



Teaching and Learning Policy

November 2022





Effective Teaching and Learning Policy

Written on:	June 2019
Reviewed on:	22 nd November 2022
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TEAGUES BRIDGE PRIMARY SCHOOL

Rationale:

This teaching and learning policy outlines how we work and organise ourselves to ensure that provision in our school is good. Our teaching and learning policy support the creation of a positive learning environment. We develop pupil behaviour for learning based on the pedagogy of Guy Claxton's Building Learning Power. We believe it is essential to develop resilient, resourceful, reflective, and reciprocal learners

This policy sets out the essentials for learning and teaching at Teagues Bridge Primary. This policy is to ensure there is a consistent and clear approach with some fundamental key essentials in learning, so that all individuals will secure progress, no matter how small, in every lesson taught and will enable the school to embed and sustain its high standards.

Expectations of best practice:

- Deep knowledge and understanding of the subjects we teach. That we use questioning effectively and demonstrate understanding of the way pupils think about subject content. We identify pupils' common misconceptions and act to ensure they are corrected.
- We manage pupils behaviour with clear expectations and these are consistently enforced and communicated with all children.
- We ensure we are providing adequate time for practice to embed the pupils' knowledge, understanding and skills securely. We introduce subject content progressively, revisiting and making connections to prior learning through retrieval practice. Through pupil progress meetings, we identify and support any pupil who is falling behind and enable almost all to catch up.
- Using our clear assessment expectations, we check pupils' understanding systematically and effectively in lessons. We ensure we provide pupils with incisive feedback, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- We set homework, in line with our school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils well for work to come.
- As a school, we have a clear understanding that reading, writing and mathematics are taught exceptionally well across the curriculum, equipping all pupils with the necessary knowledge and skills to make progress. For younger children, our Phonics program (RWInc), is highly effective in enabling children to decode phonetically and read and spell high frequency words with confidence.
- All teachers at Teagues Bridge are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. We have consistently high expectations of all pupils' attitudes to learning.
- We build a culture of feedback within our classes, so that pupils are eager to know how to improve their learning and they capitalise on opportunities to use feedback, written or oral, to improve.
- We provide parents with information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance termly about how to support their child to improve through parent consultation, mid-term reports and end of year reports.

Definition of learning:

Learning should be:

- A memorable experience which leads children to be able to practise new knowledge and embed it in the long-term memory.

It can be described by the following:

- Acquiring and practising new knowledge and skills + application of existing knowledge = new learning (new knowledge is created)
- It should enable children to use their existing knowledge and skills and apply them to other contexts.

We believe children learn best when:

- They have stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive, and enjoyable lessons.
- They are built on experience
- It is based on our good knowledge of the children so that it engages them, so information gained from assessment is used to set tasks that are perfectly matched to pupils prior attainment. Teachers plan with a clear understanding of how learning happens and can account for different learners in every lesson.
- The teacher questions the learning, checking out pupils' understanding so that teachers are exceptionally aware of the degree to which pupils are secure at every step.
- There are high expectations of learning and learning is purposeful and relevant.
- Every child owns the learning. They should have a role in the planning, be given clear success criteria, a choice of resources and scaffolds, feedback and agreed next steps. They know their own strengths; they are aware of their learning and are given feedback through discussion and marking to ensure they know how their work can be improved upon.

- We use a variety of approaches to learning, independent learning, guided and modelled support and peer/pair work.
- They are in a safe setting – where all children are given the opportunity to succeed, receiving the correct level of support and the time required to get the most from their learning.
- Clear routines, rules, structures, and boundaries are agreed and adhered to.
- There are a variety of different methods of praise used daily, so that pupils feel enthused about learning and they apply the perseverance needed to achieve when faced with challenge and difficult problems.
- We stimulate their imagination and thought processes and the pace of learning is optimised throughout the lesson, so that the time is used effectively in supporting children and securing misconception and provides strong foundations for the next learning experience.

Lessons should include the following:

- Activate prior knowledge through daily review, the bigger picture so that children are aware of their end point and the relevance of the learning to the real world – why it is important to learn, relevant to my world and my future?
- Clear success criteria ~ highlighting at the beginning of each learning experience clearly what the outcome should look like, is referred to constantly to reinforce and for the pupils to be given an opportunity to assess themselves and be each other's critical friend.
- New material explained in small steps.
- Good thought-provoking questions to assess understanding.
- Models provided of more than one example
- Teacher modelling ~ to show how to improve work, how to approach learning etc.
- Guided practice so that children can store new information into the long-term memory.

- Independent practice to produce overlearning which allows for new material to be recalled.
- Scaffolds for difficult tasks e.g. word banks, checklists, sound mats, sentence snakes, sentence stems, concrete boxes etc.
- Self and/or peer assessment – partners assess work together, against relevant success criteria.
- A clear summary of learning and then providing time for improvements and the sharing of next steps.

We encourage pupils to:

- To be willing to have a go
 - To see mistakes as a way of learning and getting better at something.
 - To try to be resilient, persistent, reflective, and resourceful
 - To be supportive of others they are learning with.
 - To be willing to share their learning with others
 - To work hard. . .
- ... so they can become good citizens with a good moral compass and have integrity and respect.

We encourage Parents to:

- Attend parents information/workshop/open day sessions/parent consultation meetings.
- Have an open dialogue with the class teacher
- To support the school policies
- Provide opportunities for children to practise and extend their learning at home
- Encourage and support children in bringing learning from home back into the classroom.

Senior leaders in school will:

- Be positive role models to their teaching teams

- Support their teams
- Monitor and evaluate the impact of learning within their roles and teams
- Ensure the highest expectations for all pupils are maintained and that all staff are accountable for the progress and achievement of all.

Impact of learning Key Questions for all teachers to consider:

LEARNING

- How many pupils and which pupils make exactly which gains in knowledge, skills, ideas and understanding? Are the objectives and criteria clear and at appropriately differentiated levels (with pupils involved in forming these in outstanding lessons)? Are they shared well with pupils throughout learning- so they are effective in making an impact on the pupil outcomes?
- Pace, quantity, and quality of work? Are your learners making progress in learning in every lesson, no matter how small? Is deep learning achieved, which is extracted and challenged through effective teacher questioning?
- Am I ensuring that there is a good balance of teacher talk, pupil talk and 'doing'?
- How many pupils (and which pupils) and to what extent are they developing the capacity to work independently and collaboratively?
- Can they explain confidently and clearly what they have learned and why? When reviewing their learning, can they identify what they have achieved and set their own targets with support?
- Do they know how today work is related to other learning and what are the next stages?
- Do they ask questions about their learning, work and their targets regularly?
- Are they used to reviewing their work in relation to learning objectives and success criteria?
- Do they understand how well they are doing and how they can improve?
- Are pupils clear about the criteria used to assess their work, their understanding and do all pupils know their targets?
- Can they apply new learning in a context? Can they apply it confidently?
- Is homework being utilised to support learning?

ACHIEVEMENT

- How many and which pupils are being stretched and working to their capacity? How do you know? Are you systematically and effectively checking learning throughout every

lesson with efficient AFL strategies? Are you ensuring that assessment is used thoroughly so that intervention to learning can happen at the most appropriate time and impact on learning demonstrating a sharp focus and good timed support in all learning?

- Are they doing the best that they can?
- Are they making expected progress and are you aspiring to ensure they make better than expected progress?

ATTITUDES, RELATIONSHIPS AND BEHAVIOUR

- How attentive are pupils? Which pupils are engaged and if some are not, what strategies do you use to re-engage them?
- Are pupils motivated by the learning, excited and driven by the lesson context?
- Are children keen to work? Keen to get on task? Keen to answer questions?
- Do all pupils sustain concentration? Interest? Motivation?
- Are pupils persistent and show perseverance in learning?
- Are they confident to share their learning and know where to go if they don't understand?
- Do pupils respect their learning, the environment and have positive and productive relationships around the classroom and whole school?
- Are you ensuring that behaviour is consistently high, with clear expectations?

CHALLENGE AND ENGAGEMENT

- Are pupils encouraged to work independently? Are those that are reluctant, coaxed and coached so they too can be successful?
- Is there a real commitment in the class to get the best out of each pupil?
- Is there flexible and effective grouping – based on intelligent assessment – that ensures all learning is relevant to the individual and conducive to effective teaching and learning?
- Are children fully involved in the assessment of their own learning and receiving focused feedback to support their next steps?
- Are other adults in the class used effectively and impact on the learning in the class at all levels?

Our whole school approach.

At Teagues Bridge Primary School we believe that learning should be a rewarding and enjoyable experience for everyone. We provide a creative curriculum which puts children at its heart. Engaging and meaningful activities are provided through a themed approach to teaching the National Curriculum.

We expect each teacher to take responsibility for the progress of all the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

We recognise the importance of spiritual, moral, social and cultural aspects of learning and they feature widely as part of our themes. We are committed to supporting pupils to become happy, healthy and responsible citizens in their community.

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims through a creative spiral curriculum, tailored to meet the needs of the children of Teagues Bridge.

At Teagues Bridge we aim to provide a safe, supportive and stimulating environment for learning with high quality teaching so that our pupils have:

- high levels of literacy and maths
- the skills to follow their own lines of enquiry and to pursue their own learning interests
- imagination and creative expression
- pride in their own achievement and a desire to succeed
- an awareness of their role and responsibilities within their community and the wider world

We work to ensure that all pupils are improving skills and knowledge and understanding across all lessons and all activities.

We recognise the need to consolidate and practice, we activate prior knowledge so pupils can connect the knowledge through subjects. We understand that children need to take small steps and we apply the IO Rosenshine strategies to our planning in all areas of the curriculum. We use this as a model to ensure quality first teaching.

High quality teaching and learning with a theme-based Curriculum.

We believe that children learn best when there is consistency and continuity in our approach. Through the theme-based Curriculum, half-termly themes ensure coverage of the National

Curriculum whilst exciting the children's imagination and inspiring them to learn. At Teagues Bridge a thematic curriculum is brought to life by high quality teaching, inspirational learning activities and opportunities to listen and plan for the developing interests and motivations of the children.

The thematic curriculum, delivered using some of the good practise in the Cornerstones themes, Chris Quigley themes and whole school themes linked to our community, is built upon a four stage teaching and learning philosophy

ENGAGE – DEVELOP – INNOVATE – EXPRESS

During the Engage stage, children will:

- have memorable first-hand experiences – for example going on a visit outside the classroom or inviting a specialist visitor into the classroom.
- have awe and wonder experiences – Investigate and Discover
- be introduced in exciting ways to the new topic and theme
- begin initial research and set enquiry questions
- have lots of opportunity to make observations
- develop spoken language skills
- take part in sensory activities
- have lots of fun, allowing them to fully “engage” with their new theme.

During the Develop stage, children will:

- dig much deeper to develop their skills, knowledge and understanding of a topic across the curriculum
- practice and apply new found skills
- compose, make, do, build, investigate, explore, write for different purposes, read across the curriculum
- research their own questions and those posed by others
- follow new pathways of enquiry based on their own interests
- complete homework activities that support their learning in school.

During the Innovate stage, children will:

- apply previous skills, knowledge and understanding in real life contexts
- be challenged with real or imagined problems and situations to explore using knowledge and skills from the earlier stages
- be inspired with imaginative and creative opportunities
- have time to re-visit skills, knowledge and understanding not grasped during the develop stage
- have the opportunity to take on different roles.

During the Express stage, children will:

- become the performers, the experts, the informers
- share their achievements with others in many different ways. parents, classmates and the community
- evaluate finished products/processes
- link learning back to the beginning
- celebrate their learning journey

Planning:

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We use assessment for learning questions at the start of lessons, this allows learning to move on more quickly. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils.

Our planning:

- Uses the Rosenshine strategies
- Is based on clear learning objectives and success criteria
- Is often cross-curricular
- Is based on the requirements of the National Curriculum alongside our subject progression documents

- Takes accounts of learning needs of all groups
- Shows differentiated SC
- Indicates the role of the Teaching Assistant
- Incorporates building learning power
- Indicates opportunities for peer and self-assessment
- Allows for planned activities to check that learning had stick and that children know more and remember more
- Is evaluated daily

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2a.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



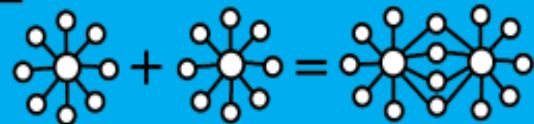
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



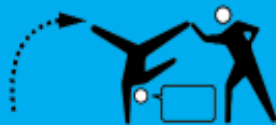
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Pupil Attitudes:

We aim to develop the aptitudes of resilience, confidence and independence; particularly through Building Learning Power (BLP). We ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes. We explain their importance of their own role in learning through the development of BLP; we notice and comment positively when pupils demonstrate these aptitudes and we model them in our own actions.

