

Upper School AMA parent workshop



Riverview Junior School

10th March 2022

A large, light-colored feather graphic is positioned on the left side of the slide, extending from the top to the bottom. It has a central rachis with many fine barbs radiating outwards, creating a soft, textured appearance.

Workshop Aims

- To understand what 'Greater Depth' looks like in Upper Key Stage 2 in each of the core subjects
- To understand how you can support your child's progress and development at home



Recap: Working at greater depth

'Working at greater depth' GDS is the term used for grading pupils who are working above the expected standard for their year group expectations.

At the end of KS1 in Y2, children who achieved GDS in Reading, Writing or Maths were identified as AMA on entry to the Junior School.



What does working at GDS mean?

Working at greater depth in KS2 means a child has mastered the learning expected for their age and stage, and is therefore able to delve into it in more detail.

For example in maths, AMA pupils are encouraged to reason more precisely, deal with more complex problems, suggest multiple strategies and approaches to solving calculations, and compare different approaches, taking efficiency into account.'



What does working at GDS mean?

KS2 Maths: greater depth example

Year 5: Roman numerals

Which year do you think uses the most Roman numeral symbols:

- a) In the last 1000 years (including this year)?
- b) In the next 1000 years?

Explain why this is? Think strategically: why won't you need to check every single year?



What does working at GDS mean?

In English, AMA pupils are encouraged to use different sentence types and lengths, being aware of how their audience affects their tone and style, or writing with a 'reader's eye', re-reading and editing their own work to ensure it's enjoyable to read.

At the end of Y6, children are assessed by SATs in Maths, Reading and EGPS. Writing is teacher assessment. Children receive a scaled score where 100+ is judged as reaching the age-related standard, and 110+ is reaching GDS.



What does working at GDS mean?

KS2 English: greater depth example

Year 5: Writing

A long piece of writing with different sentence lengths and types, range of grammatical devices. Pupils then have the opportunity to rewrite it in a different genre, or write the next instalment of the story using what they've inferred and deduced from the text.

Year 5: Reading

Empathise and understand different character's points of view, inferring meaning using evidence from the text to justify their ideas.



Reminder: how are AMA pupils' needs met?

- Riverview Junior School offers an enriched and differentiated curriculum for all pupils.
- We use the term 'provision' to describe the differences that are made to meet learners needs.
- It is how the curriculum is tailored to them, not receiving something 'more'.



Reminder: how are AMA pupils' needs met?

- Use of enquiry based/mastery problem solving activities that are open-ended to allow the application of skills to a wider context.
- Rich questioning
- Higher order and abstract thinking opportunities
- Development of advanced language skills, to include accuracy, precision and fluency.
- Independent work and self-study
- Development of metacognition
- Transfer of knowledge across subjects
- Provision of leadership opportunities
- Curriculum enrichment



English: Reading

- As well as reading regularly, consider if the quality of the books you are reading is best for your child.
- Model great reading with your child
- Ask your child questions about what they have read (it's better to read less and spend more time talking about their understanding)
- Get them to think of different vocabulary choices to improve their book and find opposite meanings for words using a thesaurus
- Ask children to think of different vocabulary choices to improve their book.

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English: Reading

- Can they make comparisons between different texts?
- Talk to your child about how characters may be feeling or thinking through what they have read using inference skills
- Share books together and talk about different genres/authors



English: Tips for developing language skills

- Read with your children, and to them, as often as possible, even if they are already good readers.
- Able children enjoy learning new words – so have a new word of the day or week at home.
- Puzzles, crosswords, logic games, word games, card games and board games all help to develop thinking skills and social interaction.
- Or try learning a whole new language together.



Tips for developing oral literacy:

- Look for picture stimuli that can promote discussion – websites such as [Pobble 365](#) or [The Literacy Shed](#) offer great examples... as do jigsaws!
- Create word games like those on [Only Connect](#) and encourage children to make the links. (Try to include at least one thing that could go in more than one group.)
- Choose a ‘Think’ for the day to discuss as a family. (We would use this [Philosophy for Children](#).) Encourage your child to express their own thought and respond to those of others. E.g. Do teddy bears go to heaven? If you read a comic cover to cover in the shop without paying for it, is that stealing?

2a - Decode



give / explain the meaning of words in context.

- I can read words carefully and understand what they mean.
- I can explain the meaning of words in context.

