Hartwell Primary School

Policy For English

Hartwell Primary School

Policy for English

Aims

At Hartwell, we aim to give a broad and balanced education by fostering the development of the whole child. We believe that children, parents, staff and governors working together can only maintain high standards.

At Hartwell, the enthusiasm of the teaching and learning of English begins with the buzz of the Early Years classroom and is continued throughout the Key Stages. The children are encouraged to be independent, to have shared responsibility for their learning through individual target setting, responding to our high expectations of achievement.

> 'English has a pre-eminent place in education and in society. A high- quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently, are effectively disenfranchised'
>
> The National Curriculum 2014

Our policy for English will –

Develop children as effective speakers and listeners, teaching them to:

- use the vocabulary and grammar of standard English
- formulate, clarify and express ideas
- adapt their speech to a widening range of circumstances and demands
- listen, understand and respond appropriately to others

Develop children as effective readers, teaching them to:

- read accurately, fluently and with understanding
- understand and respond to a range of texts

- draw upon a range of breakdown strategies when reading
- ask questions of the text as they read: I wonder? What does x mean?
- read, analyse and evaluate a wide range of fiction and non-fiction texts, including literature from other cultures and traditions

Develop children as effective writers, teaching them to use:

- compositional skills – developing ideas and communicating meaning to a reader using a wide ranging vocabulary and an effective style organising and structuring sentences accurately and whole texts coherently
- presentational skills – accurate punctuation, correct spelling and legible handwriting
- a widening variety of writing genre for different purposes

Planning and Time Allocation

In Key Stage 1 and 2, NC objectives are taught in a daily-dedicated Literacy hour. In the autumn term of Reception class, there is an integrated day where literacy takes place throughout the day. In the spring and summer term, dedicated literacy time becomes more prevalent.

We continually look for opportunities to apply the taught literacy skill in other subject areas and actively promote the high standards that we promote in English lessons whenever writing takes place.

Across our school, we recognise the importance of carefully preparing children before the writing process begins so that their later written work is as rich as it can be. As a result, teachers routinely organise Talk for Writing opportunities (prior to writing) such as:
- Watching audio of the genre being 'performed' in a real life setting i.e. hearing a radio advert, watching a cookery show for instructions…
- Producing story maps
- Organising puppet shows
- Participating in carefully planned drama activities to generate and collect inspired language choices
- Visiting a particular location for a valuable first-hand experience
- Carrying out Debate-Mate style activities to explore characters or a text
- Examine professional texts to discuss and absorb language styles

Long Term Planning

All class teachers complete a long-term plan for the school year in which narrative, non-fiction and poetry units are planned with a suggested outcome against each terms topics. If necessary, these are revisited to and adapted as the year progresses. A copy is given to the English coordinator to monitor genre coverage across the school. (See Appendix 1)

Short Term Planning

A common format is used throughout school for short term planning which is slightly modified to incorporate the Early Learning goals in Reception (see Appendix 2) and for the needs of each key stage (see Appendix 3). Short-term plans refer to clear learning objectives and focussed success criteria.

Links with Other Subjects

All cross-curricular links are identified clearly on the long term topic map for that half term and they are referenced on the short term plan for that week.

Teaching and Learning

Learning objectives are clearly shared with the children at the start of every lesson. The children's active involvement and interaction is an integral part of our approach to teaching and learning. At the start of a lesson, the Learning Objectives are clearly broken down into a number of **Success Criteria** that enable the children to clearly work towards the said Learning Objective. The Success Criteria uses familiar language for each genre that is used consistently across the key stage.

The class teacher at the start of a topic can generate success criteria, though as children become familiar with a genre they may lead the setting of the SC. In fact, the SC are actively used throughout a lesson by the children to assess their own work or to get prompts as a self-help tool.

Every class in school displays what **'Good writing should have'** for that age group. These criteria reflect non-negotiables expected for that class when they write.

In every Literacy lesson, the exploration and development of language is an integral part of the learning that takes place. Therefore, the use of **language books** is a necessary and daily part of Literacy lessons at Hartwell in KS2. Language can be entered into them via any of the following activities:

- When children magpie words used as part of the shared writing part of whole class teaching
- During class quiet reading when words are discovered in their books and subsequently shred with the class
- Reading at home
- When peer assessing and the subsequent discovery of new words.

