

English E-Portfolio

2020-2021

Statement of Intent

Hove Juniors uses a reading into writing approach in all year groups. Through our inspiring English curriculum, we want our children to become confident and enthusiastic readers who can comprehend at an age-related level or greater and have a love for reading across the curriculum in a range of different genres.

Children are taught explicit grammar, punctuation and spellings which are embedded into planning. Children understand grammatical terms, can use a variety of grammatical techniques in their own writing and discuss the impact of their choices. They are confident writers across the curriculum. Provision is differentiated and personalised for all groups of children and all staff will feel confident in using a variety of methods to teach writing. There will be exemplification of age-related expectations for writing for all year groups which will be used to set expectations and ensure assessments are robust and accurate.

Rich texts linked to our topic are at the core of our teaching. Reading skills are explicitly taught and grammatical features are unpicked. Children are taught to question how the author uses grammatical features in their writing for the greatest impact. With support, they will write in a similar style through a range of strategies: guided, shared, paired and independent writing. Wherever possible, children are given choice in their writing and their opinions and interests are considered to shape our English planning. They write for purpose and for different audiences.

The teaching of English is of a consistently high standard and is closely monitored through book looks, learning walks, planning checks, pupil voice interviews and regular collection of accurate assessment data. This information is fed back directly to teachers so that they can adapt their planning to meet the needs of the children.

Action Planning

Objective 1: All groups of children to achieve age related expectations or greater in reading.

Desired outcome: *All children can read and comprehend at an age related level or greater and they have a love for reading across the curriculum in a range of different genres.*

Objective 2: To raise the standards in writing so that all children reach age related expectations or greater.

Desired outcome: *The children will be confident writers across the curriculum. Provision is differentiated for all groups of children and all staff will feel confident in using a variety of methods to teach writing. There will be exemplification of age expectation for writing for all year groups which will be used to set expectations and ensure assessments made are robust and accurate.*

Objective 3: To ensure 85% of children achieve the age related expectation for GPS at the end of KS2 and that key skills are taught throughout the curriculum

Desired Outcome: *All children make age related expectations for spelling and children are taught explicit punctuation and grammar which is embedded into planning. Children understand grammatical terms, can use a variety of grammatical techniques in their own writing and discuss the impact of their choices.*

CPD for Staff

Spelling

Feedback from a staff questionnaire highlighted spelling as an area that staff felt they needed some support with. We were also keen to continue to develop children's spelling across KS2 at HJS.

In order to do this, the English team lead a staff meeting to practically support teachers in using the No Nonsense Spelling scheme and other spelling resources. To further build confidence in delivering spelling lessons, the English team also recapped the expectations of teaching spelling and went over some useful spelling strategies and activities.

CPD for Staff

Writing Moderation

The main aim of this CPD was to assist staff in identifying gaps in the children's knowledge that may have emerged due to the school closure and how to support further planning.

The CPD also aimed to further develop the confidence of all staff to assess writing accurately and to ensure a robust coverage of all writing, grammar, punctuation and spelling objectives across the year.

Staff achieved this by

- sharing best practice across both school sites.
- securing judgements of assessment in writing.
- unpicking gaps in evidence to support further planning.

Long Term Overviews

Year 3
English Overview

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey	Portals into History (Stone Age to Iron Age)		Trash to Treasure (Reduce, Reuse, Recycle)		The Road to Toyo Ancient Greece, Japan and The Olympic Games	
Main texts studied	Texts featuring Stone Age creatures The First Drawings Cave Baby The Stone Age: Hunters, Gatherers and Woolly Mammoths * These stories can be read daily to help children learn about the Stone Age and its creatures as we get into the topic Stone Age Boy Ug	Mantle Letter writing Report writing Conjunctions for explanations Poetry Poetry features and types Free verse Portal Stories Using a range of quality extracts texts as the stimulus for our writing, including Harry Potter, Alice in Wonderland, The Lion, The Witch and the Wardrobe and The Secret of Platform 13. Newspaper examples	Varmints	Litterbug Doug Range of example persuasive letters The Kapok Tree		

Year 5 English Overview

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey	Coast to Coast 'Brighton Rocks'	Coast to Coast 'Brighton Rocks'	Ancient Darkness	Ancient Darkness	The Road to Tokyo	The Road to Tokyo
Main text studied	Dead Man's Cove St Ives tourist adverts/ persuasive writing Flotsam CC History outcome: Information text	Dead Man's Cove Flotsam CC Science outcome: Forces information text	Rainmaker Wolf Brother Information text of clan animal CC: Maya information texts	Rainmaker Wolf Brother		
Reading skills	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding.	<i>Consolidation- will prioritise based on assessments.</i> Continue to explore the meaning of words in context by asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and	<i>Consolidation- will prioritise based on assessments.</i> Continue to explore the meaning of words in context by asking questions to improve their understanding. Drawing inferences such as inferring	<i>Consolidation- will prioritise based on assessments.</i> Continue to explore the meaning of challenging words in context by asking questions exploring synonyms, definitions and by using them in a sentence. Drawing inferences such as inferring	<i>Consolidation- will prioritise based on assessments.</i> Continue to explore the meaning of challenging words in context by asking questions exploring synonyms, definitions and by using them in a sentence. Drawing inferences such as inferring	<i>Consolidation- will prioritise based on assessments.</i> Continue to explore the meaning of challenging words in context by asking questions exploring synonyms, definitions and by using them in a sentence. Drawing inferences such as inferring

Year 4 English Overview

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey	Roamin' Romans	Roamin' Romans	Vicious Vikings	Vicious Vikings	The Road to Tokyo	The Road to Tokyo
Main text studied	Escape from Pompeii	The Journal of Iliona : a Young Slave	Odd and the Frost Giants	Odd and the Frost Giants	TBC	TBC
Reading skills	Discussing words and phrases that capture the reader's interest and imagination. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Discussing words and phrases that capture the reader's interest and imagination. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Discussing words and phrases that capture the reader's interest and imagination.	Retrieve and record information. Identifying main ideas drawn from more than one paragraph and summarising these. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text. Discussing words and phrases that capture the reader's interest and imagination.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Discussing words and phrases that capture the reader's interest and imagination. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text.	Identifying main ideas drawn from more than one paragraph and summarising these. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Discussing words and phrases that capture the reader's interest and imagination.

