



Holy Rood Catholic Primary School, Swindon



English Policy



School Vision:

Belong

At Holy Rood Catholic Primary School we will provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

Children's Mission Statement:

Holy Rood Catholic Primary School

Mission Statement

We try to follow Jesus by praising and giving
 🥕 thanks to God, 🙌
 enjoying and caring for his world, 🌍
 loving and forgiving others and always trying
 our best! 👍

This policy is designed to be read alongside other school policies including:

- **Assessment Policy**
- **Homework Policy**
- **Marking and Feedback Policy**
- **SEN Policy**
- **Early Years Policy**
- **Teaching and Learning Policy**

Intent:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- ❖ Transcription (spelling and handwriting)
- ❖ Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: spoken language, reading, grammar and vocabulary.

At Holy Rood, we believe it is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way. They should be able to use a range of styles for a variety of purposes and audiences as well as being confident in their choice of genre and language style for a specific purpose. All pupils will be able to write in a grammatically accurate way and develop an increasingly wide vocabulary. They will be reflective writers, understanding the importance of planning, editing and redrafting. We facilitate this by providing planned writing tasks and opportunities such as:

- Revisiting text types in Short Burst writing (see Appendix 1)
- Using the Talk for Writing process
- Modelled, shared and guided writing
- Cross curricular writing
- Focused grammar lessons
- Writing targets (see marking/assessment policy)
- Specific target lessons
- Grammar starter activities (where appropriate)
- Lessons dedicated to planning, editing and redrafting (Appendix 5)
- Encouraging peer and self-assessment
- Effective marking and feedback (see Marking Policy)
- Writing for a purpose (displays, letters, class books etc.)

Implementation:

English Planning and Teaching – Talk for Writing Process

Pupils are encouraged to regard themselves as writers and value their own work and that of others. Throughout the whole school, each class will have a writing working wall. This will clearly show the process of the writing stages as described. There will be a consistent approach to teaching English across the school and this is reflected in the use of a working wall within each classroom.

Following our writing process, children should independently redraft and edit their own writing before they consider it to be finished. From Year 1 children will refer to an editing checklist, displayed in classrooms, and consider how to improve their work in terms of correcting punctuation, grammar or adding new ideas. (See appendix 2).

Set out below are the expectations for the planning and teaching of the English curriculum at Holy Rood. It is expected that all staff will follow the process and will be held to account through rigorous monitoring and scrutiny.

1. Pre-planning

Before teachers attend their medium-term planning session, they will ensure that they have the following essentials:

1. A firm understanding of the children's targets, linked with current assessment feedback
2. An engaging model text written by the English Team and discussions had around the context to inspire and stimulate the term's teaching, agreeing what the innovation and invention stimuli will be.

2. Medium Term Planning

Teachers will have a planning morning or a planning staff meeting to create medium term plans for the following term. During these planning sessions, it is expected that each year group will work collaboratively to produce a detailed overview of their English teaching on a week-by-week basis, as well as identify which grammar objectives are intended to be taught (see appendix 5).

2.1 – English Planning

The English medium-term plan will span across the length of the term. It will clearly identify specific target and grammar lessons, as well as regular short burst writing opportunities and lessons linked to the genre of the term. Teachers will refer to the children's writing assessment sheets that have been completed prior to their planning time, using these to identify key features and teaching points needed in the model text. The children's assessment sheets will also be used to identify 3 writing targets for each class (LA, MA, HA) and these targets will be clearly stated at the top of the planning sheet and will be the focus for the discreet target lessons. The model text will then be written by the English Team, who will ensure there is suitable progression between year groups.

3. Weekly Planning

Once the medium-term plan has been created, it must be saved centrally on the staff network. Using these medium-term plans as a starting point, it is expected that class teachers will produce their own weekly plan with grammar starters (taken from the grammar medium term plan) and differentiated activities that reflect the needs of their class. There will naturally be differences between classes in terms of grammar starters and target lessons – no two classes are the same! (See appendix 6)

Discreet target lessons and grammar lessons will be planned in more detail in the weeks they are happening.

4. Teaching

English will be taught daily, in the morning, across the school and will follow the three step Talk4Writing process: Imitation – Innovation – Invention. One genre will be taught using this approach each term. However, there will be further ‘short burst’ writing opportunities throughout the term, where children revisit familiar genres and have the chance to practise and apply skills (e.g. the main genre may be a story, but a short burst might be a diary entry from one of the characters, a discussion around a character’s dilemma, or a newspaper report on the disaster). These will be completed in English books and marked in line with the marking policy. There should also be opportunities to write extended pieces through foundation subjects, making links to previously taught genres.

Where appropriate, each English lesson starts with a 10 minute grammar warm-up activity. Children will complete tasks either on whiteboards or in their English books before moving on to the main input for the lesson.

Stage 1– Imitation

- * Children explore and learn the model text that has been written by the teachers.
- * KS1 children then learn the text orally using the ‘storytelling’ technique, with whole class actions and drawn maps (which should be displayed on washing lines/working walls). Move from whole class reciting onto groups, pairs and individuals, as well as using other techniques such as drama / hot seating and key language cards to get the children using key words and phrases in other contexts, deepening their understanding. This approach will also be used in LKS2, however it may soon be more appropriate to move away from this and start by sharing different written examples of the genre, before looking more specifically at a model as the children progress into UKS2.
- * Share the learnt exemplar text with the children in written form. Use colour coding to identify key features, language and grammar. Ensure the children understand the text – go through the meaning of words, types of conjunctions etc. that are used and do written tasks, where necessary, to allow children the chance to use key words in other contexts. This can be differentiated, with children looking for features they understand and that they could apply themselves. A simpler version of the text can be given if required.

