



A critical friend is developmentally necessary: they teach children strategy, patience, critical thinking, resilience and resourcefulness.

We expect every teacher to inspire hope, ignite the imagination and instil a love of learning.



We expect every child to be provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

KNOW

what the children can
do and where they
need to go next to
achieve ARE.

Teachers use 'Getting to ARE (Age Related Expectation)' sheets to identify what the children need to achieve by the end of the year.

	Emerging	Met-	Met	Met+	Deep
1	2	3	4	5	
I use pronouns and nouns to make my writing flow better.					
I can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).					
I can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).					
I can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).					
I can use complex sentence structures appropriately.					
I can select from a wide range of known imaginative and ambitious vocabulary.					
I can use fronted adverbials to vary sentence structure.					
I can use a range of techniques to interact or show awareness of audience e.g. action, dialogue, quotation, aside, suspense, tension, comment.					
I can use paragraphs consistently and appropriately.					
I can adapt handwriting for a range of tasks and purposes, including for effect.					
I can open and close writing in interesting, unusual or dramatic ways, when appropriate.					
GRAMMAR IS ACCURATE REFLECTING WRITTEN STANDARD ENGLISH INSTEAD OF LOCAL SPOKEN FORMS.					
For a typical ARE (Age Related) child, the expectation is that this* is where they will be at the end of each term.	AUTUMN*	SPRING*	SUMMER*		
	EMERGING	MET-	MET		

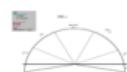
When marking, assess where children are and date in the correct column.

Use the ARE statements to 'plan' from to ensure children are moving towards ARE.

Each term highlight the dates and give a judgement as to where the child is.

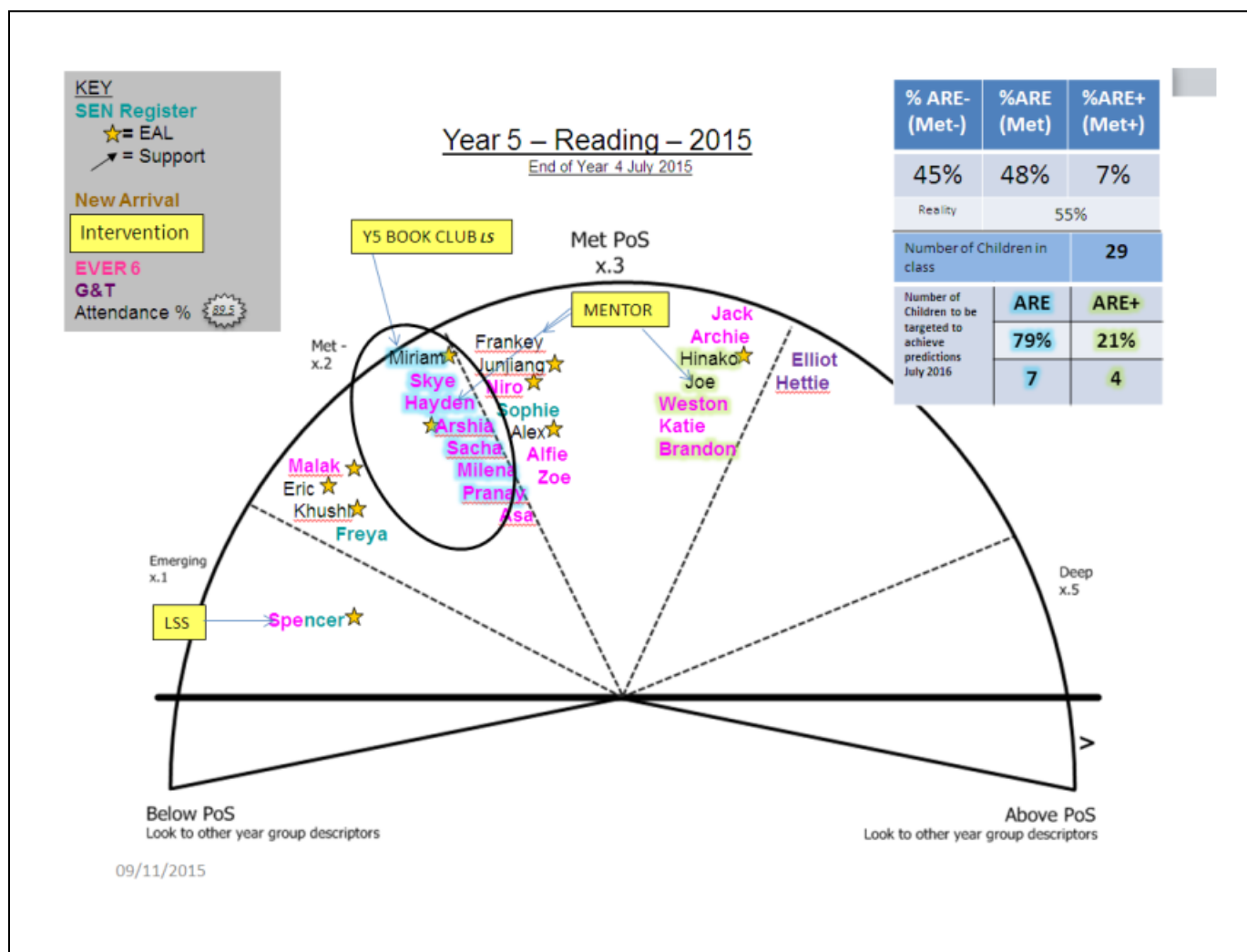
Autumn Spring Summer


Use these judgements to place children on the 'WINDSCREEN' and bring to the assessment meetings, where progress and interventions can be discussed.



Getting to ARE (Age Related Expectations). Year 5					
NEXT STEPS/TASKS that are completed by the end of the year are to be related to the statements below. 2015-2016					
Date & Depth of understanding					
Year 5	Emerging	Met-	Met	Met+	Deep
	1	2	3	4	5
Transcription	I can spell some words with 'silent' letters (knight, psalm, solemn).				
	My spelling is mostly accurate, including common homophones and those which use common pre-fixes and suffixes.				
	I can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 High Frequency Words and the Year 5 words in the N.C. Appendix 1.				
	I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.				
	I can use a thesaurus.				
Composition	My handwriting is legible and fluent, including correct letter shape. I can join my handwriting but not always when writing quickly.				
	I can plan my writing by understanding my audience and selecting the appropriate style, ensuring that my writing is structured.				
	I can plan my writing by developing initial ideas by magpying from other writers and drawing on books that I am reading.				
	I can draft and write by selecting grammar and vocabulary to enhance meaning.				
	I can draft and write by use rich language to describe settings, characters and atmosphere.				
	I can draft and write by use dialogue to convey character and advance action.				
	I can draft and write by using a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents.				
	In narrative writing, settings, characters and plot are created successfully.				
	In non-narrative writing, headings, bullet points, underlining etc. are used.				
	I can link ideas by using paragraphs.				
	I can 'POUSH' my writing by assessing my writing with my teacher or friends.				
	I can ensure consistent tense throughout.				
	I can use relative clauses beginning with who, which, where, when, whose to add more detail.				
	I can indicate degrees of possibility using adverbs (surely) or modal verbs (might, should, will, must, perhaps).				
	I can use devices to build cohesion within a paragraph (then, after that, this, firstly).				
	I can use punctuation to show effect (e.g. exclamation mark, dash, question mark and ellipsis).				

Teachers use the data to target individuals and groups of children, so that they support them to achieve ARE or above by the end of the year.



