



# [AUTUMN 2017 UPDATE]

A reflection on the autumn 2017 school term for The Stationers' Foundation supplementary schools



## The autumn term at The Stationers' Foundation supplementary schools



This term saw 21 new children join each of the two Stationers' supplementary schools: some were new pupils, replacing those who were moving on to secondary school; and others were existing pupils transferred to Stationers' schools, in line with our refocus on Stationers' funded schools teaching the children most in need of supplementary support. The size of the new cohort meant our focus at Stationers' – and indeed across all of our schools - was to ensure we settled these new children into their new learning environment and encourage good practice and behaviour in the classroom from the start, in order to maximise the teaching time we have with them.

To date the refocusing of the Stationers' schools is working well, with our teachers often educating at a quite remedial level - which has required them to rethink what and how they teach the children so we can try to break through whatever barriers are holding the children back from being able to develop intellectually. At the King's Cross Stationers' school, for example, we see each of our experienced teachers covering both English and Maths lessons so they can really focus on each child under their tuition each week.



High expectations have been set for children and parents – in terms of punctuality, attendance and homework – and that relationship with parents, and their buy-in to what we are trying to achieve for their children, is crucial. In addition to the weekly contact parents have with the teachers, a new Parents Handbook has been produced to improve communication about expectations and obligations.

As well as the two core subject we teach, all schools have incorporated handwriting lessons as part of their English teaching. Quite a few children are still 'spoon stirring' (see left), rather than gripping pencils correctly. Handwriting is sometimes seen as a trivial matter, especially in busy primary schools with larger classes, which means catching a child's poor handwriting habits can be easily missed or ignored. We believe handwriting practice enables children to write legibly and fluidly, but



also helps them to expand their vocabulary, learn about sentence and story structure and improve their spelling, which ultimately helps make them stronger readers.

In this autumn term update you will read an overview from each of the teachers at the two Stationers' school, followed by each child's end of term report. We hope this will give you a good sense of what is being taught and achieved at the schools, and of the pupils fortunate to have secured a space at a Stationers' Foundation supplementary school this year.

Justine Brian, director  
December 2017



## Teachers' overview: King's Cross Stationers



### **Sarah, teaches English and Maths teacher, school's Responsible Person**

"This term saw big changes at the Stationers' school as we took in a largely new cohort which is really behind the average for their age. We were pleased to welcome a number of new Y3 children who are the younger siblings of former graduates of Stationers' Saturday School (indeed, seeing some of our former pupils come to pick up their cousins and younger sisters and brothers at 14 years old has made us feel rather old).

My fellow teachers - Jenna, James (we all hail from Cambridge University!) – each have groups of seven children who we take for both English and Maths. This set-up has allowed us to really focus on each groups abilities, and means lessons can focus on those areas most needed by the children.

Jenna takes some of the youngest children and has been helping them learn how read using Irina Tyk's *The Butterfly Book* phonics course and working through times tables and basic Maths; James, who has nearly finished his PhD in English Literature, takes the highest ability children and has been honing their grammar and writing skills and working on problem-solving in Maths; I have those children who have most fallen behind and we have been spending a lot of lesson time on reading with understanding (including Oscar Wilde's *The Happy Prince* and Aesop's Fables), handwriting and basic grammar.

In particular, many of our children encounter profound difficulties with language, as aptly evidenced by many much lower than average scores on the Holborn Reading Scale: few children are reading at the average for the age and we also have a number of new Year 3s who are still learning how to read. This is reflected in the almost unanimous preference for Maths amongst our children, something I can guarantee you we are all at great pains to change through our teaching methods and our efforts to get them to borrow more challenging books from us to read at home."



**Jenna, English and Maths teacher**

“It’s been a joy to teach my class English this term. They really do need the extra support, but I’m pleased to say that they’ve all made great progress. At the beginning of classes, students write out their spellings in their handwriting books. We are steadily building up the spellings, advancing from one-syllable words to two-syllable words. There are weekly spelling tests. In the next part of the lesson, we either focus on grammar or comprehension. In our grammar sessions, we have been revising common and proper nouns, and students were taught how to identify adjectives and pronouns towards the end of term. In our comprehension sessions, there has been a big effort to get the students to write their answers in full sentences. While the class works on their grammar and comprehension exercises, each student spends around 10 minutes with me, either reading out loud a phonics book or short stories that are well suited to their ability.

I think Shihan has made a great improvement. He came to us not being able to read at all, and now we’re slowly but steadily (and confidently) getting through the phonics book. He’s hesitating less when approaching new words, and I think he has a real joy for reading now (he always volunteers first to read with me). Riyad’s handwriting has greatly improved, and it’s nice to see him take a lot of time and effort over his handwriting book. Hiba and Abir consistently achieve high scores in their spelling tests, and Ebla has been producing good comprehension work lately. I look forward to teaching them next term.

In Maths this term we have focussed on addition, subtraction and multiplication. At the beginning of the lessons, students complete their weekly times tables test (throughout this term, students have been learning all their times tables). With the remainder of the lessons, we revise addition and subtraction. Lately in addition, we’ve been learning how ‘to carry’ and in subtraction, we’ve been learning how ‘to borrow.’ Students have found these concepts difficult to understand, but we will continue to learn and revise these concepts next term. Students receive maths homework every week.

I think Sami has made great improvement this term. He usually achieves very high scores in his times tables test each week, and I think it’s a reflection on how his parents have been practising with him at home. He takes care with his book presentation, and is often one of the first to finish his maths



exercises. For most of the students, they find 6, 7, 8, 9 and 12 times tables difficult, but we will continue to work on this next term. Once again, I look forward to teaching them next term.”

### **James, English and Maths teacher**

“This term, my class have learnt some ambitious spellings, revised some key grammatical concepts, discussed and practised some creative writing, and read some poetry from the First World War. More specifically, that means we have revised the definitions of word groups, the grammatical agreement of verbs and nouns, and the forms and uses of personal and possessive pronouns. With regards to writing, we have reviewed how to structure a story, practised using complex sentences in order to add detail and description, and covered the method of ‘showing’ instead of ‘telling’. Finally, we had a productive couple of classes reading various war poems by the likes of Wilfred Owen and Siegfried Sassoon, which the children had researched themselves, and talking about the themes and images involved.

The class have engaged hearteningly with all of these topics. Arissa has notably benefited from the revision of grammar we have done - while she has always been keen to write, her writing was often undone at the beginning of term by a confusion of tenses and person. By now, however, she clearly considers her use of grammar more carefully and her writing, as a result, is far less prone to such errors. I hope to see Arissa build on these fundamentals next term, especially in her creative writing.

In mathematics, alongside weekly mental arithmetic and word problems, we have revised long multiplication, long division, the addition and subtraction of fractions with different denominators, the conversion of mixed fractions to improper fractions and vice versa, and the multiplication of mixed fractions. In addition to this, we have begun to look at algebra, and have spent some time defining the vocabulary (terms, expressions, equations) and simplifying expressions which include addition, subtraction, multiplication and powers.