*Create a class “toolkit” of all of the things required to write an effective piece of the given genre. This will include language features as well as structural and will be displayed on the English working wall for children to refer to.

* Show children other examples of the same genre – wider reading and exposure to other literature is key. This should also be done through guided reading.

Stage 2 – Innovation

This stage involves creating a new text, in sections where shared and guided writing is used to help the children progress. Where a text is learnt orally, this is seen as making changes or ‘innovations’ to the original text, to create a new one. The internalised key language patterns and any other ‘magpied’ language remains, but children should be encouraged through guided and shared writing to move this language around and uplevel/improve where necessary. It is important that teachers ensure the children have a clear understanding of how and why this is necessary and that they have the skills and confidence to add their own ideas so that the class doesn’t end up with 30 identical pieces of writing. You can use any form of planning, whichever works best for your class, however the children do need to be taught how to plan effectively using bullet points, notes and key words as memory joggers and not writing in full sentences.

* Use shared writing to show children how to innovate using features from the toolkit and the new planning for the innovation on your working wall. Model how to move the language around and change sentence structures so that children are not restricted by the model text and apply through guided group work.

* Ensure all ideas are listened to and encourage the children to make good choices for words etc. Children should also be encouraged to magpie ideas.

* Immediately after shared writing, children are to write their own innovations in books. This will be done in sections/paragraphs across a few days, rather than writing the whole thing at once so that teachers can provide detailed modelling and feedback as required.

* Teachers will work with a **guided group** where required, using this as a form of support and differentiation based on feedback from marking and in lessons.

* Separate editing lessons will be used where effective editing should be modelled to the children, who should then edit their work using blue pens and following the ‘Good, Better, Best’ editing checklist (see appendix 3).

* Children can also be given the opportunity to be ‘A/B partners’ and discuss each other’s work and use their blue pens to ‘edit’ their work. Formative assessment is a key part of this process; assessing progress and establishing what needs teaching next.

*Specific grammar and target lessons should be taught throughout this stage, where teachers have clearly identified certain skills that the children need to be taught in order to try and apply them in their innovated writing.

By the end of this stage the children should all have a plan of their innovated text and a full written version that is unique to them.

Stage three – Invention (Independent Application)

- * Initial stimulus has to excite and engage the class. For example; suitcase arrives from South Pole, an email is sent or a video arrives for them to watch that gives them a purpose for writing.
- * This stimulus then ignites the invention process which begins by recapping the toolkit, looking at other examples of the text (immerse the children in the genre), role play and drama activities and creating word banks (which should be displayed in classroom). Children may also need time to research information for additional content.
- * Use grammar lessons to focus on any areas for development from the innovation stage so the children are well prepared for their hot write
- * Children then create their own independent ‘hot piece’ of writing based on the stimulus introduced at the beginning of the week.
- * This piece of work will be marked according to the marking policy. Editing and redrafting time can also be planned in to make their writing the best it can be.

4.1 Short Burst Teaching

These lessons will revisit a genre that the children have previously been taught. Teachers will spend time recapping the toolkits, sharing different examples of the genre and providing the children time to discuss and share ideas. Shared planning and writing should take place before the children complete the task independently. This short burst may span over two lessons to ensure high quality outcomes. This does not need to be overly lengthy, it can just be a high quality paragraph or two, allowing the children to apply new skills they have been taught.

4.2 Discreet Grammar Teaching

These lessons will be based on specific areas of grammar that are required for the genre of the term. As a result of feedback through marking and during lessons, teachers will decide what the focus for these lessons will be and differentiate accordingly with the plan being personalised for their class.

4.3 Discreet Target Teaching

Teachers will identify targets that the children need to work on throughout a unit of work using effective assessment for learning from children’s independent writing. This target will then be recorded at the top of the child’s next piece of writing, underneath the L.O. so the child knows what they are focussing on in that piece. There will be discreet lessons needed to teach the children the skills needed to achieve their targets and these will be identified on the MTP, as well as on the L.O. in the book (see Marking and Presentation Policy).

4.4 Editing and Redrafting Teaching

The content of these lessons will be dependent on information gained through assessment for learning and feedback from marking the children's work. Editing and redrafting is not just responding to marking from the previous lesson, it is about improving and rewriting sections if necessary. There might be an issue to address with the whole class, a guided group or with children individually. Teachers should share examples of work with children and the 'Good, Better, Best' steps will be followed to help the children structure their editing. (See appendix 3) There will be evidence of children redrafting sections of work where necessary using suitable techniques such as 'editing flaps' or a whole lesson dedicated to re-writing on a new page. Children will be given time to edit and redraft their work effectively before the writing it is then marked or assessed.

Assessment

Writing is assessed continually throughout the year to form an end of year judgement, as detailed in the assessment policy. This is used to inform teacher planning and target setting.

