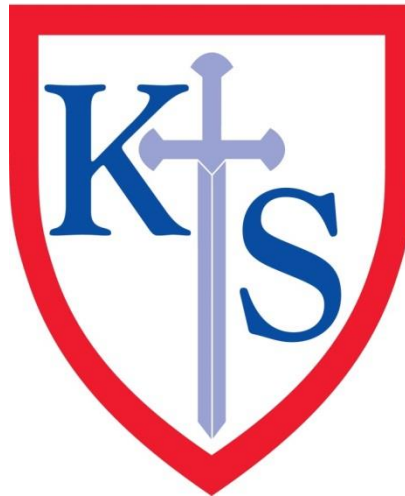


KS2 Parents' Information Evening

Tuesday 5th October 2021



Parents' Information Evening 5th October 2021

Sharing information about:

- Celebrating success
- Vision and school improvement
- Teaching for Mastery in mathematics
- Read Write Inc. and English

Celebrating Success at Kingsland

Ofsted
outstanding

...the quality of education
provided is exceptional.

Teachers are very
skilled at deciding
the best way to
teach the
curriculum
content.

The educational offer is
highly ambitious.

Pupils' behaviour
exemplifies the aim
'Learn to love.'

...outstanding
teaching and a rich
and creative
curriculum

SIAMS
outstanding

Behaviour is
excellent because
children are taught
Christian values

Pupils' behaviour
exemplifies the aim
'Learn to love.'

Celebrating Success at Kingsland



Overall absence in autumn 2020 (2.0%) was in the lowest 20% of all schools.

The key stage 2 three-year average reading attainment score (107.9) was in the highest 20% of all schools in 2019.



Celebrating Success at Kingsland

- **EYFS** Attainment Data

School	National
63%	57%

- **Phonics Screening** Attainment Data

School	National
85%	68%

Celebrating Success at Kingsland

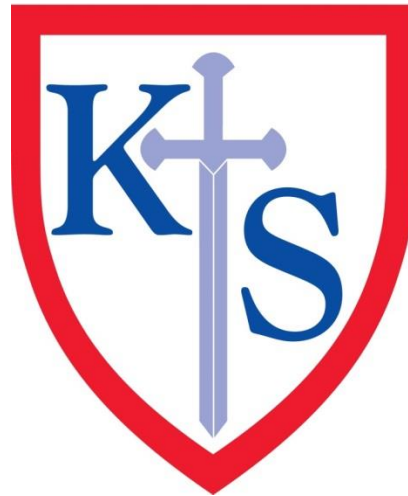
- **KS1** Attainment Data

Subject	School	National
Reading	84%	67%
Writing	79%	59%
Maths	84%	68%
RWM	79%	54%

- **KS2** Attainment Data

Subject	School	National
Reading	100%	71%
Writing	81%	70%
Maths	81%	67%
RWM	81%	58%

Vision and School Improvement



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.



Christian Values

Autumn 1	Autumn 2
Educating for Hope and Aspiration	Educating for Dignity and Respect
LOVE Tolerance of different faiths and beliefs	RESPECT Mutual respect
Spring 1	Spring 2
Educating for Wisdom, Knowledge and Skills	Educating for Community and Living Well Together
JUSTICE Democracy	THANKFULNESS Individual liberty
Summer 1	Summer 2
Educating for Community and Living Well Together	Educating for Hope and Aspiration
FORGIVENESS Awareness of what it means to be British	PEACE Rule of Law



Kingsland CE Primary School



'Let your light shine'

"Let your light shine before others that they may see your good deeds and glorify your Father in heaven." Matthew 5:16

School Improvement Plan 2021 – 2022 Summary

Digging Deeper and Lingering Longer

The following issues have been identified through school self-evaluation procedures that include attainment and progress, data analysis, questionnaires, group discussions, pupil voice conversations and observations of teaching and learning.

