

English Policy

(including phonics & early reading)

2019-2020

VISION:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*



| | |
|----------------------|------------------------|
| Written by | L. Hessey & S. Longney |
| Review date | September 2020 |
| Ratified by trustees | S. Trentini |

Table of Contents

| | Page No |
|---|---------|
| 1. Introduction | 4 |
| 2. Objectives | 4 |
| 3. What does English look like in the Forge Trust? | 5 |
| 4. Planning | 5 |
| 4.1 <i>Long Term Planning</i> | 5 |
| 4.2 <i>Medium Term Planning</i> | 5 |
| 4.3 <i>Weekly Planning</i> | 5 |
| 5. Reading | 5-6 |
| 5.1 <i>Book Bands</i> | 6 |
| 6. Phonics | 7 |
| 6.1 Duration | 7 |
| 6.2 Policy | 7 |
| 6.3 Screening Checks | 7 |
| 6.4 Ensuring 1 st Quality Teaching & Teaching Competency | 7 |
| 6.5 Classroom Display | 7 |
| 7. Phonics & Spelling | 8 |
| 8. Composition (the writing process) including the teaching of grammar & punctuation | 9 |
| 9. Early Years Foundation Stage (EYFS) | 9 |
| 10. Contribution of English in other Curriculum areas | 9 |
| 11. Marking & Assessment | 9-10 |
| 12. Target Setting | 10 |
| 12.1 Personalised Writing Targets | 10 |
| 12.2 Whole School Reading Targets | 10 |
| 12.3 FFT Aspire & Aspirational Target Setting in English & Maths | 10 |
| 13. Role of Parents | 11 |
| 14. Links with Home Learning | 11-12 |
| 15. Monitoring & Review | 12 |

Appendices

| | | |
|-------------|---|-------|
| Appendix 1 | Exemplars/Templates for Planning | 13-25 |
| Appendix 2 | Independent Writing Session Timetable | 26 |
| Appendix 3 | The Forge Trust's Approach to the Teaching of Reading KS1 & KS2 | 27-30 |
| Appendix 4a | Personalised Writing Targets Foundation Stage | 31 |
| Appendix 4b | Personalised Writing Targets Foundation Stage | 32 |
| Appendix 5 | Parents' Evening Record of Achievement Slip | 33 |

1. Introduction

At The Forge Trust, we believe that English is the most important subject for children to learn. Many fundamental life skills are learnt, including speaking and listening, reading, writing, spelling and grammar. Learning English enables children to use language to learn and communicate ideas, views and feelings. It teaches them how to express themselves creatively through a variety of forms such as poetry, drama and stories. A command of English also enables children to use oral and written language for various formal purposes; it also helps them to communicate ideas to different audiences for various purposes. These foundations are necessary to enable our children to achieve their full potential during their time in our academies and in the future.

The purpose of this policy is to inform teachers, leaders, trustees and parents of the teaching of English in The Forge Trust's academies. It is intended to state categorically that we believe children should leave school with a firm grasp of English, and the necessary grades to compliment this. Exam results are 'currency' for children who attend academies in The Forge Trust, which prepares them well for the next phase of their education, and which can result in children accessing further education at a later age, and securing quality jobs in the real world of work.

2. Objectives

The objectives of English are:

- To enable children to speak clearly and audibly in ways which take account of the situation and their audience (see Speaking & Listening curriculum);
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- To foster an interest in texts of different genres, and an appreciation of the value of books for learning and for enjoyment (daily story sessions happen in all classes with quality texts);
- To encourage children to become enthusiastic and reflective readers through contact with challenging texts;
- To foster an enjoyment of writing, teaching children how to write for different audiences and purposes, and in doing so, develop a recognition of the value of writing;
- To enable children to use grammar and punctuation effectively;
- To provide strategies for spelling, so that children become effective spellers;
- To develop an interest in words, both their application and meaning, and a growing personal vocabulary of both spoken and written words.

3. What does daily English look like in The Forge Trust?

English is an umbrella term for academies in The Forge Trust, and it includes the following areas: spelling, grammar, writing (composition), reading and speaking & listening.

A typical Forge school:

| Duration of Session | Lesson |
|---------------------|---|
| 30 mins | Spelling |
| 45 mins-1 hour | Reading (comprehension) |
| 1 hour-1hr 30 mins | Independent writing (Composition / Application) |
| 1 hour | Composition (Punctuation, grammar and the process of writing) covering genres and key texts |
| Ongoing | Speaking & Listening |

4. Planning

4.1 Long Term Planning

Our yearly overview shows texts that will be studied with a brief outline of writing, grammar, spelling and punctuation covered.

4.2 Medium Term Planning/weekly short-term Planning

Class teachers complete a sequence of lessons with an overarching learning journey for the teaching of Composition. This lists specific learning objectives and success criteria for each lesson, with details of how the lessons are to be taught (see appendix 1). These are evaluated to inform future planning.

We include an independent writing session, which covers different genres. These sessions incorporate a cross-curricular approach, and can link with topic work. Independent writing sessions happen fortnightly from year one. Every other week, children are given the opportunity to edit their independent writing (see appendix 2).

5. Reading

Reading comprehension sessions occurs daily in line with The Forge Trust's approach to reading in KS1 and KS2 (see appendix 3). Children are grouped according to ability. In foundation stage, children begin reading sessions when they are at an age-appropriate level of books. In year one, children do independent reading instead of guided reading until they get to orange level books.

5.1 *Book Bands & ARE Expectations cross-referenced to Year Groups*

| | FS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| PINK (1,2) | W1 | | | | | | |
| RED (3,4,5) | W2 | | | | | | |
| YELLOW (. . .) | N | | | | | | |
| BLUE (9,10,11) | N | | | | | | |
| GREEN (12,13,14) | AD | W1 | | | | | |
| ORANGE (15,16) | | W2 | | | | | |
| TURQUOISE (17,18) | | N | W1 | | | | |
| PURPLE (19,20) | | AD | W2 | W1 | | | |
| GOLD (21,22) | | | N | W2 | | | |
| WHITE (23,24) | | | AD | N | W1 | | |
| LIME (25,26) | | | | AD | W2 | W1 | |
| BROWN | | | | | N | W2 | W1 |
| GREY | | | | | AD | N | W2 |
| DARK BLUE | | | | | | AD | N |
| BURGUNDY | | | | | | | AD |
| BLACK | | | | | | | AD |

6. Phonics

6.1 Duration

Phonics sessions should happen daily and last for approximately 25 minutes (give or take 5 minutes either way).

6.2 Policy

The Forge Trust's policy is to use the Letters and Sounds Framework to plan for phonics. Readwriteinc should be used as an intervention for the bottom 20% of children who struggle to read. This decision is based on findings from a quasi-experiment where leaders partook in research between 2016 and 2018.

Alien words should be taught every day along with the sounds being taught. Children should have two reading books: one related to phonics and the sounds being taught at that time, and one reading for pleasure book. The reading for pleasure book should be appropriate for the child's ability level, and teachers should check this.