Language books should be a valued resource that the children naturally turn to store exciting language that they have come across. **Class flip charts** are also a means of storing language that have been explored during lessons. **Literacy stimulus displays** are also used to store examples of ideal language choices, genre key features and snapshots of excellent work from children against these genres.

We use a variety of teaching methods including whole class, group, paired and individual activities. The careful questioning skills of the teacher provide challenges for the children and support a well-paced lesson. The children are grouped according to their individual needs (though mixed ability seating is a common feature especially as you move up through the school) and to fulfil the objectives of the lesson.

Support Staff

Classes in Key Stage 1, have Teaching Assistants (TAs) during the teaching and learning of Literacy. In Key Stage 2, TAs support those children directed by the class teacher, which may include those with Individual Education Plans (I.E.P's) right up to the most able children.
The class teacher:

- identifies who the TA will be working with on the short term plan
- prior to the lesson, shares the learning objective and success criteria for groups and individuals that the TA will be working with
- The TA reports back assessments to the class teacher before the next session.
- Quality-first teaching is recognised as having the greatest impact on a child's learning and should be used prior to the use of any interventions which should be utilised with consultation with the English coordinator &/or the SENCO
- Interventions do not take place during literacy sessions but at an alternative time slot in the school day.

Special Educational Needs

Children with special needs in English are identified at the earliest opportunity. The class teacher, in consultation with the school's Special Needs Co-ordinator (SENCO), assesses the child's needs and for children (who are identified as SEN support) an IEP with appropriate targets is put into place.

SEN children receive equal time with both the TA and the class teacher as does the highest ability children. An adult regularly remaining seated with a table for the whole

lesson or a series of lessons is avoided to ensure children are able to work with independence. An ideal model is the rotation of adults around a room.
Children are withdrawn from Literacy lessons as a rarity and with the agreement of the Literacy coordinator and/or SENCO.

Monitoring, assessment and the involvement of any other outside agency, is within the guidelines stated in the LEA's Code of Practice.

IEP's identify any resources needed in order to enable any child with a disability to participate fully in the English Curriculum.

Resourcing for Special Needs

We have a range of books in school to support the more or less able reader. We also have extra intervention programmes to support phonic and reading development. The following programmes are in place to support children, who with extra support will be able to achieve the nationally expected standards for the key stage 1 and 2 standard assessment tests.

The following interventions are used in school and should be initiated only after a discussion with the SENCO or Literacy coordinator:
- Switch –On (used when a child's reading decoding is behind their CA and when phonics does not seem to have an impact), this is carried out 1:1.
- Inference Training (used when reading decoding is age appropriate but the level of reading comprehension is behind their CA.) This is a half-termly course carried out in a small group setting about 3 times a week.
- The removal of children from these programmes is largely governed by performance data, though should a child's progress stall then a discussion should be had with the literacy coordinator as a matter of urgency.

Assessment, Recording and Reporting

Summative Assessments
Key Stage 1

- Phonics screening- Year 1
- Ongoing phonics assessment carried out half termly to assess sound knowledge.
- Statutory Standard Assessment Tests (S.A.T's) in the Summer term – Year 2
- Half termly STAR reading tests to determine new ZPD when on AR in Year 2

Key Stage 2

- Optional tests from Testbase – Years 3, 4 and 5 – May

- Statutory Standard Assessment Tests (SAT's) – Year 6 – May
- Half termly STAR reading tests to determine new ZPD in AR
- Regular book quizzes after finishing a reading book

Home/School Communication

As a school, we recognise the importance of working closely with parents and the following strategies are used to guide this process:

- Home/school reading diaries are used to record whenever reading takes place and to communicate messages between school and home.
- As the children progress through AR, parents can log onto Home-school connect in order to monitor their child's progress against set targets, their reading diet and their performance on book quizzes.
- Teachers will also engage parents when a special piece of work has been completed that reflects that child's very best effort.

