

Statement Bank text file generated by !Generator
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*ENGLISH

[speaking & listening

%STUDENT can express %HIMSELF clearly and enjoys contributing to class discussions: %HE listens well.

%STUDENT is articulate and %HE enjoys contributing to class discussions; %HE always listens very well.

%STUDENT is always ready to express %HIS opinions clearly and %HE listens well to others in whole-class discussions.

%STUDENT has grown in confidence in expressing %HIMSELF over the year; %HE has made a serious contribution to all classwork and %HE listens extremely well to others.

%STUDENT finds it very hard to listen for any length of time and therefore %HE finds it difficult to contribute in discussions.

%STUDENT listens well sometimes but %HE is easily distracted and this hinders %HIS ability to contribute to class discussions.

%STUDENT listens well most of the time but %HE has to be encouraged quite often to make any significant contribution to discussion work.

%STUDENT's biggest problem is %HIS inability to sit and listen to others with concentration; %HE can make some good contributions to class discussions.

%STUDENT is very attentive in class and listens well. Unfortunately I find that %HE only makes a contribution to class discussion when pushed; recently %HIS confidence has developed a little more.

%HE too often 'switches off' and easily loses the thread of work in class.

*ENGLISH

[reading

%HE reads with fluency but lacks some expression when reading aloud.

%HE is a fluent and expressive reader.

%HE has been reading a variety of fiction and non-fiction books which %HE can recall with great interest.

%HE has read a wide variety of stories and %HE can talk about the characters and situations with good recall.

%HE is continuing to widen %HIS reading experience with a variety of stories which %HE can recount with enthusiasm.

%HE reads clearly but is lacking in expression when %HE is reading aloud.

%HE is beginning to become more fluent and therefore more confident in %HIS reading and has covered a variety of stories over the year.

%HE has tried very hard and shown a great interest in %HIS reading books, consequently %HE has improved a great deal.

%HE is inconsistent in %HIS reading ability - some days %STUDENT will mis-read words and is not at all fluent; it is not surprising that %HIS recall of stories is often confused.

%HE shows a spasmodic interest in reading: sometimes %HE is keen to practise at home, at other times %HE has to be encouraged to take his reading times seriously.

%HIS confidence will develop much more if regular reading at home backs up %HIS daily school reading; %STUDENT must be willing to participate fully in this.

A great deal of confidence has been gained by %STUDENT with %HIS continuing progress through the 'Wellington Square' reading scheme.

%STUDENT must be encouraged to sound-out letter blends in difficult words and not simply wait to be told.

%STUDENT does try hard to sound-out letter blends in words that %HE has difficulty reading.

It is a pity that %STUDENT finds it difficult to sit silently and read; %HE is distracted far too easily and this can disrupt other children.

*ENGLISH

[writing

The content of %STUDENT's written work is always of a good standard but %HE must focus more on checking through %HIS own work for mistakes.

%STUDENT has difficulty remembering that simple punctuation is a very important part of clear writing; %HE must plan %HIS ideas much more carefully and listen to instructions before %HE starts any writing.

%STUDENT has tried hard to check %HIS writing more closely this year; %HE still rushes and finds it hard to spot %HIS mistakes.

%STUDENT's stories and other writings are very clear; %HE plans well and the end-product is always intelligently and imaginatively written.

%STUDENT is imaginative in %HIS creative writing and %HE writes at length with good punctuation; %HE can also explain clearly and concisely in other forms of writing.

%STUDENT enjoys writing once %HE gets started; %HE writes at length but forgets to use %HIS knowledge of well-known rules on punctuation.

%STUDENT gives up very easily when writing 'free' stories; %HE has difficulty thinking-out ideas and putting these into a progressive piece of writing.

Once %STUDENT has settled down and become involved with %HIS writing %HE produces clear, imaginative pieces and writes in a well-structured way using good punctuation.