Ofsted (O)	SIAMS (S)
Overall effectiveness – what is it like to attend the school?	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

A	The Quality of Education – Love to Learn (O) Wisdom, Knowledge and Skills (S2)			RAG
1	Mathematics	TfM - short & long term planning for progression; lesson design; problem solving & number sense	SD / W. Maddocks	
2	English	Reading: progress & attainment for the lowest 20% Writing: thinking in sentences; personal spellings	SD / BP / HW / H. Webb	
3	EYFS	TfM Mathematics in EYFS EYFS curriculum and revised ELGs – a new era	GC / S. Connop	
4	Assessment of foundation subjects	Accurate and consistent assessment of all foundation subjects	SD / SLT / all staff / Love to Learn governors	
5	Assessment for Learning	Impact on positive attitudes to learning	SD / SLT / all staff / Love to Learn governors	
6	Curriculum Development	Develop weaker areas: French, Music, Swimming, Computing, DT	SD / SLT / all staff / Love to Learn governors	
7	Outcomes for Pupils	Decrease % WTS / increase % EXS+	SD / SLT / all staff / Love to Learn governors	

B	Behaviour and Attitudes – Learn to Love (O) Community and Living Well Together (S4) / Dignity and Respect (S5)			RAG
1	Celebrating Diversity	Strengthening links with Tanzania & France	SD / SLT / all staff / Learn to Love govs	
2	Growth Mindset	Developing resilience Behaviour and manners; mental health & well-being	SD / SLT / all staff / Learn to Love govs	
3	Courageous Advocacy	Developing passionate service and responsibility	SD / SLT / all staff / Learn to Love govs	

C	Personal Development (O) Character Development: Hope, Aspiration and Courageous Advocacy (S3)			RAG
1	SIAMS Agenda	Aiming for excellence Impact of Collective Worship (S6)	SD / HW / Learn to Love govs	
2	Religious Education (S) & SMSC	Effectiveness of Religious Education (S7) Developing depth of learning through P4C	HW / Learn to Love govs / J. Read	
3	Relationships & Sex Education (RSHE)	Curriculum development across the school	SD / CS / all staff / Learn to Love govs	

D	Leadership and Management (O) Vision and Leadership (S1)			RAG
1	Safeguarding	A culture of safeguarding – never complacent Risk Assessment consistency	SD / BP / SL / all staff / Safeguarding govs (MB)	
2	Budget and Buildings	Making the best of what we have Exploring future possibilities	SD / SLT / Full govs	
3	Monitoring Teaching and Learning	Triangulation of quality of education, pupil outcomes and pupil voice, including attitudes to learning	SD / SLT / all staff / Love to Learn govs	
4	Governors	Rigorous monitoring of areas of the SIP	SD / H. Webb	
5	Staff Development	Developing critical friend / sharing good practice Supporting and developing new staff	SD / SLT / Full govs	



Ofsted and the curriculum

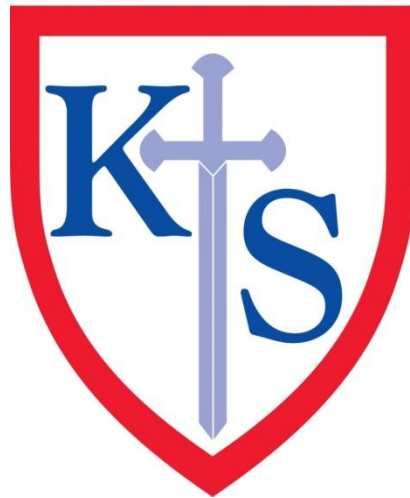
- The curriculum – what pupils learn – is the very core of education
- Deep dives
- Covid – what to prioritise and what to omit
- Progress means **KNOWING MORE AND REMEMBERING MORE**
- So a curriculum needs to carefully plan for that progress by considering the **BUILDING BLOCKS** and **SEQUENCE** in each subject
- **Change to long term memory**
- **Sticky knowledge**