Year 6
English Overview

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey	A Voyage to the New World	A Voyage to the New World	WW2	WW2	The Road to Tokyo	The Road to Tokyo
Main text studied	The Land of Never believe	Holes	Rose Blanche	The Boy in the Striped Pyjamas		
Reading skills	To understand key words in context. To retrieve language and information from a text and images. To draw inferences about a setting and justify using evidence.	To understand key words in context and ask questions to develop understanding. To retrieve language and information from a text. To draw inferences about characters and begin to examine how they change and develop. To support this by using evidence from the text.	To understand and identify key words in context and ask questions to develop understanding. To accurately retrieve language and information from a text using learnt strategies. To draw inferences about characters thoughts feelings and motives and begin to examine how they change and develop. To support this by using evidence from the images.	To understand and identify key words in context and ask questions to develop understanding. To accurately retrieve language and information from a text using learnt strategies and with growing stamina. To draw inferences about characters thoughts, feelings and motives and begin to analyse and compare how they change and develop in a range of contexts. To support this by using evidence from the text.	To understand and identify key words in context and ask questions to develop understanding. To accurately retrieve language and information from a text using learnt strategies and with stamina. To draw inferences about characters thoughts, feelings and motives and begin to analyse and compare how they change and develop in a range of contexts. To support this by using evidence from the text.	To understand and identify key words in context and ask questions to develop understanding. To accurately retrieve language and information from a text using learnt strategies and with stamina. To draw inferences about characters thoughts, feelings and motives and begin to analyse and compare how they change and develop in a range of contexts. To support this by using evidence from the text.

Progressive skill development in each year group has been plotted out carefully onto long term overviews. These documents are 'live' and regularly discussed in team meetings. Many of the skills need over learning and regular recaps each term.

Reading at HJS

Success as a reader underpins learning in all areas of the school curriculum. Many pupils become successful readers and writers with the support of their family, friends and teachers. Here at Hove Junior School we aim to help pupils become better readers across the curriculum and continue to build on their reading success from the infants through a range of skills-based activities and opportunities to read for pleasure.

D.E.A.R Time

Children will read regularly in class. This will be either with an adult, a buddy, with the class, in a group or independently. Every week the children will take part in D.E.A.R time – ‘Drop Everything and Read’. During this time, they will read independently or with a partner for 20 minutes. Also, they will have the opportunity to complete reading activities linked to their book in their journal or jotter. This is a time for the children to continue to develop a love of reading, recommend texts, build reading stamina and practice the reading skills they’ve learned in lessons.

Excellent Reading Provision at Hove Junior School

During our most recent ‘Deep Dive’ into the current reading provision at our school, it was a pleasure to see the excellent provision available to all children. Here are some points to celebrate:

The quality teaching of reading skills in year 3 in line with the infants has raised the profile of reading and involves the teacher explicitly teaching reading skills every day.

We ensure each year group uses high quality and rich core texts to underpin the teaching of reading skills. Teachers write their own comprehension questions in line with the end of KS2 expectations linked to core texts.

As a school we pre teach vocabulary which enables all children to access the challenging and rich texts that are at the centre of our English curriculum. Sometimes the chapters/vocabulary are sent home and sometimes teachers work with groups of children to pre teach this during D.E.A.R time.

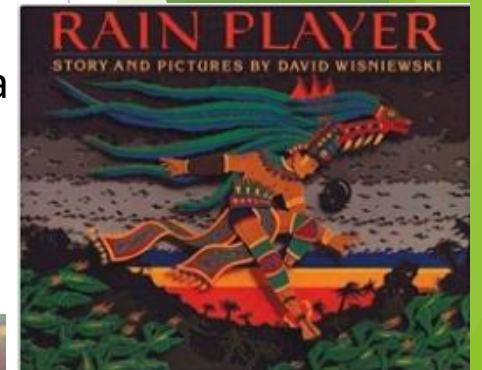
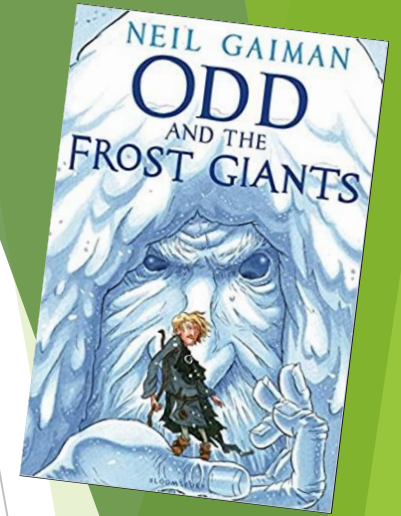
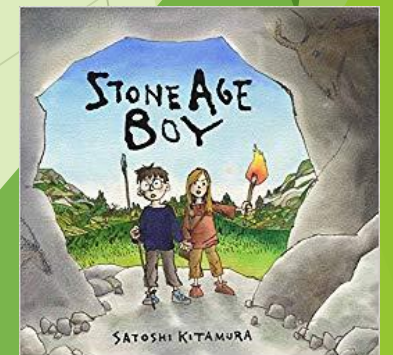
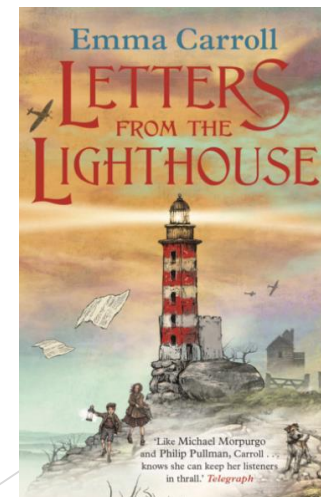
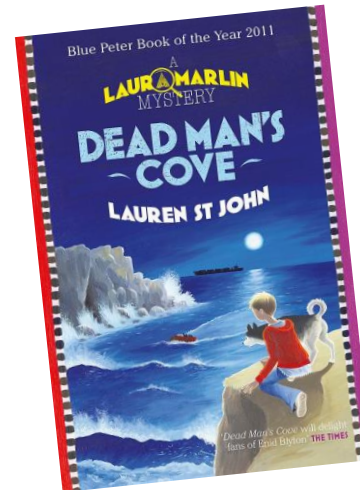
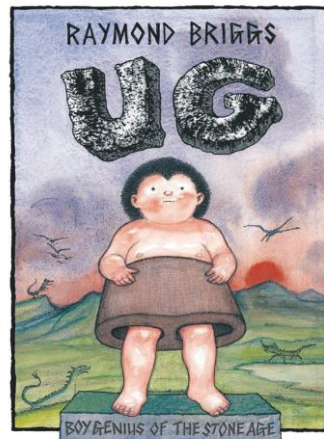
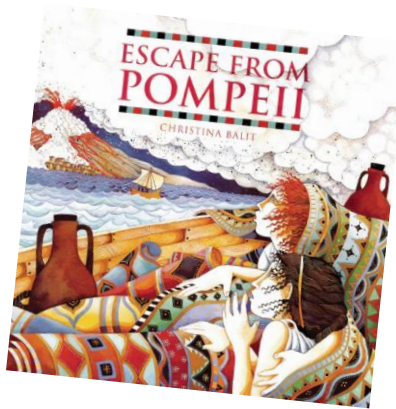
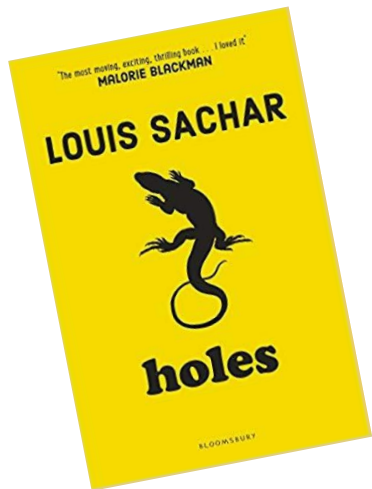
Differentiation and challenge is a particular strength. Key texts are specifically chosen or key questions and activities are planned to meet the needs of all children. The phonics groups in year 3 and focus reading groups in year 6 are particular examples of this.

