



PARENT FORUM & READING AFTERNOON

Wednesday, 30th October

The background of the slide features a faint, artistic illustration of the Parable of the Sower. It depicts a sower on the left, scattering seeds, and a group of people on the right, some holding baskets of grain. The scene is set in a rural landscape with rolling hills and a bright sky. The illustration is rendered in a soft, painterly style with a muted color palette.

BB in 100 words

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.

Parent Forum Agenda

- **School priorities**
- **Positive Feedback**
- **Queries and discussion**

Our key priorities...

1. Improving outcomes of disadvantaged pupils
2. Improving attainment and progress in maths
3. Improving attainment and progress in reading
4. Improving quality of the wider curriculum

1. Improving outcomes of disadvantaged pupils

- Targeting pupils in lessons
- Providing interventions, academic and social
- PSA support for families
- Focus on resilience (in class daily, specific lessons, providing opportunities to practice resilience)

2. Improving attainment and progress in maths

- Ensuring Power Maths is embedded throughout the school
- 2 teachers participating in the Maths Mastery Hub – ongoing guidance this year and next
- Continue with TT Rockstars

3. Improving attainment and progress in reading

- Prioritising reading across the curriculum
- Parent workshops
- Training
- Early morning reading
- Review of early reading texts
- Purchase of more r home-school readers and library books
- Recommended reads
- Teacher book reviews
- Reading spine
- Reading afternoons
- More volunteers!

4. Improving quality of the wider curriculum

- Review of long-term planning – Be Bold
- Subject lead training
- INSET / in-school subject-specific training
- Resources
- BB's 50 things
- Ensuring we keep what works...
 - Hooks / outcomes
 - Visitors and visits
 - Outdoor learning

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Over to you...

Spelling...

The research and support for using word study as part of an integrated spelling curriculum is significant and compelling, yet many classrooms are still using traditional spelling methods, emphasizing rote memorization and rule-driven instruction (Fresch, 2003, 2007; Schlagal, 2002). The traditional spelling curriculum has been around for a long time. Most parents, teachers, and schools are familiar with the assigned lists and weekly tests, and the traditional curriculum is effective for learning highly-irregular words; however, the traditional curriculum does not help children retain or generalize spelling knowledge for their writing. In addition, the traditional spelling curriculum largely ignores developmental spelling levels and does not take advantage of the brain's remarkable capacity to abstract patterns. An alternative to the traditional spelling curriculum, word study is compatible with the current research on effective instruction because it allows students to abstract patterns, make connections between old and new, and build connections through integrated study. Word study does require teachers to be knowledgeable about the spelling system and developmental spelling, and it makes some parents uncomfortable; nevertheless, based on what we know about the English spelling system, how children learn, and the brain, word study makes sense. While learning to spell will always be valued by a literate society, many schools (and parents) need to reevaluate the emphasis they place on traditional rote memorization spelling and weekly tests and explore other options. Based on the research on spelling, integrated word study is an effective and efficient way to teach children how to spell.

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark & Rumbold, 2006).
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark & Rumbold, 2006).



- Listen to your child read EVERY DAY!
- Discuss what they're reading...
- Let them see you as a reader.
- Read to them!
- Look out for recommended reads in the newsletter and website.
- Go to the library, use reading websites, audio books, comics, magazines, the Internet – Newsround, National Geographic, First News etc.
- Encourage reading different genres and authors.

A few polite reminders...

