



# English Handbook

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## Section 1- English Curriculum

### Objectives:

- At TMA, our English curriculum uses school objectives which are based on the National Curriculum. These are called Essential Objectives and are found in the BAD Reading and Writing documents which can be found [here](#). Objectives used in all English lessons should be one of these essential objectives and the 'focus' of a lesson should come from this document too and be selected from the 'key indicator' sections. E.g. EO: To write with purpose. Focus: To create vivid images by using personification. (Where the full key indicator is, 'Create vivid images by using alliteration, similes, metaphors and personification').

### Genre overviews:

- The topics for the school and genre overviews can be found [here](#). The topics are arranged to ensure there is a balance of fiction and non-fiction reading and writing opportunities as well as ensuring skills are progressed throughout the school and curriculum.

### Active Learn:

- At Two Mile Ash, we use an online learning resource called 'Active Learn' to guide us within our planning and progression. The English faculty regularly review the topics used from Active Learn with support from the year group teams. Active Learn units are all planned with a central text threaded throughout the unit, these texts are all available as e-books online through the website. We also have hard copies of each of the fiction texts <https://login.pearson.com/>. (For more information on how to Use Active Learn, click here)

### Planning:

- When planning, both the **Planning for Progression** and End of Year Targets ([Reading Targets](#), [SPaG Targets](#), [Writing Targets](#)) (taken from BAD Assessment document) should be used.
- English planning should be completed on the English Planning Pro-forma [template](#).
- It should include contextual information about the group at the top of the page, including the target children within that group (in all relevant areas, i.e. in reading, writing, spelling, grammar, handwriting) and well as detailing the children who are SEND, Pupil Premium and EAL and more able.
- Before the planning table, the genre focus and context(s) should be outlined.
- Within the planning table, the Essential Objectives and Focus (and this may be more than one per lesson), Success Criteria, lesson pathway and resources should be clearly outlined.
- Under the Essential Objective and Focus, the end of year target covered in the lesson should be listed to ensure coverage of skills over the year,

- Within the lesson pathway, teachers it should be clear how teachers have modified the master planning so that they are meeting the needs of their children and closing the gaps including the key questions that will be used to elicit key points from the children, the ways the different groups of children or individuals will be catered for, the expected progression throughout the lesson and any assessment points.
- There should also be a clear Greater Depth challenge available to extend all children's learning further, if the EO and F have been met during the lesson.
- Weekly plans should be saved on the portal no later than on the Monday of the new week in the corresponding year group folder, [found here](#).

**Commented [MS1]:** Added this bit in about personalisation. Please comment and tthen I can make rest of sentence make sense. Did not wan to delete anything you had written



## Section 2- Reading

### 'The Big Project':

- At TMA, all reading based activities and initiatives come under the umbrella, 'The Big Project'. This has been introduced to raise the attainment and profile of reading amongst the children and parents, across the school. As part of our weekly celebration assembly, each teacher will award, 'The Big Project' certificate to a child in the class who has shown a commitment to reading/ made progress in reading/ demonstrated a love of reading.

### Our Reading Pledge:

- Reading is at the heart of everything that we do at TMA. We are dedicated to our commitment to ensure that all our children become confident readers by encouraging them to develop a desire to read for pleasure, on a regular basis. To achieve this, every week, we encourage our children to read a variety of genres, as regular reading is crucial to help children become fluent readers. Research has shown that just ten minutes of reading a day will not only expose children to around 700,000 words a year, but improves children's general knowledge, vocabulary, fluency and comprehension.

**Commented [MS2]:** I don't know how to format and move things around. Lojo needs to be aligned properly

*Why read  
20 minutes a day?*

Student A reads 20 minutes a day.



3,600 minutes per school year.  
1,800,000 words per year.

Student B reads 5 minutes a day.



900 minutes per school year.  
282,000 words per year.

Student C reads 1 minute a day.



180 minutes per school year.  
8,000 words per year.

So, how do I help my child  
with their reading?

**Read more!**

*Creative Reading Adventures* 

 = 180 minutes      Nagy & Herman, 1987

- To help achieve this, we pledge a reading partnership between our school, parents and children. As a school, we will ensure that we will read daily to the children for 10 minutes. In return, we ask that the children read for 10 minutes at home. This can be the child reading an adult or, occasionally, an adult reading to a child.
- To ensure that all stake holders are committed to reading, staff, parents and pupils sign a reading pledge which explains the individual role each party has in ensuring we work together to create confident readers and that everyone understands the importance of valuing reading as a life- long skill.

#### Class Read:

- As mentioned above, every class teacher reads to their class for 10 minutes daily. This is the ideal time for teachers to read their class read to help model how to read to help engage the audience. It is also a key way to draw the children into wanting to read more, as they are exposed to challenging books that they may not have chosen otherwise. Ideally, teachers should choose books that are pitched above their classes, by a year, allowing the children to be exposed to more sophisticated language, sentence structures and themes.