%STUDENT is rather lazy when it comes to writing stories of any length; %HE has some good ideas in discussions but sometimes fails to produce the finished goods.

%STUDENT finds writing very hard; practise in making-up simple and clear sentences is still essential for %HIM.

%STUDENT finds writing exercises hard; %HE has imagination but is easily disillusioned when %HE tries to get %HIS ideas down on paper.

Talking too much can affect both %STUDENT's efforts and the end result of %HIS written work. %HE must plan %HIS writing quietly and carefully and %HE must read %HIS work carefully when finished.

*ENGLISH

[presentation/handwriting

The presentation of %HIS work can be very untidy - %HE needs to spend more time developing this area of %HIS work.

When %STUDENT takes %HIS time %HIS handwriting can be very well presented; sometimes %HE does not allow %HIMSELF this time.

%STUDENT has difficulties with areas of handwriting; %HE must take the time after each piece of work to check it over carefully.

%STUDENT's handwriting can be very untidy; if %HIS approach was more positive I am sure the standard of %HIS presentation would improve.

%STUDENT's handwriting has made great developments over the year; if %HE keeps up these good efforts the presentation of all %HIS work will continue to improve.

%STUDENT's handwriting and presentation of work is excellent.

%STUDENT's handwriting and presentation of written work is very good.

%STUDENT's handwriting and presentation of work has made some improvement over the year, but %HE is not consistent in %HIS efforts.

%STUDENT's handwriting and general presentation of work can be quite neat and tidy.

*ENGLISH

[spelling

%HE is beginning to make much more use of word-books and dictionaries for correct spellings.

%HE needs to make much more use of word-books and dictionaries and not simply make-up spellings most of the time.

%HE has tried hard with %HIS spelling exercises and is now teaching %HIMSELF how to improve using the 'look, cover, spell, check' method.

%HE always takes the time to check spellings and use dictionaries whenever necessary.

%HE needs to take the time and make the effort to look-up words which %HE knows are incorrect.

%STUDENT finds spellings very hard, but %HE must make the effort to learn thoroughly any spellings given in class.

%STUDENT has worked conscientiously all year on spellings but still needs to stop and think carefully before writing.

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*MATHEMATICS

[using & applying

%STUDENT finds problem-solving very difficult.

%STUDENT can use %HIS mathematical skills with confidence to follow-through problems and find solutions.

%STUDENT shows a lot of initiative when solving problems and seeking solutions.

%STUDENT finds investigating problems in maths very hard; %HE needs a lot of encouragement to find solutions.

%STUDENT makes a very good effort at solving problems and with encouragement %HE usually finds solutions.

%STUDENT makes little effort to begin solving problems and usually gives up without thinking-through any possibilities.

*MATHEMATICS

[number & algebra

%HE has sound mental recall of number facts.

%HE records %HIS work neatly and logically.

%HE needs to work on presentation.

%HE picks up new concepts quickly and easily.

%HE requires plenty of consolidation and practise with new concepts.

%HE has improved %HIS skills in multiplication and division but is still careless.

%HE has developed more skills in all areas of number work and is making good progress.

Over this term especially %HE has gained in confidence using more complex addition and subtraction and %HE is now progressing in simple division and multiplication.

%HE finds some number work still very difficult but has tried and is making fair progress; I feel %STUDENT has acquired the basic skills but is still not concentrating hard enough on thinking things through.

%HE has made excellent progress this year and is very capable in all areas of number-work; presentation of work has improved.

%HE always works confidently and clearly in all areas of number and presentation is excellent.

%HE has little difficulty in number exercises but does not always apply %HIMSELF as readily as %HE could; presentation of work is usually good.

%STUDENT shows no real urgency in getting work finished; %HE fails to correct %HIS mistakes and %HE needs to concentrate much more on completing exercises on basic number skills.

%STUDENT has worked well and improved in %HIS number skills. %HE needs to build confidence in using tables to help %HIM solve problems more quickly.