Spelling and Vocabulary

'Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge.' (Page 11, National Curriculum 2014)

'Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words' (page 15, National Curriculum 2014).

4.1 Aims and Provision

At Holy Rood, pupils are encouraged to develop as independent and accurate spellers who are confident to use evolving and adventurous vocabulary in their own writing. They should have a range of spelling strategies that they can use to attempt unknown words and a sound knowledge of common exception words for use in their daily work. Children are made aware of the differences between spoken dialect and written English in terms of spelling. We facilitate this by providing planned spelling and vocabulary tasks and opportunities such as:

- Daily phonics lessons in KS1/spelling lessons in KS2 3x a week (see appendix 7)
- Statutory word list lessons (see appendix 7)
- Vocabulary sessions (KS1)
- Vocabulary focus in daily guided reading
- Vocabulary cards and mats for key vocabulary (for all subjects)
- Intervention groups
- Regular spelling homework
- Emphasis on vocabulary through Talk for Writing

- Exposure through higher level reading texts for Guided Reading and Class Readers
- Marking of spelling and vocabulary choice in writing (see marking policy)
- 'Help yourself' displays
- Planned time for editing and redrafting (Appendix 6)
- Use of dictionaries throughout KS1 and KS2

4.2 Assessment

Spelling is assessed weekly and termly as detailed in the assessment policy. This is used to inform next steps in teaching and learning.

5. Handwriting

'Writing depends on fluent, legible and, eventually, speedy handwriting.' (page 15, National Curriculum 2014)

5.1 Aims and Provision

At Holy Rood, we believe it is important for pupils develop a neat, legible, fluent handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing. We encourage children to foster a positive attitude towards handwriting whilst also establishing and maintaining high expectations for the presentation of written work. This allows for pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

In FS2 handwriting is taught in whole class sessions through modelling writing and group work. Triangular pencils and pencil grips are used in FS2. There are daily opportunities for gross and fine motor development through funky finger activities and continuous provision. Handwriting will be taught at least three times a week in KS1. In KS2 handwriting is taught within spelling lessons and there are targeted interventions where needed. As children progress through the school, modified pencils and pens will be provided for those who still require support with correct grip.

In Key Stage 2, children write with a pencil until their writing is legible and joined. All children have the opportunity to develop their handwriting, with the use of a black handwriting pen: in re-drafting lessons for LKS2 children and all assessed writing pieces in UKS2. When a child shows consistency in their handwriting legibility, they are awarded a handwriting pen for all written tasks, across the curriculum.

5.2 Assessment

Handwriting is assessed as part of the writing assessment process as detailed in the assessment policy. This is used to inform intervention groups as well as future teaching.

6. Professional development

- Members of the English Team attend regular training within county and report back to all staff
- Staff are expected to attend relevant courses during the school year
- The English Team hold regular meetings to update staff on curriculum and assessment developments as and when required
- Moderation takes place in house, within the cluster and with other local schools
- A writing moderation exemplification folder has been made for all year groups to support with writing assessment

7. Marking

7.1 Expectations in books

Above each piece of extended writing (whether that is a short burst or a piece of writing linked with the genre being taught that term) should be the following:

- The long date and underlined with a ruler.
- Y1-Y6 - the learning objective for the lesson and the child's target (for target lessons)
 - In Y1-Y4, the objective will be written on the sheet or printed on stickers for books.

- In Y5-Y6, the objective will be written in books by the children.

Teachers are required to read all pieces of work on a daily basis, even if the work hasn't been completed, to inform guided group work and future targets.

7.2 Marking Codes

In Y1-Y6, teachers will use the marking codes for KS1 and KS2 alongside yellow and green highlighting. The list of codes is not definitive and accounts only for the most common errors and these should be applied with further guidance (additional comments) when needed to ensure that the child knows more precisely what they are trying to improve and why. This will usually be linked to their writing targets but glaring errors, which do not link, must not be ignored.

When using the marking codes, be mindful of the amount you are using and that you are not giving the child too much to respond to. There is an expectation that anything you have asked them to improve will be acknowledged and responded to by the child and not just left, so the children will need to be given sufficient time to respond to marking the next day. If they struggle with spelling, then prioritise no more than three words that you want them to look up and correct, as any more than this could be overwhelming. The children are expected to respond to the marking codes/comments in blue pen, completing the suggested improvements in their writing as a result of the teacher's feedback.

7.3 Yellow and Green Highlighting

Yellow highlighting: this is used to identify the positives in the children's work, linking to the toolkit for the genre and any taught skills that you can see the child applying in their work. This needs to be done in moderation – you do not need to highlight multiple examples of the same thing, or whole paragraphs!

Green highlighting: This is used to identify exactly where in the children's work you want them to make an improvement, e.g. a word that needs its spelling checked, a place where punctuation is missing etc. If there is a whole sentence/section of writing that needs improving, then highlight along the margin to identify this rather than multiple lines in the child's book. Marking codes should then be used to inform the child about what they need to do to improve their writing. If a code is not sufficient, then a comment may be needed to explain what is needed, depending on the child.

Teacher comments: These need to provide a meaningful next step for the child so that they can then respond immediately and improve their work as a direct result of teacher feedback. These can also include next steps of what you expect to see in the child's next piece of work.