A love of reading is at the heart of our vision for reading across the curriculum.

Reading at HJS

Reading into Writing

Hove Junior School uses a 'reading into writing' approach in all year groups. Through our inspiring English curriculum, we want all children to become confident and enthusiastic readers who can comprehend at an age-related level or greater and have a love for reading across the curriculum in a range of different genres. Reading skills are taught using the whole class text as a stimulus. Children are taught to understand authorial intent and to unpick this as a reader and apply it to their own writing. High quality challenging texts are chosen for whole class English lessons. Often these books are one of a series of books that children can go on to read after reading the first as a class. Vocabulary rich texts are at the heart of our curriculum planning and inspire our learning journeys.



Support for Lower Attaining Readers

We aim for every child to access the English curriculum at a level that is appropriate for them and to make expected or greater than expected progress in reading from KS1. This begins with **quality first teaching in class**. Lower attaining readers are supported in class with a variety of measures carefully tailored to each child, including: sending texts/chapters home, pre-reading of texts in small groups, pre-teaching of key vocabulary, mind-mapping of key events, use of Communicate in Print and differentiated reading tasks.

Based on their specific needs, some children are supported outside of class with targeted interventions.

Interventions

Phonics in Y3 and where necessary to support children

BRP (Better Reading Partners)

Inference group

LSS (Literacy Support Service)

Greater Depth Reading

We aim for our GD readers to excel in the following areas and leave KS2 Secondary ready:

- They have a sophisticated vocabulary
- They have a passion for reading
- They can analyse, evaluate and synthesise effectively
- They are critical yet creative in their approach to texts
- They have high level language skills
- They are social readers who can discuss, challenge, argue, debate and rationalise thoughts with others.

Year 3 Reading

Reading Conferencing

When children start Hove Juniors in year 3, the class teachers already know a lot about the class and their reading strengths and areas for development. The infant school share relevant information with us so that we are ready to support their reading development straight away. In line with the provision at West Hove Infant School, children in year 3 will start every day with guided reading time. During the week, the children will take part in a series of reading activities and will have the opportunity to read with an adult at least once per week. They will complete reading comprehension activities and develop reading skills such as: predicting, comparing, inferring and vocabulary development to enable them to confidently comprehend books on their own and with adult support. Books are chosen to meet the needs of the children and activities are carefully personalised to maximise pupil progress.

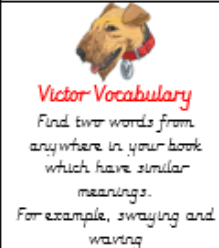
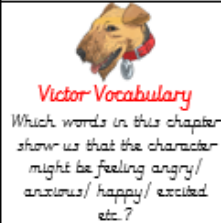
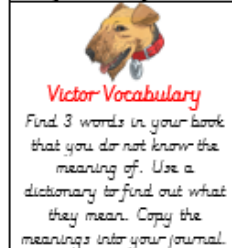
As well as regular reading conferencing, the children also take part in regular D.E.A.R time sessions and follow our reading into writing approach as per the rest of the school.

Year 3 Reading (Continued)

Year 3 Free Reading Challenges



Summarising Sheba



Day 1

Group 1

Rex to the Rescue Pre-task

Look at the sounds, read the **red** and **green** words. Read the book.

Group 2

Reading Comprehension

Little Red Riding Hood

Read the story and answer the questions. Mark the answers with a purple pen and stick the sheet in your book.

Group 3

Free reading



When you have finished your book, pick a challenge card to complete.

Group 4

Post task

Listen to Ophelia reading her letter from Group 5... then write a letter from Lalchand to Lila begging her to return safely. Think about how to set out your letter.



Group 5

Share firework designs from the pre-task.

Guided reading with class teacher- chapter 3.



Year 4 Reading

Children are immersed in an engaging whole class core text and use this to develop their key reading skills.

...and you it really works." Loki threw an apple. It bounced off Balder's forehead.

Balder grinned. "Didn't hurt a bit."

Other gods gathered around Balder, who stood by the Well of Urd, and made a game of it. They threw plates and jugs. They threw stones and spears. They shot arrows. Nothing harmed Balder. The gods cheered.

Loki hated seeing Balder celebrated. But how could he put an end to a god who could never be hurt?

That afternoon, an old woman dressed in black shuffled into Frigg's hall. The queen of the Aesir offered the stranger a seat at her table. The old woman listened as Frigg told the other goddesses about how she'd saved Balder.