Essentials for Core Subjects:

MATHS

- Daily CLIC in all classes
- Guided maths session ~ this focuses on fluency, problem solving and reasoning
- All staff using the school agreed calculating policy
- Success Criteria in all books
- All pupils should have a target set in their books, using the agreed format. This should be part of active and regular discussion with the pupil and be a focus learning skill for that individual.
- Targets to be reviewed regularly ~ at least half termly. When a target has been achieved it should be dated and highlighted and a new one written after 3 dates (as this is assumed secure).
- Closing the gap marking to be using regularly ~ written and verbal feedback.
- Comments in books need to be diagnostic not descriptive ~ identifying next steps and responding to them.
- All staff to use Ch for check, this is when a calculation just has a simple miscalculation.
- All work to include a short version of the date and a title underlined in pencil using a ruler.
- All maths completed in pencil.
- Year 1 – Year 6 to use squared maths books

ENGLISH

Phonics:

At Teagues Bridge we teach phonics in a systematic way, following the highly structured Read, Write Inc Programme. Throughout early years and KSI, we teach phonics daily, with groups and activities pitched tightly to match the children's needs. The teaching of phonics is

- Phonics is taught daily at a brisk pace
- It is also developed across the curriculum
- Progress is assessed and monitored through half termly individual assessments.
- The phonics screening test is taken by all year 1 children in June each year, with those year 2 children who did not achieve the threshold assessed again.

READING


In EYFS and KSI our reading is matched to our phonics teaching as we use Read, Write Inc. We ensure that children read phonetically decodable texts until they have completed set 3 sounds. This enables the children to use their knowledge of phonemes to decode words. The teaching of high frequency words or red words (as they are referred to in Read, Write Inc,) are taught throughout the RWInc. Programme. The children have a range of book banded narrative and non-fiction books to choose from throughout the school.

As the children develop their ability to decode phonetically and become more fluent readers, the comprehension of text increases in importance with guided sessions focused on inference, deduction, developing wider vocabulary and broadening the knowledge of authors, genres and themes.

In KS2, we have introduced whole class reading, as evidence has shown that this approach to the teaching of reading supports the development of children's comprehension skills, fluency and stamina. Along the whole class reading, children experience, paired reading and individual reading. Teachers ensure that the text chosen is linked to the class theme. Teachers provide children with a range of

questions and activities to develop all areas of their comprehension skills. All classes use the dog characters to support the teaching of the reading domains.

Vocabulary Victory might ask.....



What does this word tell us about the character/setting/atmosphere?

Look at that sentence/passage and circle a word/phrases that means the same as

Which words/phrases in this text give us the impression that the main character is.....?

Which words/phrases in this text give us the impression that the atmosphere is.....?

The author uses words liketo describe.....

What impression does this give us of the character/setting/atmosphere?

The author describes the main character as Think of another word that could have been used instead.

Why did the author use the wordto describe.....?

How does the author make the reader feelin this part of the text?


How has the author's choice of words created the feeling.....?

What do phrases such astell you about.....?

What might that mean?


What do you think the writer is saying, when they.....?

What does that imply/suggest/indicate that.....?



I will help you to look at how authors and poets have chosen to use words and

Rex Retriever might ask.....



Where is the story set?

How does the main character look/behave/speak?

When is the story set?

Where would you find a section about.....?

Can have more than one meaning?

What does the word mean?

What diddo when.....?

Where didgo?

Find a word or phrase which tells us how the character is feeling?

Where in the book would you find.....?

Who are the key characters in the book?

What happened at.....?


Describe.....

Which paragraph tells us.....?

When did the story take place?


What did he/she/it look like?

Who was she/he/it?



I will help you to go into a text and retrieve the facts.

Inference Iggy might ask.....



What makes you think.....? Give evidence for your reasons.

Which words/phrases give you that impression?

Why do you think that the author chose to.....? Give reasons for your answer.

How was different after.....? Why?

Explain why the author chose this word to describe.....

What impression do we get of.....? Why?

What do you think will happen to the main character now? Can you give reasons for your opinions?

What makes you think this?

Why isimportant?

What does the wordimply about.....?

Which character would you most like to meet? Explain why.


Why did the character behave like this?

What do people usually do when.....?

What do they seem to think about each other?


Can we work out how feels about.....?

How didreact?



I will help you to hunt for clues in a text about how something might be feeling or why something is happening.

Predicting Pip might ask.....



Who is on the front cover? What is the background? How might these details give us clues about the content of the book?

Based on what you know about the characters/events, how do you think the story will develop next?

Think about the author's other stories. Are there any familiar themes/characters/settings to the story you are reading? How did the story end? How might this story end?

Do you think the character will change his/her behaviour in the future? Give evidence for your ideas.

How is the character like someone that you know? How would she/he react in this situation? How does that affect how you think this character might respond?

The character is in a tricky situation. What will the character do next? What would you do? Why?

Why don't we know about.....?


Is anything missing from.....?

Is there something that we haven't.....?

What do you think is likely to happen when.....?


Do you think the author has a plan for.....?

Why do you suppose.....?



I will help you to try and see the future and I will help you work out what might happen next.

Summarising Suki might ask.....



What is the main theme in this paragraph?

What is the main argument in this paragraph?

What is the main message in this paragraph?

Can you describe what has happened in this paragraph/chapter?


Using less than 20 words, could you write a new blurb for this book...

Which is the most important message in this book?

Can you describe what has happened in three sentences?


Why do you think that might be important?

Is there anything you know now which you didn't know before?



I will remind you to summarise the main points or main events of a paragraph or text.

Cassie the commentator might ask.....



Look at the section entitled..... Why has this been included in this text?

Look at the front cover of this book. What sections would you expect to find in this book?

Explain how the character's behaviour/appearance has changed over the book. Why/how has this happened?

What is the purpose of.....?

How does the layout help to.....?

Compare one character to another. How are they different or similar? When might someone choose to read this book?

In what ways is like.....?


How has the author organised the text? Why?

How does the organisation of the text help us to better understand the information?

In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text?

Why has the author written this text?

Compare how the characters are reacting to the problem. Who deals best with the situation?



I will help you to hunt for clues in a text about how something might be feeling or why something is happening.

Higher order questions extend the more able, with additional support and questions provided for the Lower ability groups. Preview sessions are given to those children who have English as a second language and for those children who may find the class text challenging.

Each teacher reads to their class daily, using the reading for pleasure model, text are carefully selected from the IO-a-term basket, these include fiction, non-fiction and poetry. All children are encouraged to read widely for pleasure and for information across all areas of the curriculum. The library is a well-stocked resource and offers a wonderful environment for reading, here children can read for enjoyment at dinner-time.

Writing:

Classroom organisation:

English is taught as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for learners to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks or a greater level of modelling. All learners are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features. Our writing cycle is based on Pie Corbett's 'Talk for Writing'. We teach children to imitate and innovate writing before becoming independent writers with their own writing style.

Vocabulary

Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage – including children with Developmental Language Disorder, Special Educational Needs and those who speak English as an additional language, but it will extend the word learning of all

students. All teachers use Word Aware to support children's vocabulary development.

Grammar and Punctuation:

Grammar and punctuation knowledge and skills are taught through English lessons. At the end of the cold write, teachers will identify grammar and punctuation that need further teaching in the unit using cold write marking grids. Teachers will then set three targets, which are then displayed at the front of the English book. Children are then aware of their writing targets for the unit. The grammar or punctuation focus will then be displayed for the children in a green star on their daily LO, every day, children will participate in a grammar or punctuation focused session that has been planned to teach the focus in the green star. When children have independently applied these skills, the targets are dated at the front of the books. Children are expected to demonstrate independent application of the target at least 4-5 times during that unit.

Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Spellings:

Spellings are taught according to the rules and words contained in Appendix I of the English National Curriculum. Teachers in Key Stage 1 follow the Read, Write Inc phonics programme to support their teaching and to provide activities that link to the phonemes. Children in Key Stage 2 follow the Read, Write Inc spelling programme in years 3-6. Children continue and build on their previous strategies learnt in Key Stage 1 to apply and develop spellings strategies. Children

use independent, paired collaborative learning to learn and apply new spelling rules.

When marking work, teachers identify up to five words that children have spelt incorrectly from within that child's known ability and they write these out 3 times in their books. Upper Key Stage 2 children have the spelling identified and are then encouraged to look for the correct spelling using a dictionary. Children are also encouraged to identify incorrect spellings in their own writing and correct them as they all have a copy of common exception words at the back of their books to encourage proof-reading.

English Lesson Sequence:

Each year group have a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year.

Units will take between two and four weeks to complete, and the outcome of each unit will be an Extended Write which will be used to assess the pupil's skills against the agreed success criteria.

Every unit is linked to a carefully chosen text that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their extended writing outcome for that unit.

Each unit begins with a cold write. Children are asked to show their writing before the start of the unit that links to that genre. This is then assessed using criteria checklists that are matched to outcomes for the year group as well as structure, grammar, punctuation and spellings. At the end of the unit, children write an extended piece of independent writing linked to the genre called 'Chance to Shine'. This is then assessed using the writing criteria checklist to show progress and set targets.

A WAGOLL – What a good one looks like – is created based on the stimulus text and supports pupils to identify and mimic the identified features in their own writing.

Non-fiction units are also taught through a quality WAGOLL that may be based on a stimulus text or may be related to another curriculum area.

Poetry is planned so that prior learning links to the new learning and focuses on key poets that are both national and international poets.

Whole school events

We celebrate National Poetry Day, Roald Dahl Day, World Book Day and organise termly reading competitions. These bring the whole school together to concentrate on one theme. Children also participate in yearly productions. KS1 and EYFS participate in a Christmas nativity production and KS2 (apart from year 6) also produce their own Christmas production. In the summer term, children in year 6 create their own production. All our productions are shared with the school and stakeholders. In addition to this, children also experience theatre groups, visiting authors and illustrators.

Targets:

Every child will have a target displayed using the agreed whole school format and gaps that have been identified from independent writing, these targets will be reviewed regularly by teachers. When a target has been achieved it should be dated and then a new one written, Teachers and children use cold writes and chance to shine to complete the assessment grids in the back of the literacy books, these are matched to the year group expectations. Identified gaps are then used to inform next steps in teaching and their targets are displayed in the Learning Objective on a green star.

Presentation:

The long date will be recorded in literacy books.

Every piece of work will have a learning objective and success criteria. This will be highlighted if the child was able to meet the criteria. If the child needed support, then it will not be highlighted.

Each piece of work will be annotated to indicate the level of support given to complete the task e.g. I = Independent, TA = Teaching Assistant, T = Teacher.

Children who join their handwriting and present their work neatly will be awarded the 'Pen Licence'. Mistakes must be crossed through with a ruler.

Marking:

Comments in books will be diagnostic not descriptive, we believe comments should be specific and relate to the LO and SC and move the learning on.

Green highlights will show where a child has met the success criteria, next steps comments will help the children make improvements, the children will then respond below the comment. Spelling errors will also be addressed. The teacher will write the correct spelling and the children will then write it out 3x. the HA children in year 6 will have a SP next to the word and will be expected to find the correct word in the dictionary and write it out 3x.

Using the Cornerstones Assessment Materials

Children are assessed each term and are levelled according to age based on the average age of a child at specific points through their school life.

The average age of pupils at the end of each term is as follows:

Year group	Autumn term		Spring term		Summer term	
	Years	Months	Years	Months	Years	Months
Year 1	5	10	6	2	6	6
Year 2	6	10	7	2	7	6
Year 3	7	10	8	2	8	6
Year 4	8	10	9	2	9	6
Year 5	9	10	10	2	10	6
Year 6	10	10	11	2	11	6

Children are assessed in Reading, Writing, SPAG, Maths and Science at the end of each term using the individual Cornerstones tracking grids. This data is then added to the Cornerstones Hub where it is analysed and teachers identify gaps and plan interventions to close them.

In the EYFS, we use a baseline assessment.



