

# Statement Bank text file generated by !Generator=0A=  
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# Comments file created by : Chris O'Hara=0A=  
=0A=  
\*ENGLISH=0A=  
[speaking & listening=0A=  
%STUDENT can express %HIMSELF clearly and enjoys contributing to class =  
discussions: %HE listens well. =0A=  
%STUDENT is articulate and %HE enjoys contributing to class discussions; =  
%HE always listens very well. =0A=  
%STUDENT is always ready to express %HIS opinions clearly and %HE =  
listens well to others in whole-class discussions. =0A=  
%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. =0A=  
%STUDENT finds it very hard to listen for any length of time and =  
therefore %HE finds it difficult to contribute in discussions. =0A=  
%STUDENT listens well sometimes but %HE is easily distracted and this =  
hinders %HIS ability to contribute to class discussions. =0A=  
%STUDENT listens well most of the time but %HE has to be encouraged =  
quite often to make any significant contribution to discussion work. =0A=  
%STUDENT's biggest problem is %HIS inability to sit and listen to others =  
with concentration; %HE can make some good contributions to class =  
discussions. =0A=  
%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. =0A=  
%HE too often 'switches off' and easily loses the thread of work in =  
class. =0A=  
\*ENGLISH=0A=  
[reading=0A=  
%HE reads with fluency but lacks some expression when reading aloud.=0A=  
%HE is a fluent and expressive reader.=0A=  
%HE has been reading a variety of fiction and non-fiction books which =  
%HE can recall with great interest. =0A=  
%HE has read a wide variety of stories and %HE can talk about the =  
characters and situations with good recall. =0A=  
%HE is continuing to widen %HIS reading experience with a variety of =  
stories which %HE can recount with enthusiasm. =0A=  
%HE reads clearly but is lacking in expression when %HE is reading =  
aloud. =0A=  
%HE is beginning to become more fluent and therefore more confident in =  
%HIS reading and has covered a variety of stories over the year. =0A=  
%HE has tried very hard and shown a great interest in %HIS reading =  
books, consequently %HE has improved a great deal. =0A=  
%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. =0A=  
%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. =0A=  
%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. =0A=  
A great deal of confidence has been gained by %STUDENT with %HIS =  
continuing progress through the 'Wellington Square' reading scheme. =0A=  
%STUDENT must be encouraged to sound-out letter blends in difficult =

words and not simply wait to be told. =0A=  
%STUDENT does try hard to sound-out letter blends in words that %HE has =  
difficulty reading. =0A=  
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. =0A=  
\*ENGLISH=0A=  
[writing=0A=  
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.=0A=  
%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. =0A=  
%STUDENT has tried hard to check %HIS writing more closely this year; =  
%HE still rushes and finds it hard to spot %HIS mistakes. =0A=  
%STUDENT's stories and other writings are very clear; %HE plans well and =  
the end-product is always intelligently and imaginatively written. =0A=  
%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. =0A=  
%STUDENT enjoys writing once %HE gets started; %HE writes at length but =  
forgets to use %HIS knowledge of well-known rules on punctuation. =0A=  
%STUDENT gives up very easily when writing 'free' stories; %HE has =  
difficulty thinking-out ideas and putting these into a progressive piece =  
of writing. =0A=  
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. =0A=  
%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. =0A=  
%STUDENT finds writing very hard; practise in making-up simple and clear =  
sentences is still essential for %HIM. =0A=  
%STUDENT finds writing exercises hard; %HE has imagination but is easily =  
disillusioned when %HE tries to get %HIS ideas down on paper. =0A=  
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. =0A=  
\*ENGLISH=0A=  
[presentation/handwriting=0A=  
The presentation of %HIS work can be very untidy - %HE needs to spend =  
more time developing this area of %HIS work. =0A=  
When %STUDENT takes %HIS time %HIS handwriting can be very well =  
presented; sometimes %HE does not allow %HIMSELF this time. =0A=  
%STUDENT has difficulties with areas of handwriting; %HE must take the =  
time after each piece of work to check it over carefully. =0A=  
%STUDENT's handwriting can be very untidy; if %HIS approach was more =  
positive I am sure the standard of %HIS presentation would improve. =0A=  
%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. =0A=  
%STUDENT's handwriting and presentation of work is excellent. =0A=  
%STUDENT's handwriting and presentation of written work is very good. =0A=  
%STUDENT's handwriting and presentation of work has made some =  
improvement over the year, but %HE is not consistent in %HIS efforts. =0A=  
%STUDENT's handwriting and general presentation of work can be quite =  
neat and tidy. =0A=  
\*ENGLISH=0A=