Examples of this can be found in appendix 7 alongside the marking codes for KS1 and KS2

7.4 Evidence of adult support

Shared writing (producing one text in a small group or whole class, with input from a variety of children) will be stuck in and identified with the words 'shared writing' and a ratio of how many children contributed. E.G 1:6. This does not require further marking.

Ratios of support should be marked on the work by any adult working with the children. If the work is supported in anyway then this needs to be identified E.g. T (Teacher) or TA (Teaching Assistant) 1:5 as this will need to be considered when using work for assessment.

There are times when lesson outcomes do not require detailed feedback in the same way. For example; planning, grammar tasks, target lessons, feature finding etc. The marking for these lessons should be focused on the objective, with a tick if the objective has been met or yellow highlighting of specific grammar focuses identified. A green dot or comment will be used if something is needed to be changed/improved to help meet the objective for the lesson.

7.5 Editing

'Good, Better, Best' sheets and editing checklists for KS1 and KS2 will be accessible in every classroom to support children with how to edit their work effectively.

When editing their work, children should use the editing checklist to show them how to make any changes neatly and clearly. Any editing should be completed in pencil using dictionaries and 'help yourself' displays once the child has finished. Editing lessons and giving the children the opportunity to edit their work with a partner should also be used, where teachers can model how to use the 'Good, Better, Best' sheets to improve their work step-by-step.

Blue pen will only be used to respond to teacher feedback, not for editing. Therefore, any words/sentences written in blue pen cannot be used to inform assessment; however, the rest of the piece can as this will have been edited independently.

7.6 Assessed Writing Pieces

All Assessed writing should have an LO grid at the top of the page, with children's individual targets shown. Objectives that have been met will be highlighted in yellow, ensuring children are aware of the features they have included in their work. If a child also demonstrates correct use of their individual target, a gold stamp will be awarded on their LO sheet. Once a child has demonstrated their individual target being met on two or three occasions (dependent on the child and teacher assessment), a new individual target can be given.

8. Inclusion

In English teaching at Holy Rood, staff are aware of children's individual needs and how to best differentiate teaching and learning to enable access for all. This is done through quality first teaching to suit a variety of learning styles, often using a multisensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and learning needs. During 'Progress meetings' (3 times a year) the SENDO, class teachers and SLT will discuss the impact of interventions on cohort action plans and how best to support the needs to individual children.

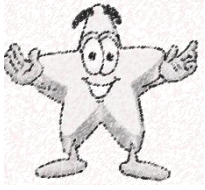


Appendix 1

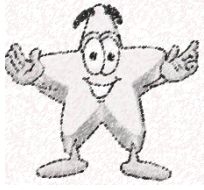
Holy Rood Writing Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Genre taught	Non-chronological Report	Traditional Tales/Classic Literature	Persuasion	Suspense Story	Instructions (KS1) Explanation (KS2)	Journey/adventure Story
Short burst	Journey/adventure Story	Non-chronological Report	Traditional Tales/Classic Literature	Persuasion	Suspense Story	Explanation

Appendix 2



Editing Checklist KS1



Become an editor by reading your work carefully...

because
becoz



Draw a dotted line underneath a word if you don't know how to spell it. Check in a dictionary and blue pen in the right spelling.

to the
went_^shop

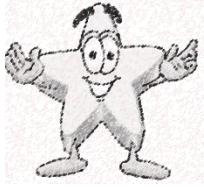


Inspect your work closely and use a little arrow to insert missing words.

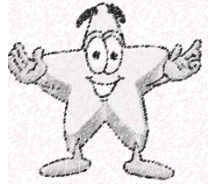
devastated
~~sad~~



See if you can change some of the words to make it more engaging for the reader.



Editing Checklist KS2



because

becoz



Dot underneath any words you are unsure about spelling and use a dictionary to check them. Then write the correct spelling above in blue pen.

to the
went_^shop



Inspect your work closely and use a little arrow to insert missing words.

devastated

~~sad~~



Put a single, straight line through a word if it is wrong. If you are up-levelling it, write the new word neatly above in blue pen.

((Suddenly, I heard a noise coming from the distance))

If a whole phrase or sentence is wrong, put the double brackets round them.

Sam was happy.



Neatly insert and capital letters and punctuation where they are missing.

Appendix 3 – KS1

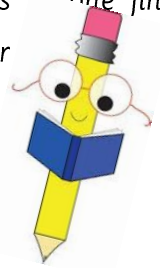
Good, better, best.