St Bartholomew's CE Primary School Literacy				Year:			Week Beginning:		
Learning Objectives: NEXT STEP TASKS: <i>I can open and close writing in interesting, unusual or dramatic ways, showing awareness of audience and purpose.</i>		Spellings:	Reading Focus: EXPLORE (E) - <i>I can discuss the difference between literal and figurative language and the effects of imagery.</i>						
			Activities: <div> <div>EMERGING</div> <div>MET</div> <div>DEEP</div> </div>						
Main Text: TFW Text:		Focus Poem:	Grammar Focus:						
Use of 'The Learners':									
Use of TA	Daily game / Grammar	Main Teaching	Key Questioning:			Daily Shared Writing	Plenary		
	VOCABULARY		EMERGING	MET	DEEP				
MONDAY									

TEACH

interesting and
engaging lessons using
the 'Learners' to make
skills explicit.

An
'OUTSTANDING'
teacher focuses on
the 'LEARNER' and
the 'LEARNING'
that is happening.

JLloyd

All lessons have...Clear Learning Objectives

- Children need to know exactly what they are going to learn and what is expected of them by the end of the lesson.
- Teachers must tell the children what they are learning and ensure that they know...**'By the end of this lesson you will all know / be able to / understand...'**
- Learning Objectives are shared orally and displayed.
- All Learning Objectives begin with - I am learning to, 'As a mathematician' or 'As a writer' ...
- Learning Objectives are referred to during the lesson.

All lessons have...Well planned Success Criteria

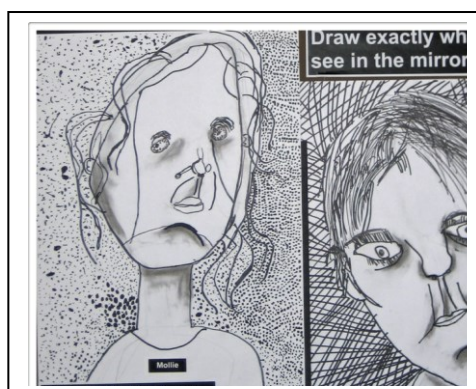
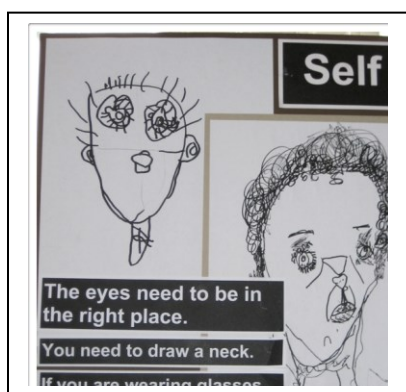
I can write a non-chronological report

How I know
My report has a clear opening paragraph that shows what it is about
My opening paragraph includes generalisations or classifications
The main body of my report is clearly organised into paragraphs
The information is factual and accurate
The style is formal with no personal pronouns (avoids I, you, he, she, we, they me, you, him, her, us, them)
I used present tense or past tense for historical reports
I used precise, descriptive language and technical terms
I included a summarising comment to finish my report
I used at least three complex sentences
I used connectives of comparison and contrast

Success Criteria summarise the key steps or ingredients the student needs, in order to fulfil the learning intention – the main things to do, include or focus on.' Shirley Clarke

- Success Criteria are displayed for the children to follow during the lesson / unit or are drawn up with the children.
- Teachers should differentiate Success Criteria where necessary.
- Weekly planning includes Success Criteria for the learning objectives.
- Children use Success Criteria to self-assess their own or their partner's work.
- Children are reminded of the Success Criteria during the lesson – often children's work is used to illustrate this.

Show 2 contrasting pieces of finished work as above and ask which is best and why. The analysis via talking partners will generate the success criteria, by focusing on what the poorer example could include to be as good as the better example. *(Shirley Clarke)*



All lessons are...Clearly differentiated to enable all pupils to access learning to achieve ARE

- All learners are challenged appropriately; teachers use data to inform planning.
- Planning shows clear differentiation which is evident in books.
- Activities must engage all of the children and be stimulating.
- Activities must be differentiated at the right level of difficulty for groups / individuals so that everyone can achieve high standards, the most able are challenged and the less able can achieve success.
- Children must complete activities to the best of their ability.

- There must be an appropriate noise level during the lesson, according to the activity.
- Teachers must make 'progress checks' throughout the lesson and change the activities if necessary.
- Teachers must encourage children to use the '**Visible Learning**' **characters** to develop themselves as learners, e.g. to accept criticism and act on this – use 'The Listener.'
- There should be a 'buzz' of learning (a learning hum) as visitors enter classrooms.
- The children must be encouraged to have a positive attitude to their learning.

All children are...Actively engaged in learning and ENJOYING it

- Children are actively engaged during all parts of the lesson – teachers take into account children's ages and concentration span and ensure that children are not sitting passively or sitting for too long on the carpet.
- Teachers use a range of strategies to engage learning, e.g. Think / Pair / Share.
- Use 'The Perseverer' character to keep children engaged.



Learning is enhanced through...Effective use of additional adults

Additional adults are clearly directed to support learning.

- Teaching assistants are fully engaged with children on the carpet and tables during the lesson.
- They are clear about who they are supporting and why.
- Planning is shared in advance with teaching assistants.
- Teaching assistants are involved in marking and feedback; assessing children's understanding, recording observations and reporting assessments to the teacher.

Learning is enhanced through...Teachers' high standards and expectations

- Teachers must expect high standards of work from children whether they are completing maths tasks, writing, drawing or involved in topic work.
- Teachers will model how to set out work in front of children to ensure the best possible standards.
- Teachers use examples of work of a high standard from previous lessons to highlight excellent models.

Learning is enhanced through...Effective use of questioning

- Use 'The Questioner' to encourage seeking answers to questions and promoting a fascination with learning.



- Think about questions and plan these into lessons.
- Bounce questions from one child to another.
- Use questioning to check on progress throughout lesson.
- Ask children: What if? Could? Should

Learning is enhanced through...Working in partnership with parents / carers

- Teachers hold a short meeting for parents / carers at the start of the autumn term, to introduce themselves and talk about expectations and plans for the year.
- Teachers discuss children's progress with parents / carers at two Parents' Evenings every year.
- Teachers give all parents / carers an annual summary report explaining their child's progress over the year.
- Teachers encourage parents / carers to support their child with home learning activities.

MARK

work telling children
what they have done
well and giving 'Next
Steps' to work towards
achieving ARE

All children receive... Regular and clear feedback which
enhances learning

- Effective marking is embedded into everyday practice and is used to inform teaching and learning.
- All children are clear about how they need to improve.
- Marking is linked to the 'Age Related Expectation' for each child and **NST** (Next Step Tasks) are to be taken from these expectations. Children are given regular time to address issues raised in marking.
- Children are given opportunities to use 'peer to peer' marking.

ASSESS

the progress of the
children by updating the
ARE sheets.

Vocabulary, Grammar & Punctuation

	Emerging 1	Met- 2	Met 3	Met+ 4	Deep 5
I use pronouns and nouns to make my writing flow better.	12/1	V Ongoing			
I can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to subdivide, (e.g. commas, colons, semicolons, dashes, ellipses).	17/11	19/4 26/1 5/2	3/3/16 2/3 colon	LARKH Project	
I can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).	10/9/15	12/1 19/1 15/1/16	5/2		
I can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).	17/11	17/11	5/2		
I can use complex sentence structures appropriately.	17/11	17/11	5/2		
I can select from a wide range of known imaginative and ambitious vocabulary.	25/9/15	11/11	12/1		
I can use fronted adverbials to vary sentence structure.	18/1	26/1	5/2		
I can use a range of techniques to interact or show awareness of audience e.g. action, dialogue, quotation, aside, suspense, tension, comment.	25/9/15	17/11	5/2		
I can use paragraphs consistently and appropriately.	22/10	12/1	LARKH		
I can adapt handwriting for a range of tasks and purposes, including for effect.	25/9/15	17/11	5/2		
I can open and close writing in interesting, unusual or dramatic ways, when appropriate.	25/9/15	17/11	5/2		

GRAMMAR IS ACCURATE REFLECTING WRITTEN STANDARD ENGLISH INSTEAD OF LOCAL SPOKEN FORMS

For a typical ARE (Age Related) child, the expectation is that this* is where they will be at the end of each term.