[spelling=0A=  
%HE is beginning to make much more use of word-books and dictionaries =  
for correct spellings. =0A=  
%HE needs to make much more use of word-books and dictionaries and not =  
simply make-up spellings most of the time. =0A=  
%HE has tried hard with %HIS spelling exercises and is now teaching =  
%HIMSELF how to improve using the 'look, cover, spell, check' method. =0A=  
%HE always takes the time to check spellings and use dictionaries =  
whenever necessary. =0A=  
%HE needs to take the time and make the effort to look-up words which =  
%HE knows are incorrect. =0A=  
%STUDENT finds spellings very hard, but %HE must make the effort to =  
learn thoroughly any spellings given in class. =0A=  
%STUDENT has worked conscientiously all year on spellings but still =  
needs to stop and think carefully before writing. =0A=  
\*=0A=  
\*MATHEMATICS=0A=  
[using & applying=0A=  
%STUDENT finds problem-solving very difficult. =0A=  
%STUDENT can use %HIS mathematical skills with confidence to =  
follow-through problems and find solutions. =0A=  
%STUDENT shows a lot of initiative when solving problems and seeking =  
solutions. =0A=  
%STUDENT finds investigating problems in maths very hard; %HE needs a =  
lot of encouragement to find solutions. =0A=  
%STUDENT makes a very good effort at solving problems and with =  
encouragement %HE usually finds solutions. =0A=  
%STUDENT makes little effort to begin solving problems and usually gives =  
up without thinking-through any possibilities. =0A=  
\*MATHEMATICS=0A=  
[number & algebra=0A=  
%HE has sound mental recall of number facts.=0A=  
%HE records %HIS work neatly and logically.=0A=  
%HE needs to work on presentation.=0A=  
%HE picks up new concepts quickly and easily.=0A=  
%HE requires plenty of consolidation and practise with new concepts.=0A=  
%HE has improved %HIS skills in multiplication and division but is still =  
careless. =0A=  
%HE has developed more skills in all areas of number work and is making =  
good progress. =0A=  
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. =0A=  
%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. =0A=  
%HE has made excellent progress this year and is very capable in all =  
areas of number-work; presentation of work has improved.=0A=  
%HE always works confidently and clearly in all areas of number and =  
presentation is excellent. =0A=  
%HE has little difficulty in number exercises but does not always apply =  
%HIMSELF as readily as %HE could; presentation of work is usually good. =0A=  
%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. =0A=  
%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. =0A=

%STUDENT has worked well to improve %HIS number skills and has worked = clearly but very slowly. =0A=

\*MATHEMATICS=0A=

[Shape & Space=0A=

In work on shape and area %STUDENT has worked extremely well and fully = understands the work covered. =0A=

In work on shape and area %STUDENT has a clear understanding of work we = have covered in this part of mathematics. =0A=

In work on shape and area %STUDENT has shown interest and can follow = most of the work we have done. =0A=

In work on shape and area %STUDENT has coped well and has understood the = work covered; %HE is methodical in %HIS approach. =0A=

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. =0A=

\*MATHEMATICS=0A=

[handling data=0A=

%STUDENT can interpret graphs with confidence and refer to other data, = such as tables, in order to draw mathematical conclusions. =0A=

%STUDENT has little difficulty interpreting graphs, tables and other = data and is now able to devise %HIS own graphs from information %HE has = recorded. =0A=

%STUDENT can interpret graphs, tables and other information with = confidence; %HE is beginning to successfully understand and devise = different types of graphs. =0A=

%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. =0A=

%STUDENT has improved at interpreting graphs; %HE still needs to follow = information and instructions carefully or %HE is liable to miss the = point. =0A=

%STUDENT can follow simple graphs and can now transfer information from = tables onto graphs of %HIS own choice. =0A=