The old woman whispered into Frigg's ear, "Did you really get everything to take an oath?"

"Of course," said Frigg.

"You didn't miss anything?" asked the old woman.

"Come on, you can tell me."

Reading focus:

What do you think the old woman is up to?

Do you trust her? Why or why not?

Who else could she be? How do we know?

Finish the story!
Let's retell this verbally together.

What do their expressions suggest?

How are they feeling?

What can you see in the distance?


Who do you think the characters are?

What might their relationship be?

How old are they?

What do you think Pompeii is?

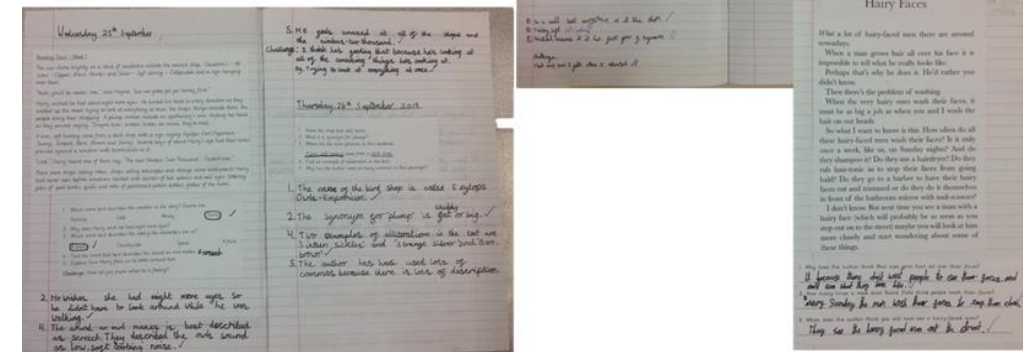
Why might they be escaping?



During D.E.A.R time the children use their reading journals to either complete reading comprehension tasks or choose a guided reading activity that is linked to their own reading book. The reading comprehensions are either differentiated or the questions increase in difficulty and have open ended challenges to encourage greater depth. Children mark themselves following discussions.

Our Reading Skills

1. Vocabulary - word meanings
2. Retrieval - finding information
3. Summary - short recap
4. INFERENCE - USING EVIDENCE TO WORK SOMETHING OUT
5. Prediction - realistic guess about what happens next
6. Compare and Contrast → Things that are different
→ Things the same
7. Author Choice - WHY did the author make those choices?



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Year 5 Reading

Everyone had a story about Cogston House. No one quite knew what was true and what was rumour, and Luca didn't want to stick around to find out.

"Ow!" he squealed, as Jack reached back and hauled him through the gap he had just made in the twisted greenery. Luca rubbed at a fresh, pale scratch on his arm.

Unconcerned, Jack stood triumphantly, his hands on his hips, admiring the enormous house. His eyes swept the building as if they belonged to an ancient explorer who had just discovered a long-forgotten corner of the world.

"Told you it would be epic," Jack grinned.

"Epic? Looks like it's barely still standing up."

Inference

How is Jack feeling? Use evidence to explain your answer.

Vocabulary

Retrieval

Summary

Inference

Prediction

Compare, contrast and comment

Author's Choice

New text for 2021...
'The Curse of Cogstone House'

At home, Luca had heard his stepmum say that it was about time Cogston House was renovated, and that it would be good for the area if it was properly restored with access opened up again. In reply, his dad had said that it would be better to take a wrecking ball to it, after everything that had gone on. Luca didn't know exactly what 'gone on' meant, but he was now regretting mentioning the place at all to Jack.

The house had always been there, as long as both boys could remember, but was just somewhere that they had never visited. Of course, it had been Jack's idea to go and investigate, after Luca had brought it up that day at the swings. No doubt, Jack would know some story about the place, and if he didn't, he'd be making one up anyway.

"Have you heard the story of what happened to those two girls here?"

Right on cue, thought Luca. Here it comes.

Author's Choice

Why are the words 'right on cue' written in italics?

With a sudden shiver, Alice realised what Eliza was listening for – she hadn't heard the presence of something, further away. She was listening for the absence of it right beside them.

Alice stood motionless, staring up at the nearest grandfather clock, the latest in a long line of stoic watchmen standing against the dark, panelled walls. Despite no other signs of life, every other clock so far had been working. They were even, as far as Alice had noticed, showing the correct time.

The one in front of them right now had stopped.

"10:31," said Eliza, looking back at Alice over her shoulder. The clock was either three hours ahead or nine hours behind the correct time. Eliza seemed to contemplate this for a moment and then, just as suddenly as the clock had attracted her attention, she lost interest and moved on down the hallway.

Retrieval

Find an example of a fronted adverbial.
Can you think of another fronted adverbial that maintains the atmosphere?
Can you think of another fronted adverbial that provides a stark contrast (that shows she is not scared)?

"Clocks!" Luca spluttered, taking a few steps backwards. "That's it – I'm definitely out of here."

"Wait – look at this, though," Jack responded.

Tick.

Luca was no longer in the mood for waiting or looking. Turning to the side, he began to edge back the way he had come, around the staircase and towards the first hallway.

Tick.

He suddenly felt the urge to keep his eyes on everything: his friend, the staircase, the darkness that felt like it was closing in on him. He didn't look where he was going.

Tick.

What is the effect of the repeating 'tick' sentences?
Why is there no 'tick' yet? What is the effect of this?

Author's Choice

Comprehension questions are written linked to many chapters of the key text. Skill development is the focus with a test style format often included. Answers are marked and misconceptions are unpicked as a class/group.

The Hero Twins

The story of the Hero Twins is one of the most famous Mayan myths and begins with two twin boys.

The First Ancestors

One Hunahpu and Seven Hunahpu loved to play Maya ball games. They were very good at it and as a result, caused a lot of noise when they played. This agitated the Lords of Death, who summoned the boys to the underworld. Once there, the Lords of Death made them take part in a variety of tests. They passed the first test by crossing the river of spikes and blood. Sadly however, the boys failed the second test as they greeted wooden carvings of the gods. Because they failed this test, the gods put them to death.



The Second Hero Twins

According to the myth, a Mayan princess discovered that she was pregnant with One Hunahpu's children. She gave birth to the next generation of twin boys whose names were Hunahpu and Xbalanque. The twins were good ballplayers, just like their father and uncle, and were equally as loud. Annoyed by the noise again, the Lords of Death invited the twins to the underworld.