Non-Negotiables for all subjects




www.teaguesbridgeprimary.org

Teagues Bridge Primary - Non-Negotiable - Whole school

Version 6 - November 2021

Teaching and Learning	✓
Teachers should be working with a focus group in maths, literacy and reading whilst continuing to meet the needs of all learners and checking progress.	
Teaching is flexible and responsive to the learning needs of all children, addressing misconceptions, moving forward or taking it back a step.	
Children should be confident at using the language of learning - targets, next steps, progress, subject vocabulary, achievements and what helps them learn.	
Work should be well pitched and challenging providing good models and concepts.	
T.A's/Adults should be effectively planned for and deployed with children through all parts of the lesson, not doing displays etc.	
Learning objectives and success criteria will be displayed on the board and in the children's books. It will be communicated effectively so children own and understand them. Success criteria will be co-constructed with the children. They will be referred to throughout the lesson by means of mini-plenaries/pit stops and used in discussion for the peer assessment/self-assessment and TILT. SMSC characters should be displayed on the L.O. Magic habits for learning should be displayed on the LO.	
Teacher introductions/modelling/demonstrating should be precise and have clarity; they should relate learning and should not be too lengthy. Children need enough time to focus on the task in order to demonstrate progression.	
Whole class introduction should involve a variety of methods to engage the children - talk partners, group talk, sorting, finding information, film clips, pictures, posters, characters, children are being involved and active.	
All staff should have high expectations of the children and these need to be communicated with the children e.g. you need to write 2 pages before break-time and then communicating what will happen if this is	

not achieved. Children need to have time to practise, investigate and engage in the task.	
Reading, writing and maths targets should be displayed in the front of their books, next steps should be clear and children need to understand them and where they are with their learning.	
There should be evidence of peer assessment; self-assessment and TILT sheets should be used once a week.	
Assessment for learning questions should be evident at the start of the lesson to assess children's learning prior to the lesson, this allows for more focused teaching and flexible groupings.	
Assessment for Learning labels should be used frequently throughout the week for all subjects. This is a tool for children to reflect on their learning. The five question strip should be used at the end of a unit of maths or the end of a genre.	
Theme books should include the children's planning for the theme.	
Theme books should have an evaluation written by the child in the back of the book once the theme is finished.	
Children should be involved in the planning of the theme; there should be a copy of this in the front of their theme book.	
All staff in school should use the stop signal and the turn to your partner signal.	
Actions to remind children about punctuation will be used across the school.	
Self review forms need to be completed 1/2 termly for writing and maths.	
Common misconception words should be available for children everyday. They should not be spelling these incorrectly in their books. If they do it must be highlighted in orange.	
All teachers will give children word/vocabulary banks for Maths, English, Science and Theme. These can be displayed on the flipchart or hotboard.	
Teachers use the Rosenshine strategies to support teaching and learning.	
MARKING	
All handwriting should be in line with the school policy ~ Nelson Handwriting scheme.	

All marking in all books will be kept up to date by teachers and HLTA's. all worked should be marked daily.	
Children should receive a next steps or challenge comment in their English, Maths and Science books at least once a week. Ensure that the comment is relevant and moves the learning forward.	
Marking must address misconceptions and errors.	
Common exception words spelt incorrectly should be highlighted in orange and addressed daily.	
All work should be marked daily e.g. handwriting, spelling etc.	
<p>A green highlighter is used to highlight successes (Green for Great) and a 'Target Marking Label'</p>  <p>The graphic is a rounded rectangle with a blue border. At the top center is a target icon with a red bullseye and a yellow arrow. Below the icon, the text 'Target marking group' is written in red. Underneath that, 'Today the teacher modelled' is written in green. A horizontal line separates this from 'Now you try!' written in blue at the bottom.</p> <p>Is used to communicate next steps AN asterix should be placed where the misconception was in the work.</p> <p>When children have achieved their learning objective, Teachers use the LO green stamp and this must be followed by a challenge to move the learning forward.</p> <p>This type of marking works best when work has been completed independently. In Literacy a piece of extended writing and in maths a new skill, concept or problem.</p>	
Children will be given time to respond to the marking comment and will be checked and marked with √√ by the teacher.	
Comments should always capture the learning that has taken place.	
Marking should always be relevant, concise and clear.	
Verbal feedback given when working with the group or during circulation. Use VF label and then capture the child's response. Or put VF response and the child corrects following the discussion.	
Spellings and handwriting must be addressed in the marking. KS I teacher will identify the spelling and children will write it out 3 times.	

<p>Year 2 and KS2 should be encouraged to use a dictionary and thesaurus.</p> <p>Teacher can place a SP in the margin where the incorrect word is. Children should always write the correct word X3 once they have found this in the dictionary.</p>	
<p>Teachers need to build in opportunities for independence by indicating on the line where the spelling errors are and then the children use the dictionary to correct this. SP for spelling is written in the margin.</p>	
<p>Homework</p>	
<p>All children will be provided with homework; this will be handed out on a Wednesday and collected in on a Monday. Homework should be interesting and engaging and not just a series of worksheets. It should be given to consolidate or pre-view the learning that is taking place in the classroom. Homework should be communicated with parents in a clear and concise way.</p>	
<p>All homework should be marked.</p>	
<p>Reading should be part of the weekly homework for all children.</p>	
<p>Children's reading books should be changed regularly.</p>	
<p>Children who read at home will receive a mark on their reading chart. If they have 4 or more they will be entered into the class raffle and each month could be nominated for reader of the month.</p>	
<p>Children should practise times tables and number bonds as part of their homework.</p>	
<p>Homework should be differentiated.</p>	
<p>Friday journals need to be completed and then sent home and returned on a Monday. If parents respond in the journal the child should receive a sticker on their book. Friday journals are a means of writing about the learning that has taken place during the week. This should not be written during the literacy lesson but during the afternoon.</p>	
<p>High expectations should be communicated with children regarding the standard of homework and presentation.</p>	
<p>If homework is not handed in on time the teacher should write a note to the parents in the communication book. If this continues a letter will be sent home from the headteacher.</p>	
<p>Classrooms</p>	

Classrooms are bright and inviting environments that support challenge, independence and celebrate successes.	
Wonder Wall - display of questions linked to theme, literacy, maths, science.	
Wow wall to celebrate achievement.	
Handwriting hero displayed weekly	
SMSC characters to be displayed along with an explanation. SMSC floor book to be on display. SMSC poster to be visible to the children.	
Pl4C book and display.	
Welcome to be displayed on every door in different languages.	
Phonics displays in KSI - speedy sounds, wall wallet and phonics freeze in KSI and EYFS.	
Awe and Wonder display in classrooms and corridors - What fascinated me this week?	
Spelling charts for KS2 and wall wallet with words for the week.	
There should be age appropriate resources available for children to access, dictionaries, number lines, base 10, numicon, word tents, phonics cards, handwriting strip, 100 squares, multiplication grids, vocabulary.	
Relevant parts of the calculation policy should be displayed to support learning.	
Whole rules to be displayed with importance alongside behaviour peg system.	
Child friendly vision statement, Anti-bullying poster, monitors, star of the week, Jigsaw theme, school culture, SAS crew, safeguarding, fire instructions etc.	
Tables to be arranged in rows or groups but all children need to be positioned so they can see the board and the teacher/adult at the front.	
Book corners should be stimulating and interesting and promote reading as a high priority. Books should be well presented and appropriate to the age group. Books should be organised into fiction and non fiction. Book corners should be cosy and stimulating a place you want to read, with cushions, beanbags, puppets and teddies.	
Author of the month to be displayed in every classroom and changed every month.	

10 focus texts to be displayed in each classroom to encourage children to read, these will be changed each half term. '10 of the best'.



All boards should be backed and have a border around them. Work for the wall should be double mounted. Title should be clear and there should be an explanation alongside the work on display.

Children should have access to drinking water throughout the day.

Inhalers, epi-pens, spacers should be stored in labelled boxes in the teachers cupboard for immediate access.

It should be clear from your classroom display what the theme is.

Value of the month should be displayed.

Punctual Panda to be displayed and indicate who punctual panda is for that week.

All children should have a draw with their name clearly visible and all cupboards and resources should be clearly labelled.

All labels and titles should where possible be in the Nelson handwriting Font, therefore allowing the children to be immersed in this style.

All tables will be positioned so all children are looking forward and feel equal in the classroom.

All EYFS and KSI classrooms will have a RWInc. Phonics reference area in the classroom, this will include Speedy sounds chart, sound cards, blue card holders to display green and red words and sounds focus for the day, sounds mats.

KS2 will have an area to support RWInc. Spelling - word card display, spelling strategies for the week, jumping spelling box.

All classrooms will display SAS crew, value of the month and growth mind-set posters to encourage learning.

Magic learning habits to be displayed in every classroom.

All classrooms to promote writing - writing area in all classrooms to include a range of writing materials and implements.

All classrooms to use Hotboards as a working wall.	
All classroom to display a WAGOLL of the end of year expectations for Writing and Maths. The expected standard to be displayed alongside the WAGOLL so children are clear of what they are working towards.	
Create an ICT station and have one or two laptops readily available for children to choose to use instead of writing. Display the Click and think poster.	
Click and think poster to be displayed next to all ICT.	
Reading	
All children will have a reading session each day. KSI/EYFS to follow the RWI reading. KS2 to follow the love for reading using a whole class text for all children.	
A comment should be made in reading records that capture learning and progress to date.	
Information for parents to be stuck in the front of reading records.	
Love to read reading record to be used to capture the learning and the next steps in KS2.	
Year 2 to use the RWInc. Comprehension reading focus.	
Individual reading books to be changed each week.	
Children will be assessed using the cornerstones tracking materials and the rising stars comprehension tests each term.	
Teachers must teach comprehension skills.	
Reading for pleasure model to be used when reading with children	
Reading will take place every day for 30 minutes. DEAR (Drop everything and read) will take place at different times throughout the week. Library to be timetabled for use every day.	
5-a-day to be introduced throughout the day ~ teacher/adult/children to read 5 times a day with the children. First thing in a morning ~ independently Before break Before dinner Assembly Just before home time ~ Poem/Song/Rhyme in EYFS and KSI.	

Books

All books should have the front cover for each subject. Theme books should be covered and ready for use at the beginning of each theme.

Progress and next steps sheet in the front of each book.

Subject overview of objectives to be in the back of reading, writing, maths and science books.

A child's name to be written on the front of each book in black pen and not green.

Learning Objective should be decontextualized e.g. we are learning to write instruction. Do not include the type of instruction. Success criteria should be the ingredients they need in their piece of work to show they have achieved the LO. They should include 'I can, I know, I understand'.

LO should include the type of support the child has had during the lesson - T, TA, I, HLTA, PS. This should be circle.

Handwriting formation should be on the literacy LO and number formation on the Maths LO. Use the template saved on the t-drive.

TIBS (this is because... the big picture for learning) to be on each objective.

All dates and titles to be underlined with pencil using a ruler. The long handwritten date for literacy and the short date for maths. Dates should be recorded on the right hand side.

In maths books children should record 1 digit in 1 box.

A new page to be started for a new objective.

Children to complete the self-assessment after each piece.

Children must form their letters and join their handwriting in line with the Nelson handwriting policy.

Handwriting to be taught daily. Handwriting should be completed in their yellow literacy books.

If a child loses their communication book, homework book, reading diary, Friday Journal, a new one should be given to them with their name and front cover.

If reading books are lost, the parent will be asked to pay for this unless there is a valid reason.

Presentation in books is very important, it says we care and we value the work in the book. Teacher's handwriting and sheets should be presented to the highest standard.	
Presentation should reflect high standards and this must be encouraged at all times. Examples of excellent presentation to be displayed on the PROUD board in each classroom.	
Assessment	
All teachers will keep an assessment folder that is up to date and used to inform planning.	
Moderation will be kept for all teachers and this will include pieces of work for 6 children and the moderation forms.	
Summative assessment for reading, writing, maths and phonics are undertaken 6 times a year. These assessments support the on-going formative assessments carried out by teachers using the cornerstones grids for learning.	
Children should have the opportunity to write at length each week, these writes need to be independent in order to assess learning and plan next steps for all children.	
Cornerstones assessment grids should be completed every half term and on-line tracking systems need to be updated.	
Assessment data needs to be added to cornerstones each term. Data sheets need to be completed each term and handed to the headteacher.	
Pupil progress meeting will take place every half term. This is to track progress and ensure all children are on-track to achieve end of year expectations. No child should stand still or regress.	
Cold write to take place before a new LO is introduced, this is to assess where they are at and what needs to be taught so they are confident writers of narrative, non-fiction and poetry.	
Chance to Shine will take place every 2 weeks. This will then be moderated at the following staff meeting. All staff will have a moderation buddy.	
General	
Children will self-assess or peer assess work regularly at least 3x a week if applicable.	