There is a large spread of ability in the class, but despite this, all have given their best in tackling questions that perhaps at first seemed beyond them. Zakariya in particular, I feel, has come along



well this term. When confronted with both long multiplication and long division, with multipliers and divisors of up to three digits, he was notably unsure of how to proceed. After a number of lessons revising the methodologies, however, Zakariya had, by the end of term, grasped both and was able to undertake an exercise requiring the use of long division and multiplication to solve a variety of word problems with a new and pleasing degree of independence.”



## Teachers' overview: Somers Town Stationers'



### Chloe, English teacher and school's Responsible Person

"This year I am teaching the two lower groups English. As we group children according to ability and not age, these pupils range from Year 3s to Year 6s. All groups contain only seven children, allowing us to personalise our teaching as much as possible and provide more intensive support.

This term, each session began with a warm-up activity. The children took turns preparing facts about a country of their choice. Each week, one child presented their facts while the rest of the class was invited to guess which country was being spoken about. Testing both presentation and listening skills, this activity also allowed the pupils to discuss topics they were interested in, including national languages, football teams, landmarks and regional food specialties. Aisha was particularly enthusiastic about this activity, and volunteered to prepare detailed facts about a country several times.

Both groups then spent some time on joined-up handwriting and spelling practice. Most of the children struggled with handwriting at the beginning of the term, so we introduced only 3 or 4 new letters each week. The small class sizes meant that I was able to check every child's work and show them how to draw each letter step by step. Both groups have now covered the entire alphabet. The pupils were also set lists of words incorporating new letters each week, and were tested on their spelling and writing of these words in the following session. I am pleased to report that I have seen vast improvements in handwriting across the board, and that most children were achieving scores of 4/5 or 5/5 on our weekly spelling tests by the end of the term. I was particularly impressed by the work of Mohamed and Aliyah. These pupils have struggled with both spelling and handwriting when completing other written exercises, and have made a clear effort to improve by practising at home.



The pupils in both Groups 1 and 2 performed relatively poorly on our start-of-term assessments. As a result, the main portion of the sessions was dedicated to revising some grammar and punctuation basics, including: consonants and vowels; using 'a' or 'an'; sentence punctuation; contractions; speech marks and using commas in lists. This learning was supported by the completion of activities from *The Grammar 2 Handbook* (Jolly Phonics). By dedicating at least one full session to each lesson, I was able to ensure that every child now has a good understanding of all topics and is able to apply what they have learned in their writing. I was particularly impressed by the work of Ismail (Group 1) and Weam (Group 2), who both wrote extended creative writing pieces incorporating speech marks.

We also spent some time working on reading comprehension techniques, with a particular emphasis on making predictions in reading. Pupils were encouraged to borrow books from the school to put this into practice, and I was glad to see some children taking out books on a weekly basis.

Group 2 read *Esio Trot* by Roald Dahl as a class, and we used this text as a support for both reading comprehension and grammar activities. I enjoyed reading a very well thought-out alternative ending written by Omar, as well as a poem in tortoise language by Nima. For our final session of the term, the children also prepared reviews of *Esio Trot* to present to Gerald and Marian Hill, as well as their classmates and some parents."

### **Chon Lam, Maths teacher**

"At Somers Town Stationers' school, I have used the start of term assessment as the basis for my teaching efforts in maths. The assessment tested the students on 6 core competencies: addition/subtraction/multiplication/division, place value, number patterns, fractions, money and time. Student performance in these six areas was used to place the students in groups, irrespective of their age.

In my Group 2 we taught: reading the time on an analogue clock; expressing the time in both numbers and words correctly; adding time together involving minutes and seconds e.g. 2 mins 30 secs + 80 secs; times tables up to 12x. I have focused this term on ensuring that students feel



confident in areas concerning time. It has been pleasing to be able to empower these students with this vital life skill.

There has been noticeable improvement regarding times tables also. The students have been completing a 12x12 times table grid under timed conditions on some weeks. The median improvement in times is 11.2%. This however masks the fact that three students have improved by around 30% each and that two students are still unable to complete the times table grid within the 10-minute window. One of the two students is often late to class and I am working with Ms Meyronnet to address this. The other has shown improvement and I am confident that with extra support will be able to complete the times table grid within 10-minutes within the near future.

Next term we will start by consolidating the students' knowledge on long addition and subtraction before moving on to teach long multiplication involving numbers in the thousands as well as long division involving answers with decimals.

In my Group 3 we taught: long addition, subtraction, multiplication and division involving numbers in the tens, hundreds and thousands; long division involving answers with decimals; adding time together involving minutes and seconds e.g. 2 mins 30 secs + 80 secs; times tables up to 12x. There has been considerable improvement with times tables in this class. Mean improvement in times is 41.9%, median improvement is 45%. However this is skewed by the fact that the student with the 'lowest' percentage improvement is 16.4% due to the fact that she was already very familiar with the times tables. All other students in the class showed improvement of over 35%, with the biggest improvement being 63.8%. As it is evident that the students are now familiar with the 12x12 times table, I will be focusing less time on this in the remainder of the year.

Next term we will start work on fractions which the majority of students struggled with in the start of year assessment."



**Amna Siddiqui, English and Maths support**

“This year I have been teaching the higher group for English and lower group for maths. The English group is a mix of children from years 4 – 6 and the maths group comprises of year 3 and 4s. As this was the first term, the focus with both groups has been placed on revising topics I expect them to know for their age groups to understand individual strengths, weaknesses and working pace, and also identify the topics I need to focus on with them as a group for next term.

I have been impressed with my English group’s knowledge of grammar and punctuation, and their spelling abilities. However, through the written work produced by the class in response to reading comprehension exercises, based on extracts from Roald Dahl’s *Boy: Tales of Childhood* and Edith Nesbit’s *The Railway Children*, I have noticed that application of theory is often amiss. Simple things like full stops at the end of sentences and capital letters at the beginning are often missing. Moreover, whilst the children are bright and show good understanding of the text, their answers are often very simple showing basic inference skills, and many still struggle to write in full sentences. Vocabulary is also limited further preventing more intelligently expressed answers.

My objectives for next term are therefore to broaden the children’s vocabulary to create richer sentences with a more interesting range of verbs and adverbs. I also aim to focus on sentence and paragraph structure to enable the children to convey their ideas in a more intelligent and formal manner. To build critical thinking skills I look forward to organising debates with the children and practising persuasive writing. Oscar Wilde’s *The Selfish Giant* has been a fun story that I have used with Civitas children in the past to support this work.

Kerim has been the student who has really stood out for me in English this term. Kerim is new to Civitas School and he has made visible effort to improve his spellings, create more interesting sentences and has become more confident with the word classes we have covered this term (pronouns, conjunctions and prepositions). Kerim still has some way to go, but I am confident that with Civitas’ support and his own determination to ‘get it right’, Kerim will continue to make good progress.