1. What name is used to describe **One Hunahpu** and **Seven Hunahpu**? **Tick one.**

- ☐ Mayan ancestors
- ☐ the second ancestors
- ☐ the first ancestors
- ☐ gods

2. **Find and copy** a word that shows that the Lords of Death were annoyed by the noise of the ball game.

3. What is in the river in the underworld? **Tick one.**

- ☐ ashes
- ☐ spikes and blood
- ☐ fire
- ☐ poison

Year 6 Reading

1. According to Pg. 48, Stanley could "hardly lift his spoon during breakfast". What does this tell us about how Stanley was feeling? (*inference*)
2. What does Stanley find in his hole? Pg. 49 (*retrieval*)
3. Why did Stanley think he'd found his miracle? Pg. 50 (*inference*)
4. The boys always line up in the same order. What does this tell us? Pg. 50 (*inference*)
5. On pages 52-53 we learn more about X-ray's character. What are your impressions of him? Use evidence from the text to support your answer. (*inference*)
6. Find the paragraph beginning with "just what do you think you're doing?" asks Squid. Why is this written in italics? (*author's choice*)
7. Number the sentences in the order in which they take occur in chapter 12. (*summary*)

Stanley made the boys laugh,	
Stanley was the last one of finish digging.	
The boys discuss what they want to do when they leave the camp.	
Stanley sat down between Squid and Magnet.	

As well as promoting a love of reading, DEAR Time is also used to develop these reading skills further.

Comprehension questions are written linked to many chapters of the book. Skill development is the focus with a test style format included. Answers are marked and misconceptions are unpicked as a class/group and reading skills continuously enforced.

Don't forget, in order to become a confident and skilled reader we need to be able to do the following things:

Understand key vocabulary

Infer information

Summarise key points

Retrieve relevant information

Make predictions

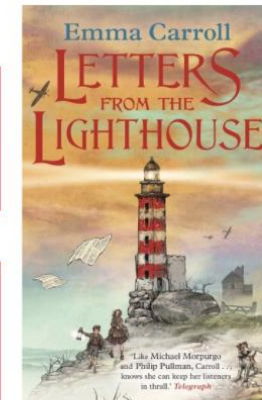
Compare and contrast

Identify/explain the author's choice



What do you think the book will be about? Use evidence from the cover to support your predictions.

When and where might the story be set? What gives you this impression?





Who do you think would enjoy reading the book and why?

What could the title mean?


Who could the characters on the cover be? What could their role in the story be?

D.E.A.R Time

D.E.A.R Time is used across the school each day for approximately 20 minutes. It is designed to promote a love of reading as well as providing opportunities to develop reading skills and challenge greater depth readers.




DEAR time




Find and copy the longest sentence you can find!


Can you unpick the **grammar?** (e.g. relative clause, fronted adverbial, modal verb.)




Write a summary of what you've read in 30 words.




Write a question to a character, the author, or about the text.




Find and copy a spelling word and the page it's on, to win a merit!



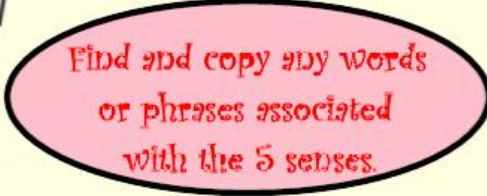
Find and copy 2 VIP words that you find interesting.



Find and copy a word that you don't think your teacher will know!



Draw a picture of something that's happened in your book.



Find and copy any words or phrases associated with the 5 senses.

Family tables please

D.E.A.R Time

In your Jotter please write the short date and title 'DEAR Time'



Write out a sentence from your book that you like. Can you unpick the grammar in it?



Find and copy a word or phrase that you like and explain why.

Eg. I like the phrase 'a storm of feathers' because I like the way it makes the creature sound as though it's in a whirlwind.



Summarise what you have read in 30 words or less.



Find and copy as many words that fit our spelling rule this week.

D.E.A.R Time



Find four words that you don't know the meaning of. Can you use the context to help you work out the meaning? Check using a dictionary!



Write a prediction for how your book will end.

Would you recommend this book to the class? Explain why/why not in no less than 3 sentences.



What is your opinion of the main character? Use evidence from the text to support your answer.