<u>Assessment and Target Setting in Key Stages 1and 2</u>

- In September, the class teacher using DCPro sets targets for the individuals within their class; they target attainment in reading and writing.
- Individual targets that relate to the children's day-to-day writing attainment are generated collaboratively with the children throughout the year and are dated and recorded in the front of their books (see Appendix 4). The children play an active part in monitoring these targets.
- The children's day-to-day targets are formally shared with parents at parents' evenings in October, Interim reports sent out in February and end of year reports sent out in July.

<u>Writing:</u>

Writing is assessed through collaborative sessions where members of the SLT moderate work. Symphony grids are used as guidance in these sessions. EYFS: Phonics and daily morning task will be recorded through DCPro observations. The children complete five Literacy activities a week, there work will be displayed on their personal wall space. This will then be stored at the end of each term in their own folder.

<u>Phonics</u>

Early reading skills are taught using synthetic phonics. Phonics sessions are supported by resources from the 'Read Write Inc' program, but do not follow the same process

as 'Read Write Inc' in order to the meet the needs of the pupils in our school. This provides us with a fast-paced, consistent approach that enables pupils to make progress in their early reading skills, whilst also retaining and applying these skills into more complex texts and comprehension further in their education.

Across EYFS and KS1, phonics is taught through a daily 'Speed Sounds' lesson which is structured based on the Read Write Inc programme. Pupils are taught through whole class teaching. Any pupils who are working below the year group expectation will be taught within a separate group, whilst any pupils who are exceeding their year group's expectation may join the year group above.

All KS1/EYFS staff are trained to deliver this programme and each session is structured as follows:

Say the sound: (e.g. ee)

Read the sound: (e.g. ee-what can you see?)

Review the sound: (spot the new sound in the pack).

Read the words: (phonics word cards-e.g. s<u>ee</u>, thr<u>ee</u>, b<u>ee</u>n, gr<u>ee</u>n, s<u>ee</u>n, sl<u>ee</u>p).

Review the words: (words from previous lessons).

Reading assessment: (children read a few nonsense words)

Spell with Fred Fingers: (words to spell choose 2-3 e.g. see, three, been, green, seen sleep).

Spell review: (children write 2-3 previously taught words).

Sentence Construction: Children write a simple sentence include 2/3 words from the sound, as well as tricky/high frequency words.

The phonemes (sounds) are systematically taught before the children are shown how to blend them for reading and segmenting them for writing. Alongside this, pupils are taught the 'high frequency words' (those words that do not entirely follow the phonic rules). Staff receive regular training in the teaching of phonics, which ensures that they deliver interesting, interactive sessions that engage and motivate the children.

More detailed information on Phonics at Hartwell is available in the Phonics policy.

Assessment

The children are taught within the set that is appropriate to their level of development. They are assessed regularly through formative assessment with a termly summative assessment (phonics screening check). Equally, these assessments enable members of staff to identify a weekly **phonics reading book** for home reading that matches their current phonics ability.

In EYFS, summative assessment includes sounds from appropriate set for each child, selection of high frequency words and tricky words.

In Y1, summative assessment includes Phonics Screening Check, as well as an assessment of the sounds within the set that they are working at.

Expectations for each Year group are in Appendix 7

Reading:

During guided reading, the children are organised into ability groups (previously based on AR reading ages). Using the reading grids from the Symphony material (Appendix 6), class teachers select appropriate targets as a focus for the sessions; the grids are annotated as necessary to reflect progress against these targets.

Whenever a KS2 child completes a reading book, they complete a quiz, which assesses their understanding of that book and the vocabulary within it.

Half-termly STAR tests give a more detailed picture of the child's RA, their position within the cohort, their progress over time and if an intervention is needed. KS1: In Y1 children have individual symphony grids that are highlighted using evidence from individual reading. As the year progresses, groups of children then move on to guided reading and this is assessed as above and continued throughout Y2.

EYFS: Reading is recorded in DCpro at the end of each half term. There are four focus children a week who will be observed against word level (Literacy).

Further detail on reading at Hartwell is available in the school reading policy.

Reports: Key Stage 1 and 2

An annual report is sent out to parents at the end of the academic year. This includes individual targets and informs parents whether the child is working above, in line with or below the expected level for his/her age group.