<p>All children need to proof read their work to check it makes sense and that spelling and punctuation are accurate.</p> <p>All children should edit for improvement. They should focus on sentence structure, word openers, word choice, appropriate use of verbs, adjectives adverbs, similes etc. ensure children are clear about what they need to edit for. Ensure children have a checklist for editing for improvement.</p>	
<p>Writing checklist to be in all writing books with the common exception words. These should be attached to their books using treasury tags. This allows children to move the checklist to the page they are working on.</p>	
<p>Children need to edit and re-draft a piece of work each week. They need to self-correct spellings and make improvements and the redraft will be the final neat copy.</p>	
<p>Teachers need to have high expectations of the amount of work written based on age and ability we agree the following:</p> <ul style="list-style-type: none"> • Y1 - 1/2 to 1 page of big lines • Y2 - 1 and 1/2 pages of small lines • Y3 - 2 pages of small lines • Y4 - 2 and 1/2 pages of small lines • Y5 - 2 and 1/2 - 3 pages of small lines • Y6 - 3 - 3 and 1/2 pages of small lines 	
<p>Children need weekly opportunities to solve problems and follow a line of enquiry.</p>	
<p>In maths reasoning, fluency and problem solving should be part of the daily offer.</p>	
<p>In maths consider the concrete, pictorial and abstract model when teaching.</p>	
<p>Ensure children are given a WAGOLL - this allows them to see what they are expected to do and achieve. The WAGOLL can be on the LO or displayed on the hotboard.</p>	
<p>RWI Phonics to take place daily - 1 hour + another hour for extended pieces of writing and grammar.</p>	
<p>RWI Spelling to take place daily Y2 - Y6 for 20 minutes.</p>	
<p>Daily Nelson Handwriting - 15 minutes daily, handwriting needs to be modelled.</p>	

Love to read to take place daily for 30-40 minutes using the Love to Read model for reciprocal reading.	
New literacy planning and genre guide to be used by all staff. Children to have access to a child friendly genre guide. Genre outline and features to be included at the beginning of each genre. This will act as a checklist for children.	
White Rose maths planning and Inspire Maths planning to be used by all staff.	
Bar model and Numicon to be used across the school as tools to support learning in maths.	
Weekly timetables to the head - break down of activities and times throughout the week. These can be e-mailed on a Monday morning.	
Daily multiplication practise for all children from YR - Y6, each year to cover the following: <ul style="list-style-type: none"> • YR - X2 • Y1 - X2 and X10 • Y2 - X2, X5, X10, X3 • Y3 - X2, X5, X5, X3, X4 • Y4 - up to X12 • Y5 - up to X12 • Y6 - up to X12 	
Pupil progress meetings	
Teachers will complete the pupil progress forms each term. Progress will be discussed with the SLT.	
Teachers will be prepared for the meeting and will have all the relevant data and attendance figures to hand.	
Teachers will identify which children are not making progress and why? They will need to be clear about what has been put in place to date and why this is not having an impact.	
The PPG form will be prepared before the meeting and e-mailed to the head before the meeting.	
Teachers should bring along evidence to support the PPG forms.	
Actions and interventions as a result of PP meetings need to be adhered to and actioned.	
Lesson Observations/Book Monitoring	

A chair will be clearly provided for the observer with the planning for the lesson and for prior lessons.	
A written report will be given to the teacher and an opportunity for a discussion will take place with an action plan. Such actions need to be addressed and achieved before the next observation.	
Observers will talk to children and look at books as part of the observation.	
Support to develop the points for action will be provided if necessary.	
A half termly meeting will take place to ensure the actions have been achieved.	
Progress must be evident throughout the lesson and in books. If this is not evident a 6 weekly management support plan will be put in place, if things do not improve or are not sustained capabilities could commence.	
Books will be monitored every half term and there will be a book look every two weeks. If a teacher needs further monitoring, this will take place every week.	
Planning will be monitored every 2 weeks. For NQT's this will monitored weekly.	
Writing and maths books will be monitored weekly by SLT during assembly time. SLT will choose 3 books each time and there will be a checklist of what we are looking for.	
Maths, writing and reading will be monitored half termly by SLT feedback will be given on the same day and written feedback along with an action plan will be provided.	
Theme, science and Jigsaw will be monitored weekly during KS meetings. The KS leader will choose the books you need to bring to the meeting.	
Deployment of Teaching Assistants	
Teaching Assistants should be given planning on Friday. This allows them to be prepared for the new week.	
T.A. should have clear expectations of the children they are working with; stages of learning should be captured so they are able to move learning on.	
IEP's should be communicated with the T.A.	
Pupil progress meeting forms should be communicated with TA's	

The T.A should not always work with the LA groups.	
T.A's will take a group for RWI phonics and RWI Spelling.	
TA's and teachers will have time to meet every Monday during assembly from 2.40-3.00. this allows for communication.	
The teacher is responsible for holding the T.A. to account, making sure the children they are working with are making progress.	
T.A's running interventions should complete the necessary intervention forms and should be given preparation time to prepare resources.	
Teachers must ensure that they are aware of the progress children are making when working with the T.A.	
Teaching Assistants should be on time to class after their break and after dinner-time. Any staff not punctual must be communicated with the head.	
TA's should not be sat around. During whole class teaching they can take the HA group, individual readers or model the WC teach with the LA group.	
TA's should mark work in line with the school policy. Ensure you communicate your expectations for marking with the TA.	
Other Subjects	
SMSC and British Values should be taught through a range of subjects. Use the learning story template to record incidental work linked to SMSC and British values. Also learning needs to be captured in the class floor book.	
Science needs to take place every week. KS1 2 hours a week and KS2 2h and 30 minutes a week.	
French needs to be taught every week for 40 minutes in KS2. All children should have a French book with a front cover.	
P4-C should take place every week following on from the Picture News Monday assembly. All picture news assembly resources are saved on the T-drive ~ assemblies ~ Picture News.	
Science should be investigative and enquiry based. It should not be worksheet based.	
All subjects should have a LO and SC as in English and maths. All subjects should be marked as in English and maths.	
All work for all subjects should include the date. This can be typed onto the learning objective template.	



Non-Negotiables for all subjects



Teagues Bridge Primary - Non-Negotiable

Reading

Reception	√
Children to take home 3 books - phonetically decodable text matched to their RWInc. Stage, a phonic book to read at home, and a free choice from the book corner for parents to read to them at home.	
Home reading books are organised into colour bands /phonic phases. Children are guided to choose their free choice reading books from a specified colour band. Teachers/TAs from phonic phase need to give new phonic book and home phonic book as well. Texts should closely follow a child's phonic knowledge and knowledge of common exception words. Staff to ensure that children move up through the levels in a sequential manner – linked to their phonic grouping.	
Children are expected to read 4 times a week at home.	
Children's books are changed on the same day each week depending on their phonic groupings. Children can change free reading books as often as they like so that they are constantly having books read at home to them. Please note children who may be absent on the day books are changed.	
Children should have their reading books and diaries in school every day. Comments recorded by parents/carers are addressed promptly.	
All children will have a reading bookmark that is linked to the reading domain dog characters. The bookmark will include reading prompts, sentence stems to support parents with asking questions, writing comments and ideas for activities. Phonic phase cards to support parents and children (red and green words) to be sent home – phonics group teacher/TA to ensure that children have these.	
A record is kept of the books children take home.	
Parental Engagement is ensured through newsletters, Inspire Days, Reading Workshops, school website and reading challenges once a term.	
Bug Club to be used to support additional reading interventions and engage boys in reading further. All children will have Bug Club passwords and usernames in the front of their reading diary.	
Provide a language - rich environment that promotes reading through displays - captions, labels, phonemes phases, HFW, common exception words both indoors and outdoors. Provide opportunities for multisensory learning taking into account different learning styles, which reinforce phonic skills and early literacy.	
The dedicated reading area is welcoming and engaging. Books are rotated to reflect the current learning taking place.	
Reading areas to have a balance of fiction, non-fiction, poetry and nursery rhymes. BAME books to be displayed to show a representation of authors.	

Read, Write Inc. to be taught daily.	
Reading for pleasure to take place daily.	
ERIC to take place daily and children have the opportunity to discuss the books they are reading.	
Children are reading to the teacher at least once a week.	
Letters to be sent for children who are not reading at home regularly. Records of letters to be kept with dates. Repeated incidents of not reading at home to be referred to the head.	
Year 1	
Children to take home 3 books - phonetically decodable text matched to their RWInc. Stage, a phonic book to read at home, and a free choice from the book corner for parents to read to them at home.	
Home reading books are organised into colour bands /phonic phases. Children are guided to choose their reading books from a specified colour band/phonic phase. Texts should closely follow a child's phonic knowledge and knowledge of common exception words. Staff to ensure that children move up through the levels in a sequential manner.	
Children are expected to read 4 times a week at home.	
Children's books are changed on the same day each week depending on their phonic groupings. Children can change free reading books as often as they like so that they are constantly having books read at home to them. Please note children who may be absent on the day books are changed.	
Children should have their reading books and diaries in school every day. Comments recorded by parents/carers are addressed promptly.	
1:1 reading is recorded in reading diaries.	
All children will have a reading bookmark that is linked to the reading domain dog characters. The bookmark will include reading prompts, sentence stems to support parents with asking questions, writing comments and ideas for activities. Phonic phase cards to support parents and children (red and green words) to be sent home - phonics group teacher/TA to ensure that children have these.	
A record is kept of the books children take home.	
Bug Club to be used to support additional reading interventions and engage boys in reading further. All children will have Bug Club passwords and usernames in the front of their reading diary.	
Provide a language - rich environment that promotes reading through displays - captions, labels, phoneme phases, common exception words, reading prompts linked to Year 1 expectations. Provide opportunities for multisensory learning which reinforce phonic skills and reading strategies.	

The dedicated reading area is welcoming and engaging. Books are rotated to reflect the current learning that is taking place.	
Reading areas to have a balance of fiction, non-fiction, poetry and nursery rhymes. BAME books to be displayed to show a representation of authors	
Read, Write, Inc Phonics to take place daily.	
Reading for pleasure the whole class to take place daily.	
ERIC to take place daily 8.45-8.55	
Children are reading to the teacher 1:1 at least once a week.	
Letters to be sent for children who are not reading at home regularly. Records of letters to be kept with dates. Repeated incidents of not reading at home to be referred to the head.	
Parental Engagement is ensured through newsletters, Inspire Days, Reading Workshops, school website and reading challenges once a term.	
Year 2	
Children to take home 3 books - phonetically decodable text matched to their RWInc. Stage, a phonic book to read at home, and a free choice from the book corner for parents to read to them at home. If children have completed the phonics programme, they then need to follow the whole class reading model for year 2. Children will then have a chapter book from the book bands and a free choice from the book corner.	
Home reading books are organised into colour bands /phonic phases. Children are guided to choose their reading books from a specified colour band/phonic phase if they have finished the Read, Write Inc programme. Staff to ensure that children move up through the levels in a sequential manner.	
In addition, all children choose a 'book corner' book which reflects their interests.	
Children are expected to read 4 times a week at home.	
Children's books are changed as soon as the child has completed reading their book. Children must NOT wait a week to change their reading books. Please note children who may be absent on the day books are changed.	
Children should have their reading books and diaries in school every day. Comments recorded by parents/carers are addressed promptly.	
One-to-one reading to be recorded in reading diaries by adults as they read with children. Adults are expected to read with each child at least once a week.	
All children will have a reading bookmark that is linked to the reading domain dog characters. The bookmark will include reading prompts, sentence stems to support parents with asking questions, writing comments and ideas for activities. Phonic phase cards to support parents and children (red and green words) to be sent home – phonics group teacher/TA to ensure that children have these.	

A record is kept of the books children take home.	
Bug club to be used to support additional reading interventions and to engage in reading further. Parents encouraged to access Bug Club at home. All children will have Bug Club passwords and usernames in the front of their reading diary.	
Provide a language - rich environment that promotes reading through displays - captions, labels, phoneme phases, common exception words, reading prompts linked to Year 2 expectations. Provide opportunities for multisensory learning which reinforce phonic skills and reading strategies.	
The dedicated reading area is welcoming and engaging. Books are rotated to reflect the current learning that is taking place.	
Reading areas to have a balance of fiction, non-fiction, poetry and nursery rhymes. BAME books to be displayed to show a representation of authors	
All children who have completed the Read, Write Inc phonics access the whole class reading model for year 2.	
Read, Write, Inc Phonics to take place daily for those children identified as still needing this.	
Reading for pleasure the whole class to take place daily.	
ERIC to take place daily 8.45-8.55	
Letters to be sent for children who are not reading at home regularly. Records of letters to be kept with dates. Repeated incidents of not reading at home to be referred to the head.	
Parental Engagement is ensured through newsletters, Inspire Days, Reading Workshops, school website and reading challenges once a term.	
<h3>Year 3</h3>	
Children to take home 3 books - phonetically decodable text matched to their RWInc. Stage, a phonic book to read at home, and a free choice from the book corner for parents to read to them at home. If children have completed the phonics programme, they then need to follow the whole class reading model for year 3. Children will then have a chapter book from the book bands and a free choice from the book corner.	
Children to take home 2 books if they are accessing the whole class reading model. One book needs to be book banded and matched to their reading attainment and the other book needs to be free choice.	
Reading closely monitored to ensure children are reading book banded books which are appropriate.	
Records of book band stages kept to look at progress across the book bands.	
Home reading books are organised into colour bands /phonic phases. Children are guided to choose their reading books from a specified colour band/phonic phase.	