Never let it rest, until your **good** is better and your better **best!**

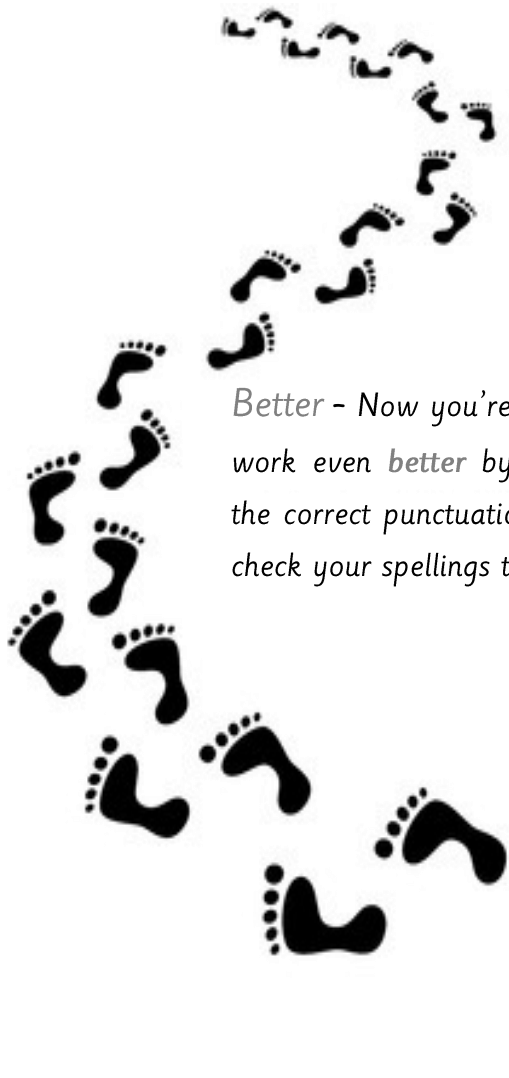
Get ready to make your writing the **best** that it can be...



Best – Finally, you’re ready to make your writing the **BEST** it can be! Get your polishing pens poised and take a deep breath...This is your final push for perfection! You now need to check that your grammar is correct and tenses are accurate. Does it engage the reader?

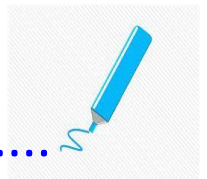


ed ing ly



Better – Now you’re in the ‘zone,’ let’s make your work even **better** by making sure you have used the correct punctuation throughout. Don’t forget to check your spellings too.

ABC ., ?!



Good – Help make sure both you and your writing partner have produced work of a **good** standard. Read it carefully for them and give them a star and a wish! Then use your blue pen to respond to their marking.



Good, better, best.

Never let it rest, until your *good* is better and your better *best!*

Get ready to make your writing the *best* that it can be...



Best – Finally, you’re ready to make your writing the **BEST** it can be! Get your polishing pens poised and take a deep breath...This is it, one final push for perfection! You now need to check that your grammar is correct; is your tense consistent? Do you have subject and verb agreement? Make sure that you have thought carefully about your word choices; does your vocabulary have the desired effect on the reader?

Better – Now you’re in the ‘zone,’ let’s make your work even *better* by making sure you have used the correct punctuation throughout. Don’t forget to check your spellings too. Dot any words you are unsure of, then look them up in the dictionary, just to be sure.



Good – Help make sure both you and your writing partner have produced work of a **good** standard. Read it carefully for them and suggest any improvements that can be made, then look closely at the improvements they have suggested to you and edit.

Appendix 4

Teaching of Phonics and Spelling

Phonics – please see Reading Policy **Part A**: phonics and early reading.

Spelling

Under the new curriculum, spelling is a huge focus. SPaG tests will now only accept answers that are spelt correctly and the Y6 writing framework (used to form teacher assessments) now places a greater emphasis on spelling words on the statutory list correctly (e.g. amateur, accommodation etc.)

In order to ensure our children are as well prepared as possible, we have come up with the following ways to support you with the teaching of spelling:

- Spelling will be taught at 1.00pm in the afternoon in every year group to ease the pressure on morning timetables.
- No Nonsense Spelling resources are available for each year group to use, together with taught spelling rules broken down into year groups.
- The strategies found at the front of these books will be used to support pupils with the learning of the statutory word lists during a Monday spelling lesson.
- Children will then use these words when they do handwriting activities / early morning work.
- The rest of the spelling sessions that week will be linked to the rules in the spelling programme.

Key question 1: What will my spelling week look like?

- Each **Monday** spelling session will be spent looking at **5 statutory words** from the relevant year group list. You will teach a spelling strategy in this session and the children will then apply it to learning these 5 words. E.g. Rainbow writing / look, say, cover, write, check etc. (see spelling programme book). Children will then use these 5 words when they complete handwriting tasks / early morning work throughout the week.
- You will then spend the rest of the week looking at spelling rules, listed in the NC programme of study, highlighting / ticking them off on your taught spelling rules document as you cover them. You can then look whichever rule you are teaching up in the spelling books we have bought for any additional resources / subject knowledge advice you may need.

Key question 2: Which words will I test? Words linked to the rules, or the statutory word list?

- We will no longer have weekly spelling tests, as we need to be using time to teach, with assessment happening less often. Instead, you will need to send home the statutory word list for your year group, with an indication of which 5 words you will be learning each week.
- We will then test these statutory words in groups of 20 (every 4 weeks) with the following week being spent addressing any major issues / words spelt incorrectly. This 6 week cycle will run as follows:

<p>4 weeks: Teaching spelling (Mon = statutory words and spelling strategy, rest of week = rules in relevant year group)</p>	<p>1 week: Testing the 20 statutory words covered on Mondays</p>	<p>1 Week: Revisiting any words not yet consolidated, using the preferred strategies</p>
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Key question 3: How will I know which rules to teach after my Monday lesson?