An interim report is also sent home in January that tells parents their child's progress towards their end of year target and current Reading and writing targets as well as effort grades.

Using DCPro

- Targets for groups/individuals should be set within TT and updated termly as necessary
- TT is used to store the child's current attainment and their end of year targets. The end of year targets can be adjusted against a child is improving performance.
- Assessments made will be moderated and evidence required through monitoring procedures (i.e. scrutiny of work, observations etc)

Monitoring and Evaluation

Varieties of strategies are used in monitoring and evaluating English throughout the school. This informs specific targets to be included in the School Improvement Plan for future developments and the raising of standards.
These strategies include:
- Classroom observations by the Head teacher and curriculum coordinator
- Looking at teacher's planning;
- Looking at children's work;
- Analysis of statutory and non-statutory results.
- Pupil interviews and surveys

The English coordinator is also responsible for feeding back to the governing body on:
- The success of new initiatives
- End of year data
- Trends in data across years

Professional Development

We are heavily committed to providing an extensive training programme for all staff to support the raising of standards in English. These programmes are incorporated in our School Development Plan.

Resources

- The school library provides fiction and non-fiction books for the whole school.
- Literacy displays are prominent throughout the school
- Books are displayed within the classrooms to support units of work
- ICT resources are stored centrally on the computer system and are also available on IPads

Health and Safety

All Staff manage their environment to ensure the health and safety of pupils and themselves.

Gifted & Talented

Children are identified as gifted and talented by using standardised scores from their end of year SAT tests for reading and writing. At Hartwell we operate a mastery approach where children are encouraged to go deeper. In writing this may be to use sophisticated stylistic devices in their writing such as varying the tone of formality. In

reading it may be to read challenging texts but also to gain a deeper understanding of a whole class text: looking at a characters motives.

Importantly at Hartwell, class teachers have ambition for all of the children in their daily care and provide no ceilings for any child's achievement
The access to high order skills are not just privy for those deemed more able but can be more widely accessed with the correct support.

Cross Curricular Opportunities:

English is cross-curricular in nature. Speaking and listening, reading and writing are an integral part of all other areas of the curriculum. Specific skills can be transferred from literacy teaching into other areas i.e. report writing can be taught in literacy and developed in Science. Chronological writing can be used in history to develop sequenced information and explanations and non-chronological explanations can be used in Geography. Awareness of text and language features can be developed through literacy and transferred to other areas of the curriculum. However, in order to develop pupils' literacy skills we devote a considerable amount of our teaching time to this subject in its own right.

Equal Opportunities

Equal opportunities in English are addressed as follows:
- Pupils with special needs have equal access to the English curriculum using differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies are used to maximise access to the curriculum for pupils learning EAL.
- Respect for cultural and linguistic diversity is promoted using resources on multi-cultural themes.
- Attainment of boys and girls as well as achievement of other groups (SEN,EAL,FSM,LAC) is carefully monitored.

Sally McCulloch
English Coordinator
June 2023

Appendix 1:

English Medium Term Map –Year 5						
	Term 1 (WW2)		**Term 2 (Planet Earth)**		**Term 3 (The Romans)**	
Narrative (focus text)	**Narrative**– Dunkirk: (2 weeks) **Film narrative**-The Blitz & The Blue Shadow : (2weeks) **Friend or Foe by Michael Morpurgo**		**Narrative**– Stories from other cultures (3/4weeks) **Kensuke's Kingdom**		**Narrative**– film narrative: The Piano (3 weeks) **The thieves of Ostia by C Lawrence**	
Suggested final written outcome	Narrative looking at the balance of SAD in their writing.	Looking at 5 senses and figurative description in writing	Aboriginal narrative writing Narrative—what happened next? (Based on Kensuke's Kingdom)		Narrative writing : based on a chase scene.	
Non-Fiction	**Recount:** News report (3 weeks)	**Non– Chronological reports (3weeks)**	**Persuasive Text:** Adverts/ brochures (3 weeks)	**Discussion Text:** Saving the environment (3 weeks)	**News scripts** for broadcast (3 weeks)	**Instructional text: How to be the perfect Roman soldier**
Suggested final written outcome	A news report on the outbreak of war **(History link)** DEBATE	Reports on Battle of Britain evacuations **(History link)**	A 'Come to Volcano Island' tourist brochure **(Geog link)**	A **class debate** on saving the environment and a written text. **(Geog Link)**	News scripts and broadcast **(History Link)**	A detailed manual on being a soldier **(History Link)**
Poetry	**Vocabulary building:** similes and metaphors (1 week)	**Structure:** cinquain (1 week)	**Vocabulary building: (**1 week) Figurative language	**Structure:** Spoken word poetry/ Rap (1 week)	**Vocabulary building: (**1 week) Words with a Roman origin	**Structure:** Poetry appreciation (1 week)
Suggested final written outcome	Read, write and perform their own poetry.	Read and respond to cinquains & write their own.	Read, write and perform their own poetry.	Listen to, read and respond to raps. Then create their own raps.	Read, write and perform their own poetry.	Research a particular poet. Personal responses to poetry. Recite poetry.