\*=0A=

\*SCIENCE=0A=

[interest/involvement/understanding=0A=

%STUDENT has shown a keen interest in the science topics covered. =0A=

%STUDENT has always involved %HIMSELF to the best of %HIS ability. =0A=

%STUDENT shows a real interest in the topics we have covered. =0A=

%STUDENT has worked to the best of %HIS ability, showing interest in = most areas. =0A=

%STUDENT shows interest in some topics but %HE relies too much on = others. =0A=

%STUDENT has not shown enough interest in most of the work we have = covered this year in science. =0A=

\*SCIENCE=0A=

[qualifying statement=0A=

%HIS work on the science topics we have covered this year, was of a high = standard showing a good understanding of these areas. =0A=

In following this year's science topics %HE showed a clear understanding = of concepts involved. =0A=

%HE followed the science topics with interest and enthusiasm. =0A=

%HE has problems with understanding some of the work covered in the = science topics this year. =0A=

%HE has had difficulty understanding some of the ideas covered in the =

science topics this year. =0A=  
%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. =0A=  
\*SCIENCE=0A=  
[Practical (Investigations)=0A=  
In practical work %STUDENT finds it hard to work independently and =  
always needs clear guidelines to follow. =0A=  
In practical work %STUDENT works more confidently alongside other =  
children, finding decision-making hard. =0A=  
%HE tackles practical investigations clearly and with enthusiasm being =  
able to work well both by %HIMSELF and with others. =0A=  
%HE enjoys practical work with others and is beginning to think things =  
out more clearly. =0A=  
%HE shows keen interest in all practical investigative work and draws =  
good conclusions from %HIS work. =0A=  
%HE finds it hard to work on practical investigations, both =  
independently and with others. =0A=  
\*SCIENCE=0A=  
[Recording Work=0A=  
%STUDENT's work is always recorded well and illustrates clearly the =  
knowledge %HE has gained. =0A=  
%STUDENT's work is recorded very well; %HIS presentation of diagrams, =  
tables and written explanations is always of a high standard. =0A=  
%STUDENT's written work usually reflects the understanding and knowledge =  
%HE has shown in group and whole-class discussions. =0A=  
%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. =0A=  
%STUDENT's work is haphazard in the way %HE records; %HE relies far too =  
much on others doing the work for %HIM. =0A=  
%STUDENT needs to take more time to think out how %HE is recording %HIS =  
work; %HE has made some improvement over the year. =0A=  
%STUDENT needs to think out %HIS ideas more carefully before recording =  
%HIS work in order to give a clearer presentation showing full =  
understanding. =0A=  
Presentation of %HIS written work is poor; %STUDENT relies too much on =  
teacher supervision in order to complete follow-up work. =0A=  
%STUDENT finds recording work very hard; %HE still needs a great deal of =  
assistance from myself in order to cope. =0A=

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# Statement Bank text file generated by !Generator=0A=

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# Comments file created by : Chris O'Hara=0A=

=0A=

\*Technology (Design)=0A=

%HE uses tools safely and is able to make an appropriate choice of =  
materials.=0A=

%STUDENT produces imaginative designs and follows through with careful =  
planning before the making process begins. =0A=