A Rich and Vibrant Curriculum



	2019 – 2020 Curriculum 'B'			2020 – 2021 Curriculum 'A'			2021 – 2022 Curriculum 'C'			2022 – 2023 Curriculum 'A'		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Whole school enrichment	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity	Performing Arts Festival	Y5/6 production	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity Y5/6 Manor Ad.	Performing Arts Festival	Y3/4 Daker Wood	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity	Performing Arts Festival	Y5/6 production	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity Y5/6 Manor Ad.	Performing Arts Festival	Y3/4 Daker Wood
RE enrichment		KS2 Christian Churches visit			Whole school Interfaith Learning			KS2 Wolverhampton visit			KS2 Christian Churches visit	
Themed weeks	Craft	Science	Healthy School Olympics RSE	Music		Healthy School RSE	Craft	Science	Healthy School RSE	Music		Healthy School RSE
Charities and Community	Children in Need MacMillan	Sport Relief	Christian Aid	Children in Need MacMillan	Comic Relief	Christian Aid	Children in Need MacMillan	Sport Relief	Christian Aid	Children in Need MacMillan	Comic Relief	Christian Aid
Sporting Events	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket
Class 1	Ourselves	Around the World in a Pirate Ship	Journeys: Growing	All About Me	Climate Change: A Rocket to the Poles	Now and Then	Amazing Me	X Factor	Holes	All About Me	Zero Waste:	Now and Then
Class 2	People Who Help Us Great Fire of London	Katie Morag	Journeys: Paddington Goes Around the World	Me and My Community Sparkle and Shine	Climate Change:	Homes	Our Heroes (including Robin Hood)	India	Toys	Me and My Community Sparkle and Shine	Zero Waste: Plastic Waste	Homes
Class 3	Impressive Inventors	Raging Rivers	Journeys: Magnificent Mountains	Stone Age	Climate Change: Extreme Earth	Kingsland and Tanzania	Whizzing Wheels	Oceans	France	Stone Age	Zero Waste: Plastic Waste	Kingsland and Tanzania
Class 4	Battle of Britain and World War 2	Hereford and Australia	Journeys: A Journey Back in Local Time (Mortimer Project)	Ancient Greece	Climate Change: Climate Change – The Facts	Britain and the Romans	Ancient Egypt	Music From Around the World	A Journey Back in Local Time (Mortimer Project)	Ancient Greece	Zero Waste: Blue Planet	Britain and the Romans
Class 5	Women Who Have Changed the World	Hereford and Japan	Journeys: Space	Poverty	Climate Change: Climate Change – The Facts	Maps	Crime and Punishment	Awe Inspiring Architects	Early Islamic Civilisations	Poverty	Zero Waste: Blue Planet	Maps

Teaching for Mastery in Mathematics



What does mathematics look like at Kingsland?

National Curriculum for Mathematics

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Programmes of Study of the NC

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions (decimals / percentages / ratio / proportion)
- Measurement
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics (Y2 – Y6)
- Algebra (Y6)

What is Teaching for Mastery in mathematics?

- For *all* children – a belief that ALL children can achieve
- To secure deep understanding
- To enable children to reason mathematically
- Whole class interactive teaching
- Longer time to deepen understanding – not do more of the same
- Balance of factual fluency and conceptual understanding

If someone came to a Kingsland maths lesson, what would they see?

- Whole class inclusive teaching
- Pre-planned key questions
- Children speaking in full sentences
- Stem sentences that provide children with accurate mathematical language – repeated altogether
- Use of high quality images and representations
- Mathematical concepts being looked at from all angles – conceptual variation

If someone came to a Kingsland maths lesson, what would they see?

- Work in books that shows small step progression through a mathematical concept
- Open ended problem solving activities
- Teachers spending time creating high quality lessons and resources rather than overly detailed marking
- Focussed, short / sharp paired talk
- A carefully planned journey of questions and activities through the concept

If someone came to a Kingsland maths lesson, what would they NOT see?



- Learning being capped by highly differentiated groupings
- Repetitious questions in books which only allow children to see the concept from one angle
- Abstract teaching with no conceptual understanding
- Lots of unnecessary marking in books
- Learning by rules and success criteria
- Lots of 'talk and chalk' / listening with no interaction
- Children not engaging with the maths because it is too hard / too easy

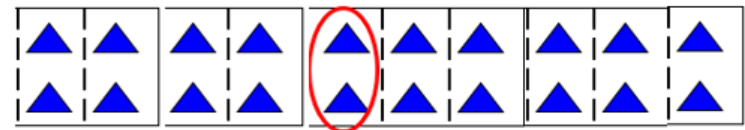
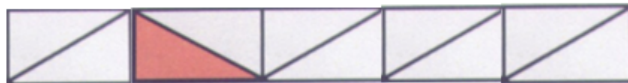
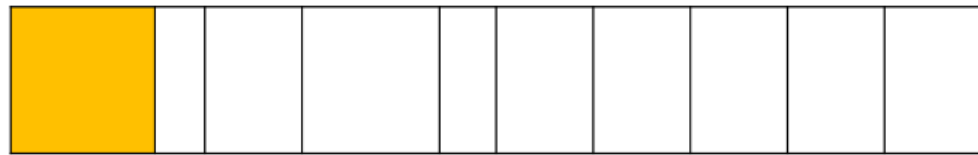
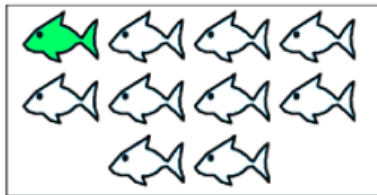
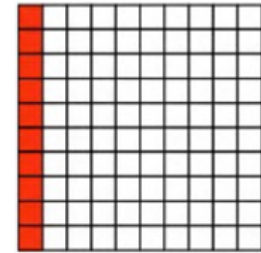
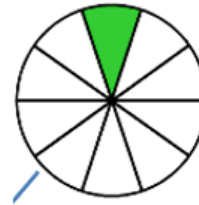
What does Teaching for Mastery look like?