6.3 Screening Checks

Screening checks should take place half-termly.

6.4 Ensuring 1st Quality Teaching and Staff Competency

Teachers and Teaching Assistants can teach sets. Groups of children are fluid. Each phase has a set. Foundation Stage 1 focusses on Phase 1. Foundation Stage 2 focusses on Phase 2. Year 1 children generally focus on Phase 2, apart from the more able children who focus on Phase 3.

The recommended number of children in each set is as follows:

Top set x20 children

Middle set x15 children

Bottom set x10 children.

6.5 Classroom Display

Classrooms should have a display linked to the phase and year group they are teaching. Sound Mats should be on tables for each phase as well as tricky words.

7. Spelling & Handwriting

| Year Group | Method |
|------------------|---|
| Foundation Stage | Teaching of phonics: Letters & Sounds /ReadWriteInc ➤ By end of F1 children should be on Phase 1 ➤ By end of F2 children should be on Phase 3 |
| Year 1 | Teaching of phonics: Letters & Sounds /ReadWriteInc ➤ By end of Year 1 children should be on Phase 5 |
| Year 2 | ➤ Teaching of phonics: Letters & Sounds Phase 6 /ReadWriteInc ➤ Higher ability children are introduced to the 9 strategies of spelling |
| Year 3 | Spelling strategies / Phonics (<i>Readwriteinc</i> intervention) |
| Year 4 | Spelling strategies |
| Year 5 | Spelling strategies |
| Year 6 | Spelling strategies |

Daily spelling sessions last for approximately 30 minutes a day, and incorporate the process of writing. For example, handwriting and punctuation. Dictations are a weekly feature of these sessions.

8. Composition (the writing process) including the teaching of grammar and punctuation

Within each half-term that consists of approximately six weeks, teachers will cover 2 weeks of genres, where children will learn the key features of the genre being taught.

8.1 Proposed Coverage of Genres (the last 2 weeks of each half-term)

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|---|--|---|---|--|
| 1 | Human Body Science link: stories about ourselves | Christopher Columbus History link: fiction story | Toys History/DT link: instructions | Stories told by Jesus RE link | Plants and water Science link: non-chronological reports | Great fire of London History link: recount. |
| 2 | Florence Nightingale History link: diary entry | Keeping Healthy Science link: letter writing | Newark air museum History link: recount of trip | White Post Farm visit Science link: non-chronological report | Newark Castle History link: story | Visit to a Jewish synagogue RE link: persuasive poster |
| 3 | Stone age to Iron age History link: diary entry | Settlements-rivers, mountains, volcanoes and earthquakes Geography link: non-chronological reports | Ancient Egypt History link: instructions of embalming/mummification process | River Nile Geography link: persuasive advert to visit the Nile | Inspirational people from the past RE link: biography | Nutrition Science link: leaflet about keeping healthy |
| 4 | Water Cycle Science link: explanation text | Ancient Greece History link: Poetry (Magic Box) | Rainforest Geography link: non-chronological report | Romans History link: diary entry | Romans History link: letter as a Roman soldier | Map work Geography link: instructional text |
| 5 | Rocks Science link: explanation text | Space Science link: non-chronological report | Vikings History link: myths and legends | Brahms Music link: biography | Mountains Science link: diary entry of ascending Everest | Civil War History link: discussion text-which side would you be on? |
| 6 | Fair Trade History link: discussion text | Victorians History link: biography | WW1 History link: letter writing as a soldier in trenches | WW2 History link: Jewish diary entry Holocaust | Van Gogh Art link: story writing (Starry starry night) | Resilience PSHE link: poem. |

During the two or three week blocks of work, teachers will break down the genre and writing tasks into manageable chunks, and build up to a full writing task. In line with The Primary National Strategy (2010), genres will be taught in three phases.

Phase 1-Reading, familiarisation with texts and the genre

Phase 2-Capturing of ideas and of patterns and structures of texts

Phase 3-Writing

There should be a display reflecting the genre being taught in the classroom.

9. Early Years Foundation Stage (EYFS)

In Foundation, English is taught as an integral part of our school day and the planning provides children with the opportunity to:

- Talk and communicate in an increasingly wide range of situations;
- Respond to adults and to each other;
- Listen carefully;
- Explore words and texts;
- Use Letters and Sounds or ReadWriteInc daily, to teach and reinforce phonics.

Currently, we have two different approaches to the teaching of phonics: Letters and Sounds and ReadWriteInc. Research is being carried out in an attempt to find the best method of teaching, and early indications are that a blended approach may be the best way forward in the future.

10. Contribution of English in other Curriculum Areas (Cross-Curricular)

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

11. Marking and Assessment

Marking will be carried out regularly in accordance with the trust's marking and feedback policy. In particular, independent writing will be 'quality marked' and children will have the opportunity to edit and improve their writing.

At the beginning and the end of each academic year, children's reading will be assessed using the Schonell test to give a reading age. This will be used as a progress measure. In order to ensure that children are reading the appropriate book level, we do regular running reading records. We also use the PM Benchmark kit. Children's book levels are also regularly reviewed to ensure that each child is making the appropriate progress.

We use assessment grids for writing and SPaG (Spelling, Grammar and Punctuation). The writing grids are ticked off from independent writing, but children also need to show that they are using the skills in other areas of the curriculum. The SPaG grids are ticked off from mini tests that happen regularly on an informal basis.

Informal Assessment

Short-term, formative assessments are closely matched to the learning objectives and are carried out with a view to informing subsequent teaching.

Formal Assessment

Children are formally assessed termly. Each term, children will be given a test, and this score will inform the teacher judgement of the child's level.

12. Target Setting

12.1 Personalised writing targets

Children will have their own, personalised writing targets which will be reviewed on a termly basis, or as necessary. Children will have easy access to their targets and marking will also take these into account when doing writing in any subject (see appendix 4).

12.2 Whole School Reading Targets

Each year an analysis of KS2 SATs is completed by subject leaders in Maths and English. As a result, weaker areas are identified, and the target areas are broken down into manageable objectives covering the national curriculum in that particular strand. A pre-test is delivered to children, and the same test is re-administered as an end test at the end of term. Progress is measured after a term. Typically, schools will have 3 different target areas in any one given academic year.

12.3 FFT Aspire & Aspirational Target Setting in Reading, Writing, SPaG and Maths

Each child will also have a target based on their KS1 score (if in KS2) and based on their Achievement in Foundation Stage (if in KS1). These targets are aspirational, and the methodology used enables us to target set to compete with the top 1% of schools in the country for pupil progress.

13. Role of Parents

We believe that parents have a fundamental role to play in helping their children to learn and progress within our school. We recognise that, on occasions due to a academy's catchment, we need to reach out to parents and offer them the support that they need to carry out this role.

Schools will put on the following workshops for parents in the autumn term:

- Phonics;

- Reading to Yellow book band;
- Reading beyond Yellow book band;
- KS2 Reading.