### The Reading Scheme :

- We have a range of books in each shared area for the children to access. The books have all got a coloured label that correspond to the level of difficulty of that book (based on decoding, comprehension and theme). The scheme starts by supporting the reader and building on their phonetic knowledge as well as their sight words. Once the children have moved off the reading scheme, they become free readers. Again, these books are colour banded. Children are encouraged to change their book after they have read it and recorded this in their reading record.
- The reading scheme progression can be [found here](#).
- To enhance our reading resources, we have access to hundreds of books on Bug Club. All children have login details and teachers set additional reading books for their class, weekly.

### 'Rapid Read' Intervention:

- 'Rapid Read' is an online reading intervention programme that is provided by Active Learn. Children who have been assessed and identified as having their reading age below their chronological age are given access to 'Rapid Read' books. This intervention will be supported in the school by their class and set teacher, as well as an expectation that extra reading support through the online programme will continue at home.
- Teachers will meet with the individual child's parents to explain how 'Rapid Read' will be used at school and at home and how the parents can best support their child with this.
- The 'Rapid Read' online books are similar to the Bug Club e-books but are written with a greater focus on phonetically decodable words and high frequency words that should be known in relation to the reading age. The books are pitched to an older age than the reading age of the book.
- The intervention and progress will be tracked weekly. After the first 6 weeks of the intervention, the child will be PM Benchmark assessed again to evaluate the progress.
- For more information on 'Rapid Read' please see [Rapid Read Information](#).

### Reading Records:

- Each child has a reading book and reading record that goes home with them as part of their homework. The reading record is signed by parents and checked and signed weekly by the class teacher. Each child is on a coloured band which matches their reading ability (how fluent they are when reading to class/ peers/ to an adult) and their reading level (working towards/working at/ greater depth). It is the class teacher's responsibility to move children onto the next colour band and record this on the whole school spreadsheet. Teachers should aim to hear individual children read at least once a half term.

- Within the reading record, there is space for new vocabulary that the child has encountered to be recorded and defined, as well as the end of key stage spellings and a grammar index to support parents. Furthermore, the reading records include useful question prompts to be used when adults and children are reading together.
- Upper school and lower school have reading records that are adapted to the needs of each group of children.
- Children need to read at least 10 mins a day and for this to be recorded in the reading record by an adult. For more information, please see 'The Reading Pledge' above.

### Reading Skills Lessons

- In order for our children to become successful readers, their understanding of the text is vital. There will be times when the children will need in depth knowledge of what they are reading. For children to be equipped with this we teach reading skills to the children. The skills we look at are:

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

- As the majority of our English is taught around a book, the above reading skills will be taught using the book that the children have been studying. Teachers must ensure that the range of skills are taught throughout the year, in every year group. If a teacher feels that the skill has not been embedded, then they may use other age-related texts / extracts to help with learning.
- At least one timetable English lesson a week will be a reading skills lesson. All reading skills work will be recorded in the Reading Skills book. The majority of these reading skills lesson will be focused on the core text of the English unit, although, at times, a one off text can be used to support the teaching of one of the above skills.

### Reading Across the Curriculum:

- As reading is a transferable skill, essential to access all areas of the curriculum, it is necessary that the same high expectations are adhered to. Children should be encouraged to read information out loud from high quality texts with the correct intonation and expression. At every opportunity, children should be made aware of how they are using reading to aid their learning and how it is an important life skill. Where appropriate, the child's reading record should be filled by the teacher. A mixture of fiction and non-fiction books (some of which are related to the learning journey topic) should be accessible to the children in their classroom. Subject leaders will

highlight key fiction and non-fiction texts that can be used throughout learning journey and science lessons.

#### **In Class Reading Skills Sessions :**

- Two half an hour reading skills lessons are timetabled to be in class weekly. These activities will be recorded at the front of the class books. During these lessons, teachers will predominately use their class read to help children develop their reading skills. Teachers make sure that during these lessons the children are taught a range of reading skills.

#### **Section 1- Writing**

- When teaching children how to write, it is imperative that they are exposed to high quality texts and made aware of the aspects of writing that provide control of the effects they are trying to create. We can ensure this by teaching children through:

##### **Modelled Writing:**

- Modelled writing centres on teacher demonstration of the thoughts and actions that go into creating a text. It is an opportunity for students to observe a proficient writer going through the process of putting ideas into a written form. Modelled writing shows directly how to use a text, punctuation, spelling or grammar feature correctly. A teacher can use the process of 'thinking aloud' in class when they are modelling writing. During this process, Ideas and suggestions from the children are not sought. They witness how the teacher makes their decisions to create their work.