%STUDENT draws up clear plans and enjoys making the final product, which =

is often very well finished. =0A=  
%STUDENT shows imagination in design and is extremely creative, solving =  
difficulties that arise in the making process.=0A=  
%STUDENT needs to think out designs far more carefully before beginning =  
the 'making' part of the process.=0A=  
%STUDENT is too impatient to spend time in planning and looking for =  
alternatives. Consequently problems arise in the 'making' which cause =  
frustration.=0A=  
%STUDENT is resourceful in finding alternatives when problems arise. %HE =  
looks at work critically and finds alternative ways of doing things. =0A=  
%STUDENT needs to spend more time planning out ideas and materials =  
before %HE starts making. =0A=  
%STUDENT can be thoughtless when using materials and a lot can be =  
wasted; %HE needs to spend more time in thinking-out %HIS ideas. =0A=  
\*Technology (I.T.)=0A=  
Over the year %STUDENT has become increasingly confident in using =  
word-processing on the computer and %HE can successfully find and enter =  
information.=0A=  
This year %STUDENT has enjoyed doing word-processing on the computer. =  
%HE is confident enough to assist other pupils when problems arise.=0A=  
Over this year %STUDENT has learnt how to word-process on the computer. =  
%HE has enjoyed using the computer, exploring much of its potential.=0A=  
This year %STUDENT has used the word-processing program on the computer =  
to support %HIS written work. %HE has also learnt how to select using =  
the 'mouse'.=0A=  
%HE is confident at using the word processor and in saving and printing =  
%HIS work. =0A=  
%HE is beginning to gain confidence using the word processor and =  
printing %HIS work out. =0A=  
%STUDENT has had continued access to computers and is using them with =  
growing confidence.=0A=  
%HE has been able to enter and save data and can confidently access, =  
sort and classify data on a database.=0A=  
%HE has been able to enter and save data and has begun to access, sort =  
and classify data stored on a database.=0A=  
\*History=0A=  
%STUDENT is developing the ability to identify and assess changes over =  
time.=0A=  
%STUDENT has developed the ability to identify and assess changes over =  
time.=0A=  
%HE has used a variety of sources to help interpret the past=0A=  
%STUDENT took great interest in finding out about World War II. %HE =  
produced some good work which demonstrated %HIS understanding of life at =  
that time.=0A=  
%STUDENT has followed the history of the Tudors with interest. Much of =  
%HIS work following discussion and videos on the topic shows that %HE =  
appreciates aspects of life at that time.=0A=  
%STUDENT has been stimulated by the videos on the Tudors to produce good =  
contributions in class discussions and in written follow-up work.=0A=  
Some of %STUDENT's work in history is not thought-out with enough care, =  
although %HE has found much of what we have done on the Tudors quite =  
interesting. =0A=  
%STUDENT has shown interest in history. Unfortunately %HE does not =  
always apply %HIMSELF to written work; %HE is not always positive in =  
class discussions we have had about the Tudors. =0A=  
%STUDENT worked conscientiously on %HIS World War II and Tudor topics =  
and always produces work of a good standard. =0A=

%STUDENT worked quite well on %HIS World War II and Tudor topics and = usually produces work of a good standard. =0A=  
%STUDENT worked fairly well on %HIS World War II and Tudor topics and = can produce work of quite a good standard when %HE concentrates. =0A=  
\*GEOGRAPHY=0A=  
%STUDENT is very quick in using co-ordinates to locate places on maps. = %HE has enjoyed discovering about the people of Pakistan. =0A=  
%STUDENT has tried hard in map-reading but still relies too much on = others to help %HIM. %HE has quite enjoyed the topic of Pakistan and its = people. =0A=  
This year %STUDENT has developed more skills in using an atlas and = map-reading, using co-ordinates to locate places. %HE has shown great = interest in the topic of Pakistan. =0A=  
This year %STUDENT has found map-reading difficult, feeling more = confident working with a partner when using co-ordinates to locate = places. %HE has produced some good work on the Rainforest and Antarctica = topic. =0A=  
%STUDENT has enjoyed discovering more about the people of Pakistan and = their lifestyles. %HE has continued to progress well in map-reading. =0A=  
%STUDENT has shown great interest in discovering more about the people = of Pakistan and their lifestyles. Much of %HIS work has reflected that = interest %HE has shown. =0A=  
%STUDENT has contributed well in discussion about ways of life in = Pakistan. %HE does have problems sometimes concentrating on aspects of = geography. =0A=  
%STUDENT can contribute well when %HE gives full concentration. Some of = %STUDENT's work on the topic of Pakistan has been quite well-produced. =0A=  
Although %STUDENT has problems of concentration %HE has shown interest = in aspects of the geography of Pakistan. %HIS work is sometimes too = careless. =0A=  
Although %STUDENT has problems of concentration %HE has shown interest = in aspects of the geography of Pakistan. =0A=  
\*ART=0A=  
%HE has a good eye for colour and proportion, and uses %HIS = observational skills well.=0A=  
%STUDENT has produced very good work in drawings, paintings and collage = over the year.=0A=  
%STUDENT tries hard and has made a good contribution to classroom = displays with %HIS drawings, painting and collage work.=0A=  
%STUDENT is very talented and always produces artwork which is really = imaginative and of excellent quality. =0A=  
%STUDENT has produced excellent work in drawings, painting and collage = over the year; %HE expresses a vivid imagination through %HIS artwork.=0A=  
%STUDENT is developing %HIS skills in drawing and painting and %HE has = grown in confidence in artwork over the year.=0A=  
%STUDENT finds artwork difficult at times. %HE has a problem using ideas = with confidence but %HE is always willing to try.=0A=  
%STUDENT has very little confidence in art. %HE is much too = self-critical and finds it difficult to follow through help and advice = offered to %HIM.=0A=  
%STUDENT has ability but too often %HE does not see work through to a = satisfactory standard.=0A=  
\*MUSIC=0A=  
Listening to music is an activity that %STUDENT has particularly enjoyed = and %HE is always willing to contribute to discussion. =0A=  
In listening activities %STUDENT has enjoyed the experience and is = becoming more confident in expressing %HIS feelings about the music.=0A=