	AUTUMN*	SPRING*	SUMMER*
	EMERGING	MET-	MET

When marking, assess where children are and date in the correct column.

Use the ARE statements to 'plan' from to ensure children are moving towards ARE.

Each term highlight the dates and give a judgement as to where the child is.

Autumn Spring Summer

Use these judgements to place children on the 'WINDSCREEN' and bring to the assessment meetings, where progress and interventions can be discussed.

Getting to ARE (Age Related Expectations) Year 5

NEXT STEPS TASKS that are completed in **NS** are to be related to the statements below. 2015-2016

Year 5	Date & Depth of understanding				
	Emerging 1	Met- 2	Met 3	Met+ 4	Deep 5
Transcription					
I can spell some words with 'silent' letters (knight, psalm, solemn).	1	2	3	4	5
My spelling is mostly accurate, including common homophones and those which use common pre-fixes and suffixes.	7/10	Ongoing			
I can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 High Frequency Words and the Year 5 words in the N.C. Appendix 1.	7/10	Ongoing			
I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.	Ongoing	29/1	11/4	11/4	11/4
I can use a thesaurus.	Ongoing	Ongoing	✓		
My handwriting is legible and fluent, including correct letter shape. I can join my handwriting but not always when writing quickly.	22/10/15	16/1	2/3	LARKH	11/4
I can plan my writing by understanding my audience and selecting the appropriate style, ensuring that my writing is structured.	2/10/15	29/1	5/2	11/4	11/4
I can plan my writing by developing initial ideas by magpying from other writers and drawing on books that I am reading.	2/10/15	26/1	5/2	✓	✓
I can draft and write by selecting grammar and vocabulary to enhance meaning.	12/10			✓	11/4
I can draft and write by use rich language to describe settings, characters and atmosphere.	Character 4/9/15	10/11	5/2	LARKH Project	11/4
I can draft and write by use dialogue to convey character and advance action.	8/10/15	29/1	5/2	LARKH Project	11/4
I can draft and write by using a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents.	12/10	29/1	✓		
In narrative writing, settings, characters and plot are created successfully.	6/aveyard	Ongoing	✓		
In non-narrative writing, headings, bullet points, underlining etc. are used.	12/10	17/11	11/4	Hettie has a good	
I can link ideas by using paragraphs.	22/10	Ongoing	11/4	11/4	
I can 'POLISH' my writing by assessing my writing with my teacher or friends.	2/10/15	13/11	5/2	✓	✓
I can ensure consistent tense throughout.	Ongoing		5/2	✓	
I can use relative clauses beginning with who, which, where, when, whose to add more detail.		29/1			
I can indicate degrees of possibility using adverbs (surely) or modal verbs (might, should, will, must, perhaps).		2/3		✓	
I can use devices to build cohesion within a paragraph (then, after that, this, firstly).		2/3			
I can use punctuation to show effect (e.g. exclamation mark, dash, question mark and ellipsis).	aveyard	11/4	11/4	11/4	11/4

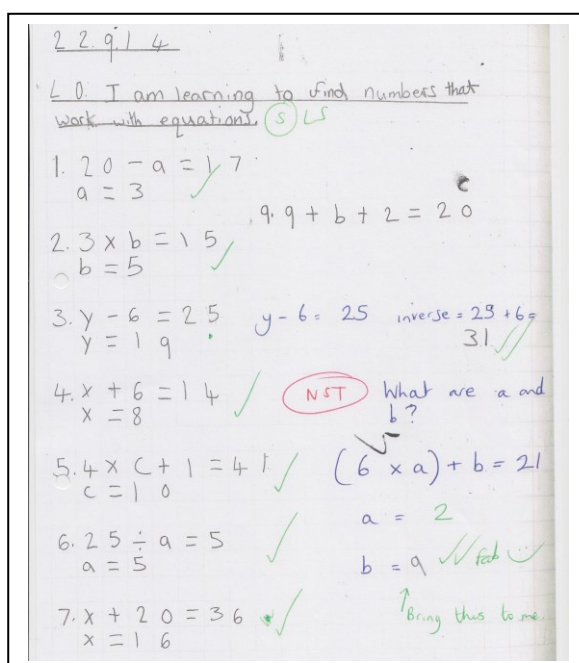
Next Steps Time

Children will be given the opportunity to look over their recent work and respond to any feedback (**NEXT STEP TASKS**).

The teacher will look at the NST and respond to this either by marking or initialling.

During this time the teacher & TA may conference with children individually or as a group on areas that need to be improved.

- It is essential that **ALL** books are marked regularly and in detail; a tick or the **I** code is not enough.



- In addition to this, teachers will be responsible for ensuring high standards of work and presentation. It is essential that if children do not complete tasks to a standard that is acceptable, the teacher must keep them in during break or lunch to redo or complete.

The English and Mathematics books should be neatly stored and available for people to look at.

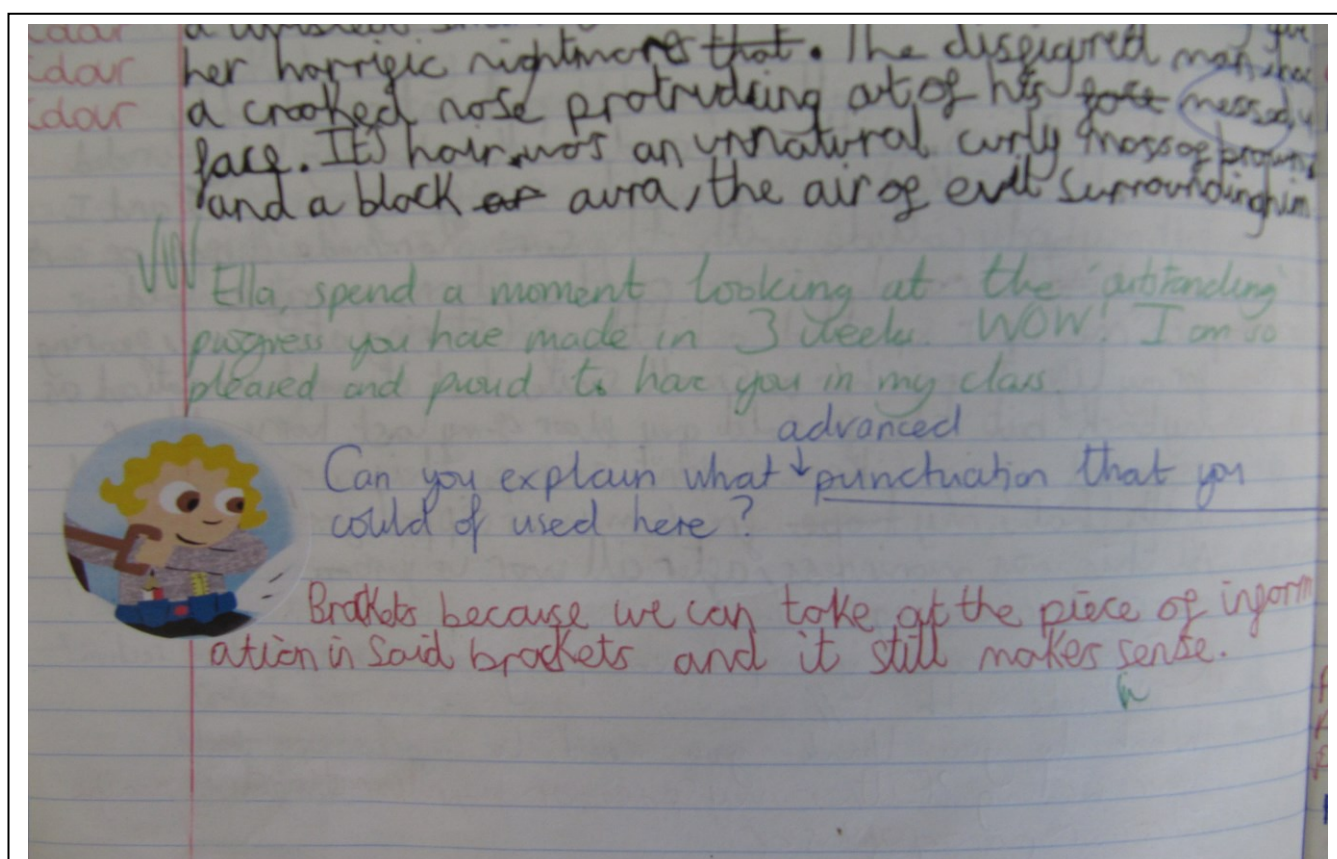
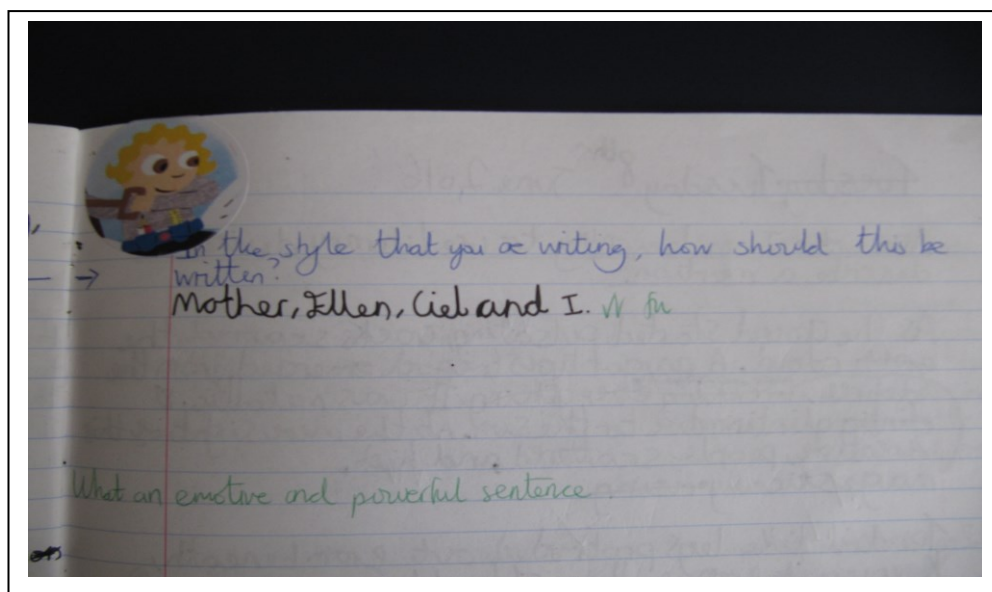
The Planning File (blue) should be kept by the books and be accessible at all times.

