

Bosmere Junior School

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Growing Lifelong Learners

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Dear Parents

Please find enclosed your child's updated assessment report. This report will form the basis of the discussion at the parents evenings next week so if you have any questions at all, your child's class teacher will be happy to answer them.

Your Child's Report Explained

There is a new column for each milestone:

Milestone 1 November

Milestone 2 February

Milestone 3 May (Y6 SATs)

End of Year

Any behaviour penalties or awards your child has received are recorded here.

Your child's % attendance and late marks this academic year are shown here.

Your child's assessments for reading, writing and maths using the codes at the bottom of the page are shown here.

Bosmere Junior School
Year 3 Report

| Name | Class: | | | | Teacher: | | | | Percentage Attendance: | | | |
|--|--|--|--|--|-------------------------------------|--|--|--|----------------------------------|--|--|--|
| Supporting fluency, clarity, accuracy, coherence | Year 3 Reading Domains | | | | Reading Intervention | | | | Subject | | | |
| | Milestone | | | | Start of Year: 3x weekly reading | | | | % Domains Close+/Over Assessment | | | |
| | 1 2 3 EoY | | | | M1: 3x weekly reading | | | | M1 M2 M3 EoY | | | |
| | Word reading | | | | M2: 3x weekly reading | | | | Reading 50 N | | | |
| | Comprehension: Clarity | | | | M3: 3x weekly reading | | | | Writing 17 N | | | |
| | Comprehension: Monitor and summarise | | | | EoY: | | | | Mathematics 33 N | | | |
| | Comprehension: Select and retrieve | | | | Behaviour penalties: 0 | | | | Awards: 4 | | | |
| | Comprehension: Respond and explain | | | | | | | | | | | |
| Supporting fluency, clarity, accuracy, coherence | Year 3 Writing Domains | | | | Writing Intervention | | | | Other Interventions | | | |
| | Milestone | | | | Start of Year: Handwriting: | | | | M1: ELSA | | | |
| | 1 2 3 EoY | | | | Punctuation group | | | | M2: | | | |
| | Transcription (Spelling) | | | | M1: Punctuation group: | | | | M3: | | | |
| | Handwriting | | | | Conferring | | | | EoY: | | | |
| | Composition: Composition and effect | | | | | | | | | | | |
| | Composition: Text structure and organization | | | | | | | | | | | |
| Solving problems and working across domains using: | Year 3 Maths Domains | | | | Maths Intervention | | | | | | | |
| | Milestone | | | | Start of Year: Number bonds | | | | | | | |
| | 1 2 3 EoY | | | | Intervention: Teacher focus | | | | | | | |
| | Number and place value | | | | M1: Teacher focus: +/- intervention | | | | | | | |
| | Addition and subtraction | | | | M2: | | | | | | | |
| | Multiplication and division | | | | M3: | | | | | | | |
| | Fractions | | | | EoY: | | | | | | | |
| Measurement | | | | | | | | | | | | |
| Geometry | | | | | | | | | | | | |

These are the overall summary assessments (using the codes below) for each subject with a % of the areas of learning in which your child is at least close to being on track.

| | | | | | | | |
|---|--------|---|-------------------|---|-------------------|---|--------------|
| B | Beyond | S | Securely on track | C | Close to on track | N | Not on track |
|---|--------|---|-------------------|---|-------------------|---|--------------|

This is the key for the assessment codes used. They show how we are currently predicting your child will achieve against the year group expectations **at the end of the year** (not what they have achieved now).

Any additional support your child is receiving for reading, writing or maths is listed here. Your child's teacher can explain these to you in more detail if needed.

Yours sincerely

Mrs K Robinson
Headteacher