

## Minutes from BPC Year Group Cluster Meeting

Year group: 3	Venue: St James Junior School
Date: 11 <sup>th</sup> October 2016	Lead teacher: Kishanda Blake
<p>Issues:</p> <p>A selection of schools shared their current practice related to the teaching of spelling. A few schools were trialling the Read Write Inc scheme and liked the programme but considered it too early to judge how effective the scheme was after teaching it for such a short time.</p> <p>Another school was using Raintree Spelling from Years 2 to 6. They found this useful because the children were taught lots of different strategies on how to spell words so the children should find a strategy that suits them.</p> <p>A few schools were streaming for spelling. It was acknowledged that this does have its drawbacks if staff are absent but this doesn't happen often and the children are being taught at a level that is appropriate for them.</p> <p>One school said that they use IDL for dyslexic children (which is a computer based system) and they found it very effective for those children who have dyslexic tendencies and find spelling difficult.</p> <p>Those present found it useful to find out how other schools were teaching spelling and then the matter was raised how reading was being taught.</p> <p>One school found that the additional demands on the curriculum, particularly related to the additional teaching of spelling, meant that Guided Reading had slipped from the curriculum but reading comprehension was taught instead. This was echoed by other schools.</p> <p>Another school taught Guided Reading each day after lunch and the children were withdrawn from the classroom (usually about 6 children).</p> <p>One school was using 'Reading Power' which they found effective for making connections in their reading and building on the skills. They did have to be careful which books they selected because Reading Power is a Canadian company and spelling may be different.</p> <p>The matter was raised about how to encourage children to read at home. The following suggestions were put forward:</p> <ul style="list-style-type: none"> <li>- Reading raffles where children are given raffle tickets for reading a certain number of times and stand a chance of winning a prize.</li> <li>- Certificates given out if a child reads a certain amount over a period of time.</li> <li>- A reading passport that gets stamped when a child has read a certain amount.</li> <li>- A half term treat if they read a certain amount over the course of the half term.</li> </ul>	
<p>Actions from issues:</p> <p>Each member to bring 3 pieces of writing to the next Cluster Group meeting.</p>	
<p>CPD requirements:</p> <p>None at this stage.</p>	
<p>What is working well in your year group?</p>	

The group feel that it is useful to know what happens in other schools. Each school is willing to share their practice.

Questions for Head Teachers:

Next meeting

Venue: Holy Family

Focus: Writing Moderation

Date: 21/03/17

Lead Teacher: Kishanda Blake