

# MUSAC Demonstration Primary School

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## Sample K1 - OTJ Progression - No Key Competency

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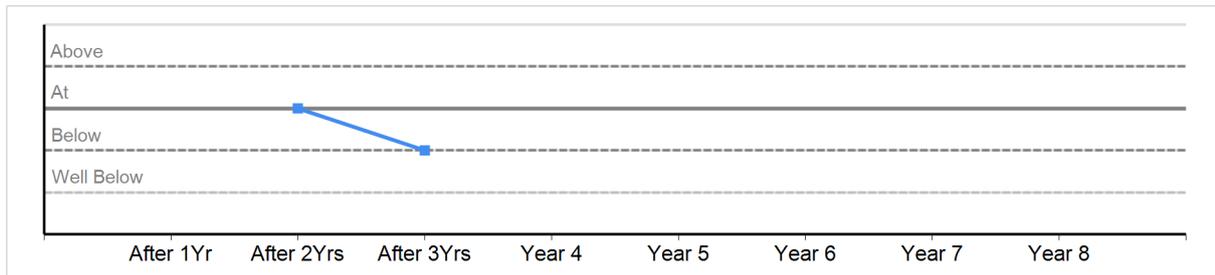
This report indicates your child's progress and achievement in relation to the National Standards in Reading, Writing and Mathematics.

**Name:** Emily Johnston  
**Year:** 3  
**Room:** Room 14  
**Teacher:** Teacher Sutton  
**Attendance:** 187/190 ½ Days Present as at  
27/Jun/2014



## NATIONAL STANDARDS

### Reading



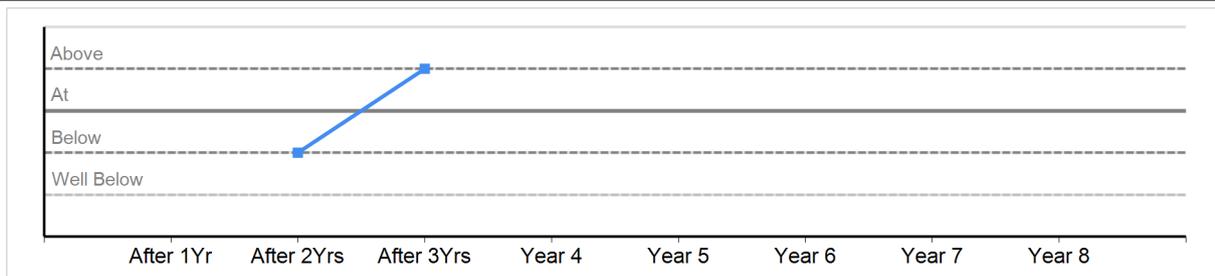
#### General Comments

Emily has progressed steadily in her reading however is still below the National Standard for her year level. During the year Emily has started to think more deeply about what she reads. She responds to ideas, plots and characters in stories and is able to locate ideas and information that are directly stated. She chooses appropriate texts for independent reading.

#### Next learning steps

Next year Emily will be learning to find information in texts that is suggested rather than stated directly, focusing on non-fiction texts for her work in other curriculum areas such as the social sciences and health and physical education.

### Writing



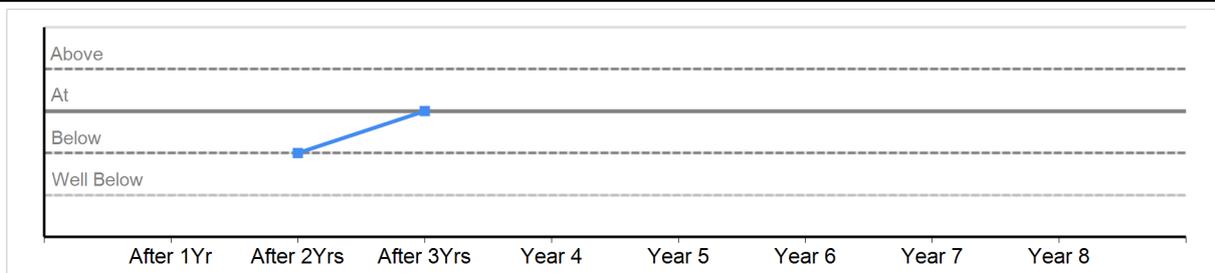
#### General Comments

Emily has worked well in writing this year, and continues to achieve above the National Standard expected for her year level. She can write stories and other kinds of writing to use at school and home, including instructions, explanations and simple descriptions. She loves to write notes to her classmates and has enjoyed the post-box message system we have been using.

#### Next learning steps

Emily has made good progress in achieving her goal of increasing the quantity of her work. We agreed that her next step is to work faster when planning in order to better utilise the writing time and make use of her very good ideas.

### Mathematics



#### General Comments

Emily is enthusiastic about maths and is working at the National Standard. She has learned to break up numbers and solve addition and subtraction problems without counting. For example, she can think of  $18+5$  as 18 and 2 make 20, and three more is 23. She can also find fractions of a set. Emily was interested in our recent work on measurement.

#### Next learning steps

Emily is ready to learn her times-tables and use these to help her solve number problems. She has had success with measurement of length this term and her next step is to understand and use litres and grams.

## General Comments

### How you can help at home:

Continue to read to Emily and ask her to read to you. Help her to make connections with other things she has read and her own experiences.

You may like to help Emily practise her basic spelling patterns. She has some cards to practise with in her book bag.

Help Emily learn her 2, 5, and 10 times-tables. At the supermarket you could ask her to get specific items, e.g. 2 litres of milk, or a 500g block of cheese. This will help develop her understanding of measurement units.

### Key Competencies:

Thinking:

- comes up with different solution to problems
- can make a plan to put own ideas into action

Self Management:

- sets goals and checks own work
- takes responsibility for own actions

### Health & Physical Education:

The standards achieved by Emily in games; short tennis, dragon rugby, gymnastics, dance and swimming have really been first class. Emily is able to plan effectively, perform with high levels of skill and evaluate thoughtfully. Emily is an excellent swimmer and enjoys both the school swimming sessions and the extra-curricular club activities.

### The Arts:

In Dance and Drama, Emily explored the ways that Empathy can be shown through many of the different values we believe in at our School. In Visual Arts Emily used shading to produce a 3-Dimensional effect for our Tornado Art. She used blending with oil pastels to produce texture in our Owl Art project. Emily looked at the elements of composition, using James Rizzi as inspiration, to make an effective piece of Calendar Art. In Music, Emily explored some of the elements of Gospel Music.

### Integrated Curriculum - Science & Social Sciences:

In Social Studies, Emily was able to identify, discuss, and give examples of the 4 different kinds of Sustainability. She identified the many groups she belongs to, and made a generalisation about our roles within those groups.

In Science, Emily could describe some of the adaptations that birds have, and why they have them. She recognised the links between bird adaptations and how they are needed for the birds to survive. Emily was able to describe the many threats that NZ native birds face.

### Special Acknowledgements / Extra Curricular:

Junior Swimming - 2nd in Class relay  
Speech Competition - 1st Place  
Junior Football Team

### General Comment:

Emily has continued to impress me, both in and out of the classroom, with her fantastic attitude and warm, quiet personality. Emily participates and contributes in class consistently well. She is thoughtful, knowledgeable about many things, and always considers her answers carefully. Emily works well both independently and as part of a group. She is, in fact, an excellent team player, never pushing her own agenda or trying to dominate the conversation.

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Teacher

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Principal