



Composition Policy

2021-2022

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 2022
Ratified by trustees	S. Trentini

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1. Introduction

At The Forge Trust, we divide English into its component parts: Early Reading and Phonics, Reading Comprehension and Composition (SPaG, the teaching of writing genres and speaking and listening). We have specific policies for each of these three key areas.

The aim of this composition policy is to ensure that children understand the complex process of writing. This is assessed bi-weekly when children complete independent writing activities.

2. Objectives

The objectives of Composition 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. Spelling & Handwriting

Year Group	Method
Foundation Stage	Teaching of phonics: Letters & Sounds /ReadWriteInc <ul style="list-style-type: none">➤ 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 <ul style="list-style-type: none">➤ By end of Year 1 children should be on Phase 5
Year 2	<ul style="list-style-type: none">➤ 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.

6. The Teaching of Writing Genres

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.

6.1 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.

7. 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.

8. 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.

We use assessment grids for writing and SPaG (Spelling, Grammar and Punctuation). These grids are ticked off following each piece of independent writing.

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 in SPaG. Each term, children will be given a test, and this score will inform the teacher judgement of the child's level.

9. Target Setting

9.1 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 3).

9.2 FFT Aspire & Aspirational Target Setting in Writing and SPaG

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.

10. 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 spelling workshops for parents in the autumn term:

We are committed to ensuring that parents are informed about their children's learning through parents' evenings and annual reports (see appendix 4).

11. Links with Home Learning

Foundation Pupils

- Tricky words to practise in their phonics/spelling folders.

Year 1 Pupils

- Learning spellings from the year 1 list of common exception words using resources in their spelling folder.

Year 2 Pupils

- Learning spellings from the year 2 list of common exception words using resources in their spelling folder.

Year 3 & 4 Pupils

- Learning spellings from the year 3/4 National Curriculum word list using resources in their spelling folder.

Year 5 & 6 Pupils

- 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 to embed skills learned in class that week.

*All children are provided with a phonics/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.

12. 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 2020-2021.

This policy will be reviewed during the Autumn Term 2021.

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

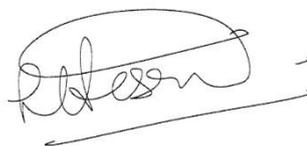
P. Eyre (English Leader)
The Parkgate Academy

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

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)
Lesson 1	<p>Consider different learning objectives for different groups of children.</p>	<p>Make sure teachers bullet point phases of lesson. Someone else should be able to follow your planning!</p> <ul style="list-style-type: none"> • (5 mins) •(10 mins) <p>Note: Make sure each page has headings!</p>			<p>Plenary should never be just to celebrate! Also, mini-plenaries can be included mid-lesson. Teachers use discretion.</p>



Appendix 1b: Composition Planning Example (Genre/Unit: Street Child – linked to Victorians topic)

Y6 Daily Planning

Subject: **Composition**

Term: **Autumn 2**

Set: 1 (18 chn) Mrs Longney

Date: W/B 18/11/20

Unit: **Street Child by Berlie Doherty** (*Victorians Link*)



Learning Objective: Process Led Success Criteria (HA/MA/LA): NC Link:		PHASES OF LESSON			
		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)
Monday	<p>LO: To participate in a debate.</p> <p>SC: <i>I can...</i> Think of pros and cons for Jim working for Grimy Nick Decide which side to support Give reasons using justified evidence Speak clearly to articulate my views</p> <p>NC Ref: Use discussion to elaborate and clearly explain their understanding and ideas; Competent in the arts of speaking and listening, making formal presentations,</p>	<ul style="list-style-type: none"> Read Chapter 15. Why are the watermen shouting abuse at each other? Find a simile on page 125. Can you think of another simile to describe the movement of the boat? Where would you rather be – in the Workhouse, helping Rosie or working for Grimy Nick? Why is the moon described as a 'mocking face' (page 132)? How do we know that Jim has given up? Jim should just accept his fate. Do you agree with this statement? Discuss the above questions after reading the chapter, referring to evidence in the text (10 mins). Introduce LO – To take part in a debate. What is a debate? What do we need to do to participate in a debate? Partner chatter then share and feedback. (2 mins) Explain task – today we will be having a class debate debating whether Jim's life is good or bad working for Grimy Nick. What are the pros and cons? Chn discuss in pairs/groups (2 mins) Move into task 1. (10 mins) Bring class back together and explain that they now need to review the pros/cons and decide 	<p>Task 1 Chn to work in small groups to list the pros and cons in a table to support them in the debate.</p> <p>MA/HA – Mixed ability groupings</p> <p>Task 2 Chn to take part in a class debate. Chn to decide whether to argue for or against Jim working for Grimy Nick.</p> <p>SL to support chn (KA, KN, LN, RP) with portraying their views and speaking clearly where necessary during the debate.</p>	<p>Task 1 LA – Guided with SL (LL, LN, KA, KN) Focus: ensuring chn's points are justified using evidence from the text</p> <p>What are the pros/cons of working for Grimy Nick? How do you know? What evidence is there in Chapter 15 to support this view? Ensure chn are able to articulate their points clearly prior to the class debate.</p> <p>Task 2 N/A</p>	<p>Celebrate: Each child to name one of their peers who they think participated really well in the debate. Share with the rest of the class and explain why.</p>