In maths the children have practised reading and writing large numbers ranging from ten thousand to the millions. We have revised place value and begun work on column addition and subtraction



with regrouping and learning the key words that help us identify the correct function to solve a mathematical word problem. The children begin each lesson with a 2 minute single digit addition/subtraction maths drill and a 5 minute multiplication drill, both of 25 sums. The children have really enjoyed this warm up activity and have been thrilled to see their week-on-week improvement in their time and score. Next term we will be moving on to division and long multiplication, and keep a focus on building mental maths skills and confidence with word problems to ensure the children are equipped with the foundations to be able to progress to group 2 at Civitas next year.

I have been very impressed with Ismail's diligent and focused attitude in maths this term. His result in the weekly times tables drill has improved from 3 minutes to complete 25 sums at the beginning of term, with a few mistakes, to completing 30 sums in just over 1 minute- and all correct! The quality and presentation of his homework has also improved with sums copied out neatly and numbered clearly. Ismail's exemplary work has led to the him moving up to group 2 next term. This is a significant step for Ismail who, last year, was given 1:1 support due to his bad behaviour. To see him listening and focusing in class, and now moving up a group to take on more challenging work is a strong example of the impact Civitas has on the lives of our young students."

## Children's Reports (alphabetically): King's Cross Stationers



### **Abdalla** **English & Maths**

*Abdalla did some good work on the agreement of verbs and nouns during this term. He also wrote a story over the half term break that was built on a solid idea and used some nice adjectives. Next term, however, Abdalla needs to put much more effort into his handwriting and presentation - the layout of his work makes it very difficult to read. Similarly, he needs to put more effort into checking his work. Often, his sentences are missing the punctuation marks he knows are necessary and his words are spelled incorrectly. Abdulla is a curious student and usually eager to learn something new. He's done well when it comes to simplifying and converting fractions. Next term long multiplication and long division will be revisited as Abdulla finds both difficult, and, in an end of term test, came unstuck when asked to complete such questions.*

Mr Whittle

### **Hannah** **English**

*Hannah has a reading age of 7 years 9 months on the Holborn Reading Scale, showing she can read within the average for her age and requires further practise and phonics work to improve. In class, she reads fairly well but quite slowly and without much expression or 'flow'. Regularly reading out loud at home would really help her here. Hannah's spelling is fair and she responds to stories well, always having something thoughtful to share with the class. This should be encouraged, since her next task is to begin to put her thoughts into more developed sentences. Her composition skills also need attention in this area, also developing sentence to include adjectives and adverbs more naturally.*

Ms Boyes

### **Hannah** **Maths**

*It has been a joy to teach Hannah this term. She takes great pride in her book presentation, and is usually accurate with her addition and subtraction work, although she must take extra care with 'borrowing.' For next term, I'd like Hannah to achieve higher scores in her weekly times tables tests. It would therefore be greatly beneficial to her if a family member could spend five minutes per day testing her on her times tables (which are written in her maths exercise book), particularly her 7, 8, 9 and 12 times tables.*

Ms Corderoy



**Arissa**  
**English & Maths**

*Arissa has worked well this term. Her average spelling score is 7, which is good. She always commits fully to the task at hand and produced some nice descriptive writing, especially in our 'show don't tell' exercises. She has also shown improved her verb and noun agreement over the term, which is pleasing. Next term, I would like to see Arissa take a minute over her work and check she has used all the essential punctuation marks (capital letters and full stops), and that her spellings (especially homophones such as there/their/they're) are correct. Overall though, Arissa has been an excellent student. Arissa is always keen to complete whatever it that she is doing and move as swiftly as possible onto the next topic. This is understandable as she takes up such concepts, such as algebra and time/speed/distance well. She has shown as such in both the weekly warm up tests and in class time itself. However, this same desire sometimes trips her up. In the end of term test, for example, she stumbled over both long multiplication and long division. As such, we will revisit these again, as well as exam (and class) technique.*

Mr Whittle

**Abdi**  
**English & Maths**

*Abdi has a reading age of 8 years on the Holborn Reading Scale, showing secure knowledge of basic phonics but still being a little behind for his age. Regular reading at home should really help him, even just five minutes each day. In class, Abdi reads quite expressively but often fails to 'get his mouth around' the correct sound or pronounce the end of words, this is obviously holding him back. His pencil grip urgently needs attention. Abdi's spelling and grammar are coming along well, but should spend more care and attention on his creative writing. Abdi has applied himself with diligence and enthusiasm to Maths lessons this term. His times tables are secure, which has helped him considerably to find common multiples of two numbers. Abdi has therefore begun to learn the full method for long-multiplication and has been doing well, he did get upset one lesson after making a number of mistakes and more generally is very hard on himself if he gets something wrong. I hope this is something we can work on since mistakes are normal and even necessary when learning Maths.*

Ms Boyes

**Rayyan**  
**English & Maths**

*Rayyan has put in some good work this term. He has generally performed well in the weekly spelling tests and has tried hard when we have attempted some creative writing pieces, his Halloween story being an example. Next term, I would like to see Rayyan take some more time when answering comprehension questions, in order to ensure he writes in full sentences. Rayyan clearly enjoys his maths, and has impressive recall of his times tables. This term he has done with mental arithmetic, word problems and the addition and subtraction of fractions. He has also enjoyed beginning to look some algebraic questions. Rayya sometimes gets carried away and rushes through a set of questions while applying the wrong methodology. As such, we will return to these topics next term for more revision at, hopefully, a more considered pace.*

Mr Whittle



**Riyad**  
**English & Maths**

*Riyad has worked well this term, and can identify nouns, adjectives and personal pronouns. As for improvement for next term, I'd like Riyad to achieve higher spelling test scores. It would be beneficial to him if a family member could help Riyad revise his weekly spellings, spending at least five minutes per day testing him. I would also like Riyad to take more care with his handwriting, writing smaller and making sure that he writes on the blue lines. In comprehension, I would like Riyad to focus more and aim to complete his exercises. During the holidays, please encourage him to read as much as he can. Riyad has made good progress in maths this term, and usually achieves high scores in his weekly times tables tests. As for improvement however, I'd like Riyad to practise his 6, 7, 8, 9 and 12 times tables. His addition and subtraction work has been satisfactory, but he must get into the habit of double-checking his sums, particularly his subtraction sums as he has struggled with 'borrowing.' I'd also like Riyad to put more effort into his book presentation, and remember to use a ruler when writing out his sums. Please encourage him to keep up the good work.*

*Ms Corderoy*

**Sami**  
**English & Maths**

*Sami has worked well this term. He consistently achieves high scores in his weekly spelling tests, and can identify nouns, adjectives and personal pronouns. He has produced good comprehension work lately, and always takes great pride in his book presentation. As an aim for next term, I would like Sami to start joining up his handwriting. During the holidays, please encourage Sami to read as much as he can, but please also encourage him to keep up the good work. I am very pleased with Sami's progress in maths. He usually achieves very high scores in his weekly times tables tests. He is accurate with his addition and subtraction sums. For next term, I'd like Sami to get into the habit of double-checking his work to spot any silly errors. He takes great care with his presentation, but I'd like Sami to make his 4s and 9s a little clearer. During the holidays, Sami should revise his 7, 9 and 12 times tables. Keep up the good work, Sami!*