When listening to music %STUDENT really enjoys the experience and is = good at talking about what %HE has listened to. %STUDENT enjoys singing. =0A=  
When listening to music %STUDENT finds it difficult to sit quietly and = simply enjoy the experience.=0A=  
%STUDENT has contributed well to class singing and shown interest when = listening to music.=0A=  
%STUDENT has enjoyed singing sessions in class and has joined in well in = music-making.=0A=  
%STUDENT needs encouragement to participate fully in singing but has = enjoyed the opportunity to listen to music.=0A=  
%STUDENT lacks confidence and can sometimes behave in a silly way rather = than join in properly. =0A=  
%STUDENT joins in with great enthusiasm when we have class-singing = sessions. =0A=  
%STUDENT has developed an increasing understanding of musical elements = such as rhythm.=0A=  
%HE has performed in a group, maintaining a simple part and presenting = performances.=0A=  
%STUDENT has improved %HIS knowledge of musical elements through various = activities.=0A=  
%HE finds it difficult to keep a steady beat.=0A=  
%STUDENT has had the opportunity to create compositions using a variety = of percussion instruments and to perform as part of a group.=0A=  
\*PHYSICAL EDUCATION=0A=  
%STUDENT has developed good coordination on apparatus and floorwork and = %HE has worked with enthusiasm in all lesson activities.=0A=  
%STUDENT has worked enthusiastically in all lesson activities and %HE = participates well in group-work.=0A=  
%STUDENT is developing good coordination skills and works imaginatively = on apparatus and floorwork.=0A=  
%STUDENT can participate well when %HE tries but %HE needs to listen = more carefully to instructions.=0A=  
%STUDENT is keen to participate but %HE needs to settle down and listen = to instructions much more carefully and develop more self-control.=0A=  
In games activities %STUDENT is an eager participant; %HIS confidence as = a team member has grown over the year.=0A=  
In games activities %STUDENT has shown confidence and enthusiasm and = %HIS skills have developed well over the year.=0A=  
In games sessions %STUDENT has contributed extremely well and %HE has = helped especially to encourage the confidence and skills of younger = pupils.=0A=  
%STUDENT has participated quite well in most P.E. activities but lack of = kit has caused a problem at times.=0A=  
%STUDENT tries %HIS best but still finds some activities quite difficult = to undertake. =0A=  
In games sessions %STUDENT lacks confidence in large group activities. = %HE must try not to be put-off by other children but try to do %HIS = best. =0A=  
\*RELIGIOUS EDUCATION=0A=  
Over the year %STUDENT has made good contributions in class discussions. = In both %HIS comments in discussion and writing %HE has shown great = sensitivity. =0A=  
%STUDENT always gives a lot in class discussion and willingly shares = personal feelings and ideas.=0A=  
%STUDENT always gives thoughtful responses to questions. %HE contributes = well in discussions and is sensitive to others. =0A=  
%STUDENT asks interesting questions which show serious thinking. This =