Appendix 2.

Autumn 1: Week 2

	Text:	Focus	Whole class reading	Activities
Monday	Elmer	Word Level Work	Discuss book language- title, author, illustrator, fiction. What do we know about the book from the front cover? Read the first page with some adjectives covered. Ask children to help decide which words are missing. Read page 2 and talk about what parts of Elmer are the same/ different to the other elephants.	Children to describe the elephants on page 1. Create a list of adjectives that they have used.
Tuesday	Elmer	Sentence Level Work	Looking at the 2nd page, discuss with the children what a sentence is and give an example of using one to describe Elmer e.g. Elmer was yellow.	Children to work in WPs to think of a sentence to describe Elmer. In partners share their sentence.
Wednesday	Elmer	Inference	Read up to and including page 4 of Elmer. Ask the children to think about what "slipped away" means and then why they think Elmer has done this.	Children to think on their own about their answer before sharing it with their WP. Using lolly sticks take answers and discuss these with the class.
Thursday	Elmer	Performance	Read up to and including page 5 of Elmer.	Get children to pretend to be other animals. T to take on role of Elmer and as T walks past children they say the sentence "Good Morning Elmer". T to reply "Good Morning". If children are confident one of them can then be Elmer.
Friday	Elmer	Recall	Read the whole story to the class.	Children to help T to recall the key events using the pictures as prompts.

Autumn 1 MTP

Area	Week 1 2.9.19	Week 2 9.9.19	Week 3 16.9.19	Week 4 23.9.19	Week 5 30.9.19	Week 6 7.10.19	Week 7 14.10.19	Week 8 21.10.19
Key Events	INSET 1st day at school!		Baseline Full Time		Let's Read (1st Oct)		Open afternoon 17th?	Parent's Eve 23rd/ 24th
Key Texts	Starting school texts	Elmer	Elmer and Aunt Zelda	Elmer and Rose	Elmer and the hippos	Elmer and grandpa Eldo	Elmer and the race	Elmer and the Rainbow
Writing	Name writing	Name writing	Letter formation (RWI) Name writing	Letter formation (RWI) Name writing	Letter formation (RWI) Name writing	Letter formation (RWI) Name writing	Letter formation (RWI) Name writing	Letter formation (RWI) Name writing
Maths	Number songs Value of 1	Number songs Value of 2	Number songs Value of 3 White Rose	Number songs Value of 4 White Rose	Number songs Value of 5 White Rose	Number songs Value of 6 White Rose	Number songs Value of 7 White Rose	Number songs Value of 8 White Rose
CL	Listen to stories Respond to adult Follow instructions Circle Time	Listen to stories Respond to adult Follow instructions Circle Time	Listen to stories Respond to adult Follow instructions Circle Time	Listen to stories Respond to adult Follow instructions Circle Time	Listen to stories Respond to adult Follow instructions Circle Time	Listen to stories Respond to adult Follow instructions Circle Time	Listen to stories Respond to adult Follow instructions Circle Time	Listen to stories Respond to adult Follow instructions Circle Time
PD	Strength poses Fine motor activities	Strength poses Fine motor activities	PE Strength poses Fine motor Daily 'mile'	PE Strength poses Fine motor Daily 'mile'	PE Strength poses Fine motor Daily 'mile'	PE Strength poses Fine motor Daily 'mile'	PE Strength poses Fine motor Daily 'mile'	PE Strength poses Fine motor Daily 'mile'
UW/ PSED	My family-	Jigsaw- All about	RE	RE	RE	RE	RE	RE