*Ms Corderoy*

**Zakariya**  
**English & Maths**

*Zakariya has been a quiet but consistent worker this term. His average spelling score is 7/10, which is good. He has provided some good creative writing. A story he wrote over half term, for example, showed a good structure and some continuity. Next term, I would like to see Zakariya gain a more confident grasp of fundamental grammatical terms and stretch his creative vocabulary. Zakariya has worked hard in maths. He did well with the conversion of fractions from mixed to improper and back, their addition and subtraction, and he has shown an ability to take some initiative when faced with word problems. Next term, I would like to see Zakariya polish his times tables and revise the steps of long division thoroughly so that he can work through such questions more independently.*

*Mr Whittle*



**Yousuf**  
**English & Maths**

*Yousuf has a reading age of **7 years 6 months** on the Holborn Reading Scale, showing he is encountering difficulties in this area. In class, Yousuf reads slowly, often stumbling over words and hence finds it too demanding to read with expression. I am not sure how much Yousuf understands of what he reads. Regular reading at home, ideally out loud, even just for five minutes each day would really help him. Similarly, pencil grip and handwriting are a struggle for Yousuf and the only way to correct this is daily practice at home, as I explained to you towards the end of term. I will be giving him/you a pencil grip to help with this - Yousuf will need to take this to school and also use it at home. Yousuf is clearly interested in Maths and has worked hard in the subject this term. His multiplication tables are coming along nicely, he just needs to improve speed and a little bit of accuracy in recall. His mental addition and subtraction is nearly there in the basics and then he will need to move onto harder sums soon. Yousuf has been learning the full long-multiplication method and has been doing well. He has also nearly picked up how to compare two fractions. He does need to work on his presentation, however, which is related to the difficulties he has with his pencil grip.*

Ms Boyes

**Shihan**  
**English & Maths**

*It has been a joy to teach Shihan this term. He is enthusiastic and always tries his best. As for improvement for next term, I'd like Shihan to achieve higher spelling test scores. It would be beneficial to him if a family member could help Shihan revise his weekly spellings, spending at least five minutes per day testing him. I would also like Shihan take more care with his handwriting. He should aim to write on the blue lines of his exercise book and make sure than his Ns do not look like Hs. He should also try to copy the words from the board into his book accurately to avoid silly errors. During the holidays, please encourage Shihan to read as much as he can, and if a family member could listen while he reads out loud, that would be amazing. Please encourage him to keep up the great work. Shihan has worked very hard in maths this term. His addition and subtraction work is satisfactory, but for next term, I'd like Shihan to achieve higher scores in his weekly times tables tests. It would therefore be very beneficial if a family member could spend five minutes per day testing him on his times tables (which are written in his maths exercise book). He should also take more care with his book presentation, remembering to use a ruler for lines and not squash sums all on one page. Please encourage Shihan to keep up the good work.*

Ms Corderoy

**Kamaludin**  
**English & Maths**

*Kamaludin has a reading age of **6 years** on the Holborn Reading Scale, a surprising and maybe anomalous result, since he reads fairly fluently and increasingly expressively in class. I will test him again in January and let you know what happens. I have been glad to see him slow down over the term as a whole and he has enthusiastically embraced our work on handwriting, even commenting to me that our work on where capital letters go has been useful. Kamaludin will struggle to express himself in writing and this needn't be a chore!*



*He needs to work on developing both his individual sentences across a broader range of forms and his ability to structure a story. Keeping a 'story diary' over the Christmas holidays would really help him, so writing one*

*or two stories each week inspired by different experiences he has or just titles he invents. I hope he reads some more of these Roald Dahl books he says he has at home, he should be challenging himself more with his reading. Kamaludin loves Maths and this has come through clearly this term, he only needs to slow down when it comes to method and learning new topics in order to give himself time to understand each area thoroughly. His tables are secure and he now needs to improve his speed, he has nearly grasped long-multiplication independently. His dividing is secure, the next step is remainders and long-division.*

Ms Boyes

**Ebla**  
**English & Maths**

*Ebla has made good progress this term. She achieves high scores in her weekly spelling tests, and can identify nouns, adjectives and personal pronouns. Ebla has produced good comprehension work lately, but needs to remember that proper nouns always begin with a capital letter. She also needs to try to copy the words from the board into her book accurately, as she sometimes makes silly errors. During the holidays, please encourage her to read as much as she can, but please also encourage her to keep up the good work. For next term, I would like Ebla to work harder in maths. I think she could achieve higher scores in her weekly times tables tests, therefore it would be very beneficial to her if a family member could spend five minutes per day testing her on her times tables (which are written in her maths exercise book). Her subtraction work has been satisfactory, yet she must take more care with her addition. For example, she must take extra care when 'carrying over' and she must remember to set out her addition sums correctly. During the holidays, please ensure that she revises her times tables, particularly her 6, 8, 9 and 12 times tables.*

Ms Corderoy

**Hiba**  
**English & Maths**

*Hiba has made good progress in English this term. She consistently achieves high scores in her weekly spelling tests, and can identify nouns, adjectives and personal pronouns. She has produced good comprehension work recently. As for improvement for next term, she needs to try to copy the words from the board into her book accurately, as she sometimes makes silly errors. She needs to remember that proper nouns begin with capital letters, and that there needs to be a full stop at the end of every sentence. During the holidays, please encourage her to read as much as she can, but please also encourage her to keep up the good work. Hiba has worked well this term, but I think she could achieve higher scores in her weekly times tables tests. I think it would be greatly beneficial to her if a family member could spend five minutes per day testing her on her times tables (which are written in her maths exercise book), particularly her 7, 8, 9 and 12 times tables. During the holidays, I'd like Hiba to revise addition as she sometimes forgets to 'carry,' and she should also revise subtraction, especially when it concerns 'borrowing.' Please encourage Hiba to keep up the neat maths work.*

Ms Corderoy



**Abdul**  
**English & Maths**

*Abdul Fatah has a reading age of **7 years** on the Holborn Reading Scale, showing he is behind here for his age. He likewise struggles with his spelling, which will be related to him recognising and being able to pronounce the different words he reads. It is important that Abdul Fatah spend more time on his spelling homework, therefore, and be reading regularly at home - otherwise he will fall further behind. Abdul Fatah's handwriting likewise requires attention, I have seen how neat he can write and this needs to be the standard. I have spoken to you and him about Abdul Fatah's attitude and I expect to see some improvement next term otherwise it will be increasingly difficult for me to help him. Abdul Fatah is still learning his times tables and this is the priority for him. I would say he is behind in this area since he should have learned them in Y3. At the moment, he has been working on his seven times tables in class. When he applies himself, Abdul Fatah shows a clear ability to learn. It is therefore a great shame that he regularly talks and messes about in class, not trying his best. I hope to see a better attitude next term, when he needs to move onto his eight and twelve times tables. It would be useful for him to practise these over the Christmas holidays at home.*