- The taught spelling rules document details rules for each year group. The folders on the Staff General area are organised in year groups and then into rules for those year groups. Each 'rules' folder contains a PowerPoint and other activities linked to those rules. You are free to work through your year group's rules in whatever way works for you, just being mindful of the fact that all rules need to be covered within the year. You might want to revisit previous year's rules if you find that children are having particular difficulties in certain areas.

Key question 4: Will we keep track of their statutory test results? Why?

- Yes, we will keep track of which words the children spell correctly. After each termly test of the 20 statutory words, teachers will complete their spreadsheet identifying which words the children got right and wrong. This will then get handed on to the next teacher so that they can continue to teach these words. We will then be able to provide extra spelling provision / IEP targets / speak to parents for those that need it.

STATUTORY WORD LISTS

Year 2	Year 3	Year 4	Year 5	Year 6
door	accidentally	address	achieve	accommodate
floor	actually	answer	aggressive	accompany
poor	arrive	appear	ancient	according
because	bicycle	believe	apparent	amateur
find	build	breath	attached	appreciate
kind	busy	breathe	average	awkward
mind	calendar	business	available	bargain
behind	centre	caught	bruise	category
child	circle	century	cemetery	committee
children	complete	certain	competition	communicate
wild	consider	continue	correspond	community
climb	decide	disappear	conscience	criticise
most	different	enough	curiosity	conscious
only	difficult	exercise	definite	controversy
both	early	experience	convenience	desperate
old	earth	extreme	determined	disastrous
cold	eight (h)	favourite	develop	equipped
gold	eighth	grammar	dictionary	especially
hold	experiment	guard	existence	embarrass
told	famous	guide	environment	exaggerate
every	February	heard (h)	government	equipment
everybody	forward	heart	foreign	guarantee
even	fruit	height	excellent	harass
great	group	history	explanation	familiar
break	important	imagine	hindrance	interfere
steak	interest	increase	forty	interrupt
pretty	learn	island	frequently	leisure
beautiful	library	knowledge	identity	lightning
after	material	length	immediately	mischievous
fast	minute	medicine	language	necessary
last	natural	mention	nuisance	marvellous
past	notice	naughty	muscle	opportunity
father	opposite	occasionally	neighbour	parliament
class	ordinary	often	occupy	prejudice
grass	perhaps	particular	occur	privilege
plant	popular	peculiar	persuade	profession
path	possible	position	physical	pronunciation
bath	potatoes	possession	programme	rhyme

hour	promise	pressure	queue	rhythm
move	quarter	probably	recognise	sacrifice
prove	question	regular	recommend	secretary
improve	recent	remember	restaurant	sincere
sure	reign (h)	separate	shoulder	sincerely
sugar	sentence	special	signature	soldier
eye	strange	straight	stomach	sufficient
could	suppose	strength	suggest	temperature
should	surprise	therefore	symbol	thorough
would	various	though	system	variety
who	weight (h)	although	twelfth	vehicle
whole		thought	vegetable	yacht
any		through (h)		
many		woman		
clothes		women		
busy				
people				
water				
again				
half				
money				
Mr				
Mrs				
parents				
Christmas				

Appendix 5: Example English Medium Term Plan

Year group	Term	Genre
4	4	Explanation

Year 4 Grammar Objective Coverage		(covered in previous term, covering this term)
Punctuation	<ul style="list-style-type: none"> • Can punctuate sentences using capital letters and full stops (80%) (T1) • Can use question marks and exclamation marks accurately, where appropriate (80%) (T1) • Can use capital letters appropriately for all proper nouns (T1) • Can begin to use commas to mark clauses in complex sentences by moving the subordinate clause to the start of the sentence and using a comma to separate this from the main clause, e.g. 'Even though they were told not to, the children were talking in assembly.' (T2, T3, T4) • Can use commas after fronted adverbials, e.g. 'Yesterday, I walked home from school because my parents were working late.' 'Next, finely chop the onion before adding it into the pan.' 'Hardly breathing, Tom edged forwards...' • Can use apostrophes to mark singular and plural possession in nouns (e.g. <u>The girl's</u> name is Karen and <u>The girls'</u> names all sounded very similar!) (T2, T3) • Can use inverted commas to punctuate direct speech (inverted commas are used around the spoken words, but other punctuation might not be evident, e.g. no punctuation before the closing inverted comma). (T2, T3) • Can use inverted commas and other punctuation to indicate direct speech. (E.G. a comma after reporting clause, punctuation marks before the closing inverted comma) (T2, T3, T4) 	
Grammar and vocabulary	<ul style="list-style-type: none"> • Can add detail and precision by extending noun phrases to include adjectives, nouns and prepositions. (E.G the teacher expanded to the strict maths teacher with curly hair.' to specify who or what is being referenced.) (T1, T4) • Can use a variety of fronted adverbials E.G Later that day, I found my keys. Consequently... (T2, T3) • Can use nouns and pronouns appropriately to aid cohesion and avoid awkward repetition of nouns • Can use a variety of co-ordinating and subordinating conjunctions to vary sentence type/structure (simple, compound, complex) • Can express cause using adverbs and conjunctions (if...then, so that, as a result, consequently etc.) (T3) • Can select and use the correct form of tense appropriate to the genre, keeping it sustained and consistent to ensure cohesion throughout • Can use present perfect verb form instead of simple past. (E.g. <u>She has downloaded</u> some songs.). (T4) 	