Parents will be actively encouraged to read with their children and discuss books with them. Parents will be invited to workshops to help them to support their children.

We are committed to ensuring that parents are informed about their children's learning through parents' evenings and annual reports (see appendix 5).

14. Links with Home Learning

Reception Pupils

- A daily reading session with a parent/carer for approximately a minimum of 5-10 minutes;
- Tricky words to practise in their phonics/spelling folders.

Year 1 Pupils

- A daily reading session with a parent/carer for a minimum of 5-10 minutes;
- Learning spellings from the year 1 list of common exception words using resources in their spelling folder.

Year 2 Pupils

- A daily reading session with a parent/carer for 10+ minutes;
- Learning spellings from the year 2 list of common exception words using resources in their spelling folder.

Year 3 & 4 Pupils

- A daily reading session with a parent/carer for 15+ minutes;
- Learning spellings from the year 3/4 National Curriculum word list using resources in their spelling folder.

Year 5 & 6 Pupils

- A daily reading session of 20-30 minutes – children are expected to be responsible for completing their reading diary entries which will be checked on a daily basis;
- Learning spellings from the year 5/6 National Curriculum word list using resources in their spelling folder;
- On a weekly basis, completing a grammar/punctuation task and a comprehension task to embed skills learned in class that week.

*All children are provided with a spelling folder to support them with their home learning. These folders include resources for children to use to practise their spellings at home (whiteboard, pen and word mats), as well as a booklet containing spelling strategies and the National Curriculum word lists.

*We endorse the use of CGP homework books in Year 5 and 6 as they fit closely with the curriculum requirements.

15. Monitoring and Review

Monitoring of the subject is undertaken on a regular basis, through planning and book scrutinies, lesson observations and pupil interviews. The current dates are available in the Monitoring & Evaluation Policy 2019-2020.

This policy will be reviewed during the Autumn Term 2021.

S. Longney (English Leader)
The Sir Donald Bailey Academy

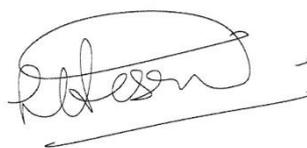
P. Eyre (English Leader)
The Parkgate Academy

Lynsey McClymont (English Leader)
The Forest View Academy

Simon Watson (English Leader)
The Marton Academy

Kelly Courtney (English Leader)
The West Park Academy

Natalie Gibbs (English Leader)
The Python Hill Academy

A handwritten signature in black ink, appearing to read 'L. Hessey', with a horizontal line underneath it.

L. Hessey (CEO)
The Forge Trust

Appendix 1 – Template for Composition Planning (English: grammar, writing, teaching of genres, speaking & listening)

| Maths/Composition/Topic Daily Lesson Plans | | | | | |
|--|--|---|--|--|--|
| Subject: English Term: Autumn | | Set: Date: | | | |
| | |  THE <i>sir</i> DONALD BAILEY ACADEMY <small>LABOR OMNIA VINCIT</small> | | | |
| Learning Objective: HA/MA/LA | | PHASES OF LESSON | | | |
| Process Led Success Criteria (HA/MA/LA): • | | Whole Class Input (Key Questions) (Separate exposition?) | Independent/Group Activities (including <i>differentiation</i>) | Guided Group (where the teacher goes when children are completing activities) | Plenary (Think about 4 'C's: Consolidate, Challenge, Create, Celebrate) |
| NC Link: | | | | | |
| Lesson 1 | Consider different learning objectives for different groups of children. | Make sure teachers bullet point phases of lesson. Someone else should be able to follow your planning! • (5 mins) •(10 mins) Note: Make sure each page has headings! | | | Plenary should never be just to celebrate! Also, mini-plenaries can be included mid-lesson. Teachers use discretion. |

| | Learning Objective and Success Criteria | Main (differentiation): |
|------|--|---|
| Mon | <p>LO: To read and understand a text.</p> <p>SC: <i>I can...</i> Read and decode a text Use expression Retrieve information from a text Make simple inferences</p> <p>NC Refs: Retrieving and recording information Find the main ideas from more than one paragraph Work out the meaning of unfamiliar vocabulary</p> | <p>Text: A Donkey in Corfu (fiction)</p> <p>Starter – Connect Four. Chn to match new words from this week’s text to the correct synonyms. Chn to work in pairs/groups to share and discuss ideas. Go through answers and model strategies to work out meanings.</p> <p>Main - Introduce chn to the text for this week: A Donkey in Corfu (fiction). What type of text do you think this is? What do you think might happen in the story? Does the introduction give you any clues? Partner chatter then share and feedback.</p> <p>Teacher to read the first page to the children modelling use of expression and working out the meaning of unfamiliar vocabulary. Discuss vocabulary: wondered, specific, constant, hydrologic, vital, factor. Task: Display five direct retrieval questions on the board. Chn have 60 secs to discuss in their pairs/groups. Go through the answers as a class.</p> <p>Chn to take turns reading aloud for the next page. Remind chn to read clearly and use expression. Are there any words you are unsure of the meaning? How could we work out the meaning? Remember you have to read around the word to work it out.</p> <p>Task: Chn to read the next last page independently. Teacher to work with a guided group during this time to listen to individuals read. Go through with children any unfamiliar vocabulary afterwards.</p> <p>Task: <i>Sentence strips</i> – discuss with chn the trickier parts of the text. Ensure they all understand the meaning and any unfamiliar vocabulary.</p> <p>Plenary - Chn to then re-read up to the end of the evaporation section to ensure they have understand the salient parts. Can you summarise the story? What does ‘summarise’ mean? Chn to discuss in pairs/groups and then share as a class.</p> |
| Tues | <p>LO: To be able to make a prediction.</p> <p>SC: <i>I can ...</i> Read the question and interpret what it is asking Underline key words Look at the number of marks available and decide on how many points to include Scan the text and decide what you think will happen based on what you already know</p> | <p>Text: A Donkey in Corfu (fiction)</p> <p>Starter: Connect 4 - Connect Four. Chn to match new words from this week’s text to the correct synonyms. Children to work in pairs to share and discuss ideas. Go through answers and model strategies.</p> <p>AfL - Q20 from ‘A Wild Ride’: Do you think that Martine will change her behaviour on future giraffe rides? Tick one. Yes/No/Maybe – Explain fully using evidence from the text (3 marks) Why do you think I have shown this question? What skill do you think it is testing?</p> <p>Main – Introduce LO for today’s lesson. Explain that today we will be looking at prediction questions like this as it is something the children have been finding tricky. Recap the text as a class. What type of text is it? What happened in the story? What are the key points? What did we look at yesterday? What strategies did we talk about yesterday for finding the meaning of unknown words? Discuss answers in pairs and then share/feedback as a class.</p> |