Ms Boyes

**Abir**  
**English & Maths**

*Abir has made good progress this term. She consistently achieves high scores in her weekly spelling tests, and can identify common nouns, adjectives and personal pronouns. Abir has produced good comprehension work lately, but needs to remember that there must be a full stop at the end of every sentence. She also needs to remember that proper nouns always begin with a capital letter. During the holidays, please encourage her to read as much as she can, but please also encourage her to keep up the great work. Abir has worked hard in maths this term and has made good progress with her times tables. To keep up that momentum, during the holidays she should revise her 6, 7, 8, 9 and 12 times tables. It would be very beneficial to Abir if a family member could spend five minutes per day testing her on her times tables (which are written in her maths exercise book). She is usually accurate with subtraction, but with addition she must take care when 'carrying over.' For next term, I'd like Abir to take more care with her book presentation, ensuring that she uses a ruler at all times when writing out her addition and subtraction sums. Please encourage her to keep up the good work.*

Ms Corderoy

**Senhuen**  
**English & Maths**

*Senhuen has worked hard this term. She has done well in a number of comprehension exercises, showing a good understanding of both fiction and poetry. Her appreciation of Wilfred Owen's war poetry was particularly pleasing. Senhuen has also written some nice descriptive pieces of her own. She is able to use adjectives and similes confidently and follow a beginning, middle, end structure. Next term, I would to see her spend some more time revising her spellings, and ensure her knowledge of key grammatical terms, of pronouns, for instance, is secure. Senhuen has made a good effort this term. She has done well adding and subtracting fractions, even when the questions have required multiple steps in order to ensure that the denominators on both sides of the sum are the same. She has also done well in long multiplication and division, when the multiplying or dividing number is up to two digits. She has struggled a little, though, when*



*this becomes a three digit number. As such, we will revise the two necessary methods further next term.*

Mr Whittle

**Ismail**  
**English & Maths**

*Ismail has been a lovely student this term and I hope he manages to keep on not being distracted by other pupils. His reading age is **8 years** on the Holborn Reading Scale, which is good but also shows room for improvement. Ismail reads quite slowly out loud in class and sometimes struggles to recognise a word. Regularly reading at home, especially at loud, is the obvious way to help him. Ismail can do well with his spelling when he tries hard, please keep up the good work! He has also done well with his handwriting. Ismail struggles to express himself in written sentences, often trailing off or just stopping abruptly in his writing when the sentence is incomplete or ungrammatical. He does need special attention on his writing but has some really nice ideas, such as the wizard Sparkly Bubble who he invented. Please keep up your writing at home over Christmas, Ismail, I would love to read it. Ismail has worked hard in Maths this term and I've been pleased to see his underlying addition and subtraction skills are secure. Ismail is still learning his times tables, this should be a priority since he should have learned these in Y3. We have been working on 7s but he still needs revision over 6, 8, 9, 12 and then jumbling them up. He claims not to be able to divide but worked accurately through an exercise when I explained how to do it. He can make great progress through sustained practice.*

Ms Boyes

**Azhar**  
**English & Maths**

*Azhar has been an enthusiastic member of our class this term. He has excelled most when we have undertaken creative writing exercises. A travel journal and his half-term Halloween story are particular highlights for their use of detail and structured plotting. Next term, however, I would like to see Azhar focus on some basics such as handwriting and spelling. While his writing is neat, it is mostly unjoined, and while his writing is detailed, the words he uses are very often misspelled. I look forward to seeing Azhar make progress in these areas next term. Azhar has a good grip on his times tables and has dealt successfully, and has given long multiplication and long division (with upwards of three digit numbers) a good go, missing out a single step when he does go wrong. As well as working on these next term, we will also revise converting mixed fractions to improper fractions and back and adding and subtracting fractions in different forms. When attempting these, Azhar sometimes forgets the methods required. With some realignment, however, I'm confident his responses can be put back on track.*

Mr Whittle



**Bethlehem**  
**English & Maths**

*Betty has done well to turn her attitude around and I've been pleased to see how neat her book is in class. She wrote me a very careful story this term and I was impressed by the range of detail and vocabulary. I look forward to seeing more of this next term. Betty does struggle with spelling and needs to devote a good amount of time at home each week to learning her spellings. Likewise, Betty is behind for her age with her reading but has been keen to read out loud in class, which is something to also encourage at home. A good start. Betty has worked fairly well this term in Maths but somewhat slowly, I would like her to be able to work more evenly on her own in class. Her times tables are nearly secure, just a bit of extra practice should help her to be completely accurate and therefore improve her confidence in the subject, which does seem a little lacking. Betty has been beginning to learn how to do long-multiplication, I don't think this should be too much of a stretch for her but she will need to persevere on her own to become independent.*

Ms Boyes

**Omar**  
**English & Maths**

*Omar has been a vocal member of the class this term. He has worked hard when we have revised important grammatical concepts, and done well in exercises on word groups and agreement. He has also shown some potential in the creative writing exercises we have undertaken. He writes, that is, with a confident style that I hope he adds to with more description and structure. For next term, I would like to see Omar work on his spelling, both on the weekly words he is given and in general - he often trips up on homophones, for example. In addition to this, we will work on responding to comprehension questions in full sentences, something which Omar sometimes falls short of doing. Omar has put in some good effort this term. He has got his head around converting fractions, both from improper to mixed and mixed to improper, and has nearly cracked long division, when dividing with a three digit number. This, however, does still need some work, as does long multiplication with three digit numbers times three digit numbers. We will practise these sums and more next term and I am confident Omar will soon have grasped them both.*

Mr Whittle

## Children's Reports (alphabetically): Somers Town Stationers'



### **Tahmid** **English**

*Overall, I have been very impressed by Tahmid's work in English this term. He has shown a good understanding of all the grammar and punctuation topics covered, and scored 42/50 on our last class test. To continue improving, Tahmid should read as much as possible at home and be asked to answer about 4-5 questions about the last pages he has read, writing in full sentences.*

*Ms Meyronnet*

### **Tahmid** **Maths**

*Tahmid has worked well this term and I am pleased with the progress he has made. His attitude to work is always excellent and is well behaved in class. His work is always neatly organised and writing is neat and clear. Like with the rest of the class, Tahmid struggled initially with the concept of adding time together as stated above. However due to hard work in class and on his homework, he now has a firm grasp of all topics covered this term. Tahmid's improvement in the 12x12 times table grid has also been pleasing: time taken to complete 12x12 times tables grid in the first week: 10 minutes; current fastest time: 6 mins 37 secs. Keep up the good work! Please ensure your child brings a pencil, rubber, ruler and sharpener - numerous students have forgotten to bring a ruler and this has caused delay and disruption.*

*Mr Lam*

### **Imran** **English**

*I have been pleased by Imran's efforts in English this term. He listens carefully, asks questions if he is ever unsure about anything, and has made a clear effort to work on his handwriting. I was particularly impressed by Imran's work in our session on speech marks, a topic he struggled with at first. To continue improving, Imran should go over his lessons on sentence punctuation, and practise writing full sentences - either as a creative writing exercise, or simply by answering reading comprehension questions.*