Translate Interpret Solve
Work out Make clear

2b - Retrieve



Retrieve and record information / identify key details from fiction and non-fiction

- I can find answers in the text. These may be answers to: who, what, where, when, or why?

Find identify skim
Scan copy

2c - Summarise

Summarise main ideas from more than one paragraph

- I can explain what a text is about, including its main themes in a few words.

Sum up Recap Outline
Condense Compile

+SIMPLIFY▷

2d - Infer



Make inferences from the text / explain and justify inferences with evidence from the text.

- I can use clues in the text and read between the lines.
- I understand what the text 'suggests' but does not directly say and can explain it with evidence.

Deduce figure out interpret

2e - Predict



Predict what might happen from details stated and implied.

- I can use clues in the text as well as the text explicitly to predict what might happen.

Conclude anticipate foresee
Forecast figure out

2f - Meaning



Identify / explain how information / narrative content is related and contributes to meaning as a whole.

- I can see how information in non-fiction and events in fiction are linked and explain their meaning as a whole.

Context definition effect
Explanation significance

2g - Language

Identify / explain how a meaning is enhanced through choice of words and phrases

- I can explain why a writer chooses particular words to create an effect on you, the reader.

One word can change the whole meaning of a sentence.

2h - Compare

Make comparisons within the text

- I can make accurate and appropriate comparison within texts.

Match similar consider
Examine different contrast



Weekly Guided Reading

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Skill</i>	<i>Vocabulary focus.</i>	<i>Reading to class</i>	<i>Summary/Prediction</i>	<i>Listen to readers/ Comprehension</i>
<p>Choose a skill that will be taught on a Monday for two weeks. Teach the skill to the whole class with example questions following a definition.</p> <p>Can use the model text if suitable or use this as an opportunity to explore more texts.</p>	<p>Up to four words chosen from text which will be read on Wednesday. Two of these will be included in spellings. Clarification page. Model first.</p>	<p>Read a passage from a well-chosen story. This passage will include the words from yesterday. The class will need to listen as you model excellent reading and your cognitive process. They will need to put their hands up when they hear any of their vocabulary words.</p> <p>Struggling readers (Phonics/Onset Rime) will read an easier text with TA at this point.</p>	<p>Pupils will need to recall what they listened to the previous day and make a summary or a prediction depending on what you want them to focus on.</p> <p>Can use images and blue group can use the book if you decide this is beneficial.</p> <p>Can use this time to listen to readers re-reading parts of the text from the day before to increase familiarity.</p>	<p>Alternate listening to readers and reminding them of the skill focus for the week and providing a comprehension based on the skill.</p> <p>Work in 2-week cycles.</p>

Encourage children to think about the meaning of words in context...

property

maroon

difference

Look for examples of figurative language while sharing texts. (e.g. she salted the river with her tears / the sky darkened ominously / a benign smile / a mischievous grin upon her face / sparkling like rubies...

Discuss the meaning of idioms - there are loads of free matching sets available online.

Is this a sinister character plotting evil deeds, or the guardian of an important treasure?

Which stories are we reminded of?



Discuss words such as:
necromancer,
sorcerer,
enchantress,
seer or oracle.

Discuss ways to describe the character's body: e.g.
sinuous / articulated / skeletal / like weather-worn granite...

Is this character ready to leap out and menace someone, or are they the one being hunted?

What can we infer from the body language?



To whom do the legs and feet belong?

Discuss words and phrases to imply emotion.

In which historical era is this set? How do we know?

Discuss vocabulary such as: quill, parchment, merchant, trader, doublet, vagrant, apothecary or tavern.



What is written on the fragment of parchment clasped in the man's hand?

If the man were to speak, how would we describe his voice?



English: Writing

- Show great examples of writing through quality reading texts.
- Analyse great writing together. What features have been included in the writing?
- Discuss what will they try to include in their next piece of writing
- ‘Up level’ vocabulary by using a thesaurus
- Edit and improve work together- No writer is perfect first time.

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English: Writing

- Exposure to quality texts is vital for improvements in writing
- Different genres and styles must be used to prove that a child is a writer working at greater depth
- Writers should be able to use the best things from what they have read to create their own style that suits the genre of text they are working on.



Amid the noise of the street, the beggar weakly tugs at the young boy's arm pulling him closer. For a moment, the beggar holds Crispin's gaze before pressing the precious piece of parchment into the boy's palm. Standing beneath the overhanging front of the apothecary's shop, a man watches the exchange and prepares to follow the boy.