really helps other children to take a full part in discussions. =0A=  
%STUDENT has shown interest but %HE is not consistent in %HIS efforts =  
and needs to be more confident in discussions. =0A=  
%STUDENT has shown interest and often makes good contributions in =  
discussions about religion. %HIS written work could be more carefully =  
done. =0A=  
%STUDENT listens well to class discussions but unfortunately rarely =  
joins in %HIMSELF. =0A=  
%STUDENT finds listening to discussions quite hard and so lacks =  
confidence when asked to make comments. =0A=  
\*PERSONAL AND SOCIAL DEVELOPMENT=0A=  
%STUDENT has made a good start to year 5 and is settling well into the =  
class.=0A=  
%HE has a wide circle of friends and relates well to adults in school.=0A=  
%HE has established good relationships with %HIS peers and adults within =  
school.=0A=  
%HE has a close circle of friends and gets on well with any adults %HE =  
comes into contact with.=0A=  
%HE socialises well with the other children and relates well to adults =  
within school.=0A=  
%STUDENT has made an impressive start to year 5 and has settled into the =  
class.=0A=  
%STUDENT has made an excellent start to year 5 and has settled easily =  
into the class.=0A=  
%HE is adapting well to the demands of the upper school.=0A=  
%STUDENT is a confident child who is always polite and friendly. =0A=  
%STUDENT is a friendly child who displays a good sense of humour.=0A=  
%STUDENT is generally a quiet child who tends to keep %HIMSELF to =  
%HIMSELF. =0A=  
%STUDENT is a pleasant, friendly child who is always polite.=0A=  
%STUDENT shows maturity and co-operates well in the classroom.=0A=  
%HE shows a positive attitude to %HIS work and school.=0A=  
%HE shows enthusiasm for %HIS work.=0A=  
%STUDENT sometimes shows a little lack of motivation when it comes to =  
work.=0A=  
%STUDENT needs to focus on %HIS listening skills this year.=0A=  
%STUDENT listens well in inputs and contributes to discussions=0A=  
%HE has good concentration skills=0A=  
I would like %STUDENT to focus on improving %HIS handwriting this year.=0A=  
I would like %STUDENT to focus on improving the presentation of %HIS =  
work this year. =0A=  
%HE has made a good effort with the presentation of %HIS work. =0A=  
%HE has made some effort to improve the presentation of %HIS work. =0A=  
%STUDENT needs to take homework a little more seriously, ensuring that =  
work is returned to school at the correct time. =0A=  
%HE has started to take homework a little more seriously, returning %HIS =  
work at the correct time.=0A=  
%HE has worked conscientiously in all areas of the curriculum and made =  
every effort to present %HIS work well. =0A=  
It would be of benefit to %STUDENT if %HE remembers to do %HIS homework =  
and return it to school at the right time.=0A=  
I would like %STUDENT to remember to take %HIS Wellington Square work =  
home every day and to return it to school the next day.=0A=  
%STUDENT needs to remember to bring a complete change of clothes for PE =  
and games every week.=0A=  
%STUDENT is a willing helper and takes responsibility seriously.=0A=  
%HE is capable of working co-operatively within a group as well as =

independently.=0A=  
%STUDENT is not yet capable of working totally independently of adult =  
help and relies on the support of adults for some tasks.=0A=  
%STUDENT finds it easier to work on %HIS own away from the distractions =  
of working alongside other children but needs to develop the =  
self-discipline of not allowing %HIMSELF to become distracted. =0A=  
%STUDENT has had an excellent year.=0A=  
%HE is a good team member with the ability to lead a group and support =  
others sensitively within it.=0A=  
%STUDENT is happy working either independently or as part of a group. =0A=  
%HE has shown great maturity when dealing with %HIS peers.=0A=  
%HE has maintained %HIS enthusiasm for learning throughout Year 5, =  
participating fully in every aspect of the curriculum and beyond school =  
in after-school clubs.=0A=  
This is constantly reflected in the quality of %HIS work. =0A=  
%HE has had a good year academically, achieving good results across the =  
curriculum. =0A=  
%HE takes great pride in the presentation of %HIS work, and the content =  
is of equally high quality. =0A=  
%STUDENT has a very positive attitude to school and works quietly and =  
conscientiously in class. =0A=  
%STUDENT has made good progress over the year and is much better now at =  
settling to a task, having developed a positive attitude to his work. =0A=  
%STUDENT has had a good year and continues to make good progress in %HIS =  
work. =0A=  
%HIS levels of concentration have shown an improvement over the year. =0A=  
%HE has a sensible and mature attitude to school. =0A=  
%HE is gaining in maturity and confidence, working towards greater =  
independence in %HIS work. =0A=  
Over the year %STUDENT's confidence has noticeably blossomed. =0A=  
%HE has a close circle of friends which has remained fairly constant =  
throughout Year 5. =0A=  
%HE is a sociable child with a number of friends within the class. =0A=  
%STUDENT is a happy, friendly child of a confident disposition. =0A=  
%HE has enjoyed good relationships with the others in the class and =  
maintained a close friendship circle throughout the year. =0A=  
%HE is a confident and outgoing child who has developed a wide circle of =  
friends and also has good relationships with adults around school. =0A=  
%STUDENT has been a lively personality in the class, enjoying good =  
relationships with a wide circle of friends. =0A=  
%STUDENT is becoming more able to co-operate when %HE is working within =  
a group, depending on the nature of the task. =0A=  
%STUDENT can, however, have a tendency to distract others from their =  
work and %HE needs to learn to respect their need to concentrate. =0A=  
%HE can, however, be easily distracted when listening to inputs and %HE =  
would do well to sit away from %HIS friends at these times so that the =  
temptation is not so great! =0A=  
%STUDENT lacks a little confidence in class discussions and will hold =  
back unless encouraged to participate verbally. =0A=  
%HE is much more confident on a one to one or in a small group =  
situation. =0A=  
%STUDENT is a friendly but quiet child who lacks confidence when =  
speaking to the class and joining in with class discussions. =0A=  
As a consequence %HE seems to find it easier to work independently =  
rather than within a group. =0A=  
%STUDENT needs very clear structures to work to and much support to =  
ensure that %HE focuses on a task and completes it within a given time. =0A=