*Ms Meyronnet*



**Imran**  
**Maths**

*Imran is a very bright and hardworking student and I have been very impressed with his performance in class this term. Imran has shown excellent understanding of the work we have done on reading and writing numbers and can confidently deal with large numbers up to the millions. He has excellent knowledge of his times tables and has made very good progress since the start of the term where he was doing 25 sums in 3 mins to now being able to complete 30 sums in just over 1 minute! Keep up the excellent work Imran.*

*Ms Siddiqui*

**Samiyar**  
**English**

*Overall, it has been a mixed bag for Samiya in English this term. Samiya participates actively in class discussions, and has provided some thoughtful answers in our sessions on reading comprehension. She has also shown a good understanding of vowels, consonants and contractions. However, Samiya is sometimes disruptive in class, and does not always complete her homework. This has impacted her work, and has meant that she has not made as much progress as possible with her punctuation and handwriting. Over the break, Samiya should complete as much handwriting practice as possible, and go over her lessons on sentence punctuation and speech marks.*

*Ms Meyronnet*

**Samiya**  
**Maths**

*I am concerned about the progress Samiya is making in maths. She has started to make good progress towards the end of the term but her progress is hindered by the factors I have outlined below. In particular, Samiya would benefit from being more focused in class as she tends to get distracted. This is particularly important when I am teaching on the board to the whole class because if she does not focus, she will not understand how to complete the subsequent exercises and fall behind. Samiya needs to arrive on time - she has missed the 12x12 times tables exercise numerous times. Samiya would benefit from practising her times tables at home, particularly her 6x, 7x, 8x and 12x tables. Needs to complete all homework. Needs to focus better in class.*

*Mr Lam*



**Nima**  
**English**

*Overall, it has been a mixed bag for Nima in English this term. She has shown a good understanding of almost all the grammar topics covered, and has participated actively in class discussions. I was particularly impressed by her work in our poetry-writing session. However, Nima has been disruptive during some of the sessions, and this has impacted the quality of her work. During the break, Nima should spend some time on handwriting practice and revise her lessons on sentence punctuation. I also hope to see Nima return in January with a renewed sense of responsibility towards her work, as I am confident this will enable her to make swift progress in English.*

Ms Meyronnet

**Nima**  
**Maths**

*Nima has a firm grasp of the topics covered this term. However I believe that she has the ability and potential to complete extension work and make even more progress. She is currently hindered from doing so due her often being disruptive and easily distracted in class. Nima has a good grasp of times tables up to 12x: time taken to complete 12x12 times tables grid in first week: 6 mins 44 secs; current fastest time: 6 mins 05 secs. She needs to be less disruptive in class and focus better.*

Mr Lam

**Aisha**  
**English**

*I have been impressed by Aisha's efforts in English this term. She always listens attentively and participates actively in class discussions. She has shown a good understanding of consonants, vowels, using 'a' or 'an', and contractions. I was particularly impressed by Aisha's work in the handwriting portion of our sessions. To continue improving, Aisha should go over her lessons on sentence punctuation, using commas in lists, and speech marks. She should also spend some time reading, and be asked to answer 4-5 questions on the last pages she has read, writing in full sentences.*

Ms Meyronnet

**Aisha**  
**Maths**

*Aisha is a pleasant and hardworking student. I would like to see her participate more actively in class question and answer sessions to help her build her confidence with the group. Aisha has shown good understanding of the topics we have covered, but would benefit from going over the worksheets we have completed on place value at home during the holiday to really consolidate her understanding of reading and writing large numbers from ten thousands to the millions. Moreover, although Aisha has good knowledge of her times tables, I recommend that she use the holiday to revise her 8s, 9s, and 12s ready to improve on her drill time for next term. Overall, I have been very pleased with Aisha's work, so keep it up and well done.*

Ms Siddiqui



**Whitney**  
**English**

*Whitney is a very bright and hardworking student. I have been particularly impressed with the intelligent and witty sentences she has written every week for homework and her handwriting and presentation is always very neat. Whitney reads fluently with expression and correctly acknowledges punctuation. Whitney needs to build on her inference skills when it comes to reading comprehension exercises to improve the quality of her answers. We will work on techniques to do this next term, but during the holiday Whitney could make a start by searching for Key Stage 2 reading comprehension exercises online. Otherwise, I have been very pleased with Whitney this term, well done.*

*Ms Siddiqui*

**Whitney**  
**Maths**

*Whitney has worked well this term. Her attitude to work is always excellent and is well behaved in class. Her work is always neatly organised and writing is neat and clear. To make her work even neater and clearer, Whitney would benefit from making sure that she only has one number per box when writing in her exercise book - I have spoken to her about this. Whitney's improvement in the 12x12 times table grid has also been pleasing - time taken to complete 12x12 times tables grid: first week: 4 mins 47 secs; current fastest time: 4 minutes. Keep up the good work!*

*Mr Lam*

**Ismail**  
**English**

*Overall, I have been impressed by Ismail's work in English this term. He has shown a good understanding of almost all the punctuation and grammar topics covered, and has produced excellent work in our sessions on reading comprehension. This was reflected in his high score of 40/50 on our last class test. The topics he should go over during the break are: consonants and vowels, sentence punctuation and speech marks. Moreover, Ismail sometimes gets distracted in class, or tries to rush through his work. If Ismail returns next term ready to focus for the duration of the sessions, I am confident he will continue to make swift progress in English.*

*Ms Meyronnet*



**Ismail**  
**Maths**

*I have been very impressed with Ismail this term, so much so that I have recommended he move up a group next term! Ismail is very bright, keen to learn and clearly passionate about maths. He has taken to the work we have done this term with ease and I have been especially impressed with his work on reading and writing large numbers and the week-on-week improvement he has made in his times table drills – 30 sums in just over 1 minute! Next term Ismail needs to make sure he continues to maintain a tidy book, the same accuracy and complete focus in class. I am confident he will continue to do very well and enjoy more challenging work next term.*

*Ms Siddiqui*

**Suhayb**  
**English**

*Suhayb has struggled with his spellings this term but has made a visible effort to improve his weekly score. Suhayb must make sure that he uses the look, cover, write method more thoroughly to make sure he has committed his spellings to memory. Suhayb should also consider more carefully how the letters are working together to create the sound of the word. This will help him make sure he does not miss any letters out or get them in the wrong order. I have otherwise been happy with Suhayb's performance in grammar activities and reading comprehension work this term. He has the neatest handwriting in the class and I look forward to continuing to work with him to improve his abilities in English next term.*

*Ms Siddiqui*

**Suhayb**  
**Maths**

*Suhayb has worked well this term overall. He has worked hard to make his work neater and clearer. Suhayb's improvement in the 12x12 times table grid has also been pleasing - time taken to complete 12x12 times tables grid: first week: 9 mins 3 secs;; current fastest time: 4 mins 44 secs. Suhayb's improvement in the 12x12 times table grid has also been pleasing. Suhayb needs to be more focused in class and be less disruptive to those around him. Ensure full effort on all homework and that all homework is complete. Suhayb has a tendency to ask for help with class work before trying his best on a question. Maths is a subject where problem solving is important and Suhayb would benefit from trying to solve things himself before asking for help.*