Grammar Punctuation and Spelling

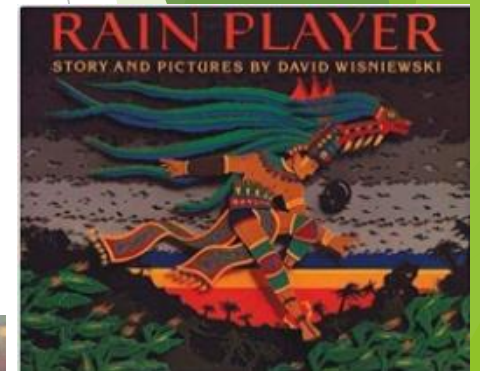
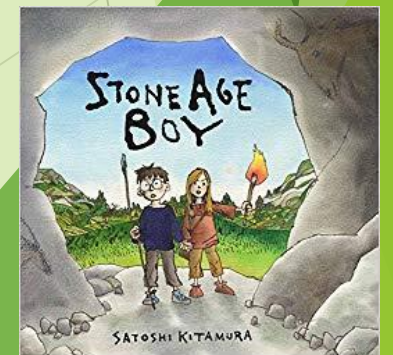
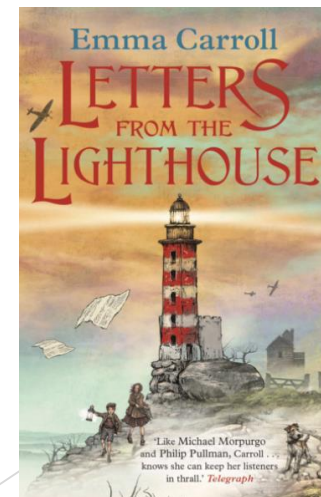
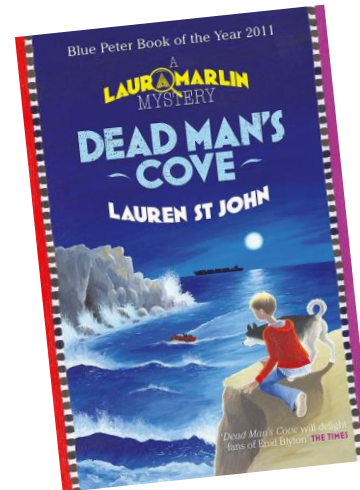
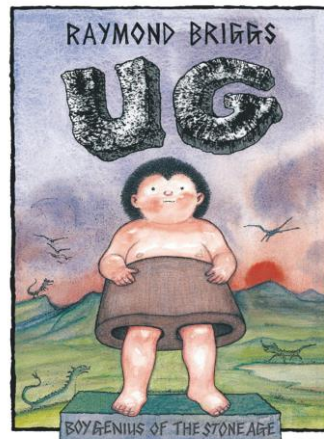
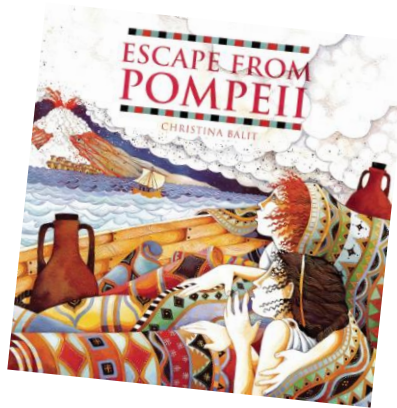
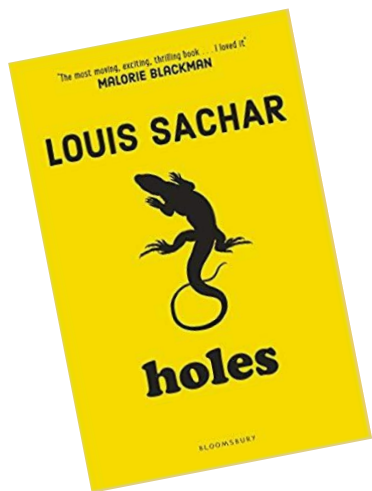
The teaching of grammar and punctuation is embedded into our English lessons. Core texts are used to teach the terminology and skills wherever possible. Sometimes other resources such as No-Nonsense Grammar are used to supplement the lessons. The children are taught to recognise grammar and punctuation and then apply it to their own work e.g. they are taught to recognise and understand the purpose of adverbial phrases and exposed to many examples in texts. Then, they are taught how to use this style of grammar in their own writing and the effect of this is unpicked.

Regular assessments for GPS (6 times per year) are used to track the children's progress and identify areas for further teaching. The children's results are put into an excel spreadsheet that generates percentages and clearly shows areas for development in each class.

Word mats and grammar sheets are used to support children's learning and remind them how to use them during the writing process. They are taught to use acronyms to help them remember e.g. F.A.N.B.O.Y.S for coordinating conjunctions.

Writing

A 'reading into writing approach' is used in all year groups. High-quality texts are carefully chosen which provide a range of different writing opportunities. The children become fully immersed in the text through discussion and exploration meaning that they are inspired writers. Children are provided with opportunities to analyse a range of different stylistic features, authorial intent, the use of grammatical devices and then apply it to their own writing.