Key Stage 2 examples

Developing children's **NUMBER SENSE**

Conceptual **variation**

Are the coloured parts or the circled parts $\frac{1}{10}$ of the whole? If not, can you use a fraction to describe the part?



Variation leads to Intelligent Practice (**Fluency**)



National Centre
for Excellence in the
Teaching of Mathematics

What's the same? What's different?

$2 \times 3 =$

$6 \times 7 =$

$9 \times 8 =$

$2 \times 30 =$

$6 \times 70 =$

$9 \times 80 =$

$2 \times 300 =$

$6 \times 700 =$

$9 \times 800 =$

$20 \times 3 =$

$60 \times 7 =$

$90 \times 8 =$

$200 \times 3 =$

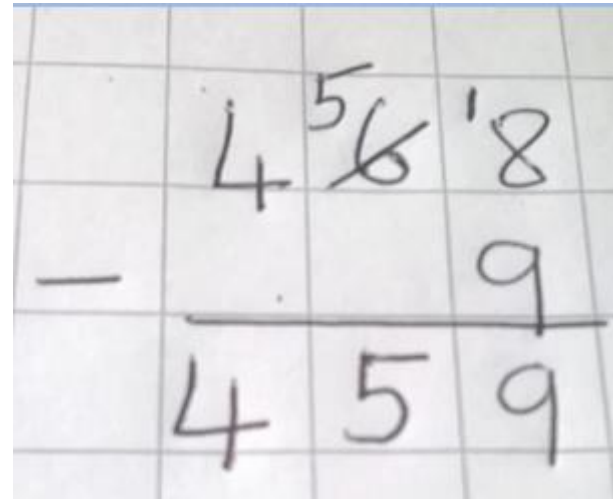
$600 \times 7 =$

$900 \times 8 =$

Shanghai Practice Book

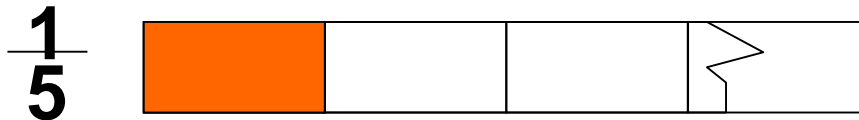
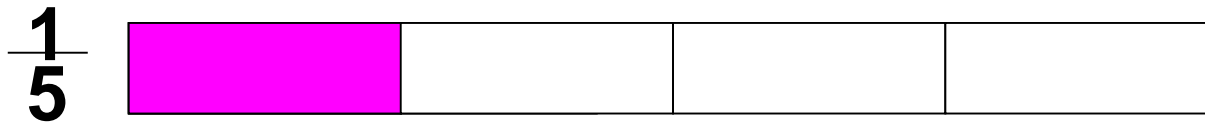
KS2 Arithmetic Paper

4	$468 - 9 =$					

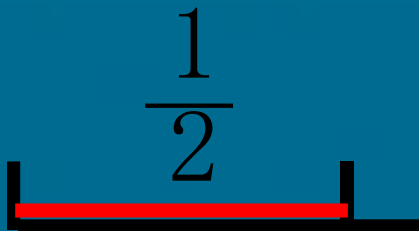


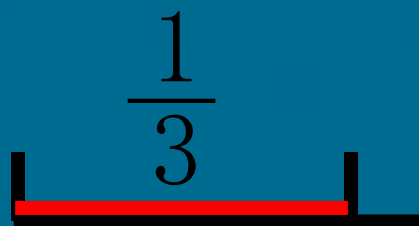
2 paper tapes were broken, can you guess which original paper tape is longer?