##### **Shared Writing:**

- During shared writing, the teacher transcribes the entire text while engaging students in a rich discussion about how the text should be composed. The teacher will draw the children's attention to the reading modelled text/ teacher's own modelled texts to encourage aspects being imitated. During this process, the pupils make informed suggestions regarding the sentence structure, grammar and effect.

##### **Independent Writing:**

- Once the children have experienced the above, they would then have the opportunity to have practise these skills themselves. Teachers may give them a stimulus to inspire children and may have an example of the first few sentences to help pupils make a start (if need be). Students should have access to a success criteria to help remind them of the features that are required as well as their own individual writing target.

## English Books:

We have three books that the students record their English work in:

- A gold Independent Writing book, for the writing task completed by a pupil at the end of a unit of work. This should allow the pupil an opportunity to demonstrate their understanding of the writing genre and how to apply the skills they have been taught.
- A yellow English Skills book, where all writing and grammar skills go and the work in this book will always have an English Essential Objective and Focus. Weekly spelling tests go at the back of this book.
- A yellow English Reading Skills book, for all work that the pupils complete on developing their reading skills.

## Handwriting and Letter Join:

- At TMA we teach cursive handwriting using *Letter-join* which covers all the requirements of the National Curriculum and the end of KS2 Interim Framework. All teachers have individual logins to access a range of online and printable teaching resources. Details will be provided by the English faculty.
- Handwriting lessons should be taught weekly in class but should be a focus at any time children write. Teachers should model cursive handwriting at all times: on whiteboards and when marking children's work. Teachers should not mark in coloured pencil or felt-tip pens.
- Children who struggle with handwriting should be given extra time in class (e.g. morning or afternoon registrations) to practise.
- In these lessons, children practise their handwriting in their Handwriting Practice books. If required, special handwriting paper can be downloaded from the [Letter Join Website](#).
- Further information such as a Letter Join manual and module overviews can be found [here](#).

Commented [MS3]: Do we still have these??

## Review and Improve (R&I) and Editing:

- Review and Improve is completed in the Reading Skills and Writing Skills books. The teacher would pick up on a misconception/ error and ask the student to rectify it. An R&I comment is made using green pen. It can also be used to move the children on in their work, eg.

Commented [MS4]: I can't align the bullet points- sorry

R&I- Go back to question two and add evidence to support your opinion

R&I- Now, go back and put in all your full stops.

R&I- Look at your success criteria – do you have any expanded noun phrases?

R&I- Your target is XXXX, have you included this in your work?

R&I- Can you add two more fronted adverbials to your work?

- Editing should be evident in both English Skills and Independent Writing books. This process should be carried out in a number of ways such as: in response to teacher comments or marking; as a result of reviewing work against the success criteria or through peer marking. Editing is not to be done for every piece of short writing in the English Skills book It is a teacher's judgement as to when this should happen, however it's important that it is happening and the skills of how to edit and improve writing are explicitly taught during English lessons.
- Editing would be evident for every piece in the Independent book. In Independent Writing books, editing is to be done once the children have completed their task (but BEFORE the teacher has marked it). The teacher will show the children a version of the writing (can be a copy of a pupil's from another class) that needs to be edited which the children then work on individually/in pairs and as part of shared writing process. Teacher's would continually refer to the working wall and lead the discussion on how the writing can be improved, using what the children have been learning.
- R and I and editing would be completed in purple pen.

#### **Assessing Writing:**

##### **Independent Writing Books**

- At the end of every unit of work, the students are assessed on their ability to write in the style of the genre they have been studying. This is done independently. In lower school the children can have access to dictionaries/ thesaurus/ word mats and their magpie book. In upper school the children can access dictionaries/ thesaurus and their magpie book, only.
- Lower school can have an individual success criterion as an aid. In year 5, the children can access a success criteria on display. Year 6 have no access to a genre specific success criteria or year 6 writing targets.
- Throughout the school, no support is given to the children when they write their assessment piece. All children will have completed a practice piece of writing (on a different topic) to help the children include the features, grammar and genre specific vocabulary in their English Skills book.
- The assessment pieces are marked by the teacher, using the year group specific targets. See marking below for more details.

##### **Year Group and Trust Moderations**

- Once a term the TMA staff participate in moderating their pupils' writing pieces. Teachers are required to take 3 pieces of assessed work- WA/GD/ WT (Year 6 is set specific) which is shared with other members of the team. This allows the teachers to be exposed to the quality of work across the year group, as well as checking to see if their assessments are in line with the rest of the team/ similar ability children.