Texts should closely follow a child's phonic knowledge and knowledge of common exception words. Staff to ensure that children move up through the levels in a sequential manner.	
Children are expected to read 4 times a week at home.	
Children reading phonic decodable books (accessing the Read, Write Inc phonic programme) will be changed by the phonics leader for that group. Each child will have a book matched to the phonics phase and a reading at home phonics book as well.	
Children's books are changed when they have completed the chapter book reading with an adult. Adults need to check that children have read part of the book with an adult before it is changed.	
Children should have their reading books and diaries in school every day. Comments recorded by parents/carers are addressed promptly.	
One- to-one reading to be recorded in reading diaries.	
All children will have a reading bookmark that is linked to the reading domain dog characters. The bookmark will include reading prompts, sentence stems to support parents with asking questions, writing comments and ideas for activities. Phonic phase cards to support parents and children (red and green words) to be sent home – phonics group teacher/TA to ensure that children have these.	
A record is kept of the books children take home.	
Bug club to be used to support additional reading interventions and engage in reading further. Parents encouraged to access Bug Club at home. Bug Club log ins will be recorded in the front of reading diaries for all children.	
Provide a language - rich environment that promotes reading through displays - captions, labels, phoneme phases, common exception words, reading prompts linked to Year 3 expectations. Provide opportunities for multisensory learning which reinforce phonic skills and reading strategies.	
The dedicated reading area is welcoming and engaging. Books are rotated to reflect the current learning that is taking place. BAME books to be displayed to show a representation of authors	
All children participate in Love to Read model sessions. Monday is a whole class read, Tuesday and Wednesday involve reciprocal reading, Thursday is chapter comprehension and non-fiction/poetry Friday.	
Read, Write, Inc Phonics to take place daily for those children identified as still needing this.	
Dog reading standards to be used on flipchart planning and displayed in classrooms.	
Reading for pleasure the whole class to take place daily.	
ERIC to take place daily 8.45-8.55	

Children are reading to the teacher 1:1 at least once a week.	
Author of the month display to show the author that is a focus and a selection of books by that author available for children.	
Ten-a-term basket to be used to encourage children to read high quality texts aimed at their year group.	
Reading targets to be written on the inside front cover of the red reading book and signed and dated when children have achieved targets.	
Child-friendly targets to be highlighted at the back of reading diaries and dated where appropriate.	
Letters to be sent for children who are not reading at home regularly. Records of letters to be kept with dates. Repeated incidents of not reading at home to be referred to the head.	
Parental Engagement is ensured through newsletters, Inspire Days, Reading Workshops, school website and reading challenges once a term.	
Year 4	
Children to take home 2 books - phonetically decodable text matched to their RWInc. Stage, and a free choice from the book corner for parents to read to them at home for children still accessing the Read, Write Inc phonics programme.	
Children to take home 2 books if they are accessing the whole class reading model. One book needs to be book banded and matched to their reading attainment and the other book needs to be free choice.	
Reading closely monitored to ensure children are reading book banded books which are appropriate.	
Records of book band stages kept to look at progress across the book bands.	
Home reading books are organised into colour bands /phonic phases. Children are guided to choose their reading books from a specified colour band/phonic phase. Texts should closely follow a child's phonic knowledge and knowledge of common exception words. Staff to ensure that children move up through the levels in a sequential manner.	
In addition, children choose a 'book corner' book which reflects their interests.	
Children are expected to read 4 times a week at home.	
Children's books are changed when they have completed the chapter book reading with an adult. Adults need to check that children have read part of the book with an adult before it is changed.	
Children should have their reading books and diaries in school every day. Comments recorded by parents/carers are addressed promptly.	
One- to-one reading to be recorded in reading diaries.	

All children will have a reading bookmark that is linked to the reading domain dog characters. The bookmark will include reading prompts, sentence stems to support parents with asking questions, writing comments and ideas for activities.	
A record is kept of the books children take home.	
Bug club to be used to support additional reading interventions and engage in reading further. Parents encouraged to access Bug Club at home. Bug club log ons are kept in the front of reading diaries.	
Provide a language - rich environment that promotes reading through displays - captions, labels, phoneme phases, common exception words, reading prompts linked to Year 4 expectations. Provide opportunities for multisensory learning which reinforce phonic skills and reading strategies.	
The dedicated reading area is welcoming and engaging. Books are rotated to reflect the current learning that is taking place. BAME books to be displayed to show a representation of authors	
All children participate in Love to Read model sessions. Monday is a whole class read, Tuesday and Wednesday involve reciprocal reading, Thursday is chapter comprehension and non-fiction/poetry Friday.	
Dog reading standards to be used on flipchart planning and displayed in classrooms. Reading domains are displayed on flipcharts every day.	
Reading for pleasure the whole class to take place daily.	
ERIC to take place daily 8.45-8.55	
Children are reading to the teacher 1:1 at least once a week.	
Author of the month display to show the author that is a focus and a selection of books by that author available for children.	
Ten-a-term basket to be used to encourage children to read high quality texts aimed at their year group.	
Reading targets to be written on the inside front cover of the red reading book and signed and dated when children have achieved targets.	
Child-friendly targets to be highlighted at the back of reading diaries and dated where appropriate.	
Letters to be sent for children who are not reading at home regularly. Records of letters to be kept with dates. Repeated incidents of not reading at home to be referred to the head.	
Parental Engagement is ensured through newsletters, Inspire Days, Reading Workshops, school website and reading challenges once a term.	
Year 5	
Children to take home 2 books - phonetically decodable matched to the book bands and a free choice – this could be non-fiction, etc for parents to read to them at home or to read during ERIC.	

Reading closely monitored to ensure children are reading book banded books which are appropriate.	
Records of book band stages kept to look at progress across the book bands.	
Home reading books are organised into colour bands /phonic phases. Children are guided to choose their reading books from a specified colour band/phonic phase. Texts should closely follow a child's phonic knowledge and knowledge of common exception words. Staff to ensure that children move up through the levels in a sequential manner.	
In addition, children choose a 'book corner' book which reflects their interests.	
Children are expected to read 4 times a week at home.	
Children's books are changed when they have completed the chapter book reading with an adult. Adults need to check that children have read part of the book with an adult before it is changed.	
Children should have their reading books and diaries in school every day. Comments recorded by parents/carers are addressed promptly.	
One- to-one reading to be recorded in reading diaries.	
All children will have a reading bookmark that is linked to the reading domain dog characters. The bookmark will include reading prompts, sentence stems to support parents with asking questions, writing comments and ideas for activities.	
A record is kept of the books children take home.	
Bug club to be used to support additional reading interventions and engage boys in reading further. Parents encouraged to access Bug Club at home. Bug Club log ins are kept at the front of reading diaries.	
Provide a language - rich environment that promotes reading through displays - captions, labels, phoneme phases, common exception words, reading prompts linked to Year 5 expectations. Provide opportunities for multisensory learning which reinforce phonic skills and reading strategies.	
The dedicated reading area is welcoming and engaging. Books are rotated to reflect the current learning that is taking place.	
All children participate in Love to Read model sessions. Monday is a whole class read, Tuesday and Wednesday involve reciprocal reading, Thursday is chapter comprehension and non-fiction/poetry Friday.	
Dog reading standards to be used on flipchart planning and displayed in classrooms. Reading domains are displayed on flipcharts every day.	
Reading for pleasure the whole class to take place daily.	
ERIC to take place daily 8.45-8.55	
Children are reading to the teacher 1:1 at least once a week.	

Author of the month display to show the author that is a focus and a selection of books by that author available for children.	
Ten-a-term basket to be used to encourage children to read high quality texts aimed at their year group.	
Reading targets to be written on the inside front cover of the red reading book and signed and dated when children have achieved targets.	
Child-friendly targets to be highlighted at the back of reading diaries and dated where appropriate.	
Letters to be sent for children who are not reading at home regularly. Records of letters to be kept with dates. Repeated incidents of not reading at home to be referred to the head.	
Parental Engagement is ensured through newsletters, Inspire Days, Reading Workshops, school website and reading challenges once a term.	
Year 6	
Children to take home 2 books - phonetically decodable matched to the book bands and a free choice – this could be non-fiction, etc for parents to read to them at home or to read during ERIC.	
Reading closely monitored to ensure children are reading book banded books which are appropriate.	
Records of book band stages kept to look at progress across the book bands.	
Home reading books are organised into colour bands /phonic phases. Children are guided to choose their reading books from a specified colour band/phonic phase. Texts should closely follow a child's phonic knowledge and knowledge of common exception words. Staff to ensure that children move up through the levels in a sequential manner.	
In addition, children choose a 'book corner' book which reflects their interests.	
Children are expected to read 4 times a week at home.	
Children's books are changed when they have completed the chapter book reading with an adult. Adults need to check that children have read part of the book with an adult before it is changed.	
Children should have their reading books and diaries in school every day. Comments recorded by parents/carers are addressed promptly.	
One- to-one reading to be recorded in reading diaries.	
All children will have a reading bookmark that is linked to the reading domain dog characters. The bookmark will include reading prompts, sentence stems to support parents with asking questions, writing comments and ideas for activities.	
A record is kept of the books children take home.	

Bug club to be used to support additional reading interventions and engage boys in reading further. Parents encouraged to access Bug Club at home. Bug club log ons are recorded in the front of their reading diary.	
Provide a language - rich environment that promotes reading through displays - captions, labels, phoneme phases, common exception words, reading prompts linked to Year 6 expectations. Provide opportunities for multisensory learning which reinforce phonic skills and reading strategies.	
The dedicated reading area is welcoming and engaging. Books are rotated to reflect the current learning that is taking place.	
All children participate in Love to Read model sessions. Monday is a whole class read, Tuesday and Wednesday involve reciprocal reading, Thursday is chapter comprehension and non-fiction/poetry Friday.	
Guided reading will encompass activities which focus on the Year 6 programme of study for word reading and comprehension	
Dog reading standards to be used on flipchart planning and displayed in classrooms. Reading domains are displayed on flipcharts every day.	
Reading for pleasure the whole class to take place daily.	
ERIC to take place daily 8.45-8.55	
Children are reading to the teacher 1:1 at least once a week.	
Author of the month display to show the author that is a focus and a selection of books by that author available for children.	
Ten-a-term basket to be used to encourage children to read high quality texts aimed at their year group.	
Reading targets to be written on the inside front cover of the red reading book and signed and dated when children have achieved targets.	
Child-friendly targets to be highlighted at the back of reading diaries and dated where appropriate.	
Letters to be sent for children who are not reading at home regularly. Records of letters to be kept with dates. Repeated incidents of not reading at home to be referred to the head.	
Parental Engagement is ensured through newsletters, Inspire Days, Reading Workshops, school website and reading challenges once a term.	

Non-Negotiables for Maths

Year one non-negotiables:

- Can count from 0-100 forwards and backwards starting at any given number
- Can read and write all numbers to 100
- Can count on 1s, 2s, 5s and 10's to 100
- Know one more or less any number to 100
- Can recognise odd and even numbers
- Know all number bonds of addition and subtraction to 20
- Can add any three one-digit number up to the total of 20
- Can double up to at least 20
- Can put numbers 0-20 in order

And possibly to include:

- Should be familiar with the vocabulary: equal to, more than, less than, most, least.
- Should be familiar with terms addition, subtraction equals to and read and write signs: + - and = accurately.
- Recognise and write the multiplication X and Division symbol.