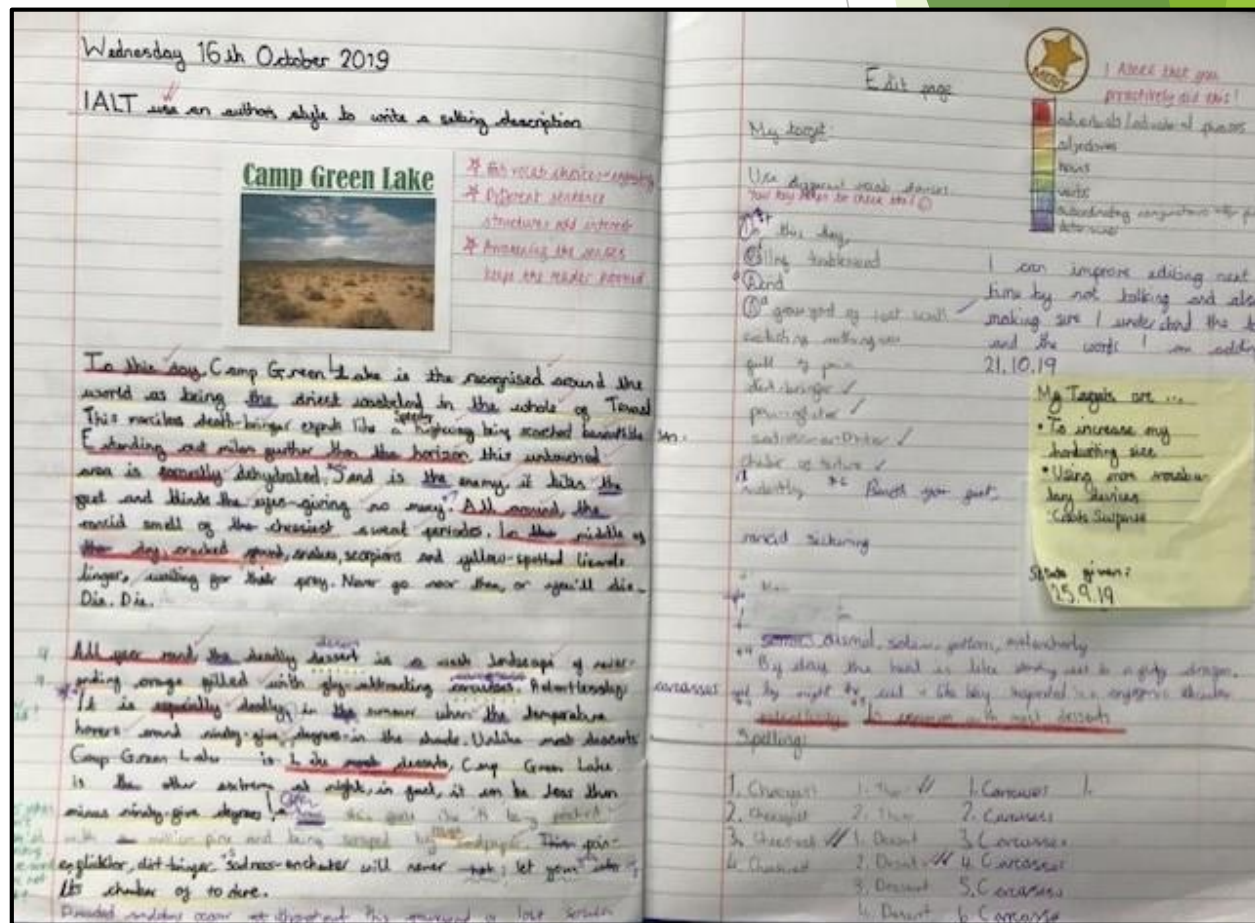
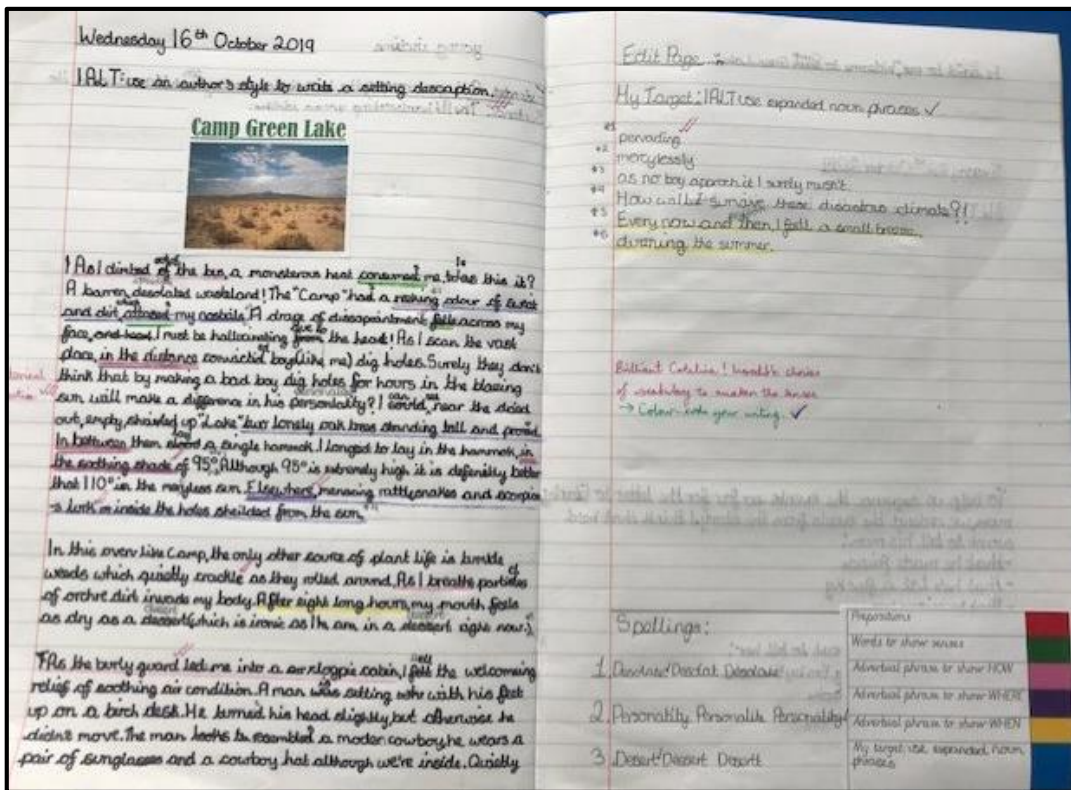
Cross Curricular Writing

We are promoting cross-curricular writing across the school in all year groups as this can support a greater depth of writing.



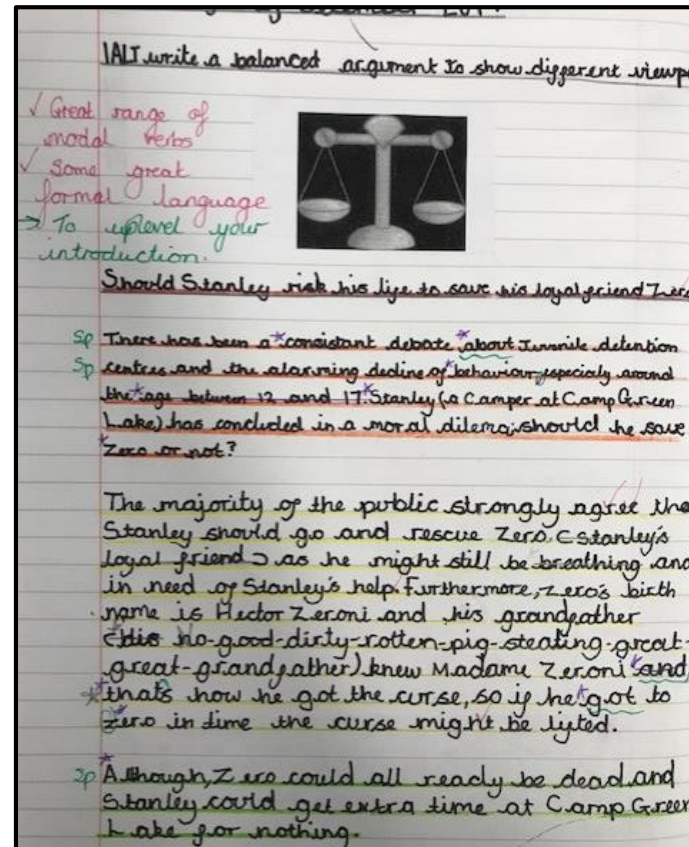
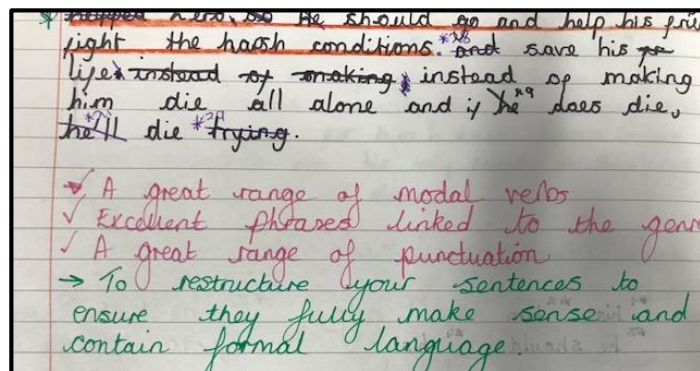
Edit Page

As part of the writing process, children are encouraged to edit and improve their writing as they go. The children use an edit page to record their improvements. The children use a 'polishing pencil' to edit independently and a purple pen to respond to teacher feedback.