	Literacy Short Term Planning		Key Texts: Poetry Unit 1— The Power of Imagery (2 weeks)	
	Year: 6 Term :1 (1st half) Week:1		Linked Subjects:	

	Learning Objective & Success Criteria	Whole Class Shared Reading and Writing	Guided and Independent Group Tasks Including Differentiation	Plenary
Mon	Recognise examples of personification in poems SC Simile= Personification= Metaphor=- Alliteration= Onomatopoeia= Use PEEL structure (write example)	What do they remember about what imagery is =that imagery is the term to describe the pictures that writers and poets put into their readers' minds through the use of carefully chosen words and phrases. *What devices do poets use to create imagery?* Brainstorm (e.g. simile, metaphor, personification, alliteration, onomatopoeia), and work together to define and give an example for each term. (Add to the poster as the unit develops+ keep on stim display) Display on iwb – **Fog** by Carl Sandberg. CT reads. Ask the chn to close their eyes closed focusing on trying to picture what the poem is about. Read together. *How does the poet create the image of the fog?* Write 'personification' on the w/b. *What does this word mean?* Write a definition: Giving human (or sometimes animal) traits to non-human or abstract things. Look again at 'Fog' – *how does the poet want us to picture the fog? Why is the fog represented as a cat? Brainstorm and share.*	Highlight examples of personification in pairs **Two Sunflowers Move in a Yellow Room** by William Blake. *How are the sunflowers like humans?* The sunflowers are given human characteristics – they talk, they feel tired, they want a room with a view! Return to the poem **Fog**. In this, it is almost as if Fog is alive – either human or possibly feline (cat-like). Ask: *What does personification add to a poem?* Extension:read the two poems used in whole class session. They then brainstorm a list of weather types or effects, e.g. snow, frost, rainbow, hail, sunshine, etc. Each pair should pick two from their list and write short sentences which personify those weather effects. Work through comprehension questions using the peel structure when possible. Differentiation: Me with LA as a guide	Return to both poems and talk through the PEEL answers.
Tues	Understand concept of personification SC Personification= Use PEEL structure (write example) What's the weather like? What verbs describes this noun? Add a clause to explain why or how	In pairs Ask chn to identify examples of personification on the poem. *What is it about the garden in spring that suggested clothes to John Foster?* The garden changes from its dark clothing to much brighter garments. *How is this matched in nature?* Encourage chn to think about the clothing that they wear at different times, dark and heavy winter overcoats, hats and scarves making way for the brightly coloured T-shirts and shorts of summer. Compare the mood of the two poems; in what ways do they contrast. Which words and phrases create the moods? Focus on the use of the 5 senses to bring the poem alive to the reader.	Model creating own personification: what is the weather like? Rain and a dagger. What verb describes this noun? It stabs. Put it together the rain stabs the ground <u>in its relentless fury.</u> (This shows the force of the rain). Using the picture stimulus of different weather conditions and autumn scenes the children are to create their own personification using the SC for structure.	Throughout the lesson use mini plenaries to share excellent examples that use the SC. Use peer assessment and adult assessment.

Appendix 3:

Daily Plan **Monday 6th November**

8:55 Register and Days of the week

9:00 Phonics
JN - recap phonics sounds learnt using the flashcards. Recap the letter names.
Recap tricky words using flashcards and notice spelling patterns. Ask children to write these words from memory.
Introduce new tricky word MUM - model writing on the board, ask children to write the word three times as quickly as they can.
Say the sentence 'mum said run' model writing the sentence, notice the spellings, capital letter, full stop and finger spaces, count the words in the sentence. Remove the words mum and run and ask the children to write the sentence independently - remind the children spelling of said is provided on the board.
11 children- Keira, vincent, jack, alistair, georgia, alfie cp, joseph, emily, olly, jacob w, holden
LF - recap phonics flashcards saying the sound and doing the action together. Introduce the next sound - e - model writing e on the board, look at pictures of e words, whose sound is e? Model writing words beginning with E. Children practice writing e on their whiteboards. Can you write egg?
Recap tricky words using flashcards and return to class