| | | |
|-----|--|---|
| | <p>Write down your answer providing evidence from the text Check answer with the question</p> <p>NC Refs: Predicting what might happen from details stated and implied</p> | <p>Show an example prediction question: Do you think Gerald will trust Larry again? (2 marks). Who is Gerald and who is Larry? What is their relationship to each other? Who thinks that he will trust him again? Who thinks that he won't? Give children a few minutes to discuss the answers in pairs, then feedback to the class. Display the success criteria to the children – model working through the SC step by step. Encourage children to underline the key vocabulary and look at the number of marks needed. Explain to the children that for a 2 mark question, they will need 2 points and at least one of them must have some evidence. Refer to the SC throughout.</p> <p>Task – Chn attempt two more prediction questions based on 'A Donkey in Corfu'. LA – Guided with SL (MBP, MS, IB, CC) Work as a group to answer the first of the two questions. Chn then independently complete the second question. MA/HA – Independent EXT: Q20 AfL from 'A Wild Ride' – TA to display the text on the board and have some copies readily available at the front of the class.</p> <p>Plenary – Children to share some of their answers with the rest of the class. All children to self and peer assess their work. Children challenged to think of 3 golden rules for answering this type of prediction question and share their ideas with the class.</p> |
| Wed | <p>LO: To construct extended responses to 3-mark questions.</p> <p>SC: <i>I can ...</i> Read and interpret the question Underline the key words and look at the number of marks Scan the text for evidence Decide on two appropriate points Give evidence from the text for each point Use conjunctions, e.g. because, as, since Check my answer achieves all 3 marks</p> <p>NC Refs: Understanding words in context Inferring meaning Retrieving and recording information</p> | <p>Text: A Donkey in Corfu (fiction)</p> <p>Starter - Give chn a selection of new words from the text to match with the correct definition. Chn to work in pairs discussing the activity. Share and feedback as a class. Address any misconceptions.</p> <p>AfL - Q21 from 'A Wild Ride': In what ways might Martine's character appeal to many readers? Explain fully, referring to the text in your answer. (3 marks) Why do you think I have shown this question? What skill do you think it is testing?</p> <p>Main – Introduce LO for today's lesson. Explain that we are not focussing on a specific skill today but chn's ability to be able to construct answers to 3-mark questions as this is something they are finding difficult. Recap text for this week. What is the story about? Who are the main characters? Can you summarise the story in one sentence? Discuss in pairs and then share and feedback as a class.</p> <p>Show an example 3-mark question: Read from the paragraph beginning: <i>So saying, he dug his pen-knife...to the paragraph ending ...Ruptured appendix.</i> Give two ways that this incident is shown to be amusing rather than serious. Explain fully, referring to the text in your answer. (3 marks) How do you think we answer this question? What do you think our success criteria is today? Explain to the chn that to achieve 3 marks they need to give two points and give evidence for each one from the text. Model how to construct an effective 3-mark response to this question referring to the success criteria throughout.</p> <p>Task – Chn attempt two more 3-mark questions based on 'A Donkey in Corfu'. LA – Guided with SL (MBP, MS, IB, CC) - Work as a group to construct an effective 3-mark response. Model again how to scan the text to find evidence and how to then construct a 3-mark answer. Chn then independently complete the second 3-mark question. MA – Supported (SBP, TF, TP, JC) – Chn to be able to refer to glossary of terms (new vocabulary).</p> |

| | | |
|-------|---|---|
| | | <p>HA – Independent EXT: Q21 AfL from 'A Wild Ride'.</p> <p>Plenary – Show modelled answers for each question. Have these answers achieved 3 marks? How do you know? Recap how to achieve 3 marks and then get chn to read and mark their partner's answer. Discuss and share any misconceptions. Chn self and peer assess today's work.</p> |
| Thurs | <p>LO: To summarise information from a text.</p> <p>SC: <i>I can ...</i> Read the question Underline key words Interpret what the question is asking for Look to the section of the text you are direct to Scan through it to get main point Read the possible answers Decide which of the answers best sums up the section Check answer</p> <p>NC Refs: Summarising the main ideas drawn from more than one paragraph, identifying key details that support main ideas</p> | <p>Text: A Donkey in Corfu (fiction)</p> <p>Starter – Chn answer yesterday's Q21 AfL from 'A Wild Ride'. Chn swap work and mark each other's answer. Did they achieve three marks? How do you know? What do you have to include for full marks? Discuss answers.</p> <p>Then, children to choose 5 new words that they have learned this week and write a sentences using each one.</p> <p>Main – Introduce children to the AfL question (Q33 – The way of the Dodo) - Why do you think I have shown this question? What skill do you think it is testing? Children to discuss in pairs. What do you think our success criteria will be? Show children the success criteria and work through it step by step to answer the AfL question as a whole class.</p> <p>Task – Chn attempt two more 3-mark questions based on 'A Donkey in Corfu'. LA – Guided with SL (MBP, MS, IB, CC) Work as a group to answer the next question. Model again how to scan the text to find evidence and how to answer this type of question. MA/HA – Independent</p> <p>Plenary – Go through the answer to the question chn completed independently. Recap week. What skills have we learned? What has been our success criteria? Partner chatter then share and feedback.</p> |
| Fri | | Go through homework. |

National Curriculum references:

| | | | | | | | |
|--|---|---|--|---|---|--|--------------------------------------|
| 2a: Give/explain meaning of words in context | 2b: Retrieve and record information/identify key details from | 2c: Summarise main ideas from more than one paragraph | 2d: Make inferences from the text/explain and justify inferences | 2e: Predict what might happen from details stated and implied | 2f: Identify/explain how information/narrative content is related and | 2g: Identify/explain how meaning is enhanced through | 2h: Make comparisons within the text |
|--|---|---|--|---|---|--|--------------------------------------|

| | fiction and non-fiction | | with evidence from the text | | contributes to meaning as a whole | choice of words and phrases | |
|---|--|--|---|---|---|--|--|
| I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words | I can re-tell stories orally I can distinguish between statements of fact and opinion | I can summarise the main ideas drawn from more than one paragraph identifying key details that support the main idea | I can draw inferences (character feelings, thoughts and motives from their actions) | I can predict what might happen from details stated and implied | I can read books that are structured in different ways and for different purposes | I can discuss words and phrases that capture the reader's interest and imagination | I can make comparisons within and across texts |
| I can use a dictionary to check the meaning of words I have read | I can retrieve and record information from non-fiction texts | | I can justify my inferences with evidence | | I can identify and discuss themes and ideas in a wide range of books | I can identify how language, structure, and presentation contribute to meaning | I can discuss how items of information are related |
| I can check the text makes sense, discussing my understanding and exploring the meaning of words in context | I can find the main ideas from more than one paragraph | | I can provide reasoned justifications for my views | | | I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | |

Appendix 1c: Composition Planning Example (Genre/Unit: The Lost Happy Endings)

| Day | Learning Objective & S. Criteria + NC ref | Introduction / Whole Class teaching points & activities including key questions | Group/Ind teaching points & activities | Plenary |
|--------|---|--|---|---|
| Monday | <p>LO: To write a narrative description.</p> <p>LA SC: <i>I used...</i></p> <ul style="list-style-type: none"> ➤ A range of adjectives ➤ Powerful verbs and adverbs ➤ Some figurative language (similes/personification) ➤ Precise description <p>MA SC: <i>I used...</i></p> <ul style="list-style-type: none"> ➤ A range of adjectives ➤ Powerful verbs and adverbs ➤ A range of figurative language ➤ Precise description <p>HA SC: <i>I used...</i></p> <ul style="list-style-type: none"> ➤ A range of adjectives ➤ Powerful verbs and adverbs ➤ A range of figurative language ➤ Strategies to create a sense of atmosphere ➤ Precise description <p>NC References: In narratives (poems), describing settings, characters and atmosphere</p> <p>S&L: Share and discuss ideas with my peers; take on an active part in discussions</p> | <p>Recap work from previous day. What did we do last week? Chn discuss in pairs, then feedback as a class. We learned about how the illustrator (Jane Ray) painted a picture. Where do they get their ideas from? (The words from the story). How does the author do this? Explain that good authors can help you to build a clear picture in your head with their words. How do they do this?</p> <p>Last week, we wrote a descriptive poem. Introduce LO –How is a narrative text different to a poem? Chn discuss on their tables, then share ideas. Discuss how narratives are written in full sentences, with more detail rather than one idea on each line, interspersed with other ideas.</p> <p>Explain that today chn will be writing a description of a forest at night time. What sort of words will you have to use? What writing features will you have to include?</p> <p>Show a picture of a forest at night. Model annotating the image with descriptive words/ phrases. Give chn 1 min to list as many descriptions as they can on their copy of the picture. Share some of the chn’s ideas. Give chn another picture of the forest. Share. Give chn another 30 seconds to add any more descriptions.</p> <p>Modelled write - What features do you think you need to include today? What would make a good description? Model write a description of a forest at night. Show SC on board. Do this as a shared writing exercise where watch the process of writing. Model ticking off SC once included a step in description.</p> | <p>Chn write a narrative description of a forest at night. The character is walking into the woods.</p> <p>LA – Shared write with SL (EA, GD, HCW, CC) Model write the first couple of sentences with the chn. Focus: commas after sentence openers and simple use of figurative language, e.g. similes and some personification.</p> <p>MA – Supported Chn to be given examples of figurative language to support them with their descriptions. Provide with thesauruses, word mats etc.</p> <p>HA – Guided with SL (JTA, AB, NE, JM) Chn work without support initially and then guided group work to model how to create atmosphere when writing a description.</p> | <p>Read the first page of the text.</p> <p>What do you notice? There isn’t a lot of straight forward description. It is interspersed with character. How could you have improved your description? By including examples of dialogue.</p> <p>SC and peer assess. Chn to swap books with a partner and read each other’s descriptions marking against the SC.</p> |

| | | | | |
|---------|--|---|--|---|
| Tuesday | <p>LO: To use expanded noun phrases to improve my writing.</p> <p>SC: <i>I can...</i></p> <ul style="list-style-type: none"> ➤ Find nouns in my writing ➤ Expand before the noun using adjectives ➤ Expand after the noun using adjectival phrases ➤ Expand after the noun using prepositional phrases ➤ HA - Use a thesaurus to improve use of vocabulary <p>NC: Using expanded noun phrases to convey complicated information concisely</p> <p>S&L: Share and discuss ideas with my peers; take on an active part in discussions; listens to, and considers the opinions of others in discussions.</p> | <p>Read the first page of LHE. What do you think to the story so far? Partner chatter then discuss as a class.</p> <p>Recap – What is a noun? Move into task 1. Go through as a class and correct any misconceptions.</p> <p>What is a determiner? Where do we normally find them in a text? Move into task 2.</p> <p>Go through determiners as a class and correct any misconceptions. What is an adjective? Ensure that you don't take anything that describes when or where – these are adverbials. Move into task 3.</p> <p>What do you notice about the adjectives? Children to discuss ideas in groups then feedback. There aren't many – too many make writing repetitive. Which other words go with the noun? Underline these – remember, no verbs. (Note – some of these then become adverbial phrases – telling you where and when if you underline the preposition). Discuss children's misconceptions.</p> <p>What is a noun phrase? What does it have to have? What do you notice about the noun phrases that the author has used? Children discuss and then share ideas. There is a mixture of simple and expanded noun phrases.</p> <p>Shared write - Children to read their descriptions from yesterday. Did you use any noun phrases? Did you leave some as simple phrases? Could you have expanded them to make them more effective? Show an example of a description which doesn't use expanded noun phrases. Do a shared write to model how this could have been improved. Use a mix of adjectival and prepositional phrases. Move into task 4.</p> | <p>Task 1 - Go through the text on page one. Underline all of the nouns in green.</p> <p>LA – Supported with SL (EA, CC, LJ, GD)</p> <p>Task 2 - Then find the determiners – underline in brown. Go through.</p> <p>MA – Guided with SL</p> <p>AfL: Weak on determiners (NS, LL, LM, TW)</p> <p>Task 3 - Now underline any adjectives in pencil.</p> <p>Task 4 - Children to go through their description that they wrote yesterday and improve by adding in expanded noun phrases.</p> <p>LA – Guided with SL (EA, GD, LJ) Support chn in improving their descriptions and ensuring that ENPs do not include verbs.</p> <p>MA – Independent</p> <p>HA – Challenge children to use thesauruses to improve their use of vocabulary.</p> | <p>What is a noun phrase? What does it contain?</p> <p>Children to read another page of the book. What is the longest noun phrase you can find? Remind chn that they cannot include a verb. Address any misconceptions.</p> <p>Children to pick their favourite expanded noun phrase. Chn to read out good examples to the class.</p> <p>SC and peer assess. Chn to swap books with a partner and read each other's descriptions marking against the SC.</p> |
|---------|--|---|--|---|