*Mr Lam*



**Ali**  
**English**

*Ali is a very polite and hardworking student. His homework is always completed to the highest standard with very neat handwriting and some excellent extended and correctly punctuated sentences, which show good understanding of the words set. Ali has shown good inference ability in his reading comprehension responses. He also attempts to create more detailed answers which I have been very impressed with. I think Ali could work on improving his reading ability by reading aloud every day at home. Otherwise, keep up the excellent work Ali!*

*Ms Siddiqui*

**Ali**  
**Maths**

*Ali has worked well this term overall and has shown a lot of promise in maths. His work is increasingly neat which is pleasing. His homework is always well completed and I would encourage him to continue with his hard work at home for the remainder of the year. Ali's improvement in the 12x12 times table grid has also been pleasing - time taken to complete 12x12 times tables grid: first week: >10 minutes; current fastest time: 5 mins 6 secs. He needs to be more focused in class and be less disruptive to those around him. This will help him make the most of his potential in maths.*

*Mr Lam*

**Aliyah**  
**English**

*I have been extremely pleased with Aliyah's work in English this term. She always comes ready with all her homework and material, listens attentively, and participates actively in class discussions. I was particularly impressed by Aliyah's work in our session on speech marks. Aliyah has shown a good understanding of all the topics covered, and achieved a score of 41/50 in our last class test. To continue improving, Aliyah could spend some time over the break practising writing pairs of words as contractions (e.g. you will becomes you'll) or writing out contractions in full (e.g. could have becomes could've).*

*Ms Meyronnet*

**Aliyah**  
**Maths**

*Aliyah is a bright and attentive student. She has shown good understanding of the topics we have covered, and her work is always neatly presented and accurate. Aliyah needs to work on her speed with mental arithmetic- particularly regarding the weekly drills we have been doing on multiplication and single-digit addition. This will help Aliyah pick up speed with some of her class work. We will do more on mental maths techniques next term, but Aliyah would really benefit from going over some of the worksheets we have done in class during the holidays to practise. I have otherwise been very pleased with Aliyah this term, well done.*

*Ms Siddiqui*



**Weam**  
**English**

*Overall, I have been very impressed by Weam's work in English this term. She has shown a good understanding of all the punctuation and grammar topics covered, and achieved a score of 45.5/50 on our last class test. Weam also makes a clear effort to learn her spellings each week, and her homework is always completed to a high standard. To improve further, Weam should be encouraged to read at home. If she is used to reading independently, it would be a good idea for her to read 2-3 pages aloud to an adult each day. This will help her to build her reading fluency and presentation skills.*

Ms Meyronnet

**Weam**  
**Maths**

*Weam has worked very well this term. Her attitude to work is always excellent and her behaviour in class is exceptional. Her work is always neatly organised and writing is neat and clear. Like with the rest of the class, Weam struggled initially with the concept of adding time together as stated above. However due to her hard work, Weam now has a firm grasp of all topics covered this term. Weam's improvement in the 12x12 times table grid has also been pleasing - time taken to complete 12x12 times tables grid: first week: 8 mins 7 secs; current fastest time: 5 mins 4 secs. Keep up the good work!*

Mr Lam

**Sulaiman**  
**English**

*I have been very impressed with Sulaiman this term. He has scored full marks with his spellings every week and writes very animated sentences correctly punctuated with question marks, speech marks and exclamation marks. I would like to see Sulaiman push himself further by attempting to write more extended sentences next term. Sulaiman has shown some very good inference ability in his reading comprehension work and his answers are often thoughtful and considered. Sulaiman would benefit from reading aloud everyday at home to improve his fluency and he should also focus on practicing his handwriting by copying passages his favourite book and make sure his letters stay on the line, are neatly formed and the same height.*

Ms Siddiqui



**Sulaiman**  
**Maths**

*Sulaiman has worked well this term overall and has shown a lot of promise in maths. His homework is always well completed and I would encourage him to continue with his hard work at home for the remainder of the year. Sulaiman's improvement in the 12x12 times table grid has also been pleasing- time taken to complete 12x12 times tables grid: first week: 10 minutes; current fastest time: 5 mins 30 sec. Sulaiman would benefit from completing his work more neatly. He can achieve this by ensuring that he uses a ruler when drawing margins and underlining. I have asked Sulaiman to try and write only one number in one box in his exercise book to further improve this.*

Mr Lam

**Fardowsa**  
**English**

*Fardowsa has shown good understanding of the word classes we have covered this term and I have been impressed with her inference ability in reading comprehension activities, often producing detailed and well-expressed answers. Fardowsa needs to work on improving the presentation of her work. Her handwriting can be quite messy and she must make sure she uses a ruler to underline her title and date. Fardowsa also needs to take more time with her sentence writing homework as it is often rushed and she must be more thorough with learning her spellings to make sure she does not get below 8/10. I recommend that Fardowsa use the holiday to revise the spelling words we have covered this term and practise them using the look, cover and write method. Fardowsa has made a good start but needs to push herself more next term so she can meet her full potential.*

Ms Siddiqui

**Fardowsa**  
**Maths**

*Fardowsa has worked well this term overall and has shown a lot of promise in maths. Her homework is always well completed and I would encourage her to continue with her hard work at home for the remainder of the year. Fardowsa's improvement in the 12x12 times table grid has also been pleasing - time taken to complete 12x12 times tables grid: first time: 8 mins 45 secs; current fastest time: 5 mins 32 secs. She works well in class overall but would benefit from being slightly more focused. She can be easily distracted by those around her and would make greater progress if she focuses on the task at hand.*

Mr Lam



**Ruwayda**  
**English**

*Overall, this has been a positive term for Ruwayda in English. She has shown a good understanding of the punctuation and grammar topics covered, and I was particularly impressed by her work in our session on speech marks. As I have mentioned in person, Ruwayda has failed to complete her homework on more than one occasion, and I hope to see her return in January with a renewed sense of responsibility towards her work. To continue improving, Ruwayda should read as much as possible at home, and be asked to answer 4-5 questions on the last pages she has read, writing in full sentences.*

Ms Meyronnet

**Ruwayda**  
**Maths**

*Ruwayda initially struggled this term but she has made significant progress since the letter was sent home. Her attitude to work in class has improved significantly and so has the neatness of her work. Like with the rest of the class, Ruwayda struggled initially with the concept of adding time together as stated above. However, due to her hard work, improved attitude and willingness to ask questions, Ruwayda now has a firm grasp of all topics covered this term. Keep up the good behaviour and attitude to work demonstrated towards the end of the term. Ruwayda would benefit from practising her times tables, particularly her 7x, 8x and 12x times tables. This will help her complete the 12x12 times tables grid within the 10 minute time limit.*