Choosing -
JN - Junk modelling - introducing design sheet and photos for the area walls and tapestry
LF - 1-1 Reading

10:10 Snack and Story

10:35 Playtime

10:50 Recap the phonics learnt so far and the tricky words - focus on is it in and model writing these on the board
LF - children write the sentence on a whiteboard... is it in and finish it off eg is it in the tray is it in my pocket is it in the box etc - children use their own phonics and complete independently
JN 11 children- Keira, vincent, jack, alistair, georgia, alfie cp, joseph, emily, olly, jacob w, holden - children write is it in on a whitebaord
Continue as before playtime **Choosing -**
JN - Junk modelling - introducing design sheet and photos for the area walls and tapestry
LF - 1-1 Reading

11:55 Lunch Time

1:15 Register and Teddy Tim *LOs To retell a simple past event in the correct order (30-50) To listen to others in small groups (30-50)*

1:30 Children choosing - cover in class
LF - Meeting Jamie
JN - Special Snack - making pizza in groups, discussing the foods used and size and quantity using mathematical language, more less, bigger, smaller etc
Please take a photo of every child making their pizza or with their completed pizza that we can use as a writing stimulus.

2:30 Playtime

2:45 LF - Counting skills - counting actions and objects in a group - sit in a circle and play dice game higher or lower
JN - Special Snack - finishing off/tidying up
Home time

Appendix 3:

	Learning Objective & Success Criteria	Whole Class Shared Reading and Writing	Guided and Independent Group Tasks Including Differentiation	Plenary
Mon	To accurately use an embedded clause SC With a noun At end of sentence Use connective to link clauses. Interesting /powerful	Share the –ly and ily spelling patterns. Look at root words and how they change. Discuss the meaning of the words and model their use within a sentence. Present a simple sentence and model where I could embed a clause. What is the job of a clause? Where else could a	Individually, sentences with embedded clauses using the adverbs from the spelling lists we have looked at. JK start HF lists with LA spellers. LA writers stick to the single golden rule of add the clauses to the noun. HA writers explore using brackets, dashes or commas	Share sentences produced on the visualiser. Edit to include a range of effective language. Is clause adding relevant
Tues	To use similes to create an emotion. SC Like a..as a… Use powerful adjective and adverb	Use the structure of I saw a peacock but replace with I feel…Model creating a simile to go with each feeling making reference to the SC on the board. Brainstorm in pairs similes to go with each emotion represented on the board. What	Individually create their own bank of similes to represent their own chosen emotion. Differentiation: LA-sentence starters to get going MA-as main activity HA– as above but extend to using a semi colon to add an additional	Share similes with the class on the visualiser throughout the session and appraise together using
Wed	To use personification to express an emotion. SC Use 5 senses Emotion + human action/expression/sound Adverbs adjectives	Present the range of emotions used yesterday. What other forms of figurative language can they quickly name? Share. Model turning an emotion into personification using human qualities. In pairs children create another one to reflect that emotion. Is the personification as powerful as it can be? Finally edit to include powerful adjectives and adverbs	Children are top individually use personification to create an emotion. Differentiation: LA-fill in the gap sentences to start MA-start with CT modelled sentence HA– extend using powerful language.	Share examples of personification created. Why are they successful? Can they be checked against the SC?