%STUDENT has worked well to improve %HIS number skills and has worked clearly but very slowly.

*MATHEMATICS

[Shape & Space

In work on shape and area %STUDENT has worked extremely well and fully understands the work covered.

In work on shape and area %STUDENT has a clear understanding of work we have covered in this part of mathematics.

In work on shape and area %STUDENT has shown interest and can follow most of the work we have done.

In work on shape and area %STUDENT has coped well and has understood the work covered; %HE is methodical in %HIS approach.

In work on shape and area %STUDENT has enjoyed the work and made a good effort and produced work which reflects %HIS ability. In work on shape and area %STUDENT has tried quite well but %HE finds handling some of the work is difficult to co-ordinate.

*MATHEMATICS

[handling data

%STUDENT can interpret graphs with confidence and refer to other data, such as tables, in order to draw mathematical conclusions.

%STUDENT has little difficulty interpreting graphs, tables and other data and is now able to devise %HIS own graphs from information %HE has recorded.

%STUDENT can interpret graphs, tables and other information with confidence; %HE is beginning to successfully understand and devise different types of graphs.

%STUDENT can follow graphs and pick-out information from tables; %HE is growing in confidence and will soon be able to draw-up graphs of %HIS own.

%STUDENT has improved at interpreting graphs; %HE still needs to follow information and instructions carefully or %HE is liable to miss the point.

%STUDENT can follow simple graphs and can now transfer information from tables onto graphs of %HIS own choice.

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*SCIENCE

[interest/involvement/understanding

%STUDENT has shown a keen interest in the science topics covered.

%STUDENT has always involved %HIMSELF to the best of %HIS ability.

%STUDENT shows a real interest in the topics we have covered.

%STUDENT has worked to the best of %HIS ability, showing interest in most areas.

%STUDENT shows interest in some topics but %HE relies too much on others.

%STUDENT has not shown enough interest in most of the work we have covered this year in science.

*SCIENCE

[qualifying statement

%HIS work on the science topics we have covered this year, was of a high standard showing a good understanding of these areas.

In following this year's science topics %HE showed a clear understanding of concepts involved.

%HE followed the science topics with interest and enthusiasm.

%HE has problems with understanding some of the work covered in the science topics this year.

%HE has had difficulty understanding some of the ideas covered in the science topics this year.

%HE has ability in science but has often failed to use it in exploring properly some of the topics that we have covered this year.

*SCIENCE

[Practical (Investigations)

In practical work %STUDENT finds it hard to work independently and always needs clear guidelines to follow.

In practical work %STUDENT works more confidently alongside other children, finding decision-making hard.

%HE tackles practical investigations clearly and with enthusiasm being able to work well both by %HIMSELF and with others.

%HE enjoys practical work with others and is beginning to think things out more clearly.

%HE shows keen interest in all practical investigative work and draws good conclusions from %HIS work.

%HE finds it hard to work on practical investigations, both independently and with others.

*SCIENCE

[Recording Work

%STUDENT's work is always recorded well and illustrates clearly the knowledge %HE has gained.

%STUDENT's work is recorded very well; %HIS presentation of diagrams, tables and written explanations is always of a high standard.

%STUDENT's written work usually reflects the understanding and knowledge %HE has shown in group and whole-class discussions.

%STUDENT's written work does not reflect the understanding and knowledge %HE shows in group and class discussions; this is an area in which %HE could improve.

%STUDENT's work is haphazard in the way %HE records; %HE relies far too much on others doing the work for %HIM.

%STUDENT needs to take more time to think out how %HE is recording %HIS work; %HE has made some improvement over the year.

%STUDENT needs to think out %HIS ideas more carefully before recording %HIS work in order to give a clearer presentation showing full understanding.

Presentation of %HIS written work is poor; %STUDENT relies too much on teacher supervision in order to complete follow-up work.

%STUDENT finds recording work very hard; %HE still needs a great deal of assistance from myself in order to cope.