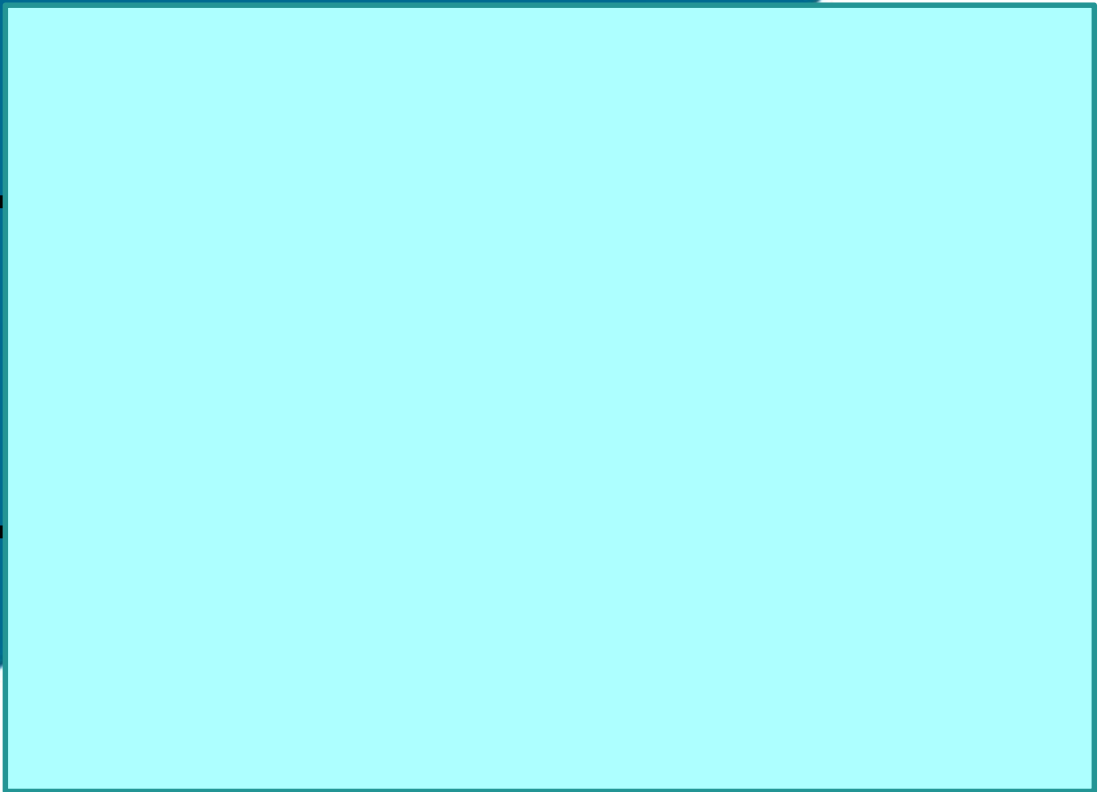
Why? How do you get your answer?



Think: Which line is longer?

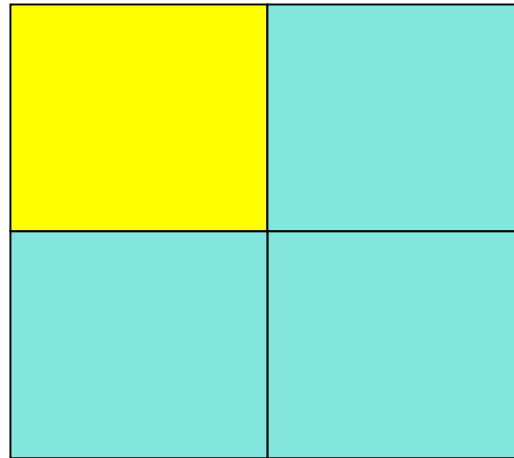
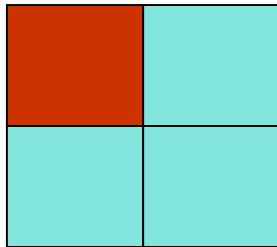
First : 

Second : 





Which is the larger fraction?



How do you know?

Mathematical Thinking

$$\square + 17 = 15 + 24$$

$$99 - \square = 90 - 59$$

Consider the strategies you used?

This illustrates how a conceptual method rather than a procedural method can lead to a quicker answers.

Always, sometimes, never?

The difference between a two-digit number and its reverse is always a multiple of 9.

Prove it and convince us ...

Always, sometimes, never?

**Addition always results in a
larger number.**

Prove it and convince us ...