| | | | | |
|-----------|---|--|---|---|
| Wednesday | <p>To write a character description.</p> <p>SC: <i>I can include...</i></p> <ul style="list-style-type: none"> ➤ Sensible inferences from what is written ➤ Coordinating conjunctions to join phrases and clauses ➤ Expanded noun phrases (before and after the noun) ➤ Examples of figurative language for effect ➤ Accurate use of punctuation <p>NC: Using expanded noun phrases to convey complicated information concisely; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>S&L: Share and discuss ideas with my peers; take on an active part in discussions; listens to, and considers the opinions of others in discussions.</p> | <p>Starter - Read 'Lucy Goes to Market'. Identify the noun phrases that the author has used. Note the use of alliteration. Does this improve the writing? Where would you expect to hear alliteration? (It is a feature of poetry in particular). Make an alliterative list of noun phrases of things that you might find in a forest.</p> <p>What are the components of a sentence? (Subject and predicate). How might we join sentences? (Conjunction). Introduce LO – To use coordinating conjunctions. Explain that children are using some but not a range. Recap FANBOYS. What does a coordinating conjunction do? Joins words and phrases. The things on both sides need to be equal. Find all of the coordinating conjunctions in the text. Go through the text, demonstrating how the coordinating conjunction works, with both sides being equal. Children to discuss this in pairs, then feedback as a class. When else can we use coordinating conjunctions? Discuss how they can also be used to join items in a list. Share and model examples of this.</p> <p>Introduce task – today you are going to be writing a character description of Jub using everything you have learned so far this week. What do you think of Jub in the story? What is she like as a character? What have we read about her? What does the author tell us? What can we infer? Children discuss in pairs then share ideas as a class.</p> <p>Modelled write on the board showing children how to use a range of coordinating conjunctions, and reminding children to use work from earlier in the week, e.g. figurative language and expanded noun phrases. Make purposeful mistakes and allow children to pick up. Model high expectations of handwriting and presentation.</p> | <p>Children write a character description of Jub.</p> <p>LA – Independent (EA, GD, LJ, CC) Children to be given inferences in a pot to pick from so that chn concentrate on the features of their writing.</p> <p>MA – Guided with SL (LL, NS, TW, LM) Focus: using a range of coordinating conjunctions as chn are only using 'and' and 'but'. Support chn to also look for clues in the text to infer what Jub is like. Address any misconceptions from earlier in the week, e.g. expanded noun phrases and figurative language.</p> <p>HA – Independent (JTA, AB, NE, JM) Chn work independently to make their own inferences about Jub and construct a character description using all the features of the success criteria. Also challenge children to try and develop a sense of atmosphere (GD criteria).</p> | <p>Self-assessment. How do you feel about coordinating conjunctions? Do you understand that different ways they can be used?</p> <p>SC and peer assess. Chn to swap books with a partner and read each other's descriptions marking against the SC.</p> <p>Test question -</p> <p>Subordinating or coordinating conjunction. How do we tell the difference between a coordinating and a subordinating conjunction? Recap and share ideas. Address any misconceptions.</p> |
|-----------|---|--|---|---|

| | | | | |
|---|---|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Thursday</p> | <p>LO: To understand how to use subordination and coordination effectively.</p> <p>Success Criteria: <i>I can ...</i></p> <ul style="list-style-type: none"> ➤ Find main and subordinate clauses in a text ➤ Understand how an author uses these effectively ➤ Improve my writing to include compound and complex sentences ➤ Use commas after subordinate clauses ➤ HA: Use a range of sub-clauses (non-finite and relative) <p>NC Refs:</p> <p>Y2: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Y6: use a range of clause structures in writing.</p> <p>S&L: Share and discuss ideas with my peers; take on an active part in discussions.</p> <p>Listens to, and considers the opinions of others in discussions.</p> | <p>What is our text this term? What has happened so far in the story? Re-read the first page of the story.</p> <p>Starter – What are coordinating conjunctions? Recap. Chn to work in pairs to find all the conjunctions in the text.</p> <p>Recap clauses. What is a clause? What is the difference between main and subordinate clauses? Demonstrate how the first sentence has two main clauses. Look at second sentence. Chn to work in pairs to go through the text and identify main and sub clauses.</p> <p>What does every sentence need? (a predicate – verb)</p> <p>Analyse the first clause of the text. What is the verb? Who is the subject of the sentence? (the job). What is a compound sentence? (Has more than one subject or predicate). What is a complex sentence? (More than one type of clause, e.g. main and subordinate). Introduce LO – To understand how to use subordination and coordination effectively.</p> <p>What do you notice about the types of sentence? There’s a mixture of compound and complex sentences. How does this improve the writing? Would it have been better to use some short sentences for effect? Usually descriptions tend to have longer sentences.</p> <p>Shared write – Show a description of Jub on the board with boring sentences. How could this be improved? Range of complex and compound sentences. Children to share and discuss ideas. Teacher to write class description on the board. Make purposeful mistakes and ensure children understand how this is improving the writing.</p> | <p>Using the description children wrote yesterday about Jub, they are to improve it ensuring that they have used a mix of main and subordinate clauses.</p> <p>LA – Guided with SL (EA, GD, LJ, CC) Work with chn to read their descriptions from yesterday underling the main and subordinate clauses. Have you used a mixture? Model how to improve a sentence as a group then support chn to improve their own descriptions.</p> <p>MA – Supported Provide chn with word mats listing subordinating and coordinating conjunctions to support them with improving their writing.</p> <p>HA – Independent (JTA, JM, AB, NE) Chn to have an extra step on their SC to include a range of subordinate clauses, e.g. non-finite and relative.</p> | <p>SC and peer assess. Chn to swap books with a partner and read each other’s descriptions marking against the SC.</p> <p>Test question</p> <p>Chn to tick whether underlined part is a main clause or subordinate clause. Chn to discuss and work in pairs. Share answers as a class.</p> |
|---|---|--|---|---|

| | | | | |
|--------|--|----------------------------|--|--|
| Friday | | Independent Writing | | |
|--------|--|----------------------------|--|--|

Appendix 1d: Spelling Planning Template

| | | |
|---------------|-----------------------------|---------------------------|
| Year Group: 6 | Teacher: S. Longney - Set 1 | Week commencing: 24.09.18 |
|---------------|-----------------------------|---------------------------|

National Curriculum: **To use suffixes and understand the guidance for adding them** (When to double the consonant)

| | | |
|--------------------------|---|---|
| | | <p>Spelling list: Clapping (2011), stunning (2009), stopping (2002), swimming (2001), beginning (1997), tapping (2015), rubbed (2014), shipped (2013), trapped (1999), planned (2003), grabbed (1997), stopped (2004), biggest (2004), slippery (1999), equipped (y5/6) occurred (y5/6) scattered (2014/2007), mattered (2013), Running, putting, fatter, thinner, quizzed</p> |
| Monday 24 th | Spelling test | <p>whistling (2011), sharing (20008), amazing (2007), lying (2007), bristling (2006), causing (2006), fascinating (2005), surprising (2004), raising (2202, 2003), challenging (2003), escaping (1998), exciting (1998), including (1997), moving Y3/4 list: continuing, deciding, arriving, exercising, noticing, increasing, guiding, separating, supposing, (surprising), Y5\6 list: accommodating, achieving, programming, exaggerating, queuing, recognising, rhyming,</p> |
| Tuesday 25 th | Teach rule and practise: adding suffixes to verbs | <p>LO: To understand the rules for adding a suffix.</p> <p>Recap rules learned so far. What happens when we add -ed or -ing to verbs? (Take off the 'e' where it is preceded by a consonant and a single vowel, otherwise just add the suffix, add es with hissing or buzzing sounds). List as many verbs as you can in one minute.</p> <p>What is the infinitive form of a verb? Chn to discuss in pairs. Share as a class. Write the infinitive of the verb (to ...). Together, add -ed and -ing. Chn to work in groups to come up with the rules: short vowel sound, double consonant, take of 'y' and 'e'. Limited teacher support to encourage children to be investigative and develop high-order thinking skills.</p> <p>SL to work 1:1 with GD (22/100 on Y5/6 list) – work on developing her understanding of the spelling strategies to segment each of the spellings for this week, e.g. sep / ar / ra / ting. Then work with GD to write word sums, understanding how to break the words up into root words and suffixes.</p> |

