



St. Peter's

Church of England Primary School

LOVE LEARN SHINE

Shine in the light and love of God.

Parent Consultations – Information for Parents

Welcome

We are pleased to publish the information below which we hope will ensure parent consultations run smoothly for everyone.

Finding Your Way Around

Please enter school through the main reception area by the school office. Waiting and meeting areas are outlined below. Please make your way to the waiting area where you will be able to browse your child's books. Please be in the meeting area at least 5 mins before your appointment time. Families are welcome to return to the waiting area after their appointment to continue looking at their children's books.

Class	Teacher(s)	Books and Waiting Area	Meeting Area/Room	Floor
Wrens	Mrs Renton	Finches classroom	Wrens, Kingfishers and shared area between the two.	Ground floor
Kingfishers	Miss Ratcliffe	Finches classroom		
Sparrows	Miss Cole	Finches classroom		
Finches	Miss Box	Finches classroom		
Owls	Mrs Henderson and Mrs Pywell	Owls classroom	Top corridor open area and office on the top corridor.	Second
Starlings	Miss Potter	Starlings classroom		Second
Hérons	Miss Emsley and Mrs Robbins	Hérons classroom	Upstairs hall	First
Eagles	Miss Fishburn	Eagles classroom		First
Ravens	Mrs Crankshaw	Ravens classroom		First

Timings

We recognise the importance of keeping to time. So that no one is held up by previous appointments running over staff have been asked to make discreet use of a timer. Appointments are 10 minutes and will conclude at the end of the time allocation. If it is agreed further time is still required, a follow up will be arranged, usually in the form of a phone call to continue discussion. Thank you for your help in ensuring appointments run to time.

Privacy and Confidentiality

All meetings are private and confidential. If you feel the proposed meeting space is not sufficiently confidential please do feel free to request a different space.

Children's Work Books

In the appropriate class waiting area, you will find the vast majority of your child's work with the exception of work on display, larger pieces of work and work that has been recorded in other ways. We hope you find it useful to browse through their work before or after your appointment. Some books will contain more written work than others as some subjects, such as English and Maths are taught more frequently than others and learning can take other forms than written records such as drama, discussion and practical work.

What should I expect to see?

Phase	Year groups	Work you would expect to see.
EYFS	Reception	Your child has a learning journey record and a maths book, which you will be able to see. In Early Years, a great deal of learning is through play-based provision and adult led activities. Your child's teacher will be able to outline how your child is progressing with these aspects.
Key Stage One	Year 1&2	Your child has moved from the EYFS curriculum to the national curriculum. This means there is more direct teaching with a greater emphasis on learning that has planned outcomes. Your child will have a number of books in which they are starting to record their learning.
Lower Key Stage Two	Year 3&4	Your child is now in Key Stage Two. Sometimes this is referred to as the 'Juniors'; this stage lasts for four years. Although there is still lots of fun and enjoyment in the learning, there is also more structure. You will see more formal recording of work in their books and also a greater quantity.
Upper Key Stage Two	Years 5&6	Your child is in the last two years of Primary school. Their work will be more challenging and their learning will be more detailed. There will be more formal recording in their books.

As well as discussing their work, your child's teacher will be able to provide further information regarding the following:

- Their attendance so far this academic year
- Behaviour and attitude to learning
- Their participation in different areas of school life
- Their progress since the last assessment, progress in the year so far and their progress in the phase e.g. Early years, Key Stage 1 and Key Stage 2.
- The next steps your child needs to make in key areas
- How you can help your child at home
- Information on key learning strategies and our approaches to learning.

Supporting Reading at Home

Learning to read and develop a love of reading and books is central to our curriculum. There are many different strategies used to support the children's development of reading through a holistic approach. High-quality phonics teaching is essential in the early development of children's reading skills. This helps children develop their reading, writing, spelling and general communication skills. It supports the development of skills for word recognition that enables children to read fluently, allowing them to concentrate on the meaning of the text. Activities used are designed to teach word decoding and recognition skills as well as comprehension skills.

A wide range of factors contribute to your child's reading development, these include: reading together, being read to, practising sounds, reading and sorting real and nonsense words, paired reading. Please also refer to the reading and phonics information on our [school website](#).

Strategies to Support Reading:

- Daily phonics sessions (KS1)
- Daily Grammar, Punctuation & Spelling (GPS) sessions (KS2)
- Paired reading
- Individual reading
- Guided reading
- Listening games (EYFS/KS1)
- Reading real and nonsense words.

Your child will undertake some form of reading on a daily basis. It is unlikely, even for children in Key Stage One (Years 1&2), that this will be individual reading of their reading book with an adult as this often is not the most effective use of resources. As you can see from the list above, individual reading is just one of a wide range of strategies used to teach reading.

Many thanks for your support.