

# Star Primary



## **Annual School Report**

Pupil Name: **Emily Wan**

Class Teacher: **Mr Maynard**

Head Teacher: **Mr Brown**

Year Group: **1**

Date: **May 2008**

<b>General Progress</b>					
	Very Good	Good	Satisfactory	Needs Attention	Cause for Concern
Behaviour in class					
Behaviour at break times					
Effort in class					
Ability to work co-operatively					
Ability to work independantly					
Presentation of work					
Relationships with other pupils					
Punctuality					
Attendance					

<b>Attendance</b>		
No. of Sessions: 180	Emily's Attendance: 180 (100%)	Unauthorised Absences: 0

<b>Pupil Assessment</b>					
English		Mathematics		Science	
Overall Level		Overall Level		Overall Level	
Oracy		Using and Applying Maths		Scientific Enquiry	
Reading		Number		Life Processes & Living Things	
Writing		Shape, Space & Measure		Materials and their Properties	
		Handling Data		Physical Processes	

**General Comments**

Emily is an amiable pupil and has done very well this year. She's kind and courteous. She has shown that she can be imaginative. She has done very well in most subjects and she has done particularly well in Art.

Emily is capable of producing work of a good standard. She has improved her work rate. She has developed a more positive attitude but demands a lot of reassurance. She needs to face challenges to help build confidence. She is improving her ability to focus for longer.

Emily has generally followed classroom rules but she needs to work on controlling her temper. She gets on well with everyone but needs to take more responsibility for her actions.

**Speaking and Listening**

The pupils are encouraged to participate in group reading and writing activities. Emily will usually contribute well in group activities and is beginning to come forward more. She is keen to share her interests with others but needs to build her confidence when speaking out. In general classroom situations she is able to follow instructions. To develop speaking and listening skills she needs to concentrate harder when being given instructions and learn to take turns in group situations.

**Reading**

## **Reading** continued...

This year the children have been given the opportunity to improve their reading through books and the printed word. The class has undertaken picture/word association activities. They have worked specifically on understanding plurals.

In her reading, Emily has shown some improvement this year and is trying very hard to begin the reading process.

Emily knows to turn one page at a time and follow page after page. She can blend letter sounds to build whole words but has difficulty identifying individual letter sounds. She can recognise a number of words and has an excellent sight vocabulary. She can use a range of methods to read unfamiliar words and establish their meaning.

When attempting more advanced reading Emily is able to use a variety of prompts in her reading. She is able to talk about the characters in the book but can be reluctant to express her likes and dislikes. In order to improve her reading she now needs to make more of an effort when reading new and unknown words.

## **Writing**

During the year the class have been given the opportunity to carry out various forms of writing such as stories, letters, diaries and poems. The pupils have used simple spelling patterns. Emily has shown a big improvement and uses knowledge gained through reading to enhance her writing.

In basic writing, Emily can hold a pencil with a suitable grip. She is beginning to write symbols and letters independently. She is now able to write a few simple words independently. She is not yet able to apply her knowledge of letter sounds when word building. She finds it difficult to organise her ideas into sentences.

In terms of presentation Emily's letters are generally well formed. She does not always position letters in the correct places. She needs to make an effort to use capital letters. She makes a good attempt to spell simple words correctly but finds it difficult to interpret spellings when reading back her own work. In weekly spelling tests she achieves satisfactory results.

Emily is beginning to write quite detailed stories. She can develop her writing skills by remembering to use the correct pencil grip.

## **Numeracy**

Pupils have been encouraged to utilise their knowledge and skills gained in maths in many other areas of the curriculum. In addition, they have been introduced to and discussed addition and subtraction. Emily has done really well in mathematics this year and she enjoys a wide variety of maths activities. She often finds it difficult to concentrate and has experienced some difficulties with new concepts. She is enthusiastic about new mathematical findings, is able to discuss her work using appropriate mathematical language and understands the use of words such as more, fewer, difference, altogether and total.

She has developed a clear working knowledge of numbers. She can recognise numerals up to 5 but needs more practice writing numerals. She can confidently count numbers up to 10 and is confident when counting in steps.

Emily is starting to make predictions on what may come next in repeating patterns and sequences and can use shapes to reproduce patterns. She understands the principle of odd and even numbers. She can perform calculations dealing with numbers beyond 100 and shows an understanding of number bonds to 20. She can recognise all coin values up to £2. shows good understanding of value and finding totals. She is starting to learn the times tables and has been successful in understanding basic fractions. She can sometimes explain why an answer is correct and has also started to think of ways to record her work.

Emily can usually name shapes such as squares, triangles and circles. She has a good understanding of the properties of basic shapes and is beginning to understand lines of symmetry. She can compare and sort objects by shape. She is aware that angle is a measurement of turn and has begun to use appropriate words to describe the orientation of an object. She is able to use direct comparison to measure an object's properties. When working on the concept of time Emily can use words such as 'today', 'yesterday' and 'tomorrow' when describing events. She can generally tell the time to the nearest hour.

## **Numeracy** continued...

Throughout the course of the year, the pupils have undertaken practical work to help develop their maths skills. Emily is usually able to select materials to carry out a task but has needed encouragement to participate in the tasks.

As a target, Emily should try to expand her mathematical vocabulary. Specifically, she needs to improve her abilities in working with money.

## **Science**

Emily has made good progress in this subject. She enjoys scientific investigations. She has explored aspects of pulls and pushes as simple forces. She can use drawings to record events. She needs to develop the ability to present ideas to others. She needs to work on her ability to record information.

## **Information and Communication Technology**

Emily is developing independence in the use of programs and can use the mouse and keyboard to navigate around programs. She has used a computer to present her ideas.

## **Design & Technology**

Emily shows some interest in designing and making activities but has difficulty generating imaginative ideas. She can make good observations about the work of others.

## **History**

Emily has listened to stories about historical events and has a sound knowledge and understanding of the topics studied. She can offer suggestions of how old an object may be and can give reasons for this.

## **Geography**

Emily is interested in finding out about the world around her and has drawn a simple map. She demonstrates an awareness of the world beyond her local area and is able to name the four seasons in the correct order. However, she needs to develop a greater awareness of her locality.

## **Music**

Emily is able to respond to the mood of a piece of music through language and dance and can make a simple rhythm and repeat it.

## **Art**

Emily especially enjoys modelling activities and is developing basic skills in mixing colours. She needs to show more care with her work but is improving her use of art equipment.

## **Physical Education**

Emily is developing improved co-ordination and is imaginative in the way she uses the apparatus. She has shown improvement in her abilities during PE. She is improving her skills with small apparatus and can learn and perform a simple dance routine.

**Religious Education**

Emily has begun to offer her thoughts. She listens attentively to religious stories.

**Welsh**

Emily can give simple answers to questions. She is making steady progress.

**Punctuality & Homework**

She is sometimes late but always has the necessary equipment or kit.

**Final Word**

This is a very good report. Emily has been a pleasure to teach. I'm sure she will continue to do well and I hope she does well next year.

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Pupil Name: **Emily Wan**

Class Teacher: **Mr Maynard**

Year Group: **1**

Date: **May 2008**

**Please sign this sheet and return to school.**

I confirm that I am the parent/guardian of Emily Wan and have received her report.

**Signature** .....

**Date** .....

Your Comments.