Mr Lam

**Girum**  
**English**

*Overall, it has been a positive term for Girum in English. He is attentive in class, and I have noticed some real improvements in his handwriting and spellings. However, he has struggled with some of the topics we have covered. Over the break, Girum would benefit from going over his lessons on contractions, sentence punctuation and speech marks. Girum should also be encouraged to read as much as possible, and to answer questions on what he has read in full sentences.*

Ms Meyronnet

**Girum**  
**Maths**

*I have been very pleased with Girum this term, he is clearly very passionate about maths and this is reflected in his work. Girum has shown some very good ability to read and write large numbers in the hundred thousands and millions. He has also shown great confidence with addition and multiplication, but he could improve his speed in his drills by practising his 7s, 8s, and 9s during the holiday. Girum also needs to work on improving the presentation of this work, making sure that sums are copied out neatly and numbered clearly. Finally, Girum must make sure that he does not speak out in class and always put his hand up to ask a question.*

Ms Siddiqui



**Ibrahim**  
**English**

*Overall, it has been a mixed bag for Ibrahim in English. He has shown a good understanding of contractions, and I was impressed by his thoughtful answers in our sessions on reading comprehension. However, Ibrahim has failed on some occasions to complete his homework or revise his lessons (these should be read again each week). This has impacted his work, and meant that he has struggled with sentence punctuation, speech marks and using commas in lists. During the break, Ibrahim should go over these lessons and repeat our practice exercises.*

*Ms Meyronnet*

**Ibrahim**  
**Maths**

*Ibrahim has a good understanding of the topics covered this term. However his progress is hindered by his disruptive behaviour and tendency to lose focus in class. If Ibrahim is able to improve on these two aspects, he has the potential to do better in maths. Ibrahim has made good progress in his times tables - time taken to complete 12x12 times tables grid: first week: 9 mins 30 secs; current fastest time: 8 mins 26 secs. Need to be less disruptive in class and focus better. Ensure Ibrahim puts maximum effort on his homework and completes all homework set.*

*Mr Lam*

**Kerim**  
**English**

*Kerim is a very hard-working student and I have been pleased with the effort he puts into his classwork and homework. Kerim has shown excellent understanding of the word classes we have looked at this term and he has demonstrated some good inference ability through the reading comprehension exercises. However, Kerim has struggled with his spellings and needs to make sure he learns them more thoroughly each week to ensure his score does not fall below 8/10. I recommend Kerim use the look, cover and write method at home and test himself daily to make sure he has committed them to memory. During the holiday, Kerim would benefit from going over the words we have learnt this term. I also recommend that Kerim practise reading aloud at home daily to help him improve his tone and fluency.*

*Ms Siddiqui*



**Kerim**  
**Maths**

*Kerim has worked well this term. His attitude to work is always excellent and is well behaved in class. Kerim's improvement in the 12x12 times table grid has also been pleasing. Please remember to bring the correct equipment to each class. Kerim's improvement in the 12x12 times table grid has also been pleasing - time taken to complete 12x12 times tables grid: first week: 6 mins 50 secs; current fastest time: 4 mins 23 secs. Using a ruler in his work would make it significantly neater. Kerim has a tendency to rush in his work and as such makes careless mistakes. These can be minimised if he takes his time to complete his work carefully.*

Mr Lam

**Ishmael**  
**English**

*Overall, it has been a mixed bag for Ishmael in English. When he is focused, Ishmael is capable of producing work of a high standard, and I was particularly impressed by his work in our session on sentence punctuation. However, on some occasions Ishmael has failed to do his homework, or has refused to complete some work in class. If Ishmael returns next term ready to increase his efforts, I am confident he will make good progress in English.*

Ms Meyronnet

**Ishmael**  
**Maths**

*Ishmael has lots of potential and this is shown in the work he has produced this term. After a slow start, his time in the weekly drills for multiplication and addition has improved and he has shown a good ability to deal with large numbers up to the millions. In the final weeks of the first term Ishmael has also been moving onto extension work which has been really encouraging to see. Next term, Ishmael needs to focus on improving the presentation of his work- make sure that sums are numbered clearly and copied out neatly. I would also like to see Ishmael participate more actively in class question/answer sessions.*

Ms Siddiqui

**Mohamed**  
**English**

*This has been a positive term for Mohamed in English. He has shown a good understanding of the punctuation and grammar topics covered. I was particularly impressed by Mohamed's improvements in handwriting, and his work in our session on sentence punctuation. To continue improving, Mohamed should go over his lesson on consonants and vowels, and spend some time over the break answering reading comprehension questions in full sentences.*

Ms Meyronnet



**Mohammed**  
**Maths**

*Mohammad is a very capable student, and this is reflected in his work which is always accurate and neatly presented. He has performed well in all the classroom activities, but he is easily distracted, and it is this which is currently holding his progress back. Mohammed needs to make sure he stays focused in class, especially when working independently, to really excel and meet his full potential. He also needs to work on his speed with his time tables, which he can do at home by revising them more thoroughly during the holiday.*

*Ms Siddiqui*

**Zaid**  
**English**

*Zaid is a very bright and capable student. He has very good understanding of grammar and punctuation and his work is presented neatly. Zaid reads fluently with expression and correctly acknowledges punctuation. With such strong ability Zaid must make sure that he does not become careless with his work or over-confident. For example, Zaid's responses to reading comprehension questions can often be rushed and I believe that he is capable of more intelligent and detailed answers. Zaid also often forgets to put a full stop at the end of his sentences or start them with a capital letter. Zaid needs to make sure that in his hurry to complete work, he does not sacrifice quality. He needs to put into practice his knowledge of grammar and punctuation and I look forward to seeing this improvement next term.*

*Ms Siddiqui*

**Zaid**  
**Maths**

*Zaid has worked well this term. His attitude to work is good and is well behaved in class. His work is always neatly organised and writing is neat and clear. Zaid's improvement in the 12x12 times table grid has also been pleasing - time taken to complete 12x12 times tables grid: first week: 6 mins 5 secs; current fastest time: 3 mins 10 sec. Zaid's improvement in the 12x12 times table grid has also been pleasing. Keep up the good work!*

*Mr Lam*

**Omar**  
**English**

*Overall, I have been impressed by the quality of Omar's work in English this term. He has shown a good understanding of all the punctuation and grammar topics covered, and has read fluently and confidently from Esio Trot. Omar's hard work was reflected in his high score of 42/50 on our last class test. To continue improving, Omar should spend some time over the break working on his handwriting. During our lessons, Omar learned how to form each letter, and was able to present his work neatly when he took his time - his only challenge now is to keep his work neat when writing at a normal pace!*

*Ms Meyronnet*



**Omar**  
**Maths**

*Omar has shown a lot of potential in maths. The quality of his work is very good but Omar would benefit from making his work neater - I have spoken to Omar about this. This can be achieved by ensuring he has only one number in each box in his exercise book and by correctly aligning numbers. Omar's improvement in the 12x12 times table grid has also been pleasing. Omar's work needs to be neater.*

Mr Lam