Explainer Tasks

An 'Explainer Task' should be given to children who are above Age Related Expectation, in order to deepen their understanding. These are the children who are in the right hand segment of the windscreens.

These should be given for English and Mathematics.

An 'Explainer Task' is denoted by the 'Explainer' Sticker.



Thursday 10th September

✓✓✓ Dramatic improvement in handwriting

As a poet, I am personifying my Shoe

Skin I am ~~as~~ inky black, yet I am as bright as a

Skin candyfloss sun rising into morning. ✓✓✓

skin Greying like an ~~and~~ old widow, my skin cracking. ✓✓✓

Skin A ~~silken~~ mud like substance flecked across my

flecked dark strap like a wound. ✓✓✓ This is beautiful

flecked Sitting on a velvety cushion so soft

flecked kitten's fur. Stuffed behind a mangy old handbag.

flecked Bag.

cushion

cushion Hettie, I have to say that describing the trainer

cushion bag as a word is fantastic use of language. You

cushion really have made me catch my breath.

(NST) * Is cracking the best adjective to describe an old ladies skin:

✓ Find 3 synonyms for cracking that would describe
aging skin, e.g. flawed ~~with~~ withered wrinkly bony
withered

withered

wrinkly

wrinkly

TOP TIP - With the adjective 'wrinkle' ending in a le,
check if there is a consonant before - le.
If there is, change the final e into y.

wrinkle → wrinkly
↑

Friday 25th September 2015

✓ 100% Improvement
✓ in your handwriting.

I As a writer, I am engaging the reader with my story opener.

✓ Lovely opening sentence

Visible

Visible

Visible

velvety

velvety

velvety

Nothing but a soft ^{↑ their} velvety blanket of inky darkness ^{surrounded them} as James and Rodolfo made their way to the terrifying graveyard. Rodolfo's ^{was} wild red hair ^{only} just visible in the foreboding darkness. Our destination was only a little bit further though it seemed as though we had been walking for a century and a half. "Come here!" You have changed to 1st person. Re-write this... Their destination Their ~~declared~~ destination was only a little bit further though it seemed ✓

2/10/15

✓✓ Great description of a friend

trudged

trudged

trudged

trudged

trudged

whispering

whispering

whispering

deafening

deafening

deafening

deafening

deafening

With a shudder James and his unfailing companion ^{the graveyard} trudged through a forest of gnarled, wind worn whispering trees. A deafening, soul shattering shriek ^{perced} filled the unnerved air. *making morose, creaked graves ^{✓✓ Lovely polishing} rattle with a worneying shake.

(NST)

Can you re-write this sentence by using a reposition, e.g. Beside the pathway, stood graves rattling like they were as worneied as James was.

Hettie, the use of "unfailing companion" ← Peer Feedback. makes me catch my breath because it is a great use of vocabulary than just friend.

(NSH)

Hettie can you use an 'ed' opener like Exhausted?



MARKING CODES



This shows that the child has had support during the lesson. The person who supported the child initials the work.



The child has worked independently.



The child has had verbal feedback during the lesson or in **NST**.

Maths
Codes



The example needs to be redone.

Incorrect



Correct



A star next to the L.O. (Learning Objective) shows that the learning objective has been achieved.



Relating to either the 'ARE Objectives' in the back of books or an aspect of that piece of work, children will be told of something positive that they have done - in **green pen**. They are then given something to change or improve upon as a task - in **blue pen**, and the **NST** sign is used next to this.



This is where the child has had the opportunity to respond to the marking & feedback in their books.

The Learners



The Learners are referred to during lessons. When children use any of 'The Learners' a quote is written on the 'Learners' board and the child gets a sticker related to that Learner.

Where the 'Explainer' is seen in a book, this is a task to deepen the understanding for a child working at ARE+ on the windcreens.



Look at the dialogue below. Can you explain why the punctuation is wrong and correct it?

English

Presentation and Books

Each child should have an English Book, Reading Journal and Magpie Book (from Y3 onwards). On each of these books should be the name of the book and the name of the child on a sticker produced by the office. ***It is essential that the covers of these books are not drawn or written on – teachers must ensure that children are taught to value and respect their books.***

For each piece of work in the English books, children need to write the long date and then the title, which will usually be the Learning Objective and then underline the title. ***A ruler must be used at all times.***

Children must use pencil in these books until Y3 where they can use pen if they earn a 'Pen Licence'.

If a child is not presenting their work as they could be then it is the teacher's responsibility to implement sanctions and rewards, for example meeting with parents / carers, until this is resolved.

Handwriting will be taught at least once a week and scheduled into the timetable. Each class will follow the school Penpals Handwriting Scheme.

I have stolen ideas from every book I ever read. My principle in researching for a novel is "Read like a butterfly, write like a bee," and if my stories contain any honey, it is entirely because of the nectar I found in the work of better writers. Phillip Pullman

We are involved in a 2 year project with Pie Corbett called the 'Primary Writing Project'.

- Each class will follow the Yearly Unit Plan Grids.