Targets	Target 1 To use co-ordination (or / and / but) to join 2 main clauses and some subordination (when/if/that/ because) to join clauses.		Target 2 To use commas to mark clauses in complex sentences.		Target 3 To use a variety of co-ordinating and subordinating conjunctions to vary sentence type/structure (simple, compound, complex)	
	Monday	Tuesday	Wednesday	Thursday	Friday	Enquiry writing
Week 1 Handwriting starter	Opening Stimulus Lesson Watch the Wallace and Gromit clip of Wallace getting ready using the machines! Begin to imitate model text.	Imitate model text Actions as whole class. Chn to work in groups to learn and perform. Build a word bank for WW of subject specific vocab.	Feature finding (Structural Features- Boxing Up) Use our main model text and find structural features of explanation text – colour code	Feature finding (Lang. Features & toolkit) Use our main model text and find language features of explanation text – colour code. Build Toolkit	Grammar Lesson Inverted commas (link to the speech from the legend of Romulus and Remus)	
Week 2 *add Grammar Starters – recapping Grammar lessons from last term*	Short Burst Plan: Romulus and Remus Suspense Story	Short Burst Suspense Story Opening & Build Up	Short Burst Suspense Story Dilemma	Editing Good, better, best checklist.	Target Lesson HA/MA – Group with Class Teacher –focus on Target 2 (extend HA Target 3) LA – Group with TA Target 1	
Week 3	Bank Holiday	Grammar Causal conjunctions	Innovation (Plan) Boxing Up	Innovation Introduction & Paragraph 1	Innovation Paragraph 2 & 3	

		(Use freeze frames from Cracking Contraptions to explain using conjunctions)	'How a 'Parent-Pleaser' machine work?'			
Week 4	Innovation Paragraph 4 & Conclusion	Editing Good, better, best checklist. Draw and label diagram.	Target Lesson HA/MA – Group with Class Teacher – focus on Target 3 LA – Group with TA Target 1	Short Burst Task 1 - label Snoozatron expanded noun phrases including prepositions Task 2 – Plan/storyboard sentences using adverbs and conjunctions of time and cause	Short Burst Share write introduction. Chn to write the main paragraph of explanation to explain how the Snoozatron works.	
Week 5	Share write conclusion + Editing Good, better, best checklist.	Invention Launch Miss Thomas has a project for us: to create a machine to help look after Milo e.g. 'How does a dog-minding machine work?' Research existing products. Mind map ideas for designs.	Plan Invention Describe the parts of machine using expanded noun phrases with prepositions. Extension: Chn to make posters to advertise their machine design, use exclamation sentences.	Plan Invention Storyboard the different parts/functions of the machine, focus on causal conjunctions and adverbials of time.	Plan Invention Box Up	



Week 6	Invention Introduction & Paragraph 1	Invention Paragraph 2 & 3	Invention Paragraph 4 & Conclusion	Editing Good, better, best checklist.	Redrafting in best and drawing labelled diagram	
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Appendix 6

English Weekly Planning

Week beg: 15/09/25		Teacher/s: -- --	Year Group: 5	Subject: English
Objectives		Whole Class Teaching	Task and Differentiation	Plenary/Key Language
Monday	<p>LO: I can plan a non-chronological report</p>	<p>Recap: remind children that we are preparing to write a non-chronological report. Revisit model text about the Frost Dragon.</p> <p>Explain that this week, we are going to innovate a new NCR about a magical creature encountered in the world of Harry Potter. Share pictures and video clips of the Hippogriff.</p> <p>https://www.youtube.com/watch?v=Vuv5h0DE63o</p> <p>Can chn remember the sections that we will need to include? Elicit these, agree sub-headings and assign colours for colour coding task.</p>	<p>HA – make their own choice of mythical beast, sort information and add to blank boxed up plan.</p> <p>MA – work independently to sort available information and colour code on the information sheet provided. Check against master sheet when complete.</p> <p>LA – as MA task but with adult support.</p>	
	<p>Resources:</p> <p>Sorting task sheets</p> <p>Masters of planning sheets / boxed up information</p>	<p>HA chn may choose whether they would like to write about the Hippogriff or choose an alternative:</p> <ul style="list-style-type: none"> Phoenix - https://www.youtube.com/watch?v=bSJ1suXiZ2I Basilisk - https://www.youtube.com/watch?v=pHEd0DGBSwo (from 30s onwards) <p>Introduce task 1</p> <p>Recall chn – were there any facts that were difficult to know where to include? Does anyone disagree about where certain facts belong?</p> <p>Look at the facts that belong in the 'Introduction' section. Model innovating the introduction on the flipchart – shared writing. Rehearse orally with children. Children to copy into book.</p>		
Objectives		Whole Class Teaching	Task and Differentiation	Plenary/Key Language
Tuesday	<p>LO: I can write part of a non-chronological report.</p> <p>LO: I can edit and improve my own writing.</p>	<p>Recap: Starter exercise – show children picture of a Hippogriff – what can they remember about this creature (without recourse to books)? Look for children who can recall specific vocabulary from the information sheets used yesterday. HA chn who want to write about the phoenix or basilisk may talk to each other / TA.</p>	<p>HA – working independently with choice of Harry Potter mythical beast.</p> <p>MA – most chn to work independently – teacher guided</p>	<p>Bring chn back together – share one or two good examples. Can other chn identify why this work is good?</p>