Challenge

$$9999 + 999 + 99 + 9 + 5$$

**I add all the numbers from 1 to 100.
What answer do I get?**

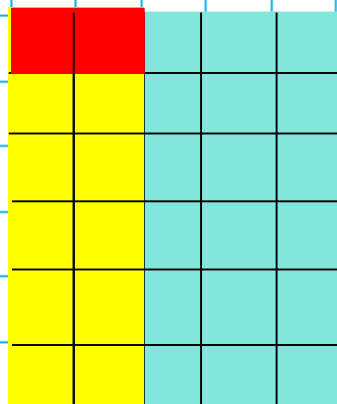




Year 6

6

$$\frac{1}{6} \times \frac{2}{5} =$$



1 mark



Year 6

10

$$\frac{3}{5} + \frac{7}{10} =$$

A large grid of 20 columns and 10 rows, intended for students to show their working out for the fraction addition problem.

1 mark



Year 6

12

$$2\frac{1}{4} + 1\frac{5}{6} =$$

A large grid of 20 columns and 10 rows, intended for students to show their working out for the addition problem.A rectangular box with a blue border, intended for the student to write the final answer to the problem.

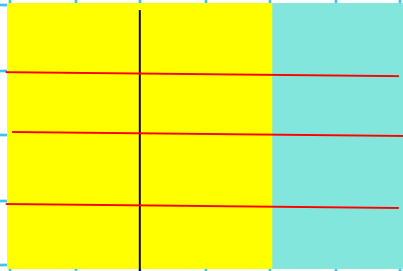
2 marks



Year 6

15

$$\frac{2}{3} \div 4 =$$



1 mark

Y4 Multiplication Check

By the end of Y4, children should know all multiplication and division facts up to 12×12

<https://www.timestables.co.uk/multiplication-tables-check/>



How can you help at home?

How do you know?

Why is it that?

What do you notice if ...?

Language / vocabulary development

Speak in full sentences





How can you help at home?



Basic addition and subtraction facts

Number bonds, doubles, near doubles

NOT COUNTING IN 1s

KIRFs – basic fact fluency

Multiplication tables – by the end of Y4

What does English at Kingsland School look like in KS2?



The Reading Framework



Department
for Education

The reading framework

Teaching the foundations of literacy

July 2021

Reading is
fundamental to
education

Pupils who fail to
learn to read
early on start to
dislike reading

Developing children's spoken language

Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents' talk with them that expands their vocabulary.

Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading.

Book-related talk introduces children to language that they might not hear in ordinary conversation.

Here's how many words children would have heard by the time they were 5 years old:

never read to ... 4,662 words

1–2 times per week ... 63,570 words

3–5 times per week ... 169,520 words

daily ... 296,660 words

five books a day ... 1,483,300 words

The English National Curriculum

What is its Purpose?

So children can:

...communicate their ideas and emotions to others and ...others can communicate with them...

...develop culturally, emotionally, intellectually, socially and spiritually...

...acquire knowledge and to build on what they already know...

Is 'essential to participating fully as a member of society' (NC)

The Aims of the English Curriculum:

Aims

- read easily, fluently ...good understanding
- habit of reading ...pleasure and information
- wide vocabulary... understanding of grammar
- write clearly, accurately and coherently
- competent in the arts of speaking and listening

What does English include?

- spoken language
- reading
- writing
- spelling, vocabulary, grammar and punctuation

Spoken Language

‘Spoken language underpins the development of reading and writing...’

The **quality** and **variety** of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. (NC)



What does that look like at our school?

- drama/
- role play
- circle time
- news sharing
- explaining
- teaching
- discussing
- playing games
- debating
- philosophy
- ‘Speaky’
- asking and answering questions
- repetition of stem sentences



- taking part or leading worship times
- presenting

In English lessons:

- dictation/ hold a sentence
- verbalise each sentence
- ‘headphones’ activity

We put a **lot** of emphasis on the spoken language:

If you can't say it correctly, you won't be able to write it correctly.

Reading

‘The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).’

(NC)

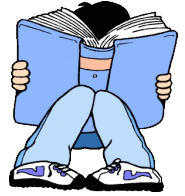


Why read...?

- develop knowledge of themselves and the world
- establish an appreciation and love of reading
- increase vocabulary
- feed pupils' imagination
- open up a treasure-house of wonder and joy for curious young minds

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.' (NC)

In KS2 we read as individuals, pairs, groups and as a class, practising skills of reading fluently and with meaning and understanding.