Year two non-negotiables:

- Recognise the value of each digit in a 2-digit number
- Count in steps of 2, 3, 5 and 10 from any given number up to 100
- Add mentally any 2-digit number to a one-digit number
- Recall all multiplication facts for the 2X, 5X and 10X tables
- Recognise, name and write fractions $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{3}{4}$ of a whole
- Tell time to half past and quarter past the hour

And possibly include:

- Use $<$, $>$ and $=$ signs to compare and order numbers to 100
- To be able to order a set of numbers to 100 (up to 3) in increasing and decreasing order
- Understand that subtraction is the inverse of addition
- Use X, \div and $=$ signs accurately
- Recognise that division is the inverse of multiplication

Year 3 Non-Negotiables:

- Read and write numbers to at least 1000
- Recognise place value of all numbers in any 3-digit number
- Count in multiples of: 2, 3, 4, 5, 8, 10, 50 and 100 from 0
- Know 100 more or less than any number up to 1000
- Add together 3-digit numbers using column method
- Subtract 2-3 digit numbers using column method
- Recall and use multiplication and division facts for 2, 3, 4, 5, 8 and 10

- Multiply any 10's number by a 2, 3, 4, 5, 8, or 10
- Know pairs of fractions that add up to 1
- Use £, P and know value of amounts
- Tell time to nearest 5 minutes.

And possibly to include:

- Count up and down in tenths

Year Four Non-Negotiables

- Read and write number to 10,000
- Know the value of each digit in a 4-digit number
- Order a set of 4-digit numbers (up to 5) in increasing and decreasing order
- Count in multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10, 25, 50, 100 and 1000 from any given number
- Round any number to the nearest 10 or 100
- Order a set of numbers between 10 and -10 in increasing and decreasing size
- Add and subtract numbers using formal written methods with up to 4-digits
- Recall multiplication and division facts for tables up to 12 x 12
- Multiply and divide HTU by U and show remainder where appropriate
- Write equivalent fraction of a fraction given the denominator and the numerator
- Tell times to the nearest minute

And possibly to include:

- Read Roman Numerals to 100
- Know what happens when multiplying by 0
- Recognise and use factor pairs within 144
- Recognise and write decimal equivalents for $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and any tenths and hundredths

- Recognise what happens when dividing a 2-digit number by 10 and 100

Year 5 Non-Negotiables

- Read and write numbers to 1,000,000
- Count forwards and backwards in steps of 100, 1000, 10, 000 from any given number to 1,000,000
- Round numbers to the nearest 10, 100, 1000, 10,000 and 100,000 with numbers up to 1,000,000
- Add and subtract numbers with up to 5-digit numbers
- Know by heart all prime numbers to 19
- Multiply numbers up to 4-digit by a 1 or 2-digit number using formal methods
- Divide numbers up to 4-digits by a 1-digit number and 10 (with remainders)
- Quickly multiply and divide numbers by 10, 100 and 1000
- Compare and order fractions with different denominations
- Recognise and use square numbers and square root symbols ($\sqrt{\quad}$) and (

And possibly to include:

- Estimate answers to additions, subtractions, multiplications and divisions.
- Read Roman numerals to 1,000
- Use vocabulary: Prime numbers; prime factors and composite (non-prime) numbers.
- Recognise mixed numbers and improper fractions and convert one form to the other.

Year 6 Non-Negotiables:

- Read and write numbers to 10,000,000.
- Round any number to any degree of accuracy.
- Add and subtract negative integers.
- Use tables to work with decimals to 1DP.

- Multiply 4-digit whole numbers by 2-digit whole numbers.
- Divide numbers up to 4-digits by a 2-digit whole number and recognise remainders.
- Multiply and divide decimals by 10, 100 or 1000 mentally.
- Multiply and divide a number with two decimal places by 1-digit and 2-digit whole numbers.
- Work out simple % of whole numbers
- Use ratio to show the relative sizes of two quantities.

And possibly to include:

- Add and subtract mixed numbers and fractions with different denominations.
- Recall and use equivalences between fractions, decimals, and percentages.
- Solve linear missing number problems, including those involving decimals and fractions.

Grammar and Punctuation Non-Negotiables

Reception children will:	<ul style="list-style-type: none"> • Write first and last names with a capital letter at the start. • Write simple sentences. • Form recognisable letters correctly. • Hold a pencil effectively using a tripod grip.
Year 1 children will:	<ul style="list-style-type: none"> • Write simple dictated and independent sentences with a capital letter and full stop. • Use capital letters for names including 'I' • Join sentences and clauses with 'and'. • Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9.

Year 2 children will:	<ul style="list-style-type: none"> ● Use capital letters, full stops and question marks. ● Add some extra information to a sentence with adjectives. ● Join sentences with or/and/but. ● Use 'when', 'if', 'that' and 'because' to extend sentences. ● Know nouns, verbs and adjectives. ● Write mostly consistently in past and present tense. ● Form lower-case letters of the correct size relative to one another. ● Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. ● Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters. ● Use spacing
Year 3 children will:	<ul style="list-style-type: none"> ● Use speech punctuation correctly, including new line new speaker and inverted commas. ● Use exclamation marks, commas in a list, apostrophe for omission and singular possession. ● Use fronted adverbials ● Use link clauses using a variety of conjunctions. ● Express time, place and cause using conjunctions, adverbs and prepositions ● Use past and present tense mostly consistently including progressive verbs (-ing). ● Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. ● Increase the legibility, consistency and quality of my handwriting.
Year 4 children will	<ul style="list-style-type: none"> ● Expand noun phrases and modify using adjectives, additional nouns and preposition phrases. ● Link clauses with a range of subordinating and coordinating conjunctions

	<ul style="list-style-type: none"> ● Use fronted adverbials with correct comma placement. ● Use present, past and perfect tense. ● Indicate speech using inverted commas and other punctuation ● Use apostrophises to mark singular and plural possession. ● Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. ● Increase the legibility, consistency and quality of handwriting.
Year 5 children will:	<ul style="list-style-type: none"> ● Describe setting and characters using carefully selected words. ● Create atmosphere with descriptive sentences. ● Add extra information to sentences (relative clauses) beginning with who, where, which, when, who's or that (relative pronouns). ● Use some cohesive devices within paragraphs e.g then, after that, firstly. ● Indicate degrees of possibility using adverbs and modal verbs. ● Use the past and present progressive tense ● Use commas to mark clauses, avoid ambiguity or clarify meaning. ● Write legibly, fluently and with increasing speed by: ● Choosing which shape of a letter to use when given choices and deciding, as part of ones personal style, whether or not to join specific letters; choosing the right implement that is best suited for the task e.g. quick notes, letters.
Year 6 children can:	<ul style="list-style-type: none"> ● Select vocabulary and grammatical structures that reflect what the writing requires e.g., using contracted forms in dialogue in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Use a range of devices to build cohesion e.g., conjunctions, adverbials of time and place, pronouns, synonyms within and across paragraphs.• Use verb tenses consistently and correctly.• Know how to use a range of punctuation: ellipsis, hyphen, colon, semi-colon and bullet points. |
|--|--|

These Non-negotiables need to be included at all times.

They will be checked weekly at keystone meetings and as part of drop-in sessions

Mathematics Non-Negotiables



All sessions to include CLIC and activities pitched to each learners level of development within the lesson. (including fluency, reasoning and problem solving)

Concrete resources to be used to support learning and understanding in all areas of maths.

Lessons should be based on the Teagues bridge medium and long term planning documents and build up over time, showing progress in a mathematical concept or process.



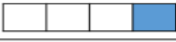
AfL question to be used to assess their knowledge and understanding linked to the LO. This will allow you to see what they can and can't do. This needs to happen at the start of the lesson and linked to the fluency part of the Learning objective/ success criteria.

AFL

Calculate the missing angles.

The first diagram shows a straight line with an angle labeled 'a' and a 120° angle. The second diagram shows a vertical line intersecting a horizontal line at a right angle. A ray from the intersection point divides the top-right quadrant into two angles: one labeled 'a' and one labeled 30°. The top-left quadrant is labeled 97°.

Complete the table.

Decimal	Fraction in tenths or hundredths	Simplified fraction
0.6	$\frac{6}{10}$	$\frac{3}{5}$
		
		
0.95		


This should inform the direction of the lesson and those children who need targeted support. This tells me what the children can do and can't do. I then differentiate my lesson accordingly.

Collaborative maths to be evident in planning and books to show children building their investigative skills and problem solving. This can include graffiti maths activities, Nrich problem solving investigations, dip and pick challenges, I see reasoning and I see problem solving resources.

A range of reasoning problems that children respond to using the expert reasoner model. Expert reasoner prompts to be used on flip chart/ on problem.

Challenge: fractions reasoning

Explain




Which fractions do you see?

Expert Reasoner Success Stars
 Describe: I see that
 Explain: This is because/This is true
 Conclude: I am sure
 Justify: I am certain it applies when...
 Is there a general/general rule?

Reasoning - multiplying decimals by 10, 100 and 1000

Dora says,



When you multiply by 100, you should add two zeros.

Do you agree?
Explain your thinking.

Expert Reasoner Success Stars
 Describe: I see that
 Explain: This is because/This is true
 Conclude: I am sure
 Justify: I am certain it applies when...
 Is there a general/general rule?

Expert reasoner prompts to be used by all children when responding to reasoning and problem solving questions:

- Describing:** what the activity is about. *I know that ...*
- Explaining:** offering some reasons for what they did. The argument may yet not be complete or accurate. Uses phrases such as *'it's because'* or *'it is true'* to justify.

3. **Convincing**: confident that their thinking is right and may use words such as, 'it is certain...' or 'I can prove this by...'. The underlying mathematical argument will be more accurate than just explaining.

4. **Justifying**: a deductive, logical argument that has a complete chain of reasoning to it and uses mathematical models of proof for *why and why not*.

5. **Generalising and specialising**

Children to move from a specialised case to a general mathematical statement or from a general rule to providing specific examples to prove/disprove the rule.

- **Generalising** is about starting with specific cases and becoming less specific.
- **Specialising** is about starting with something general and seeing what it tells us about a specific case. It might seem that generalising is therefore more important (or harder) than specialising, but that is not always true.

Include cross-curricular links on your L.O. This is because..

Use ch next to the calculation if a simple calculation error has been made.

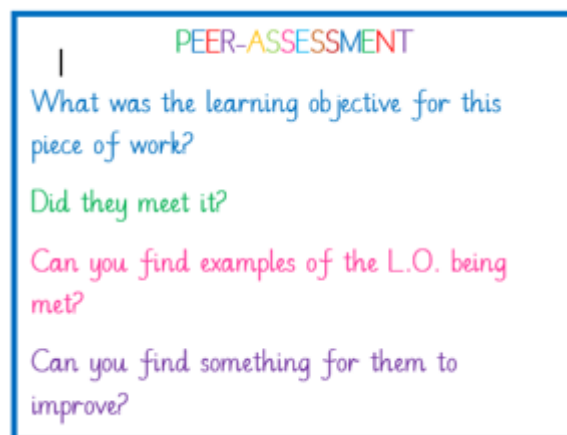
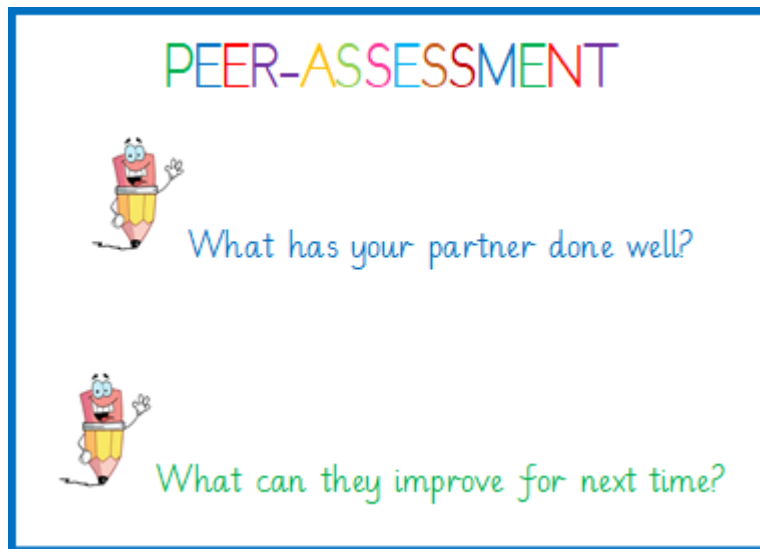
Use vf next to the calculation if the teacher or TA is working with a group in the lesson and a misconception exists. This can then be re-taught and the misconception addressed. Children need to complete questions following the vf to show they now understand.

Target mark at least once a week, fix it comments and Challenge (for those children who have achieved the LO). Target mark for misconceptions from the success criteria.

During marking highlight **green** if they have achieved the SC and **pink** if they have not. Marking should then link to the pink SC.

sp to be used to address spellings of mathematical vocabulary – eg multiplication, perimeter, area.

Peer assessment to take place once a week, more in upper keystage 2. Peer assessment should be used in Y2, Y3, Y4, Y5 and Y6.



Teaching sequence should include concrete pictorial and abstract where ever possible.