Appendix 4:

Literacy Targets

Date set:

Date set:

Date set:

Date set:

Date set:

Literacy Targets

Date set:

Date set:

Date set:

Date set:

Date set:

Appendix 6:

Symphony Assessment System – English – Reading

Bold = Performance Descriptors which are NON-NEGOTIABLES and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

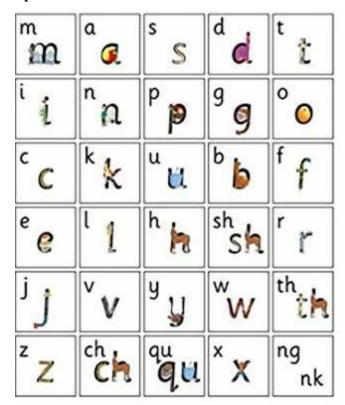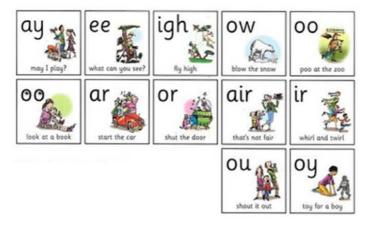| Year Group	Year 5		
Point	31	33	35
Grade	5C	5B	5A
Assessment Milestone	Step 1	Step 2	Achieved Y5 Refer to non-statutory guidance for exemplification
READING WORDS	• Can read some of the Year 5/6 common exception words list (20 words approx.)	• Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. • Can understand and explain the function of punctuation … [ ] – apostrophe for omission and possession and "" for direct speech. • Can begin to work out the meaning of unknown words by the way they are used in context.	• Can read approximately half of common exception words list (50 words approx.) • Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 • Can understand and explain the function of sophisticated punctuation :; • **Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books.**
READING COMPREHENSION	• Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction • Can compare the structure of different stories and discover how they differ in pace, build up, sequence, conflict and resolution • Can compare and talk about the structures and features of a range of non-fiction texts • Can discuss the work of some established authors and knows what is special about their work (e.g. Julia Donaldson – rhyme, Michael Morpurgo – Animals/Cornwall/Isles of Scilly), Roald Dahl – fantasy/humour) • Identify how language, structure, and presentation contribute to meaning • Make comments supported by some generally relevant textual reference or quotation. • Understand the difference between open and closed questions	• Recommends books to others based on own reading preferences, giving reasons for choice • Can make comparisons within books and identify features common to different texts or versions of the same text • Identify themes and conventions in a wide range of books • Identify some basic features of organisation at text level • Can understand how figurative language [similes, metaphors, personification] creates images for the reader. • Make accurate inferences but comments are not always rooted securely in the text or may repeat narrative or content • In non-fiction, retrieve, record and present information to the reader from a range of sources • Identify the main purpose of the text; simple comments show some awareness of writer's viewpoint • Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context • Can explore alternatives that could have occured in texts (e.g. different endings)	• Can understand why a traditional tale, picture book or classic novel may have retained its lasting appeal or popularity across generations (e.g. The Gingerbread Man, The Very Hungry Caterpillar, Oliver Twist) • Can comment on the quality and usefulness of a range of texts and explain clearly to others • Can comment on the success of texts in provoking particular responses e.g. crying, laughter, sadness, anger • Can recognise which character the writer wants the reader to like or dislike and the techniques used to achieve this • Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements • Can explain a characters' motive throughout a story and use evidence from the text to back up opinions • With confidence can identify the view point of a text and how this impacts on the reader • **Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence** • **Identify main ideas drawn from more than one paragraph and summarise these using quotations for illustration** • Can refer to the text to support predictions and opinion (e.g. summing up what has been found, stating thoughts, finding evidence, clarifying thinking, justifying views) • Can skim and scan non-fiction text at speed for research

Appendix 7

Sound Progression:

Speed Sounds Set 1

By the end of Autumn Term, most Reception pupils should be able to recall Set 1 sounds fluently whilst using these to blend CVC words.

Speed Sounds Set 2

By the end of the year, most Reception pupils should be able to recall Set 2 sounds fluently and start to read these within simple decodable words.

Speed Sounds Set 3

By the end of the Autumn Term, most Year 1 pupils should be able to recall Set 3 sounds fluently and apply these into their word reading, as well as spell words in a phonetically plausible way using them.

Additional Sounds

By the end of the year, most Year 1 pupils should be able to recall and apply additional sounds into their word reading.

Regular formative assessment of pupil understanding is used to identify which sounds pupils are confident in and which set pupils best fit into.

Class 2

In Class 2, children continue to explore spelling patterns and move onto the Year 2 spelling curriculum (e.g. adding suffixes to a root word). As words with new GPCs are introduced, many previously taught GPCs can be revised at the same time as these words will usually contain them.