This will involve:

- Encouraging children to **read for pleasure**- *school or local library, own reading book from home, sharing good reads, school reading challenge, World Book Day.*
- Encouraging children to **read texts that challenge them**- *through reading a **class** text, reading with an adult at home, year group suggested reading lists, reading news articles or extracts from larger texts.*
- Encouraging children to **talk about and reflect on what they have read**-, *book discussions, recommended reads, hot-seating characters, predicting endings, what if...? scenarios.*
- Encouraging children to **read aloud and engage an audience** -*to develop a love of sharing texts and the magic of the power of words or stories.*
- Encouraging children to **retell or re-enact** something they have read-*to bring a text alive.*

Comprehension

(both listening and reading)

Requires ‘..linguistic knowledge (in particular of vocabulary and grammar) and ... knowledge of the world.’

‘...skills develop through pupils’ experience of high-quality discussion..., as well as from reading and discussing a range of stories, poems and non-fiction.’ (NC)

How do we teach comprehension?

By:

- sharing **quality texts** together
- discussing understanding and meaning through studying **class texts**
- delighting in **new vocabulary** and knowledge- and developing skills of interpreting meaning
- teaching skills of **inference and deduction**- reading between the lines, looking for clues/evidence
- practising **skimming and scanning**
- developing an awareness of **audience and purpose**- why was it written and for whom?
- **modelling** how to **find answers** in texts
- **modelling** how to **answer questions** about what they have read
- practising **verbal and written responses** to comprehension questions



Children are tested on written responses to comprehension questions in both KS1 and KS2 SATs

Exploring Texts at KS2



Children are required to...

*give / explain the meaning of words in context Find and copy one word meaning.../ that suggests that.../ that shows that.../ that tells you.../ Give the meaning of the word ... / What does '.....' mean? / What does the word ... suggest about...?

*retrieve and record information / identify key details from fiction and non-fiction Tell me **three things that you are told** about... / **What did he have to do** in order to...?/ What was **revealed at the end** of the story? / Which of these statements are **true?** / What or who helped.... to....? Give **two reasons** why he...

*summarise main ideas from more than one paragraph Can you summarise the story in six sentences using the **key points** of the story?

*make inferences from the text / explain and justify inferences with evidence from the text **How can you tell** that was very keen to?/ **What impressions** of thedo you get from these two paragraphs? / **Why** didfind it difficult to.....? / **How do you know** that wanted to.....?/ **What evidence is there of** being (determined) when she met.....? /Can you **explain** what this description **suggests** about the.....?/ **In what ways might**'s character **appeal to many readers?**/ **Why** were they...('curious' and 'unafraid')?

*predict what might happen from details stated and implied **Do you think** that..... will change her behaviour in the future? **Explain** your choice **fully**, using **evidence** from the text.

*identify / explain how information / narrative content is related and contributes to meaning as a whole Why has the information been **presented** as a flow diagram? / How has the author **organised the text** to help the reader understand the main points? / Which part of the text **summarises** the findings? /How do we discover who the culprit was? **Why** has the author chosen to let us find out this way? / **Why** are these words In italics?

*identify / explain how meaning is enhanced through choice of words and phrases **What impression** does the author give you of ...(the lake) and which words and phrases tell you that?

*make comparisons within the text How is's behaviour at the end similar to that of... 's at the beginning of the story?/ What **techniques** has the author used throughout the text to help the reader understand this difficult topic?



Writing

The programmes of study for writing at key stages 1 and 2 include:

-**transcription** (spelling and handwriting)

-**composition** (articulating ideas and structuring them in speech and writing).



Transcription (handwriting)



In KS2 children expected to join as soon as their letters are **formed correctly** and of **correct orientation** and **size**.

Handwriting and presentation skills are important in our school and

help the reader to engage in and understand the written work;

help the child/ writer develop a sense of pride and achievement ;

and it means their writing effort is rewarded with the reader enjoying their work as they can read it fluently.

Transcription (spelling)

KS2:

- phonics learnt in KS1
- NC guidance on spelling rules and patterns to taught in each year group
- word lists for each year group from the NC
- confident use of a dictionary



How do we help children develop their spelling skills?