	<p>Resources:</p> <p>Boxed up plans from yesterday's lesson.</p> <p>Wordmats for adverbials/spellings Visualiser???</p> <p>Editing pens</p>	<p>Encourage children to develop expanded noun phrases / use more ambitious vocabulary. Add interesting vocabulary to flipchart sheet.</p> <p>Introduce written task (see right) and share success criteria with children.</p>	<p>group for specific individuals as identified through last week's AfL.</p> <p>LA – TA guided group.</p>	<p>Briefly remind them of last week's learning about editing skills.</p> <p>Spend final 5 minutes pair editing today's paragraph.</p>
	Objectives	Whole Class Teaching	Task and Differentiation	Plenary/Key Language
Wednesday	<p>LO: I can write part of a non-chronological report.</p> <p>LO: I can edit and improve my own writing.</p>	<p>Recap: What part of our NCR did we write yesterday? What part comes next? Ensure chn understand that they are going to be writing their Habitat sections today.</p> <p>Innovate: Look at the 'Habitat' section of the Frost Dragon NCR. Model for children making changes to this structure to adapt it for the Hippogriff, using large copy and post-its. Whole class to rehearse orally.</p> <p>Remind chn of success criteria.</p> <p>Introduce written task - chn to write their own 'Habitat' sections, continuing their work from yesterday.</p>	<p>HA – working independently. Provide wordmat of subordinating conjunctions and encourage them to use them to build more complex sentences.</p> <p>MA – most chn to work independently – teacher guided group for specific individuals (vary group from yesterday).</p> <p>LA – writing independently with adult support available.</p>	<p>Bring chn back together – share one or two good examples. Can other chn identify why this work is good? Briefly remind them of last week's learning about editing skills.</p> <p>Spend final 5 minutes pair editing today's paragraph.</p>
	<p>Resources:</p> <p>Large copy (flipchart) of Frost Dragon 'Habitat' section</p> <p>Large post-its</p> <p>Boxed up plans from Monday's lesson.</p> <p>Wordmats for adverbials / spellings / conjunctions</p> <p>Visualiser???</p> <p>Editing pens</p>			
	Objectives	Whole Class Teaching	Task and Differentiation	Plenary/Key Language



Thursday	<p>LO: I can write part of a non-chronological report.</p> <p>LO: I can edit and improve my own writing.</p>	<p>Recap: What part of our NCR did we write yesterday? What part comes next? Ensure chn understand that they are going to be writing their Habitat sections today.</p> <p>In pairs, give chn large copies of the 'Diet' section of the Frost Dragon NCR. Chn to repeat the exercise undertaken as a whole class yesterday – where to change key factual detail to adapt; where to vary sentence openers to make it their own.</p> <p>Remind chn of success criteria.</p>	<p>HA – working independently. Provide wordmat of subordinating conjunctions and encourage them to use them to build more complex sentences.</p> <p>MA – most chn to work independently – TA 'floating' support where required.</p> <p>LA – teacher guided group</p>	<p>Bring chn back together – share one or two good examples. Can other chn identify why this work is good? Briefly remind them of last week's learning about editing skills.</p> <p>Spend final 5 minutes pair editing today's paragraph.</p>	
	<p>Resources:</p> <p>Boxed up plans from Monday's lesson.</p> <p>Wordmats for adverbials / spellings / conjunctions</p> <p>Visualiser???</p> <p>Editing pens</p>	<p>Introduce written task – chn to write their own 'Diet' paragraphs, continuing their text from yesterday.</p> <p>Look at books after this lesson to identify any individuals with misconceptions / significant areas to address prior to completing the piece tomorrow.</p>			
Objectives		Whole Class Teaching		Task and Differentiation	Plenary/Key Language
Friday	<p>LO: I can write part of a non-chronological report.</p> <p>LO: I can edit and improve my own writing.</p>	<p>Recap: Remind chn of last week's teaching about modal verbs – what do they remember? Agree with children that we could use these to give some tips or warnings in our conclusion.</p> <p>Dice starter (see PowerPoint) – chn to compose sentences in pairs on whiteboards using randomised choice of modal verbs, based on information about the Hippogriff:</p> <p>1 = might 2 = should 3 = can 4 = will 5 = could 6 = must</p>	<p>HA – working independently to conclude writing about their own choice of HP mythical beast.</p> <p>MA – working independently – some chn to look at work 1:1 with class teacher as needed.</p> <p>LA – shared writing of conclusion in TA led group.</p>		
	<p>Resources:</p>	<p>Give children time to write their conclusions, followed by final editing time.</p> <p>Address 1:1 any issues identified following yesterday's lesson.</p>			

Appendix 7: Marking Codes

Marking Codes KS1



Re-read work carefully, something is wrong or missing

A B C

Capital letters



Full stops

Sp

Check the spelling



Finger spaces



abc

Joined writing



Up-level



Speak to teacher

Marking Codes KS2

R ←

Re-read work carefully, something is wrong or missing

UL

Up-level

P

(or a circle in the text)

Basic punctuation is missing or incorrect

Sp

Check the spelling

WC

Think about word choice

T

Check your tense



Speak to teacher