

Anglophone Section

Parents' meeting 27th September 2010

Valerie Tuppen – primary co-ordinator – CE1/CM1
teacher

Julie Mortimer – CP/CM1/CM2 teacher

Michelle Currie – CE1/CE2/CM2 teacher

Sarah Joannès – CE2 teacher

Agenda

- ❖ organisation of classes
 - ❖ timetable; materials; homework
- ❖ literacy programme
 - ❖ Reading, writing, spelling, speaking & listening
- ❖ neatness policy
- ❖ differentiation
- ❖ assessment procedures
- ❖ valuing the children's work
- ❖ activities
- ❖ special events
- ❖ keeping in touch
- ❖ how parents can help
- ❖ questions

Classes

Class	Size	Room	Teacher
CP	15	E14	Julie Mortimer
CE1	13	collège	Michelle Currie
CE1	13	E16	Valerie Tuppen
CE2	13	E14	Sarah Joannès
CE2	8	collège	Michelle Currie
CM1	14	E14	Julie Mortimer
CM1	14	E16	Valerie Tuppen
CM2	16	E14	Julie Mortimer
CM2	17	E16	Michelle Currie

Weekly Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 10.30	CE1/CE2J	CM2		CM1/CE2C	CP
10.45 12.00	CP	CE1/CE2J		CM2	CM1/CE2C
12.00 12.45		Ball/team games – salle polyvalente – CE1/2 - JM & MC		Drama – CM1/2 JM Art & craft – CP - SJ	IT –CE1/2 - MC
12.45 13.30					
13.30 16.30	CM1/CE2C	CP		CE1/CE2J	CM2

Materials

- a named pencil case to be left in English class with
 - Pencil
 - pen (CE2 & above)
 - 2 glue sticks
 - pencil sharpener
 - small ruler
 - highlighter pens (not CP)
 - whiteboard, 6 whiteboard markers and eraser
 - colouring pencils
 - clear transparent plastic cover for a large (24 x 36cm) and two small (17 x 22cm) exercise books
- no Tippex type products or eraser pens
- For CP - thin file with elastic corner fastenings to carry English books - homework, exercise books, library books

Homework Timetable

	Monday	Tuesday	Thursday	Friday
CP	<i>Homework in</i> - reading diaries, sound boxes and class books	Library <i>Homework</i> <i>given</i> - reading diary, sound box & class book		
CE1/CE2J	<i>Homework in</i> Change class books	<i>Homework</i> <i>given</i>	Library	
CM1/CE2C	Library (CM1 alternate weeks)		<i>Homework in</i>	<i>Homework</i> <i>given</i>
CM2			<i>Homework in</i>	Library (alternate weeks) <i>Homework</i> <i>given</i>

Primary Literacy Programme

- Based on literacy programme in England but widely supplemented with documentation and sources from various countries
- ***Continuity & progression*** from one year to next
- ***Team planning*** ensures consistency within the classes at each level
- Covers ***reading, writing, speaking & listening***

Reading

- group/guided reading
- class texts
- guided choice of books from class
- library visits
- reading-related homework



Spelling

a b c

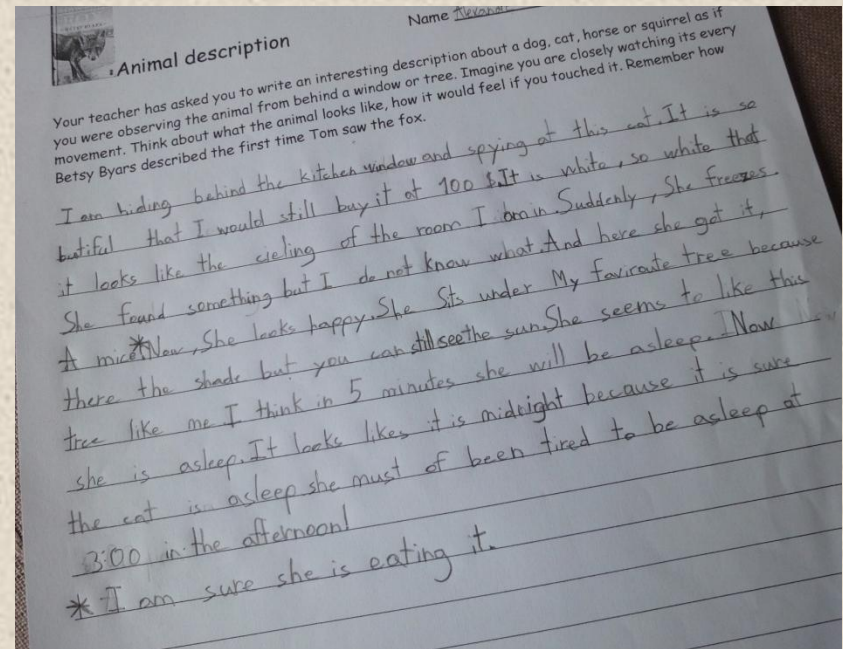
- phonemes (e, sh, ai, ou)
 - Jolly Phonics/Big Cat
- regular focus on spelling strategies (varied activities)
 - whiteboard
 - investigations
 - workbooks
 - games
- Look, Say, Cover, Write, Check



x y z

Writing

- Different genres
- Extended writing
- Select general targets
- Self-evaluation
- Resources
- Presentation



Plan, draft and edit.....