YEAR 1	NARRATIVE	POETRY	NARRATIVE	NON-FICTION
AUTUMN TERM 14 weeks	<u>Animal Stories</u> <u>The Owl who was</u> <u>Afraid of the</u> <u>Dark</u> (7) <u>Peter & the Wolf</u> Bumper Book of Storytelling KS1	<u>Senses Poetry</u> <u>Autumn Leaves</u> First Poems for Thinking	<u>Stories from a</u> <u>range of Cultures</u> <u>Handa's Surprise</u> (1) <u>How tortoise got</u> <u>his shell</u> Bumper Book of Storytelling KS1	<u>Instructions</u> How to make a smoothie Teacher written
SPRING TERM 11 weeks	<u>Stories with</u> <u>Familiar Settings</u> <u>Dogger</u> (15) <u>The 3 Bears</u> Bumper Book of Storytelling KS1	<u>Pattern & Rhyme</u>	<u>Fairytales</u> <u>Rumplestiltskin</u> Bumper Book of Storytelling KS1	<u>Recount</u> <u>Build-a-Bear</u> Teacher written
SUMMER TERM 13 weeks	<u>Traditional Tales</u> <u>The 3 little Pigs</u> Bumper Book of Storytelling KS1	<u>Poems on a Theme</u> <u>The Key to the</u> <u>Kingdom</u> First Poems for Thinking	<u>Traditional Tales</u> <u>Jack & the</u> <u>Beanstalk</u>	<u>Information Text</u>

- Each of these units will use a Pie Corbett text and a longer text/book.
- The units are to be planned according to the 3 phases – IMITATION / INNOVATION / INVENTION.
- ***It is essential that teachers*** have an end product in mind and that children's work from units is displayed in books, classrooms and around the school.

Example of a 'Story map'



All planning is to be done on the English planning sheet.

St Bartholomew's CE Primary School Literacy				Year:		Week Beginning:			
END OF PROJECT OBJECTIVE		No Nonsense Spelling:		Reading Focus:					
				EMERGING		MET		DEEP	
NEXT STEP TASKS:									
Main Text:		Focus Poem:		No Nonsense Grammar:					
TFW Text:									
Use of 'The Learners':									
Use of TA	Daily game / Grammar	Main Teaching	Key Questioning:			Writing Across the Curriculum	Plenary		
	VOCABULARY		STEP 1	STEP 2	STEP 3				
MONDAY									

- Each class is to have a weekly poem or rhyme on display that the children learn during a daily game.
- Guided Reading must be done and scheduled into the timetable at least 4 times a week. The focus of this must be included in the planning sheet.
- 'Grammar Focus'.
- There must be evidence of writing in other areas of the curriculum.
- **Spellings**
- If a child is unsure of a spelling then they _____ underline the work. As a teacher when writing on the board, it is

important to model this by underlining any spellings that you are unsure of.

- Common spelling mistakes are corrected and **WRITTEN IN THE MARGIN** for children to write out 3 times underneath.
- Spellings should be addressed on a daily basis and could be part of a daily game or shared writing.
- The National Curriculum Appendix I should be used as a guide to weekly spelling focuses.
- A weekly spelling list should be sent home as part of children's home learning and children will be assessed on these spellings in class.

GUIDED READING

- Guided Reading should take place at least 4 times a week. This should be planned for on the English planning weekly sheet, using the ARE objectives.
- Guided Reading works best when the groups that are not working with an adult are focusing on independent activities, such as spelling games etc.

	Emerging 1	Met- 2	Met 3	Met+ 4	Deep 5
EXPLORE (E) – LANGUAGE & VIEWPOINT					
I can use the front cover and book title as well as illustrations and the words inside to make reading choices.					
I can compare similarities and differences between texts / books in terms of characters, settings and themes.					
I can talk about how different words affect meaning.					
I can mappe vocabulary from the books I read.					
ANALYSE (A) – STRUCTURE & ORGANISATION					
I know the difference between fiction and non-fiction.					
I can talk about the features of a non-fiction text (non-chronological report, information poster, letter).					
I am beginning to use contents and index pages to locate information in non-fiction texts.					
I can relate stories / texts to my own experiences, including story settings and incidents.					
DEDUCE (D) – DEDUCE & INFER					
I can comment on obvious characteristics and actions of characters in stories.					
I can make predictions about a text using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb).					
I can provide simple explanations about events or information (e.g. why a character acted in a particular way).					
I can explain the meaning of powerful words in context.					
For a typical ARE (Age Related) child, the expectation is that this* is where they will be at the end of each term.	AUTUMN* EMERGING	SPRING* MET-	SUMMER* MET		

Getting to ARE (Age Related Expectations), Year 2 2015-2016					
READING GROUP:					
→ Book introduction → Strategy checks → 'Walk through' the text → Independent reading → Returning to text for teaching points → Responding to text & follow up					
Date & Depth of understanding					
Year 2	Emerging 1	Met- 2	Met 3	Met+ 4	Deep 5
READ - DECODE					
I can read most of the Y2/2 HFW.					
I can use phonic strategies when reading unknown words.					
I know the function of a full stop and can show this when reading aloud.					
I am aware when my reading does not make sense and can correct myself.					
I can read aloud with intonation, taking into account '!'.					
I can use syllables to read unknown polysyllabic words, including common prefixes and suffixes (e.g. un-important).					
I can read words with contractions, e.g. I'm, it's, we're, he's and understand that the apostrophe represents the omitted letter(s).					
RETRIEVE (R) - RETRIEVE					
I can locate specific information on a given page in response to a direct question, e.g. key events, characters' names or key information on a non-fiction page.					
I can summarise a story, giving the main points clearly in sequence.					
Having read a text at my depth of understanding, I can find the answers to questions, both written and oral.					
I can ask questions before reading a non-fiction text and look for the answers within the text when reading.					
Planning for reading each week should be based around these statements.					

SHORTBURST WRITING

- This will take place each *Friday after break* so that everyone is writing at the same time.
- This is an opportunity for the children to develop a love of writing for different purposes and to use a range of genres.
- Teachers may use images, video, music; role-play to inspire –
SHORTBURST WRITING LESSONS ARE ABOUT INSPIRING & MOTIVATING YOUNG WRITERS.



- The children can spend one lesson writing and the next week editing / improving.
- Language, sentences, ideas can be 'magpied' from other writers or children at any time and could be displayed on the word wall for children to use and written into their magpie books.
- The pieces of writing can be anything from a letter to someone to a character description or a short story.
- These lessons don't have to relate to current English unit and often work better if they don't. **KEEP THE CHILDREN INTERESTED, EXCITED & WRITING!**

Home Learning

- Children should be given weekly spellings to learn and English based tasks around topics, units or shortburst writing.

Maths

Presentation and books

- Children should use pencils for all their work in Maths books.
- KS1 should use 2cm squared paper books; KS2 should use 1cm squared paper books.
- All work should have an 'I am learning to.....' or an 'As a Mathematician...' learning objective as a title, which should be neat and underlined. When a child is able to write this for themselves, they should be encouraged to do so.
- All work should be dated with the short numerical date which should be underlined.
- Children should be encouraged to write out full calculations/number sentences in their books, rather than completing worksheets.

General Marking

Marking Codes will be used as per the whole school policy. In addition for Maths:

- ✓ Correct
- Incorrect
- R Re-do

Worked examples should be written in blue.

Planning cycle for Maths

Maths units are planned in two-week blocks. A clear, sequenced unit of work should be evident from children's books.

WEEK 1 – Focus on skills

Lesson structure

10 minute starter, the first 2 minutes of which should be counting. Starter should be used to revise/recap/rehearse. Also to keep all areas of the maths curriculum simmering between focussed blocks.

Whole class teaching

STEP 1 - KNOW IT

Teach the skill. Whole class.

"Let me show you how I do it"

Independent / group activities

STEP 2 - USE IT

Teacher models use of the skill taught. Children should then practise and consolidate the skill. This step should be differentiated to provide challenge to more able/make activity accessible to all.

STEP 3 - extension tasks/questions that will deepen understanding.

