

## English Writing Expectations 2017-18

### In books

- Teachers to use sticker template provided for English book with class name (not teacher) KS1 printed names, KS2 children to write their own names on the line on the template. (Print doubles so that a new sticker is ready for a new book)
- First page of book should set the standard for the presentation. This will be done during 'Learning to Learn' week at the start of term. See 'presentation guidelines'
- PIGS- an overall PIG to be put in the margin by the date at the end of the lesson (before the plenary) S and P can be ongoing throughout the lesson where appropriate.
- Teachers mark in purple, TAs in green. Pupils respond in pencil and blue pens (Year 4 upwards)
- English errors to be picked up in all books (e.g. RE, Topic, Maths) In KS2 children should be taught methods to correct their own spellings.
- The Sentence Menu the child is working on should be given to the child on a card. This can then be tucked in their book for them to refer to each lesson. We suggest having back to back cards with the sentence menu above for any aspirational tasks.

### Cross-curricular

- English should be promoted across the curriculum. Remember to refer to the Sentence Menu in all writing lessons.

### Planning

- Planning to be completed on the Reculver lesson planning format and printed copies stored in Purple Teacher Files. Planning should include challenging questions based around the Bloom's Taxonomy to support teachers and TAs.
- Teachers to plan from the Inspire Curriculum and use the National Curriculum and Reculver tracking statements as a guide. Years 2 and 6 to use the Framework to support planning.
- Learning Objectives should be clear and allow for opportunities to challenge children working at a Higher Standard.

## Assessment

- Assessment data should be input on to SIMs termly using the Reculver Tracking Statements as a guide.
- Independent work should be used to guide judgements.
- Success Criteria should be used in line with the guidance for specific year groups as outlined below:

### **Early Years:**

Learning Ladders are used in English lessons. Skills are progressive whereby the expectation is that the first step is achievable by all children. The Learning Ladders are used to support assessment.

### **Year 1 and 2:**

The Success Criteria for Year 1 and 2 uses progressive skills. The skill on the bottom of the table being the easiest and it gets harder towards the top. These skills are linked to grammar strands that have been taught or revisited during the week and/or link to the tracking grids. The uppermost step on the ladder is marked with GD to challenge children working at a higher standard. Steps are limited to three so the children don't get overwhelmed or start using it like they're painting by numbers. Occasionally it is not necessary to have a Success Criteria due to the nature of the task.

### **Years 3 and 4:**

The Success Criteria for Year 3 and 4 encourages the children to consider specific features they should include in their writing. These will link to the Sentence Menu, the tracking statements/NC and/or key features of the text type being studied. The top of the Success Criteria will be a challenge and is marked with a star.

### **Year 5:**

The Success Criteria for Year 5 uses progressive skills. The skill on the bottom of the table being the easiest and it gets harder towards the top. These skills are linked to grammar strands that have been taught or revisited during the week and/or link to the tracking grids. Steps are limited to three so the children don't get overwhelmed or start using it like they're painting by numbers. Occasionally it is not necessary to have a Success Criteria due to the nature of the task.

**Year 6:** To allow for independence, Success Criteria will usually take the form of questions to allow the children to consider certain features they should include in their writing. These will link to the Sentence Menu, the Framework and/or key features of the text type being studied. Independent Work, from selected genres, will be assessed against the Framework and will be evidenced through highlighting of stickers. Time will be allowed for editing and improving. Marking will involve fewer directives as instructing specific improvements can inhibit the child's independence.

e.g. Rather than **'Add an adverb to the start of your sentence'** to **'What can you do to vary the openings of your sentences?'**

*The Success Criteria will be used to inform teacher assessment. This could involve the teacher or child highlighting/ticking key skills.*

**Working Walls**

- Sentence menus- examples for age related colour for your year group
- Key vocabulary (and for KS1/Year 3 high frequency words for the week: 5 focus words for the week)
- Designated spelling board... e.g. Weekly spelling rule- children to give examples from their work on post-it notes / Key words/ etymology/ evidence from diagnostics
- Evidence of teacher- shared/modelled writing
- NB NOT ALL PRINT OUTS- think of the size

**Classroom environment- please remain consistent and only use school agreed teaching styles (e.g. Sentence Menu not VCOP)**

**All classes:**

- Alphabet in order, capital and lower case (school policy cursive) consider vowels highlighted/different colour
- Grammar bags- phrase, sentence, clause etc./ washing line
- Sentence Menu- large version
- Sentence Menu key vocabulary at age appropriate
- Days of the Week in cursive
- Months of the Year in cursive
- Key vocabulary to be on every display (e.g. Rainforest: canopy)
- Using NC Appendix- Key Terminology for each year group displayed with an explanation and examples (could be from children)- not printed from TWINKL
- No additional posters etc. unless specified below: e.g. no VCOP etc.