Feedback and Marking

Teachers are expected to provide in depth and personalised next steps for each child once a week (in green pen) and several positives (in pink pen). The use of a marking code is in place to ensure a consistent approach that the children are familiar with. Teachers also provide regular verbal feedback on children's work that allows them to edit and improve as they go. Quadrant feedback grids are often used as a way of celebrating successes and providing the children with clear next steps.



Celebrate success	What we need to work on as a class
<p>Kaywah- Search for a crack in the dried out lake and then, with power, wedge the five foot shovel into the ground.</p> <p>Scarlet- I'd advise you not to stop and ponder (great use of last weeks spellings)</p> <p>Inaaya- once his instructions have been given, dig. And dig fast. Otherwise, the blistering heat will choose you as its next victim.</p> <p>Mila- find a small, arched crack in the ground (trust me it will make life much easier!)</p>	<ul style="list-style-type: none"> - Including more adverbs to describe how our verbs should be done. - Upleveling our vocabulary eg. Find-Locate-Got- Gathered. - To check our spelling of you're (you are) not your. - To check that our sentences make complete sense.
What we are doing well as a class	Edit tasks
<ul style="list-style-type: none"> + Great use of adverbials + A fantastic range of powerful, imperative verbs to ensure your instructions are clear. + You have all written a detailed but clear set of instructions, well done! 	<ul style="list-style-type: none"> → Identify misspelled words and correct them using a dictionary. → Proof read my work for sense. → Add in 4 adverbs → Up level 3 sentences of my choice. → Self-assess against the checklist

Marking Code

O	- Circle round, punctuation
M	- Merit
//	- new paragraph
Λ	- missing word
DWT	- discussed with adult
?	- does not make sense
Sp	- spelling mistake
→	- ways forward
~~~~~	- wrong choice of word or use a better word
✓JT	- your work has been read by an adult (tick and adult's initials)
WWA	- worked with an adult
WWAC	- worked with another child/ren
FG	- Focus group
✓✓	- Wow/well done (smiley face/ stars may be used as appropriate)



# SEND provision

Inclusion of SEND pupils in English is of high priority (see action plan). A number activities and strategies are in place to ensure that every child is able to access the English curriculum at a level that is appropriate to them. In class, this can include:

- Live feedback
- Class teacher scribing to support the child's organisation and sentence structure
- Differentiated Steps to Success
- Use of Clicker
- Opportunities for editing and feedback
- Self and peer assessment of writing

In addition to this, many SEND children are involved in various English interventions that take place outside of their English lessons. These include BRP (Better Reading Partners), writing boosters, spelling groups, inference groups and support from the LSS (Literacy Support Service).

Monday 9th November 2020

I am learning how to take notes and retrieve information so that I can write an introduction to interest the reader.

Thursday 10th November 2020

I am learning how to inform the reading about an historical figure.

Queen Boudicca is the ruler of the Iceni tribe in an area called East Anglia. She is a rich and powerful Celtic leader. She refused to do as she was told and hand over her land. Boudicca raised an army. She took St Albans and London. Boudicca ordered her army to kill every Roman they saw. Her army burnt down Colchester.

WANTED

Queen Boudicca is the ruler of the Iceni tribe in an area called East Anglia. She is a rich and powerful Celtic leader. She refused to do as she was told and hand over her land. Boudicca raised an army. She took St Albans and London. Boudicca ordered her army to kill every Roman they saw. Her army burnt down Colchester.

Friday 13th September 2019

That one effective words in a sentence!

I love your adjectives! What a super piece of writing!

Read each word and then enter each into a sentence. Make sure each sentence is punctuated accurately.

became aware of island of an

I became aware of an island.

headed towards it on my boat.

when landed was spellbound

When I landed I was spellbound.

There were the most strange birds and creatures.

My favourite part of the island was the birds.

My favourite part of the island was the beautiful birds.

There were creatures with two heads.

There were creatures with two unusual heads.

There were chocolate trees.

There were delicious chocolate trees.

Adjectives to describe what we saw:

→ beautiful

→ unusual

→ delicious

Inspired

Standing

Prologue

Isola pompei

On August the 24th Mount Vesuvius erupted with out a warning. Every one was terrified. Some people, When they thought it was safe even know it wasn't, and went back, To the village and stole other peoples precious ornaments money. And also Pets and horses. And over 2000 people died. Unfortunately, including their loved ones. But lucky some people managed to escape.

2 days later it stoped but the beloved village was destroyed. And the floor was covered with ash and all the pretty patterned houses, Were destroyed in Pompeii.

# Greater Depth Provision

We believe that some children stand out as Greater Depth writers with a natural flair, but equally there are many that we can 'teach' technical aspects, give purposeful opportunities, provide choice and ensure the reader is at the heart of our writing.

Staff across school, in each year group, have had GDS training and use exemplifications and model texts. Where children understand the purpose of their writing and are excited by the prospect of publishing their writing creatively for an audience, results have been incredible. Recent quotes from children include:

*"I feel more motivated."*

*"I feel prouder."*

*"I have done some of my favourite writing ever."*

*"Using model texts has helped me organise my thoughts, think about using more effective vocabulary (and less words) and consider the devices I use for impact."*

*"Writing is fun!"*

*"I've enjoyed experimenting more with different styles of narrative writing, and challenging myself to take risks, for example: switching perspectives, changing between first to third person, changing formality, etc."*

# Reading and Writing for Pleasure

D.E.A.R time is used to encourage children to read independently for pleasure. Children are often encouraged to recommend and swap books within their class.

This year has encouraged us to think about virtual reading opportunities such as author webinars by Tom Palmer and Liz Pichon.

World Book Day is a real highlight of the school year and is used as a celebration of all things reading. This further inspires children to delve deeper into their favourite books and to discover new ones.

During recent pupil voice interviews, a key point that arose was that some children, especially children working at the GDS, found that the selection of books available for them in class and in the library did not always challenge them enough. As a result of this, the PFA offered funding to provide a range of new books carefully selected by the children to ensure challenge for all.