"Explain how.../Give an example...." Refer to 'Depths of Understanding' document.

Plenary - add success criteria from today's lesson to working wall.

To do this week

Build up 'Working Wall' this week, adding to on a daily basis.

Week 1 Marking emphasis

- All work should be marked.
- Give Next Steps Tasks (NST) that will pick up on errors and deepen understanding.
- Marking should pick up SPAG errors; NST marking should be especially 'picky'.

WEEK 2 - Applying the skills from previous week

Lesson structure

10 minute starter, the first 2 minutes of which should be counting. Starter should be used to revise/recap/rehearse. Also to keep all areas of the maths curriculum simmering between focussed blocks

Whole class teaching

Reasoning/investigation/problem solving. Include real-life tasks and activities. Teacher modelling and referring to working wall.

Independent/group activities

- Children given differentiated investigations/problems.
- Teachers/TAs may hold 'catch up' sessions for children who need further skills work from previous week.

Plenary - refer to skills used from working wall/success criteria.

Week 2 Marking emphasis

- Marking should be individualised to children/groups of children.
- Refer to success criteria. Example: "You have achieved (this point) and can improve if you....."
- Continue to give NST that will pick up on errors and deepen understanding.

All classes should have a daily **Maths lesson**. In addition, all classes will have regular, short-burst practice of Mental Maths skills. Teachers should make this a daily occurrence. (KS2 teachers may choose to structure these using the 'Quick Maths' daily activities suggested on Abacus.)

All classes should have one **Maths Puzzle** each week which will be displayed in the classroom. Teachers can decide whether this is something that can be worked on together as a class, or if it is appropriate for children to tackle independently. There should however be opportunities for whole class discussion and feedback.

Home Learning

Children should be given opportunities to practise what they have worked on in class that week. This can further be supplemented by allocating pupil activities from within the www.activelearnprimary.co.uk site.

Display and Resources

All classrooms should have a Maths display board, which will be updated and changed to reflect the current learning. This will include specific maths vocabulary, and visual images and apparatus to support understanding. Success Criteria should be developed over the course of a unit.

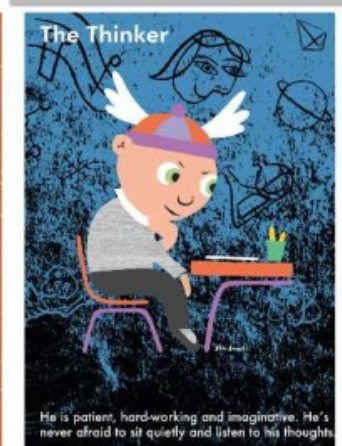
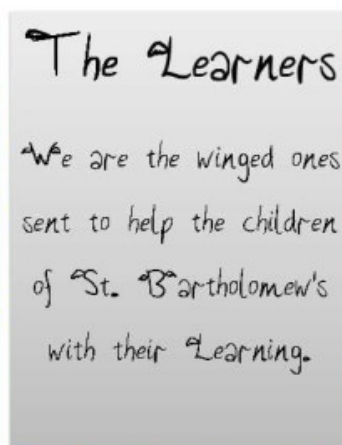
All classes should have a range of maths resources within their classrooms. Larger, less frequently used resources are stored in the maths cupboards along the top corridor (scales, weights, 3D shapes, clocks etc.). Please ensure that anything which is taken from these cupboards is returned promptly so that it is available for the next class needing to use it.

Each class has a set of 30 'Maths Packs' for use by the children. Further resources can be added to the packs should the teacher decide.

Our Visible Learning Characters – ‘The Learners’

When teaching and learning are “visible” – that is, when it is clear what teachers are teaching and what students are learning, student achievement increases. John Hattie

We have worked with the illustrator ‘Jon Lander’ to create 7 characters that we can use with the children to help them with their learning.

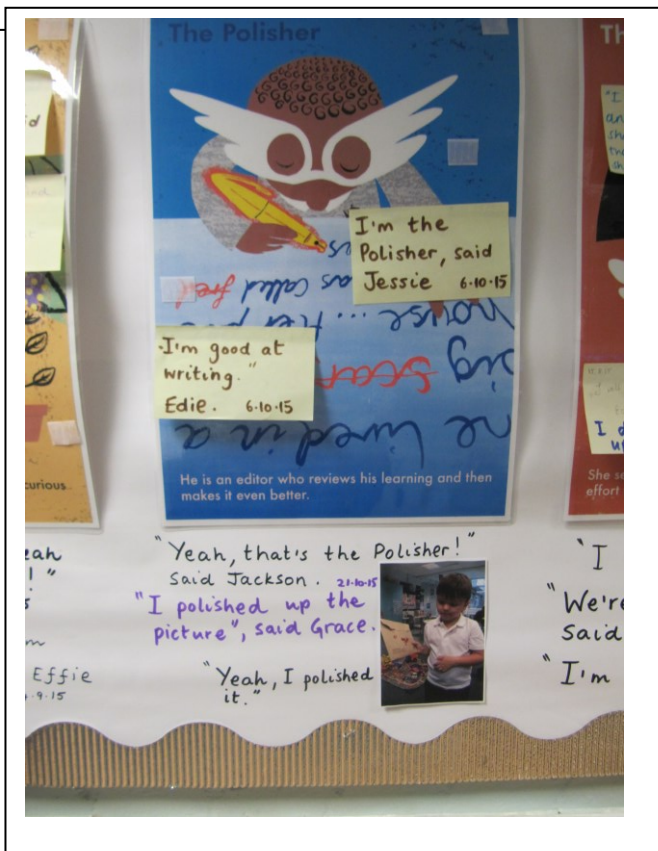


The Learners

We are the winged ones sent to help the children of St. Bartholomew's with their Learning.

The Learners are to be promoted in class and around the school at all times.

- When children use a Learner, children are to put their photo on top of the learner poster, draw an arrow from their picture and write on the board why they have got this (adults do this in KS1).
- A record of who gets which Learner and why goes into a book and the child receives a Learner sticker.
- These displays are changed half-termly.
- When children are using the Learners independently in their work, they should put a code next to their work to represent the Learner that they have used (see marking codes).



I used the 'Polisher' because when we were writing about 'Toby and the Great Fire of London', I hadn't used speech marks so I went back and put them in.

Year 2



We wouldn't be good at our maths and literacy because they help us question our work. We wouldn't improve our work. If we didn't have the learners and you wanted feedback then you couldn't have it because there would be no-one to help us.



I use them in my maths. I never ask anyone to help me because I use the Explorer. Whenever I start working I just use them because they are everywhere. It's a habit now. I have the poster at home too and before I sleep, I look at them. Sometimes I dream of them.

Year 6



They help me improve my learning and instead of my old work (which isn't as good as my new work thanks to the Perseverer because I never give up), and leaving it without checking, I now polish it and question it. If you work in a group with different types of people then you will get different feedback from each person. The more feedback you get, then you realise what you're doing well and what you need to work on. You can learn from your mistakes. Year 5



She seeks out challenges and knows that more effort will help her to achieve her goals.

My favourite is the 'Listener'
because your friends can help you.
He helps you to listen to friends –
they are not being mean – they are
being more specific than that.
Helping you by telling you that you
can do better than that. Feedback.