<b>Additional:</b>		
<b>Early Years-</b> RWI Simple Sounds Poster (Complex when needed)	<b>Year 1:</b> RWI Complex Sounds posters (no other phonics posters) First 100 high frequency words laminated cards	<b>Year 2:</b> First 100 high frequency words laminated cards RWI Complex Sounds posters
<b>Year 3:</b> Next 200 high frequency words- laminated cards RWI Complex Sounds posters	<b>Year 4:</b> NC Appendix Vocabulary RWI Complex Sounds posters	<b>Year 5:</b> NC Appendix Vocabulary RWI Complex Sounds posters
<b>Year 6:</b> NC Appendix Vocabulary RWI Complex Sounds posters		

### **Presentation Expectations:**

- Ensure there is a high expectation of presentation at all times
- Ensure that the handwriting of the adults sets a good example
- Ensure the full date is written on the first line of the page. The learning objective/title to be written on the line below. (KS1 to write short date until the teacher deems them ready to move on) Children then to leave a line before beginning their work.
- Ensure that rulers are being used for underlining and margins
- Ensure that children leave a line each time they start a new paragraph.
- Ensure that work shows progression in standards of presentation and expectations from one piece to the next
- Ensure children are responding meaningfully to marking.
- Ensure that the marking is impacting on subsequent work.

## **English Reading Expectations 2017-18**

### **Early Years**

In Early Years there is a daily Reading Time which takes place for 15 minutes. During this time, they cover a range of tasks, all of which promote the early skills of reading as well as reading for enjoyment.

#### **These tasks include:**

- Speedy Words - our high frequency word sets.
- Phonic games - these can be ICT based on the interactive whiteboard or phonic games using CVC/CCVC/CVCC word cards.
- Lotto and bingo games.
- Oxford Reading Tree Talking Stories.
- Word jigsaws.
- Reading and writing of CVC words using whiteboards and pens.
- Retelling and sharing familiar stories.
- Non-fiction texts.
- Story telling using the Helicopter technique.

This time is also used to hear the children read on an individual basis.

### **Read, Write Inc**

The children work within mixed ability groups to learn individual sounds, begin to learn how to blend and learn to read red and green words. Children progress to reading a Ditty - a short story with captions and sentences. As they move through the scheme, they move onto a coloured band of books based upon their termly Read, Write, Inc assessment. Read, Write Inc occurs daily for half an hour at first, moving towards a 45 minute session when the children are ready for this.

### **Key Stage 1**

#### **Year 1 Read, Write Inc**

The children work within mixed ability groups to; learn set 2 and 3 sounds, learn how to blend using these sounds and learn to read red and green words. Children progress through the RWI reading scheme from ditties to grey books. They move through a coloured band of books based upon their termly Read, Write, Inc assessment. Read, Write Inc occurs daily for a 40 minute session when the children are ready for this.

The children also have a 15 minute reading skills session which comprises of a short phonics recap and then a range of activities including comprehension and pobble.

## **Year 2**

The children have daily 30 minutes reading time which consists of a rotation of activities including reading with the class teacher and teaching assistant, finding facts in non-fiction books, writing a book review, phonics games and comprehension activities. On occasions they have whole class reading time where they focus on a specific texts and complete activities linked to that text.

The children also have a 15 minute teaching the skills of reading session where they look at previous SATs papers and discuss what the text is about and look at the different styles of questions.

### **Buster's Book Club:**

- Children must read for a set amount of time (depending on their Year Group) on a Wednesday evening. They must then get their Bookmarks signed and bring them into school each Thursday. Staff must check the Bookmarks and keep a record of the number of children who read for the recommended time and of any additional minutes read by the children. A trophy is awarded to the class who have read the most each week in Celebration Worship.

## **Key Stage 2**

- Whole class teaching of reading should take place for half an hour daily. An introductory warm-up task will cover key skills e.g. Speed Reading, Stamina, Retrieval, Find and Copy, Vocabulary immersion. A whole class text will then be used to teach key skills with clear Learning Objectives. All children in the class should be exposed to the same text and activities linked to the Learning Objective can be differentiated.
- Whole Class teaching sessions can be planned using the National Curriculum and Reculver tracking statements as a guide. Year 6 will also use the Framework to support planning. Power of Reading resources will be used and adapted. Text choices must come from the 'Suggested Texts' document for their year group.

### **Accelerated Reader:**

- Children will complete a STAR Assessment 4 times a year which will allocate the children a ZPD. This will inform their book choices from the library. Children will then need to complete a quiz within 24 hours of finishing their book. The aim is for the children to achieve between 60%/80% depending on the difficulty of the text. Staff must allow a minimum of 20 minutes a day for children to complete their quizzes and to read their books. Teachers have an obligation to check their AR data weekly

and use it to inform their interventions and teaching. Parents are invited to track their child's progress via Home Connect.