.....then publish.

Neatness Policy



This year we are focussing on neatness.

The children will be encouraged to work carefully so that they can be proud of their exercise books.

At the end of each term, we will ask your child to show you the work they have done in English. You and your child will be asked for opinions and comments on their books.

Speaking and Listening

- An integral part of each lesson
- Whole class discussions
- Group and pair work
- Presentations
- Drama activities
- Listening to others; taking into account other opinions; presenting their ideas clearly

Working together in the classroom

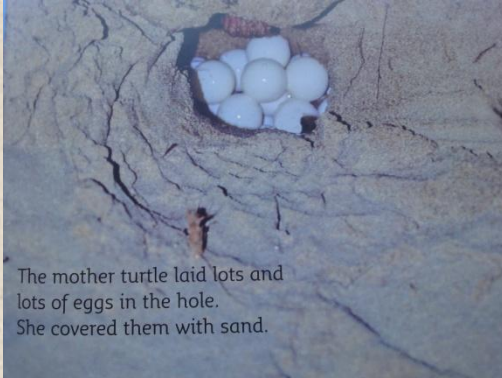
- Teacher – class
- Teacher – group
- Teacher – individual child
- Paired work
- Group work
- Presentations



Teaching and Learning

- Our teaching has to meet the varied needs and learning styles of the children.
- We look for what they do well and identify areas for us to work on together (targets)
- We plan for differentiated activities in one lesson.

Differentiated activities



The mother turtle laid lots and lots of eggs in the hole. She covered them with sand.



Penguins lay eggs. Most penguins come back to the same nest every year. They defend their nest from other birds by pecking, kicking and hitting with their stumpy little wings.

Gentoo, Chinstrap and Adelle penguins use small stones or pebbles to make their nests, and will try to steal stones from each others' nests.

- Levelled books for reading
- Different expectations
- Different levels of teacher support
- Support and extension teaching
- Group work

Continuation in International programme

- At the end of each school year, the continuation of each child in the programme is reviewed
- On-going dialogue between school and family
- Any decision is a joint decision made with French colleagues and for the child's well-being

English outside of school

- Only 6 hours in school = one school day per week
- Contact with English outside of school is essential for all of our children – speaking as well as listening

Assessment procedure

The same procedure and standards of assessment are used in all classes to be fair to all children.

Summative Assessment

- Tests – standardised & work based

Formative Assessment

- General performance in class

Children's progress and results are discussed by the Anglo team and with our French colleagues.

Self and peer evaluation

Have you used:	Yes	No	How do you think you have done?
. Capital letters, full stops?	✓	L	<p>More interesting words at the start of the sentence;</p> <p>I like the way I mentioned the dandelion twice.</p>
. Interesting adjectives?	✓	L	
. Have you started your sentences with different words?	✓ -9	L	
. Have you re-read your work carefully?	✓	L	

How do you think you have done?

I have used good adjectives.

Next time I need to use less the word "He".

Group 1 Carousel
Assessment

I like it because it looks glossy and I like the I share with the moon and grass.

not excellent, needs a bit more colour and colour could of used a bit more detail

More defined lines.

Not very visible, but good darkness effect very mysterious, dark.

Good but the bricks need to be a different colour

Good but to blame

Too empty and not detailed enough

Good back ground but no details

valuing the children's work

CE1 – groups painted life-size pictures of characters

CM2 – Writing poems using model of The Magic Box



Happy CP faces

Activities

- CP art & craft– Sarah Joannès
(Thursdays 12.00-12.45)
- CE1/2 – ball/team games -
Julie Mortimer & Michelle
Currie (Tuesdays 12.00-12.45)
- CE1/2 ICT– Michelle Currie
(Fridays 12.00-12.45)
- CM1/2- drama- Julie Mortimer
(Thursdays 12.00-12.45)
- Book club – Valerie Tuppen
(orders taken 4 times in year)

Last year CE1s - Fashion designers





Science week

Special events



Drama led by Sue March



Cookery led by Sarah Reason



CM2 Titanic Project



Making fruit salad

Keeping in touch

- General meeting
- Parent meetings – at least two teachers present
- Correspondence/home-school books
- Overviews of planned work (on APESA website – apesalyon.org)
- Homework/spelling lists
- Sending home exercise books - at the end of every term, neatness policy form to complete
- End of term reports

Report format

Cité Scolaire Internationale – Anglophone Section
September to December 2010

<i>Name</i>		<i>Gra de</i>	<i>Class CP</i>	<i>Teachers -</i>
Writing	<i>Spelling Punctuation Grammar Content Presentation</i>			
Reading				
Speaking & Listening	<i>Language Participation</i>			
General comment				
E – exceeds expectations; M – meets expectations; W – working towards expectations; R – requires strong reinforcement				

How can parents help?

- Opportunities to speak English outside school
- Reading
 - regular reading and discussion
 - CP reading diary
- Homework
 - make sure homework tasks are completed regularly
 - review spellings regularly
- Meet and keep in contact with your child's teacher