Year 1



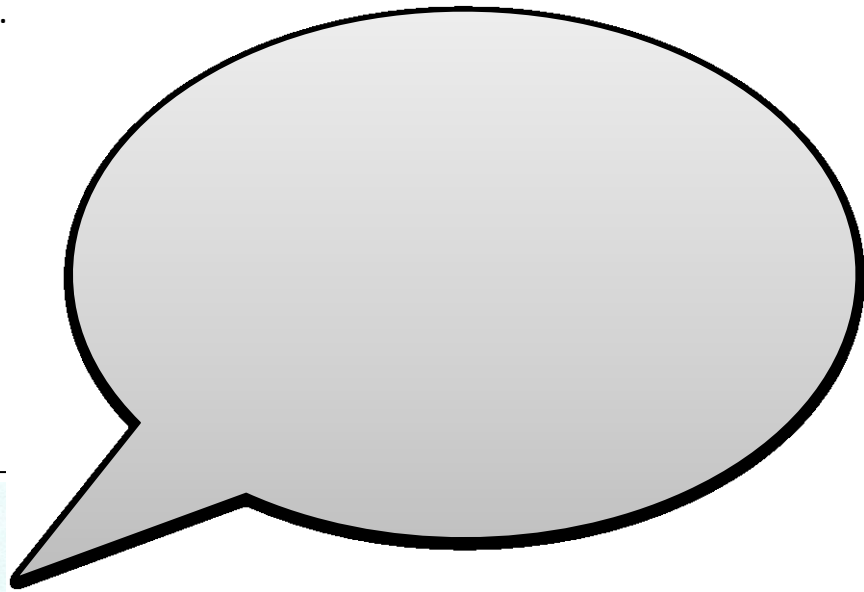
Help you to learn. They are very special. I really like being a learner because they are so exciting. My daddy works on the buses. My daddy thinks on the buses, what is the traffic doing. He is the Thinker. They are magic. We will know everything.

Reception



He is patient, hard-working and imaginative. He's never afraid to sit quietly and listen to his thoughts.

We ran a competition to design our 7th Learner. It was won by a child in Y2 and he is the 7th Learner in the picture.



Using Assessment and Data to Inform Teaching

Part 1

Every class will have a yellow Assessment File which will move up the school with the cohort.

NFER Maths test

Years 1 to 6 should implement this in October each year. The results should be kept in the yellow Assessment File for the class, and copies given to the Maths Co-ordinator and Head teacher.

SATs

Year 2 and Year 6

Pupil Tracking/Assessing Pupil Progress

ARE sheets for English and Maths will be updated on a regular basis to show what each child has achieved.

- Samples of work will be moderated in order to ensure accuracy and consistency of marking.
- Termly moderation will take place as part of the City Centre Partnership.
- A file of moderated work will be kept with relevant co-ordinator.

Part 2

Using Data to Inform Teaching

- Teachers will use writing ARE sheets to level children's writing. This must be done using a range of writing.
- Teachers will use Reading and Maths ARE sheets to identify where children are in relation to 'Age Related Expectations' and assess where teaching and learning needs to be focused in order to enable ARE to be met.
- Teachers will use the 'Windscreens' to identify groups of children in their classes and the D-Tracker.
- Teachers will need to use the 'Windscreens' to identify Pupil Premium children, SEN children etc. and to show that they are making provision for those children.
- Teachers need to be aware of the progress the class is expected to make and take responsibility for ensuring that children make this progress.
- Teachers need to use the data to inform their planning and teaching.
- SLT and teachers will use the 'Windscreen' to identify children for specific intervention programmes.

Maths, English and Reading ARE sheets

St Bartholomew's CE Primary School

AUTUMN 2016 Year 1 Maths

101 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

102 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

103 given a number, identify one more and one less

104 identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

105 read and write numbers from 1 to 10 in numerals and words

106 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

107 represent and use number bonds and related subtraction facts within 20

108 add and subtract one-digit and two-digit numbers to 20, including zero

109 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and solving number problems such as $7 + ? = 10$

110 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with support

111 recognise, find and name a half as one of two equal parts of an object, shape or quantity

112 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

113 compare, describe and solve practical problems for: lengths and height, mass/weight, capacity and volume, time

114 measure and begin to record the following: lengths and heights/mass/weight/capacity and volume (time (hours, minutes, seconds))

03/09/2016 14:14

St Bartholomew's CE Primary School

AUTUMN 2016 Year 1 Maths

101 recognise and know the value of different denominations of coins and notes

102 recognise events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)

103 recognise and use language relating to dates, including day of the week, weeks, months and years

104 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

105 recognise and name common 2-D and 3-D shapes

106 describe position, direction and movement, including whole, half, quarter and three-quarter turns

Number of Objectives Met

Number of Objectives Exceeded

Overall Standard

100% 100%

	Emerging 1	Met- 2	Met 3	Met+ 4	Deep 5
Vocabulary, Grammar & Punctuation	I can use capital letters, full stops, exclamation marks and question marks.				
	I can use commas to separate items in lists.				
	I can use sub-ordination (using when, if, that, because) and co-ordination (using and, but).				
	I can use sentences with different forms: statement, question, exclamation and command.				
	I can expand noun phrases to describe and specify (the blue butterfly).				
	I can use interesting and powerful vocabulary, including mangled language.				
	I know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.				
	I can vary the structure of my sentences.				
	I can usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least).				
	I can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title - 'Big Billy Goat Gruff').				
GRAMMAR IS ACCURATE REFLECTING WRITTEN STANDARD ENGLISH INSTEAD OF LOCAL SPOKEN FORMS					
For a typical ARE (Age Related) child, the expectation is that this* is where they will be at the end of each term.					
	AUTUMN* EMERGING	SPRING* MET-	SUMMER* MET		

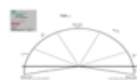
When marking, assess where children are and date in the correct column.

Use the ARE statements to 'plan' from to ensure children are moving towards ARE.

Each term highlight the dates and give a judgement as to where the child is.

Autumn Spring Summer

Use these judgements to place children on the 'WINDSCREEN' and bring to the assessment meetings, where progress and interventions can be discussed.



Getting to ARE (Age Related Expectations). Year 2		
NEXT STEPS TASKS	that are completed in NSI	are to be related to the statements below. 2015-2016