Scaffolds in maths ~ Number lines, 100 squares, place value charts, numicon, place value counters, uni-fix. Concrete boxes.

Number formation to be addressed.

Don't use worksheets, these just put a lid on learning

Manipulatives to be accessible during the lessons

Use mini-pit stops to check children's learning

Keystage 2 and year 2 teachers to encourage children to interact with the objectives in the back of their books. These should be on flip charts at the start of the lesson to emphasise the target they are working on. Children can date these when they feel they have achieved and then discuss their next steps.

CLIC to take place daily in all year groups. Ensure LO is displayed in maths books



CLIC to cover all for areas: counting, lets learn, its nothing new and calculation.

CLIC sessions should be around 20 minutes and involve taught strategies and children practicing.

Maths pre unit assessments to be carried out at the start of a unit – pre unit assessment. These are to be marked and inform the targets in the front of the child's book. These targets should then be taught during the unit and dated as they are achieved.

Maths Targets



Where am I currently with my learning?

Where I want to be by March:

What I need to include in my maths:	Date	Date	Date	Date	Date

Maths post unit assessment to be carried out at the end of a unit ~ end of unit assessment -. This will provide further evidence of progress and if targets have been achieved from the pre unit assessment.


Ensure that the LO has maths vocabulary included within the LO to support children with their learning.


All children to have reasoning/vocabulary prompt card in the back of maths books.

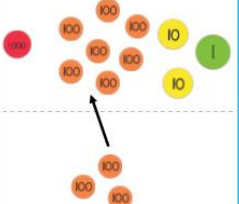
<p style="text-align: center;"><u>Addition</u></p> <p style="text-align: center;">add more increase plus sum total altogether</p> <p style="text-align: center;">+ +</p>	<p style="text-align: center;"><u>Subtraction</u></p> <p style="text-align: center;">subtract minus less take away</p> <p style="text-align: center;">- -</p>	<p style="text-align: center;"><u>Reasoning Sentence Stems</u></p> <p>It can't be ... because ...</p> <p>It must be ... because ...</p> <p>If ... then ...</p> <p>This is different because ...</p> <p>This is the same because ...</p> <p>I think that ... because ...</p> <p>I noticed that ...</p> <p>This is true because ...</p> <p>This is false because ...</p> <p>I already know ... therefore ...</p> <p>I know that ... because ...</p> <p>This is always true because ...</p> <p>This is sometimes true because ...</p> <p>This is never true because ...</p>
<p style="text-align: center;"><u>Division</u></p> <p style="text-align: center;">divide divided by share shared equally equal groups of</p> <p style="text-align: center;">÷ ÷</p>	<p style="text-align: center;"><u>Multiplication</u></p> <p style="text-align: center;">lots of times multiply groups of product multiplied by repeated addition array</p> <p style="text-align: center;">× ×</p>	


Reasoning

Prove it / Convince me!





<p style="text-align: center; color: blue;">I can use concrete resources</p> 	<p style="text-align: center; color: blue;">I can use pictures and diagrams</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="font-size: small;">Thousands</th> <th style="font-size: small;">Hundreds</th> <th style="font-size: small;">Tens</th> <th style="font-size: small;">Units</th> </tr> </thead> <tbody> <tr> <td>▲▲</td> <td>■ ■ ■ ■</td> <td> </td> <td>● ● ● ●</td> </tr> <tr> <td>▲</td> <td>■ ■ ■</td> <td> </td> <td>● ● ●</td> </tr> <tr> <td style="font-size: x-small;">1</td> <td style="font-size: x-small;">1</td> <td style="font-size: x-small;">1</td> <td style="font-size: x-small;">2</td> </tr> </tbody> </table>	Thousands	Hundreds	Tens	Units	▲▲	■ ■ ■ ■		● ● ● ●	▲	■ ■ ■		● ● ●	1	1	1	2	<p style="text-align: center; color: blue;">I can use a calculation</p> $ \begin{array}{r} 4873 \\ + 3762 \\ \hline 8635 \\ \hline 11 \end{array} $	<p style="text-align: center; color: blue;">I can use a written response</p> <p style="text-align: center; font-size: small;">When you add to the hundreds column, if it becomes more than 9, the thousands column will increase as 10 hundreds are 1000.</p>
Thousands	Hundreds	Tens	Units																
▲▲	■ ■ ■ ■		● ● ● ●																
▲	■ ■ ■		● ● ●																
1	1	1	2																



When I add hundreds to a number, only the digit in the hundreds column will change. do you agree? Prove it.

These Non-negotiables need to be included at all times.

They will be checked weekly at keystage meetings and as part of drop-in sessions

English Non-Negotiables



✓

Teaching of English writing

All sessions to include a starter (grammar, spelling,) and daily handwriting practice.

Sentence dictation starters must be used once a week. Children must use a purple pen to tick the words or punctuation that has been the focus of the dictation starter.

Audience and purpose must be on the LO. It must change where appropriate.

Audience: Children on Earth

Purpose: to retell events that happened using the form of a diary in the role of Tim Peake.

Lessons should follow the writing stages of immersion, imitate, innovate and end with a Chance to Shine.

AfL questions to be used to assess their knowledge and understanding linked to the LO. This will allow you to see what they can and can't do. This needs to happen at the start of the lesson and linked to the main learning of the unit or lesson. If you are completing a grammar lesson, the AfL will link to the grammar you are going to teach.

AfL Starter

Tick which of the following sentences have prepositions in them.

1. There were gentle waves crashing along the water bed.
2. Down by the river, there was a gentle breeze flowing through Isaac's hair.
3. Isaac had to be quiet due to the fact that it was so early in the morning.
4. Isaac could feel the soft mud under his feet moving as he tiptoed over it.
5. Isaac had deep brown hair which just grazed the backs of his ears.



AFL Starter

What is a fronted adverbial? Write 2 examples to demonstrate your answer.



This should inform the direction of the lesson and those children who need targeted support. This should tell you what the children can do and can't do. You then need to differentiate the lesson accordingly.

Learning objective template to be used with Solo Taxonomy and Magic learning habits displayed.

Use mini-pit stops to allow children to proof-read. Children need to use a purple pen to make corrections. This must be evident in pieces of writing. Children will use the prompts in the back of their books as guidance. Children need to use a ruler to cross out words in a single, straight line and then add words using ^.

Chance to Shine

Chance to Shine writing targets need to be displayed on the LO and taught.

26th June & 28th June 2019		CT/TA/1	
LO: To write a persuasive advert.			
Audience: tourists			
Purpose: to persuade them to visit Mexico after reading my leaflet.			
Pupil		Success Criteria:	
I can use my plan to find my ideas.			
I know how to use structure my persuasive advert:			
+title		+sub-headings	
+persuasive phrases		+emotive language	
+parenthesis		+rhetorical questions	
+semi-colons, colons and hyphens		+relative clauses	
		+fronted adverbials	
I understand that I need to proof-read through my writing.			
I am joining my letters using diagonal joins.			
Unistructural 	Multistructural 	Relational 	Extended Abstract
Why?			

To use hyphens.

10th May 2019		HA		CT/TA/1	
LO: To write an introduction and build-up.					
Audience: Mrs Oakley					
Purpose: so that I can learn how to write a fable using the Greening events.					
Pupil		Success Criteria:			
		I can use my talk plan to help me know what I need to write.			
		I can introduce the character and describe them.			
		I can describe the setting so that the reader can imagine being there.			
I need to include:		+semi-colons			
+expanded noun phrases		+modal verbs			
+fronted adverbials and commas		+brackets, dashes and commas			
+commas in clauses		+relative clauses			
I am joining my letters using diagonal joins.					
Unistructural 	Multistructural 	Relational 	Extended Abstract 		
Why?					

To use brackets and dashes for parenthesis.

The green star must be on the LO and the target also included in the success criteria if they are writing a longer piece of writing.

The Chance to Shine target must be taught after the end of the Chance to Shine at the start of the new genre.


Chance to Shine must take place every two weeks. This must be marked using the Chance to Shine marking sheets using the correct colours. Use the teacher's marking sheet to identify the misconceptions or areas of writing that need to be taught. You need to aim this towards the HA to ensure high expectations.

BIG Write - Year 2

Have I included:

What have I included in my Big Write?	
Capital letters and full stops	
Commas in lists	
Punctuation for instructions	
Punctuation for possession	
Co-ordinating conjunctions - FANBOYS	
Subordinating conjunctions - when, if, that, because	
Exclamation sentences	
Questions and question marks	
Expanded noun phrases	
Adverbs	
Command	
Spell common homophones - hear/hear, which/with	
Suffixes - <u>sses</u> , - <u>ses</u> , - <u>ses</u> , - <u>ful</u>	
Spell Year 2 common exception words correctly	
Spell common decodable two/three syllable words correctly	

Next Steps:



Year 2 Chance to Shine Marking for staff

Child Name	Capital letters and full stops	Commas in lists	Punctuation for instructions	Punctuation for possession	Co-ordinating conjunctions - FANBOYS	Subordinating conjunctions - when, if, that, because	Exclamation sentences	Questions and question marks	Expanded noun phrases	Adverbs	Command	Spell common homophones	Suffixes - <u>sses</u> , - <u>ses</u> , - <u>ses</u> , - <u>ful</u>	Year 2 common exception words	Two/three syllable words split correctly

The main targets that you identify as needing teaching then need to be displayed on the LO and taught.

After teaching the targets on the LO, you then need to write these targets in the writing target sheets at the front of the book. Children may write the target themselves in neat, joined handwriting. These will then need to be dated and the LO stamped with the target achieved stamp.

Writing Targets

Where am I currently with my learning? _____

Where I want to be by September? _____

What I need to include in my Writing:	Date	Date	Date	Date	Date

Reflections

Reflecting on today's lesson each week:

Reflect on today's lesson...

Write down three things you have learnt about how to write an effective non-chronological report.

AfL labels to be used when applicable (3X a week).

Today I was successful because.....

PEER ASSESSMENT

What was the learning objective for this piece of work?

How did they meet it?

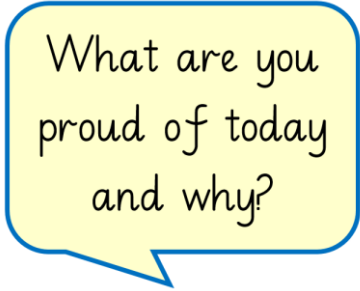
Which sentences show cohesion using adverbials?

How could their writing be improved for the reader?

Include 'What if...' questions as part of your challenge.



What are you proud of to be used daily.



Peer assessment to take place once a week, more in upper keystone 2. Peer assessment should be used in Y2, Y3, Y4, Y5 and Y6.

PEER ASSESSMENT

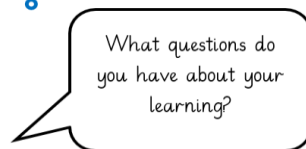
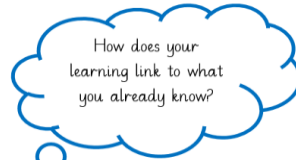
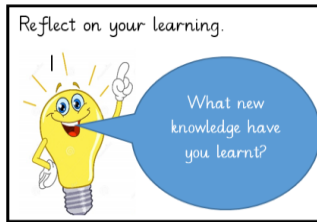
What was the learning objective for this piece of work?

How did they meet it?

Which sentences show cohesion using adverbials?

How could their writing be improved for the reader?

End of theme reflection strip (5 parts) Use at the end of a genre of English after a Chance to Shine, so the children can reflect on the progress they have made.



Marking

Use **sp** in the margin for a spelling mistake and then use a neat squiggly line in **green pen** to underline the spelling error. You then need to write the word and three dots for the children to practise, or write sp and then three dots for children to independently correct the spelling.

Use an **orange** highlighter to highlight common exception words that have been spelt incorrectly. This list can be found in the back of every child's book.

Use a **green** highlighter and highlight good examples of the success criteria in the writing.

Use a **yellow** highlighter to indicate missing punctuation. The children **MUST** use a purple pen to add in the missing punctuation where you have highlighted in the next session.

Use vf next to the margin if the teacher or TA is working with a group in the lesson and a misconception exists. This can then be re-taught and the misconception addressed. Children need to improve their writing following the vf to show they now understand.

Target mark at least once a week, fix it comments and Challenge (for those children who have achieved the LO). Target mark for misconceptions from the success criteria.

During marking highlight green is they have achieved the SC and pink if they have not. Marking should then link to the pink SC.

Highlight a sentence in pink or part of a piece of writing where you would like children to improve based on the fix it comment.

Letter formation to be addressed. Use a pink highlighter to write the letter join or formation that the children need to practise again.