| | | |
|--------------------------------------|-----------------------|---|
| <p>Wednesday 26th</p> | <p>Teach/practise</p> | <p>LO: To know when to double the consonant when adding a suffix.</p> <p>Revise terms vowel, consonant, suffix and prefix. Hand out cards – children sort (hopped, skipped, shopping, wrapping, fitting, winning, thinning, manned, baked, traded, faded, teamed, seemed, believed, signed, rhymed, loaded, folded). Pair GD with JTA (HA).</p> <p>What is a consonant? What is a vowel? Is there a rule? When do we need to double a consonant? Chn to discuss in groups and then share as a class. Make rule – double the consonant when there is a single consonant preceded by a single vowel. Does this work with all words? Does it work with all suffixes? Revise rule – if the base word ends in a single consonant preceded by a single vowel, and the suffix begins with a vowel, double the consonant. Make a list of suffixes together.</p> <p>Children investigate the rule. Emphasise that this is an important rule. What happens with words ending in 'c'? Panic-panicking, picnic-picnicking.</p> <p>During investigation, SL to work again with GD and 1:1 test on some of the spellings worked on yesterday.</p> |
| <p>Thursday 27th</p> | <p>Test and apply</p> | <p>LO: To know when to double the consonant when adding a suffix.</p> <p>Recap rule for doubling the consonant. What is the rule? Are there any exceptions to the rule? Can you give any examples? Partner chatter then share and feedback.</p> <p>Hand out some root words: visit, open, happen, enter, snow, box. Look at the rule when adding suffixes – does the word end in a consonant, preceded by a single vowel, vowel suffix. Why don't we double the consonant? Partner chatter then share and feedback. (Where a word has two syllables and the first syllable is stressed, we don't double the consonant. W, x and y are never doubled.)</p> <p>Quiz – spelling test – shopper, foxes (es and x rule), beginning, fattest, sleeping (2 vowels before final consonant so 'p' not doubled), forgettable , quicker (2 consonants at end so 'k' not doubled.), planning, budgeting (stress is on the bud so 't' not doubled), quizzed. Go through the spellings and work out which rule is applying.</p> |

| | | |
|-------------------------|-------|---|
| Friday 28 th | Apply | <p>LO: To apply spelling rules learned this week.</p> <p>Quickly recap strategy with chn. What spelling strategy have we learned this week? Explain that we will be doing a dictation. What is our SC? As well as you remembering your spellings, what do I also expect? Set high expectations and draw out <u>handwriting</u> and correct use of <u>punctuation</u>! SC as a class.</p> <p>Read out paragraph, chn to listen. What punctuation can you hear? Then slowly read out dictation paragraph as chn write down. Pause at regular points. At end of dictation, read out again at normal speed for chn to recognise long and short pauses for punctuation.</p> <p>Show dictation on board, but with all punctuation missing. Give chn couple of minutes to discuss with partner where the punctuation should go. Share and discuss as a class.</p> <p>Look at any words spelled incorrectly. Underline the tricky part. Which strategy might you use to learn these words? Insert them into the appropriate strategy list in spelling folders.</p> <p>Dictation: Challenge chn to try and include a semi-colon correctly (link to English work). Ensure chn think carefully about their knowledge of relative clauses and when to use commas correctly. I was <i>thinking of stopping swimming</i>; I no longer <i>hoped</i> to be an Olympic <i>swimmer</i>. At one time, when it really <i>mattered</i>, I <i>grabbed</i> every opportunity available but now, I have far too much school work to do. However, my mum said that if I <i>planned</i> my time more carefully and did my homework at the <i>beginning</i> of the week, I would be able to accomplish everything I <i>dreamed of</i>.</p> |
|-------------------------|-------|---|

Words within words, segmentation, mnemonics, kinaesthetic motor memory, spelling rules, morphology (root words, prefixes, suffixes), analogy, over-articulation, patterns and meanings.

Appendix 2-Model Cross-Curricular Independent Writing Timetable

Independent Writing Termly Coverage

Year Group: 6

Academic Year 2017-2018

| Date | Writing Task (& Linked Genre/s) | Who Delivers Input? |
|------------------|--|----------------------------|
| 8.9.2017 | Recount of summer holidays | SL/MS |
| 15.9.2017 | Feedback | |
| 22.9.2017 | Letter of complaint (<i>linked to English work</i>) | SL/CN |
| 29.9.2017 | Feedback | |
| 6.10.2017 | Diary entry as an evacuee (<i>Topic based</i>) | SLX/SB |
| 13.10.2017 | Feedback | |
| 20.10.2017 | Report on keeping healthy (<i>Science based</i>) | SL/MS |
| HALF TERM | HALF TERM | HALF TERM |
| 3.11.2017 | Feedback | |
| 10.11.2017 | Balanced argument for/against evacuation (<i>Topic based</i>) | SL/CN |
| 17.11.2017 | Feedback | |
| 24.11.2017 | The Lighthouse story | SLX/SB |
| 1.12.2017 | Feedback | |
| 8.12.2017 | Instructions into fairy tale land (<i>linked to English work</i>) | SL/MS |
| 15.12.2017 | Feedback | |
| 23.12.2017 | | |



The first priority for young readers is that they learn to decode. However, this should not be done in isolation – it is important that children understand that text carries meaning and that they can take meaning from what they are reading.

Therefore, with early readers, we aim for a one to one teaching approach until children are confident readers.

Once children are able to decode, we teach them comprehension strategies. Children are taught to answer a specific style of question (e.g. 2a – vocabulary, 2b – direct retrieval, 2d – inference).

In **Stage One**, they analyse the text, looking at word meaning and inference. There should be a focus on reading texts at a reasonable speed (90 words per minute from year 2).

In **Stage Two**, they are taught the skills (steps) to answer the focus style of question. As children progress in key stage two, they are more likely to focus on the skills before analysing the text, because this is the test-style situation. When they analyse the text first, it makes answering the questions much easier.