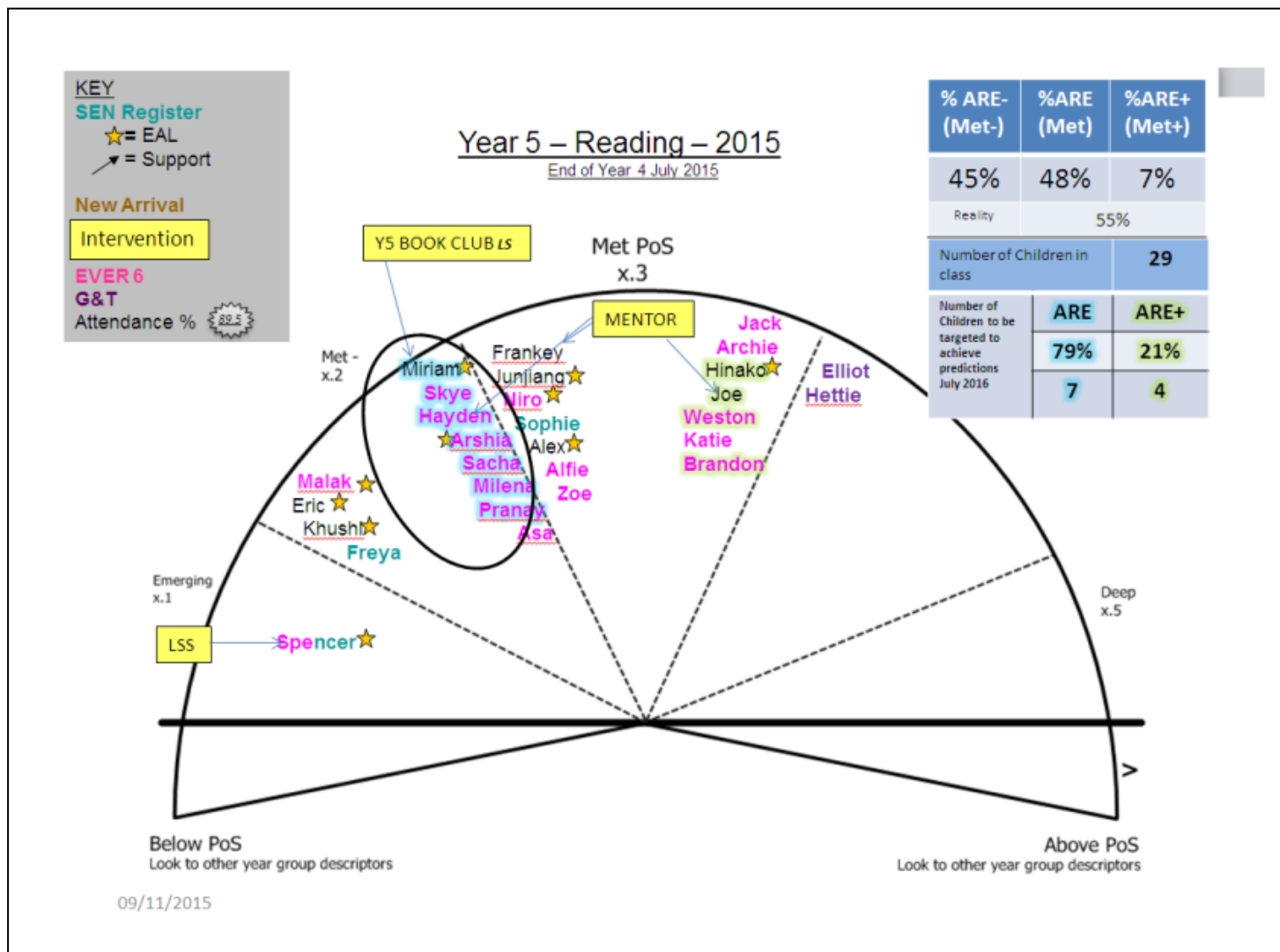
		Date & Depth of understanding				
Year 2		Emerging 1	Met- 2	Met 3	Met+ 4	Deep 5
Transcription	I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.					
	I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.					
	I can learn to spell common exception words.					
	I can write legibly, using spacing between words that reflects the size of the letter and am beginning to join my handwriting.					
	I can learn the possessive apostrophe (singular), the 'girl' book.					
	I can distinguish between homophones.					
	I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.					
	I can form lower-case letters of the correct size relative to one another.					
	I can spell most common words correctly and most of the Years 1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1.					
	I can use spacing between words that reflects the size of the letter.					
Composition	I can develop a positive attitude towards and stamina for writing by writing stories about personal experiences and those of others (real or fictional).					
	I can develop a positive attitude towards and stamina for writing by writing poetry and writing for different purposes.					
	I can mappe ideas from books that I have read to help my writing.					
	I can consider what I am going to write before beginning by planning or saying out loud what I am going to write about.					
	I can consider what I am going to write before beginning by writing down ideas and/or key words, including new vocabulary.					
	I can 'POUSIV' my writing by:					
	<ul style="list-style-type: none"> assessing my writing with my teacher or friends re-reading my writing so that it makes sense and that verbs to indicate time are used correctly and consistently. check for mistakes in spelling, grammar and punctuation. 					
	I can use the correct tense throughout my writing.					

	Emerging 1	Met- 2	Met 3	Met+ 4	Deep 5
EXPLORE (E) - LANGUAGE & VIEWPOINT	I can use the front cover and book title as well as illustrations and the words inside to make reading choices.				
	I can compare similarities and differences between texts / books in terms of characters, settings and themes.				
	I can talk about how different words affect meaning.				
	I can mappe vocabulary from the books I read.				
ANALYSE (A) - STRUCTURE & ORGANISATION	I know the difference between fiction and non-fiction.				
	I can talk about the features of a non-fiction text (non-chronological report, information poster, letter).				
	I am beginning to use contents and index pages to locate information in non-fiction texts.				
	I can relate stories / texts to my own experiences, including story settings and incidents.				
DEDUCE (D) - DEDUCE & INFER	I can comment on obvious characteristics and actions of characters in stories.				
	I can make predictions about a text using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb).				
	I can provide simple explanations about events or information (e.g. why a character acted in a particular way).				
	I can explain the meaning of powerful words in context.				
For a typical ARE (Age Related) child, the expectation is that this* is where they will be at the end of each term.					
	AUTUMN* EMERGING	SPRING* MET-	SUMMER* MET		

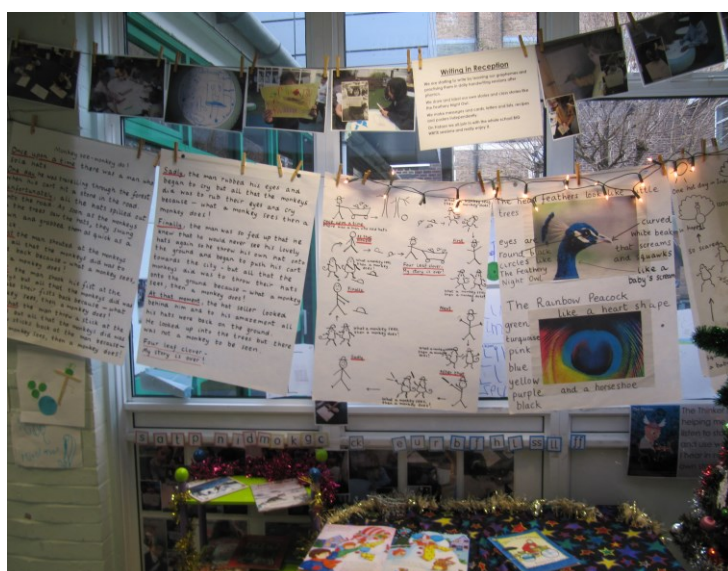
READING		Getting to ARE (Age Related Expectations). Year 2				
GROUP:		Lesson Sequence				
		→ Book introduction → Strategy checks → "Walk through" the text → Independent reading → Returning to text for teaching points → Responding to text & follow up				
		Date & Depth of understanding				
Year 2		Emerging 1	Met- 2	Met 3	Met+ 4	Deep 5
READ - DECODE	I can read most of the Y2/2 HFW.					
	I can use phonic strategies when reading unknown words.					
	I know the function of a full stop and can show this when reading aloud.					
	I am aware when my reading does not make sense and can correct myself.					
	I can read aloud with intonation, taking into account: ? !					
	I can use syllables to read unknown polysyllabic words, including common prefixes and suffixes (e.g. un-import-ant)					
	I can read words with contractions, e.g. I'm, I'll, we're, he's and understand that the apostrophe represents the omitted letter(s).					
	I can locate specific information on a given page in response to a direct question, e.g. key events, characters' names or key information on a non-fiction page.					
	I can summarise a story, giving the main points clearly in sequence.					
	Having read a text at my depth of understanding, I can find the answers to questions, both written and oral.					
RETRIEVE (R) - RETRIEVE	I can ask questions before reading a non-fiction text and look for the answers within the text when reading.					

Planning for reading each week should be based around these statements.

The 'Windscreen' showing where children are in relation to Age Related Expectations.



- An English board that is a combination of a working wall with resources.
- A Maths board that is a combination of a working wall with resources.
- A Word Collection that is language rich with key words / technical vocabulary displayed for a variety of curriculum areas. Words that develop vocabulary in English – wow words. Children who are surrounded by higher level vocabulary that is discussed will become better writers.
- Reward display based on behaviour for learning.
- Examples of '**HIGH QUALITY**' work that can be referred to and aimed for.
- Challenge / Extension area for independent learning.
- Celebration of the different cultures / languages spoken in class.
- Photographs of children actively learning.
- Equipment is out on tables or accessible in drawers.
- Clearly labelled trays and equipment drawers.
- English and Maths books should be clearly stored and accessible for anyone to look at them.
- Planning and Assessment files should be clearly accessible.
- Golden Values.
- Timetable.
- TA Timetables.
- School Prayer.
- Set of class Bibles.
- Fire exit instructions.
- Visual Timetables.
- Marking Codes.
- Class set of 'Maths Packs'.



Creating a culture of shared writing