Targets and Evaluation

Don't use worksheets, these just but a lid on learning

Half termly evaluation sheets to be completed for writing for all year groups.



The image shows a 'Spring Term Writing Self-Review' form. It has a blue header with a star character and the title. Below the header are five rows, each with a question on the left and a blank space for an answer on the right. The questions are: 'What do you include in your writing now, that you didn't include in February?', 'How do you think your handwriting has improved over the term?', 'Which piece of work are you most proud of? Why?', 'What has helped you to make progress this term?', and 'What do you need to do to improve your writing? Think about spelling, handwriting, punctuation and sentence structure?'.

All children to have common exception word card in the back of each English book.

Every writing book should have an envelope and child friendly writing targets in the envelope.

Year 2 Writing Targets

The organisation reflects the purpose of my writing e.g. a newspaper report has a headline, by-line, introduction and a chronological recount of events.	I can plan what I am going to write by using my sentences out loud one at a time, and writing down my ideas with new vocabulary.	I can re-read what I have written to check for errors in spelling, grammar and punctuation.	I can use interesting adverbs to describe actions.	I can use interesting adjectives to describe people, places or objects.	I can show evidence of using simple similes e.g. as yellow as the sun.	I can use simple conjunctions to link ideas logically e.g. also, as well, because, but.	I can use conjunctions, adverbs or prepositions that signal time e.g. then, after, before.	I can spell most common exception words.	I can add the suffixes -ness, -ful, -less and -ly to root words.	I can spell some common homophones e.g. their/there/they're.	I can use the spelling rule for adding -s or -es for plurals. I understand the change in meaning.	I can use the correct terminology: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense, apostrophe and comma.	I can form capital letters and lower case letters of the correct size and orientation, relative to one another.	I can use spacing between words that reflects the size of the letters.	I understand which letters need to be joined in my writing.	I can use some diagonal and horizontal strokes to join letters.	I can form lower case letters of the correct size, relative to one another.	I can punctuate sentences using capital letters, full stop, question marks and exclamation marks.	I can join clauses using 'when', 'if', 'that', 'because', 'as well as', 'or' and 'but'.	I can use commas to separate items in a list.	I can use apostrophes to mark where letters are missing in spelling.	I can use the past and present tense correctly.
--	--	---	--	---	--	---	--	--	--	--	---	--	---	--	---	---	---	---	---	---	--	---

Composition (planning, drafting, evaluating, editing and proof reading) | Spelling | Handwriting | Grammar

Child friendly writing targets should be dated and highlighted by the children so that they can see how their writing is improving and what they should be including in their writing.

Year 2 Writing Targets

The organisation reflects the purpose of my writing e.g. a newspaper report has a headline, by-line, introduction and a chronological recount of events.	I can plan what I am going to write by using my sentences out loud one at a time, and writing down my ideas with new vocabulary.	I can re-read what I have written to check for errors in spelling, grammar and punctuation.	I can use interesting adverbs to describe actions.	I can use interesting adjectives to describe people, places or objects.	I can show evidence of using simple similes e.g. as yellow as the sun.	I can use simple conjunctions to link ideas logically e.g. also, as well, because, but.	I can use conjunctions, adverbs or prepositions that signal time e.g. then, after, before.	I can spell most common exception words.	I can add the suffixes -ness, -ful, -less and -ly to root words.	I can spell some common homophones e.g. their/there/they're.	I can use the spelling rule for adding -s or -es for plurals. I understand the change in meaning.	I can use the correct terminology: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense, apostrophe and comma.	I can form capital letters and lower case letters of the correct size and orientation, relative to one another.	I can use spacing between words that reflects the size of the letters.	I understand which letters need to be joined in my writing.	I can use some diagonal and horizontal strokes to join letters.	I can form lower case letters of the correct size, relative to one another.	I can punctuate sentences using capital letters, full stop, question marks and exclamation marks.	I can join clauses using 'when', 'if', 'that', 'because', 'as well as', 'or' and 'but'.	I can use commas to separate items in a list.	I can use apostrophes to mark where letters are missing in spelling.	I can use the past and present tense correctly.
--	--	---	--	---	--	---	--	--	--	--	---	--	---	--	---	---	---	---	---	---	--	---

Teachers will snip tool the child friendly targets that children are going to use in each lesson so that they can identify, highlight and date the writing target.



English

Non-Negotiables

Updated December 2021



www.teaguesbridgeprimary.org

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They will be checked weekly at keystage meetings and as part of drop-in sessions

English Non-Negotiables



✓

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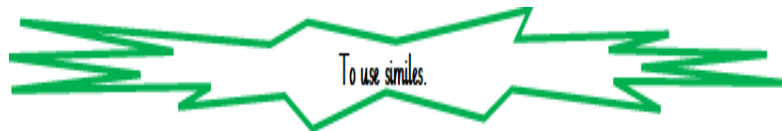
Cold Writes and Chance to Shine

Before starting a new genre, you need to ensure that you are using a knowledge board to ascertain what the children already know. They must use a blue pencil at the beginning of the unit. At the end of the teaching sequence, revisit the knowledge board. Children need to use a red pencil crayon to show their new knowledge.



Cold Writes to be used at the start of a genre. Writing needs to be assessed using the cold write marking grids. Targets must then be displayed on the LO in a green star and then written in the front cover of books.

Cold Write Marking	
September half - Year 2	
Include a title in a large, clear font	✓
Sub-headers	✓
Written in the order that things happen	✓
Commas	✓
Exclamation marks	✓
Question marks	✓
Exclamation marks	✓
Separating in sentences to form short paragraphs	✓
Paragraph lines	✓
Exclamation marks	✓
Regular plural nouns and plurals of -s or -es	✓
Compound nouns using -s, -ed, -er	✓
Sub-headers using words of 5, 6, 7, 8 letters	✓
Spelling common long vowels: HAT, HEN, HISS, HISS, HISS	✓
Spelling: -ing, -ed, -er, -s	✓
Use of relative clauses and correctly used conjunctions	✓
Common exception words: spell correctly	✓
Capital letters at the start of sentences and full stops	✓
Question marks used for a title or end of a question	✓
Exclamation marks	✓
Commas in lists	✓
Exclamation marks for emotion	✓
Exclamation marks for passion	✓
My targets for the genre are:	





After identifying the targets on the cold write, you then need to write these targets in the writing target sheets at the front of the book. Children may write the target themselves in neat, joined handwriting. These will then need to be dated and the LO stamped with the target achieved stamp.

W **R** **I** **T** **I** **N** **G**
Writing Targets

Where am I currently with my learning? _____
 Where I want to be by September? _____

What I need to include in my Writing:	Date	Date	Date	Date	Date

After teaching the genre, a Chance to Shine will take place where children are able to write independently. The Chance to Shine marking grids then need to be completed. Children from year 2 need to identify a target that they would achieve the next time that they write this genre. The class teacher also needs to identify one target that the child needs to achieve next time.

Chance to Show Mastery	
Explanation table – Year 2	
Layout and structure	My teacher
Includes a title in a large, clear font	
Sub-headings	
Written in the order that things happen	
Language and Composition	
Connectives	
Stickers	
Onions	
Adverbs of time	
Sequencing in sentences to form short paragraphs	
Present/past tense	
Expanded noun phrases	
Grammar and Spelling	
Regular plural noun suffixes: -s or -es	
Coordinators using and, or, but, so	
Subordinators using when, if, that, because	
Spell common homophones hear/here with/which	
Suffixes -ous, -ise, -ise	
Verbs to indicate time are used correctly and consistently	
Common acceptor words spell correctly	
Punctuation	
Capital letters at the start of sentences and full stops	
Question mark used for a title or end of a question	
Exclamation marks	
Commas in lists	
Apophysis for attention	
Apophysis for permission	
The most time that I wrote an explanation that I used to include:	
	
My teacher thinks I used to:	
	

Reflections

AfL labels to be used when applicable (at least 3X a week)

Reflect on today's lesson...

Write down three rules for writing active and passive voice.



What can you do now that you could not do at the start of the lesson? Explain



What new knowledge have you learnt?

What did you think hard about today?

Peer assessment to be used when writing at length, more in upper key stage 2. Peer assessment should be used in Y2, Y3, Y4, Y5 and Y6.

PEER ASSESSMENT

What was the learning objective for this piece of work?
How did they meet it?
Which sentences show cohesion using adverbials?
How could their writing be improved for the reader?

Marking

Use **sp** in the margin for a spelling mistake and then use a neat squiggly line in **green pen** to underline the spelling error. You then need to write the word and three dots for the children to practise, or write sp and then three dots for children to independently correct the spelling.

Use an **orange** highlighter to highlight common exception words that have been spelt incorrectly. This list can be found in the back of every child's book.

Use a **green** highlighter and highlight good examples of the success criteria in the writing.

Use a **yellow** highlighter to indicate missing punctuation. The children **MUST** use a purple pen to add in the missing punctuation where you have highlighted in the next session.

Target mark at least once a week, fix it comments and Challenge (for those children who have achieved the LO). Target mark for misconceptions from the success criteria.

During marking highlight **green** if they have achieved the SC and **pink** if they have not. Marking should then link to the pink SC.

Highlight a sentence in pink or part of a piece of writing where you would like children to improve based on the fix it comment.

Letter formation to be addressed. Use a pink highlighter to write the letter join or formation that the children need to practise again.

Targets and Evaluation

Don't use worksheets, these just but a lid on learning

All children to have common exception word card in the back of each English book.

Every writing book should have an envelope and child friendly writing targets in the envelope.

Year 2 Writing Targets

I can plan what I am going to write by using my notebook and then write a plan, and writing down my ideas with key vocabulary.	I can think about different styles needed for different writing types.	I can spell most common exception words.	I can use capital letters and lower case letters of the correct case and orientation, relative to one another.
I can check my tense is correct throughout.	I can begin to use an appropriate beginning and ending.	I can add the suffixes - ing -ing, -ed, -less and -ly to most words.	I can use the correct terminology: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense, apostrophe and comma.
I can use interesting adverbs to describe actions.	I can use interesting adjectives to describe people, places or objects.	I can use apostrophes to show possession for people and in fractions, e.g. 3/4 of a book.	I can punctuate sentences using capital letters, full stop, question mark and exclamation marks.
I can show evidence of using simple simile e.g. as yellow as the sun.	I can use simple conjunctions to link ideas logically e.g. also, as well, because, but.	I can use the spelling rules for adding an -er after a vowel, I understand the change in meaning.	I can join clauses using 'when', 'if', 'that', 'because', 'as well as', 'or' and 'but'.
I can use interesting adverbs to describe actions.	I can use conjunctions, adverbs or prepositions that appear e.g. than, after, before.	I can use some common homophones e.g. their there, they're they're.	I can use commas using 'when', 'if', 'that', 'because', 'as well as', 'or' and 'but'.
I can use interesting adverbs to describe actions.	I can use conjunctions, adverbs or prepositions that appear e.g. than, after, before.	I can use the spelling rules for adding an -er after a vowel, I understand the change in meaning.	I can use commas to separate items in a list.
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I can use interesting adverbs to describe actions.	I can use conjunctions, adverbs or prepositions that appear e.g. than, after, before.	I can use the spelling rules for adding an -er after a vowel, I understand the change in meaning.	I can use the past and present tense correctly.

Composition (planning, drafting, evaluating, editing and proof reading) **Spelling** **Handwriting** **Grammar**

Child friendly writing targets should be dated and highlighted by the children so that they can see how their writing is improving and what they should be including in their writing.

Flipchart planning

All flipcharts must include big picture.

Teachers will snip tool the child friendly targets that children are going to use in each lesson so that they can identify, highlight and date the writing target. These MUST be included on flipchart planning.

Rosenshine's principles to be used to plan lessons. The prompts can be snip tooled onto flipchart pages.

01 DAILY REVIEW

Look at the grid below.
Can you match each word to its **correct definition**?

subject person or thing that the action is done to

object an action, or a state of being

verb person or thing that does the action

Role of adult to be identified on flipchart planning during handwriting, grammar starter, whole class teaching and independent practice.

Scaffold and tools to support learning to be used on flipchart to support all learners.

Identifying subject, verb or object

Subject – a person or thing that does the action
Verb – an action, or state of being
Object – person or thing that the action is done to

Remember the rules

A sentence is written in **active voice** when the subject of the sentence is performing the **action**.
The dog chased the cat.

A sentence is written in **passive voice** when the subject of the sentence has something done to it by someone or something.
The cat was chased by the dog.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports for difficult learning. They can include modelling, teacher thinking aloud, cue cards and think-alouds. Scaffolds are part of cognitive apprenticeship.