%HE has a circle of friends with whom he socialises well during =  
breaktimes. =0A=  
%HE is a popular child with a wide friendship group among %HIS peers. =0A=  
%HE has the odd tiff with %HIS friends but this always appears to =  
resolve itself very quickly. =0A=  
%STUDENT has worked with enthusiasm throughout his time in Year 5, =  
showing a positive attitude in all that %HE tackles. =0A=  
%STUDENT has had a good year and has continued to make progress in all =  
areas of his work due to %HIS positive approach. =0A=  
%STUDENT is a quiet child with a good attitude towards %HIS work.=0A=  
%HE has a very positive attitude to school which is reflected in the =  
standard of %HIS work and %HIS continued ability to focus on the task in =  
hand. =0A=  
%STUDENT has a good attitude towards school and is well motivated and =  
conscientious in class. =0A=  
In group situations, %STUDENT, is a good team member, making valuable =  
contributions and supporting others. =0A=  
When working in a group %HE is a good team member, making valuable =  
contributions to the work. =0A=  
%HE is a good team member in group work situations as well as being =  
capable of working well on %HIS own. =0A=  
%HE is a well-liked member of the class and I have enjoyed having %HIM =  
in my class this year! =0A=  
%HE is a happy and popular character in the class and I have thoroughly =  
enjoyed having %HIM in my class. =0A=  
%STUDENT has worked well and with enthusiasm throughout the year.=0A=  
%STUDENT has much enthusiasm in particular areas of the curriculum which =  
I'm sure %HE will develop successfully. =0A=  
%HE has good concentration and settles well to tasks in class. =0A=  
%STUDENT has proved %HIMSELF to be hardworking and motivated in most =  
areas of %HIS work. =0A=  
%HE still occasionally forgets %HIMSELF and becomes distracted, and can =  
be prone to chattiness. =0A=  
%HIS maturity has continued to develop and %HE shows great sensitivity =  
towards others. =0A=  
%HE has a close circle of friends and is very supportive to others =  
within the class, helping those who need it whenever %HE can. =0A=  
%HIS good-natured and helpful disposition has been an asset to the =  
class. =0A=  
Throughout the year, %STUDENT has always been polite, helpful and =  
co-operative. =0A=  
%HE has always behaved well in class. =0A=  
On the whole a good year, but %HE would do well to improve on %HIS =  
concentration and listening skills for next year.=0A=  
%HE has a mature and responsible attitude to %HIS work and to %HIS =  
chores around the classroom. =0A=  
%HE is a friendly, helpful child who relates well to %HIS peers and is =  
confident in %HIS dealings with adults. =0A=  
%HE is a friendly child and has had good relationships with any adults =  
%HE comes into contact with in school. =0A=  
Although mostly of a sensible and studious nature, %STUDENT can have =  
spells of silliness and giggly behaviour which can be detrimental and =  
%HE would do well to learn to control these in the classroom environment.=0A=

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