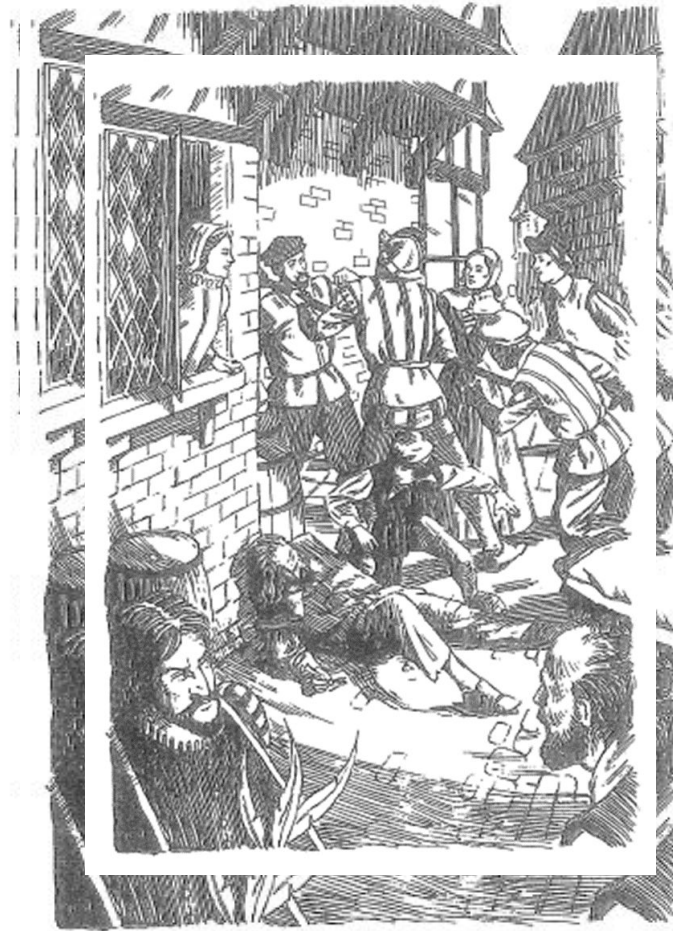


Amid the cacophony of noise, the beggar weakly grasps the young boy's arm urging him to lean closer. For a fleeting moment - during which he conveys so much and yet so little - the beggar holds Crispin's gaze before urgently pressing the precious piece of parchment into the youth's palm. Lurking beneath the overhanging front of the apothecary's shop, a man (who in spite of the tray of quills suspended around his neck fails to give a convincing impression of a street seller) watches the exchange and prepares to follow the boy.

Higher up in the school,
children might be asked to...

Look at the
introduction to a
letter complaining
about vagrancy.

Draw links with your
Victorians topic and
Street Child: what
issues may there be
with vagrancy? How
might street sellers
and inn-keepers
feel? Why?



Letter

Using the Year 6
expectations mat
and the example
text, continue
the letter,
attempting to
include
deliberate,
managed shifts in
formality.



Dear Sir/ Madam,

It is with great frustration that I am writing to you to complain about the ever-increasing problem of vagrancy within our city: London (supposedly the mighty capital of England). Over the past two months, there has been a significant negative impact on trade within the, particularly during the early morning and evening, as a direct result of harassment from these worthless citizens.

Higher up in the school,
children might be asked to...

Consider the following scenario:
a vagrant has been stabbed to death outside an inn; the Queen's guards have arrested the likely culprit however, witnesses believe the wrong person has been imprisoned.



Newspaper article

Work together to write a newspaper article reporting on the event.

Remember to keep referring back to the expectations.



Mathematics

These are some characteristics we would use to identify a gifted child in Maths:

- Using maths ‘mastery’ approach
- Deepening understanding rather than extending or completing more of the same
- Thinking beyond the simple calculation



What do we do for these children in Maths lessons?

- Children are able to extend their mathematical thinking with a variety of problem solving and reasoning
- AMA children work collaboratively to solve bigger, real-world problems independently
- AMA children are able to act as peer mentors offering advice and support. This deepens their understanding
- Maths sessions are focused on deepening their understanding and the development of maths mastery.



Tips for developing mathematical reasoning & mastery:

- Mastery is not about doing repetitive questions. In fact, the beauty of mathematics itself, with or without mastery, is that it is infinitely stretchable. Questions can be solved in more than one way. Questions can be asked in more than one way.

