

Supporting More Able Pupils at Woodside Junior School

In maths, pupils are given the opportunity to complete 'could' and 'could even' tasks. They are given the opportunity to solve problems, spot patterns, explore and investigate mathematical problems, evaluate their own learning and refine their thinking.

In Writing, pupils are given opportunities to write independently, away from the confines of model texts. This enables them to draw independently on their existing knowledge and what have they read.

In Reading, pupils are taught the skills of inference through VIPERS lessons in interesting ways using texts, images and videos. Questions stems encourage pupils to create and evaluate eg What would this character think if? Using evidence from the text, what do you think? Did the book have an effective ending? Can you think of an alternative solution to a problem in the book? Pupils are set for reading in Y3 once a week to challenge and extend. Book clubs for more able readers led by reading lead.

Pupils are given the opportunity to pursue their own lines of interest and curiosity, for example when researching animals of the Himalayas in Year 4 or animals and their adaptations in year 6. Homework projects for more able to extend and research eg coastal towns in Y3, European cities in Y4.

In Science, opportunities to generate their own lines of enquiry, evaluate and critique conclusions and solve problems. Opportunities to make connections, justify reason, draw conclusions, explain to others, ask questions and present ideas. Opportunities for pupil led investigations and collaboration.

Opportunities across the curriculum to work collaboratively, present and debate.

Performance
Opportunities for pupils who play instruments to showcase their talents in a concert each Summer. Productions: Y3 Harvest, Y4 Christmas, Y5 Easter, Y6 Summer Choir performances

Pupils are given the opportunity to present their thinking in different ways, for example, life line graphs in History, presenting to a Judge in English, debating

Opportunities in History, Geography and Science to answer 'big questions' at the end of a unit to draw on their knowledge and skills, deepen their thinking and make connections in their learning.

Additional opportunities
-Year 6 most able maths group post SATs with volunteer teacher
-Blogging club for more able writers in year 5
-Your School Games- for more able pupils in PE
-More able PPF girls invited to Challoners for Science day
-Mini enterprise in Y6

Challenge cards that go over and above set work in Maths and Science available to pupils

Opportunities to share viewpoints, knowledge and explain to others.

Opportunities to think critically and consider contradictions by teaching vocabulary such as 'perhaps', 'might', 'the evidence suggests', for example why our view of the Vikings is partial because of who wrote some accounts.

Who, What, Why, Where, When? images in a range of curriculum subjects to get children thinking and reasoning, justifying and explaining and making connections to prior learning.



Competitions
-Bebras- computational thinking competition. National with 3 rounds for more able.
-Maths competitions

In PE, there are challenge cards for each lesson. Pupils are given opportunities to think about how tasks can be made more challenging or easier and have opportunities to demonstrate and lead warm ups. Pupils are signposted to clubs when they show a skill for a sport eg table tennis, cross country, athletics, football

Activities such as diamond 9s, 'What if?' questions and 'Odd one out' across the curriculum to encourage discussion, justification, evaluation and analytical skills. PMI (positive, minus, interesting) facts about a given picture gives pupils the opportunity to draw on knowledge and make connection, give a viewpoint.

What if the ice caps melted?