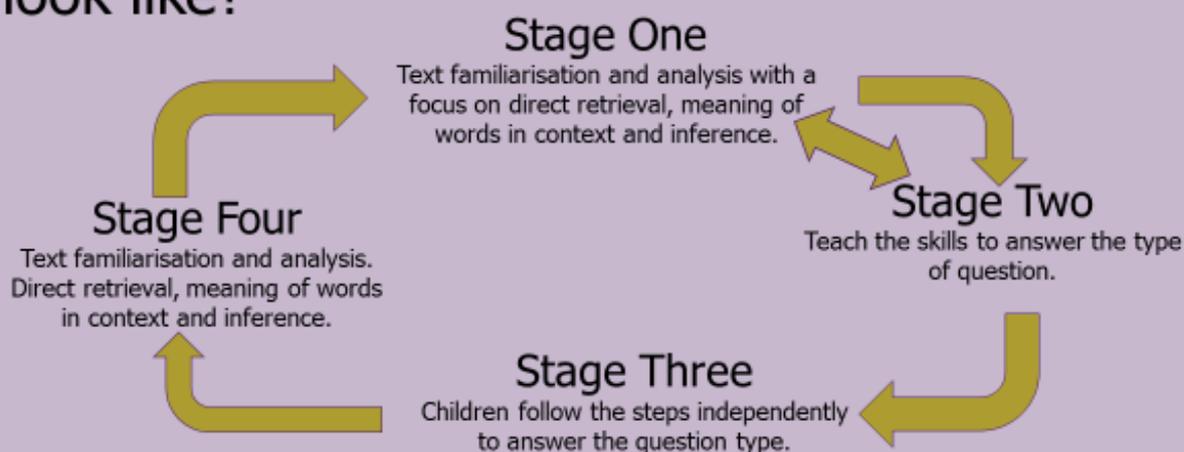
Therefore, Stages one and two are interchangeable.

In **Stage Three**, children use the skills that they have been taught in Stage Two to answer questions independently using a different text. This could be the next chapter of a story, a text that will be studied in English, or a different text. As children progress through key stage two, there should be an emphasis on answering questions quickly.

In **Stage Four**, the second text is analysed in a similar way to Stage One.

The KS2 Approach to Reading

What does a whole-class reading session look like?



The following table broadly shows the approach taken with children at different stages of their learning:

| | |
|--------|--|
| F1 | All children do phonics and share stories. When they are ready, they will begin to look at books, ensuring that they acquire the early skills (e.g. orientation, page turning, etc) |
| F2 | Children read 1:1 with an adult using reading recovery techniques. |
| Year 1 | <p>LA: Children continue to read 1:1 with an adult, using reading recovery techniques. By the Summer term, they will be using Cracking Comprehension with an increased focus on understanding.</p> <p>MA: Once children are decoding, they will move on to a traditional guided reading approach, where children read in small groups whilst other children are working on focused tasks. When they are ready, they will move on to the Cracking Comprehension. In autumn term, they may still need some 1:1 reading.</p> <p>HA: Children will begin autumn term doing guided reading in small groups. Once they are confident at decoding and are demonstrating an understanding of the text, they will be taught how to answer direct retrieval questions (usually by spring term). They will also do some work on scanning. By the summer term, they should be using Cracking Comprehension. This all depends upon their readiness.</p> |
| Year 2 | <p>LA: Some children will still need 1:1 reading with an adult. Children should initially begin with guided reading. However, it is important that they are taught how to answer comprehension questions, as this is what they will be expected to do at the end of Year 2. They should therefore be taught how to answer direct retrieval questions as soon as it is feasible. By summer term, they should at least be starting to tackle the year 1 Cracking Comprehension texts.</p> <p>MA: Children can begin initially with guided reading to give them confidence and to allow the teacher to get to know the child as a reader. They will then be taught how to answer direct retrieval questions and vocabulary questions. In the summer term, they should move on to Cracking Comprehension.</p> <p>HA: Children can begin initially with guided reading to give them confidence and to allow the teacher to get to know the child as a reader. They will then be taught how to answer direct retrieval questions and vocabulary questions. They should then move on to inference questions. In the summer term, they should move on to Cracking Comprehension.</p> |

| | |
|--------|--|
| Year 3 | <p>LA: Children can begin initially with guided reading to give them confidence and to allow the teacher to get to know the child as a reader. By the spring term, they should be learning how to answer direct retrieval and vocabulary questions. They will then move on to the year 2 Cracking Comprehension.</p> <p>MA: Children can begin initially with guided reading, but they should move quickly on to learning how to answer the questions. They will be taught in detail how to answer each of the question types, using texts chosen by the teacher.</p> <p>HA: Children can begin initially with guided reading, but they should move quickly on to learning how to answer the questions. They will be taught in detail how to answer each of the question types, using texts chosen by the teacher.</p> |
| Year 4 | <p>All children should begin by recapping how to answer the different question types. Lower ability readers may not have tried inference questions before this point. Once they have been taught about the different types of questions (which will probably take a full term), they should move onto revision work using a variety of questions. Whenever they do a test, it is important to go through this in detail, linking the questions to the teaching skills. When they have completed a test, any gaps in reading strands should be addressed through revisiting the specific strand.</p> |
| Year 5 | <p>All children should begin by recapping how to answer the different question types. Once they have been taught about the different types of questions (which will probably take a full term), they should move onto revision work using a variety of questions. Whenever they do a test, it is important to go through this in detail, linking the questions to the teaching skills. When they have completed a test, any gaps in reading strands should be addressed through revisiting the specific strand.</p> |
| Year 6 | <p>All children should begin by recapping how to answer the different question types. Once they have been taught about the different types of questions (which will probably take a full term), they should move onto revision work using a variety of questions. Analysis of each test that they do should inform future planning and specific strands that are causing problems should be revisited in detail.</p> |

My Writing Targets

twinkl

Oscar McKee

I need to remember...

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Target achieved

Target achieved



THE sr
DONALD BAILEY ACADEMY
LABOR OMNIA VINCIT

My Writing Targets

twinkl

I need to remember...

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|



THE sr
DONALD BAILEY ACADEMY
LABOR OMNIA VINCIT

My Writing Targets

twinkl

I need to remember...

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|



THE sr
DONALD BAILEY ACADEMY
LABOR OMNIA VINCIT

Joe Bloggs



THE *sir*
DONALD BAILEY ACADEMY
LABOR OMNIA VINCIT

Autumn Term

**I am currently working at B for Year 6.
To make progress my targets are:**

1. To consistently use full stops to separate main clauses.
2. To use commas to separate phrases, clauses and items in a list.
3. To use a range of subordinating conjunctions in my writing:
Although Despite When After Since

Appendix 5-Parents' Evening Slips for Schools in The Forge Trust



Labor Omnia Vincit

Parents' Evening Date:

Name:

Class:

| Subject | Strengths | Areas for Development | Effort Grades 1-Excellent 2-Good 3-Requires Improvement |
|---------------------|-----------|-----------------------|--|
| Maths | • | • | |
| Reading | • | • | |
| Writing & SPaG | • | • | |
| Any other Comments: | | | |

Please circle, as appropriate:

Is on track to be at **W1 W2 N A** national standards in Maths

Is on track to be at **W1 W2 N A** national standards in Reading

Is on track to be at **W1 W2 N A** national standards in Writing

Is on track to be at **W1 W2 N A** national standards in SPaG

Attendance: % LA: 95% average School Target: 98%

Signed:

(Teacher)