For example, let's imagine a group of children are learning the 8 times table. Some will be quicker than others. Some may already recall the tables. Just because they can recall them, however, doesn't mean that they understand why.



Tips for developing mathematical reasoning & mastery:

- “Why is 8×3 the same as 3×8 ?” “What does 8×6 look like?” “Is $8 \times 6 > 6 \times 9$?” These are just some of the ways the question can be asked or extended.

Each of these questions will make learners think beyond the simple calculation.

- A calculator can calculate; a brain can reason, question, explore... Brains were built for exactly that!



Tips for developing mathematical reasoning & mastery:

- The choice of tasks and questions used in the classroom are carefully considered and selected. The questions are set so everyone in the classroom can readily attempt them, falling within the overall knowledge bracket, but they are also suitable for simple extension to challenge and deepen understanding.

Continuing the tables theme, a question like “Find different ways to calculate 12×4 ” can be very rich in answers

Tips for developing mathematical reasoning & mastery:

- Use concrete pictorial and abstract (“CPA”) representation.
- More able learners can benefit as much as their peers from the use of CPA representation to visualise and represent mathematics in different ways.





Tips for developing mathematical reasoning & mastery:

- Providing concrete material for everyone will facilitate more able learners' need to meet problems which are presented in different ways, in different contexts and with use of more varied vocabulary.
- Using the table question, more able learners may use counters or marbles to explain to a partner what 6×8 looks like.
- Being able to articulate the mathematical thinking is a very important skill that we need our future mathematicians, engineers, teachers and doctors to have.

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Tips for developing mathematical reasoning & mastery:

- You could ask your child to write a question based on a picture or diagram, or write a question that has a mistake in it for you to find.
- Allow children time to explore, think and reflect on problems.



AMA in Science

These are some characteristics we would use to identify an AMA child in Science:

- High level of curiosity in the world around them
- Often takes on a leadership role during group work.
- Understand scientific vocabulary and uses it effectively
- Makes predictions using evidence and real life experiences
- Draws conclusions
- Understands why data may be invalid or unreliable
- Can apply mathematical skill to interpret data and find patterns
- Make links across subjects



Supporting more able pupils in Science

- Children design own investigations based on their own questions
- Independently identify correct enquiry type
- Expectation to justify predictions and conclusions in detail
- Give opportunities for children to modify investigations and approaches
- Children write more detailed explanations
- Children expected to make connections across the curriculum
- Mentoring and peer support

The Creative Curriculum

Some characteristics we would expect to see in AMA or G & T children across wider subjects include:

- ❖ Being enthusiastic observers of the world around them
- ❖ Making imaginative links between topics studied and other aspects of the curriculum
- ❖ Being able to appreciate different viewpoints and attitudes, and debate the significance of historical or topical events
- ❖ Being able to draw on existing knowledge and comparisons with the work of others in order to improve their own technique
- ❖ Being intrigued by the relationship between human activity and the wider world
- ❖ Understanding why some historical sources may be unreliable



How does our Creative Curriculum cater for these children?

- ❑ Children are encouraged to make links between different aspects of a topic and look for the wider implications
- ❑ Children are expected to write in detail about what they have learnt, drawing upon techniques learnt in the core subjects
- ❑ We provide opportunities for independent research and encourage children to choose their own method of expressing what they have found out (e.g. radio advert / role play / travel guide / a series of journal entries as a Victorian touring the British Empire / delivering a sports report from the Ancient Greek Olympics etc.)
- ❑ Children are encouraged to debate questions such as “Who was the greatest pharaoh?” citing evidence from their research or prior learning
- ❑ Children are expected to make connections across the curriculum

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Tips for extending knowledge of the world and encouraging discussion:

- Talk through your day and your child's day, and encourage active family discussions.
- Discuss the news and introduce an interesting fact or topic of the week.
- Give children a broad range of experiences, e.g. visiting exhibitions, listening to music, eating different food.



Tips for developing a range of skills and a balanced perspective.:

- Do not always focus on your child's obvious skills – encourage them to sample new activities.
- Encourage physical activity to develop coordination and general fitness.
- Praise and value effort and persistence, not just achievement.
- Sometimes the most effective support a parent can provide may be to limit the number of engagements and formal activities their child is exposed to, in order to ensure they have the space and free time in which to play, experiment and develop hobbies and interests of their own.