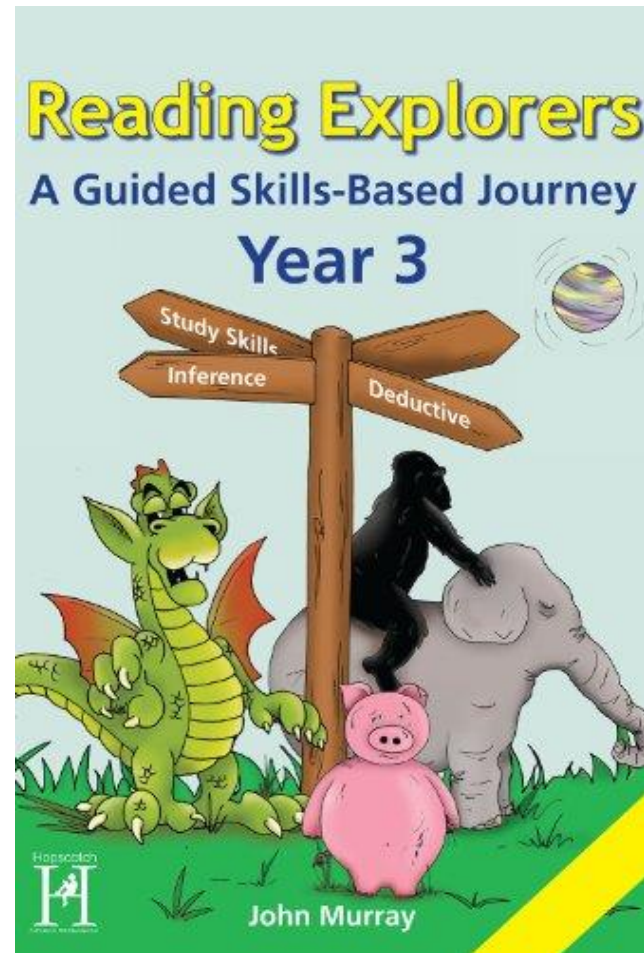
Guided Reading

Layer 1	Layer 2	Layer 3	Layer 4	Layer 5
Orientation	Vocabulary	HORS	Warm application	Cold application
Predict = Title (Read the book) 5minutes	Re orientation task	Recap key vocabulary	Model and mirror	Independent skills check
Skill focus: Retrieval of specific information	Skill focus: Word knowledge (Breadth) Word choice (depth) – text and reader	Skill focus: Deduction reasoning and inference	Question types Question formats Academic language PEE/APE	Focus 1
Create your own questions around text	Answer questions created yesterday. Model thinking process	Return and reflect up the evaluative q on Mon. Modify and compare with model answer.		Focus 2
Answer an Evaluate/summative question			Peer marked	Formative assessment
Explicit teaching and Learning (How to use techniques)			Embed = Apply	Teacher marked



Guided Reading:

- **Delivery**
- -25 – 30 mins daily.
- -Whole class session – all children in class at all times.
- - Monday, Tuesday and Wednesday very much verbal and annotating on the text. Discussion and debate.
- -Thursday and Friday is written response with questions on the board and answers written directly in the books.





Reading continued

- Children will be given 15 - 20mins of independent reading (inclusive of exchanging books &/or quizzing).
- Teachers may recommend books for children to read. Share through news bulletin and display a book of the month and what we are reading at the moment.
- 100 books all children in year 3,4,5 and 6 to be shared with the children.



Miss Southwell - SENCO

- Here to support your child should they have any barriers to their learning or Special Educational Needs or Disabilities.
- Myself and Mrs Patel (our learning mentor) are your points of contact.
- My role: Support, Monitor, Raise Profile and Celebrate. Overview across the school for your child.
- If you have concerns about your child's rate of progress or wellbeing?
- Early monitoring process
- Graduated response – Assess, Plan, Do, Review
- Learning plans – Provision Map
- SEND coffee mornings/workshops
- Family centered approach
- Best Endeavours and Reasonable Adjustments

SEND - website



Uplands Junior L.E.A.D. Academy
A L.E.A.D. Academy

REPORT A CONCERN

CLICK CEOP

≡ MENU

S.E.N.D.

Coffee Morning

- > [SEND Parents Coffee Morning](#)
- > [Reading Question Stems](#)
- > [Paired Reading Handout](#)

S.E.N.D.

- > [Intervention Provision Menu.](#)
- > [SEND Local Offer](#)
- > [Information Report](#)

Policies