- explicit **spelling lessons** exploring patterns, rules and common exceptions (*including homophones, prefixes, suffixes...*)
- **spelling of the day**
- using **displays, word lists** and **word banks** in all subjects
- teaching **dictionary** skills (*including learning the alphabet*)
- giving **time** to practise in school and at **home (home learning)**
- holding a **Spelling Bee**

By encouraging them to:

- have a go
- use **personal spelling banks**
- use **root word** knowledge (e.g. *knowledge*)
- use **phonics** knowledge (*what letters could make that sound?*)
- use knowledge of **homophones** (*there, their, they're*)
- use **sight** knowledge (*does it look right?- **reading helps a lot***)
- use a dictionary/ word banks/ word walls/ spelling mats
- learn **year group words**

Composition

(articulating ideas and structuring them in speech and writing)

‘Effective composition involves **forming**, **articulating** and **communicating** ideas, and then **organising them coherently** for a reader. ‘

(NC)

That’s a lot to do all at once!

How do we teach writing composition?

Through:

- **daily dictation**- practising and modelling a variety of sentence structures
- sharing lots of **different text types** and using them as **models** for our own writing
- **modelling as teachers** and ‘thinking out loud’ as we write (and speak)
- practising **verbalising** what we want to say in complete sentences of increasing variety and complexity
- teaching explicit lessons in correct **grammar and punctuation**
- writing **across the curriculum**
- learning how to **edit and improve** (*purple polishing*)
- having **personal writing targets**
- sharing the ‘**good stuff**’ 😊 - established authors, budding authors in class!



What are the writing expectations by the end of KS2?

Working at the expected standard

The pupil can:

- write effectively for a **range of purposes and audiences**, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, **describe settings, characters and atmosphere**
- integrate **dialogue** in narratives to convey character and advance the action
- **select vocabulary and grammatical structures** that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to **build cohesion** (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use **verb tenses** consistently and correctly throughout their writing
- use the **range of punctuation** taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- **spell correctly** most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in **joined handwriting** when writing at speed.

Handout

What does this look like at the end of KS2?

Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trucking through the misty, murky moors ^{while} celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags ~~appear~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King," the third ~~was~~ whispered coopecily.

"But how can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis."

But the disgusting hags were no ~~more~~ ^{where} to be seen.

Suddenly Macbeth's messenger arrived ~~excited~~ ^{travsted}, and bowed.

"Macbeth," he took a breath, "Thane of Cawdor."

Oh how he ^{Macbeth} started to scheme!

Menacingly, a Snow-leopard leapt approached her, as if from nowhere, ~~to~~ with an angry mind-ready to attack. Lauren was stuck between a fierce Snow-leopard and a powerful blizzard, knowing there was no one to help her and no way to escape.

Fortunately, Lauren realised she had her Super Strong winter boots on and immediately took one of them off. Determined to escape, she flung one of the boots onto the Snow-leopard, causing it to limp away in agony. Relieved, she cried with happiness and leaped with joy that she was finally free from that vicious leopard.

How to mummify a Pharaoh

Do you have a Pharaoh ready to be mummified? Are you looking for a simple method for mummifying your pharaoh? Then follow these simple steps to help the emperor!

Equipment:

- Canopic jars
- 150m of linen
- Sawdust (or different types of spices)
- Natron salt
- Coffin
- Onions
- Amulets
- Scrolls
- Hook

Method:

- ① Before starting, collect all of the utensils, making sure that the Canopic jars don't drop (because they are valuable jars that can give severe injuries).
- ② Carefully place the body on a sacred table and with a hook gently remove the brain through the nose. However, the brain is not needed so it can be fed for the dogs.

It isn't easy!

...And it doesn't happen overnight!

It takes **time** and **patience** and **practise** and **resilience** and **determination** and **courage** to get things wrong and make things better and a **willingness** to have a go!

The children need *your* help too.. 😊





Please...



- share the **love of reading** with your child- stories, poems, news, facts... (let them see you enjoying reading too)
- make **home learning** a regular and positive experience in your home- and expect them to do their best
- practise **reading and spelling words in daily life**- shopping lists, signs, letters, recipes... and praise them for having a go
- ensure your child has access to a current age-appropriate **dictionary at home**
- encourage your child to **speak in complete sentences** and **experiment with new words**
- **model and use correct language, grammatical structures and names** e.g rabbit (bunny), delicious (scrummy), those books (them books), *at* the weekend (on)
- encourage your child to **speak for themselves**- order in a restaurant, pay in a shop, phone a relative, give directions to a friend...