	<p>demonstrating to others and participating in debate.</p> <p>S&L: Share and discuss ideas with my peers; Take on an active part in discussions.</p>	<p>whether they are arguing for or against Jim working for Grimy Nick.</p> <ul style="list-style-type: none"> • What is our success criteria to be successful in a debate? What do we need to remember when giving our views? Explain to the chn that it is really important that they articulate their views clearly and concisely. Emphasise the importance of listening to others before sharing their own opinions. (2 mins) • Move into task. 			
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Learning Objective: Process Led Success Criteria (HA/MA/LA): NC Link:		PHASES OF LESSON			
		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)
Tuesday	<p>LO: To write a discussion text.</p> <p>SC: <i>I can...</i> Write in the 3rd person to remain objective Include a clear introduction to explain the topic for discussion Examine arguments for and against Use supporting evidence Remain balanced and non-biased</p> <p>HA: Include high-level conjunctions (Therefore, However, Despite)</p> <p>NC Ref: Identifying the audience for and the purpose of writing; Using a wide range of devices to build cohesion.</p>	<ul style="list-style-type: none"> Recap – what did we do yesterday? What happened in Chapter 15 and 16? Can you remember the pros/cons we came up with yesterday for Jim working for Grimy Nick? Chn to discuss in pairs/groups and then share ideas as a class. (2 mins) Explain task – you will be writing a discussion about the pros and cons of working for Grimy Nick. What is a discussion text? How are discussion texts structured? What will you need to include? Partner chatter then share and feedback. (2 mins) Watch BBC class clip – How to write an effective discussion: https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-discussion-text/zfhqxyx Discuss features of discussion texts: writing in the 3rd person; including a clear introduction stating the reason for the discussion; examine arguments for and against (making sure both sides are equal); the importance of using supporting evidence; how to remain balanced and non-biased; use of high-level adverbials to link ideas (Therefore, However, Despite). Model how to write the introductory paragraph to a discussion and the first paragraph examining the arguments for Jim working for Grimy Nick. Discuss sentence structure and clarity of views. (10 mins) Move into task. 	<p>Chn to write a discussion text to debate the pros and cons of working for Grimy Nick.</p> <p>LA – Supported (KA, KN, LN, LL) Chn to work independently but to be provided with a structured template to follow to ensure they include all the key areas of a discussion text.</p> <p>MA – Independent Chn to be given no template to follow but may use classroom resources, e.g. word mats and opener cards to help them construct their discussions.</p>	<p>HA – Guided with SL (LMF, LMW, TK, EH) Focus: use of high-level adverbials (However, Therefore, Furthermore, Despite) to link ideas and improve cohesion</p> <p>Explain that when writing a discussion, it is really important the views are clearly written for the reader to understand. What strategies do you know to link ideas? Introduce chn to high-level adverbials and model using in context. Chn to then write their own discussions including high-level adverbials.</p>	<p>Create: Chn to write five top tips for how to write an effective discussion that they could give to a peer. Chn to read their top tips aloud to the class.</p>

<p>S&L: Share and discuss ideas with my peers.</p>				
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Appendix 1c: Spelling Planning Template

Year Group: 6	Teacher: S. Longney - Set 1	Week commencing: 24.09.2020
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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>

		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.
Wednesday 26 th	Teach/practise	<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>
Thursday 27 th	Test and apply	<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</i> of.</p>
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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		

My Writing Targets

twinkl

Oscar McKeen

I need to remember...

<input type="checkbox"/>	Target 1 achieved ✓						
<input type="checkbox"/>	Target 2 achieved ✓						



THE ^{SIR}
DONALD BAILEY ACADEMY
LABOR OMNIA VINCIT

My Writing Targets

twinkl

I need to remember...

<input type="checkbox"/>	<input type="checkbox"/>
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THE ^{SIR}
DONALD BAILEY ACADEMY
LABOR OMNIA VINCIT

My Writing Targets

twinkl

I need to remember...

<input type="checkbox"/>	<input type="checkbox"/>
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THE ^{SIR}
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 4-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)