- Twice a year, TMA staff attend writing moderation with other schools in the trust. Teachers are able to share work and have an open discussion about what makes it WT/WA/GD.
- The above is similar for reading moderations

### Writing Across the Curriculum

- Writing, like reading, is a transferable skill which the children use across the curriculum. To ensure that the children recognise this as an important, transferable skill, we expect the same standard of writing in our class and science books as we would in any of our English books. For instance, if a child was writing a non-chronological report about the rainforest in geography, the expectation would be that the main features would be evident in the child's work, as well as appropriate punctuation, sentence types and specific vocabulary. Teachers would mark this work as if they were marking an English piece of writing.

### Section 4- Spelling and Phonics

- Due to the emphasis placed on the importance of correct spelling in the National Curriculum and also in the KS2 Assessment Framework, spellings should be a focus in all lessons, with children encouraged to check their spellings using word banks or dictionaries. They should also be addressed when marking, although the spelling ability of the child should also be considered here. (E.g. A child who struggles with spellings should be picked up on the use of 'were' instead of 'where' but may not have some of the more complex spellings they have not covered yet commented on).

#### Read Write Inc Spelling:

- At TMA, we use the Read Write Inc (RWI) Spelling Scheme to support children in learning spellings.
- Spellings should be taught in a spelling lesson on a Friday, included in the allocated English lessons. These lessons focus on teaching strategies to help children learn the spelling rule. (See Weekly Spelling Lessons section, below)
- All children are tested at the start of the year using the SWST spelling test (see below), giving each child a spelling age. These can be used to set up spelling groups within your class.
- Teacher guides for RWI Spellings are available in each Year Group Shared Area. Pupil books are also available for activity ideas (although are not used one per child) and can also be found in Year Group Shared Areas.

### Read Write Inc Phonics :

- With a huge focus on Early Reading and the key part phonics plays in developing children as readers, it is important that we understand the place that vocabulary development plays within this. One of the significant challenges inhibiting the ability of English-language learners to read at the appropriate level is a lack of sufficient vocabulary development. Ultimately, vocabulary knowledge is a critical component of reading comprehension and must sit alongside the teaching of systematic, synthetic phonics teaching. Development of word-reading ability is fully balanced by the development of vocabulary, comprehension and a love of books. It is imperative that we understand that the teaching of phonics is not just solely down to early years – in order to close the gap for our children, we must be prepared to teach phonics to those in need of it throughout their primary education all the way up to year 6.
- Upon entry, and also working closely with our feeder schools, we baseline assess children with their reading ability. Using the outcomes of these assessments and the information received from schools regarding phonics testing in year 1, we will then begin a phonics programme – Read Write Inc – to ensure that all gaps in phonological knowledge are closed so that these children can access the broad curriculum available to them.

### Allocating Spellings to Children

At TMA we understand that to close the gaps, we must meet the needs of our children. In order to do so, we use or SWST results.

- If the child has a spelling age that is age appropriate or up to 6 months below the appropriate age, then they would receive the year group's spellings.
- If the child has a spelling age that is between 7- 11 months below the age expectancy, they would receive the spellings from **the year below**
- If the child has a spelling age that is 12 months and more below the age expectancy, the teacher must put their name forward to the Pupil Support Team so that they can receive support through our Super Spellers intervention group.
- Each year group will have **3 lots of spellings** that are given out.
- For those children who are NOT Super Spellers, 13 weekly spellings are given to each child. These consist of 10 words which use the rule that the children have been learning that wee, two curriculum words (from the Government guidance) and one tier two vocabulary word which the pupils will have been exposed to that week.

### Weekly Spelling Lessons:

We believe that our children need to be fully engaged participants when learning new spelling rules. When the children are introduced to a rule through Read Write Inc and are introduced

to words using that specific rule, these words should be introduced in a sentence so that the child is not only seeing the spelling but are using their reading skills to infer the meaning of the word. This provides an ideal opportunity for the children to understand the meaning of the words, increase their vocabulary and are more likely to use it in their own work in the future.

To help children learn new spellings, the children complete activities from the Read Write pupil books and use a range of spelling strategies.

Spellings are tested weekly by the teacher at the back of the English Skills books and results are recorded.

#### **Super Spellers:**

Children who have a spelling age that is more than 11 months below their age expectancy, will join the Super Spellers intervention programme. This allows them to participate in bespoke spelling lessons 2/3 times a week, with their own spelling lists. These children will have their weekly test as part of the Super Spellers lesson.

#### **Nessy :**

- We use Nessy as an intervention programme that is used to help close the gaps in reading and spelling. All of our children who are in the bottom 20% in each year group are on this programme, as well as pupils who have been identified as needing additional support due to their SEND profile. Nessy adheres to the Orton-Gillingham approach, meaning that each child receives instruction tailored to his or her specific needs. It adapts to how the individual learns. As every resource is assessed, pupils are not expected to know anything that has not yet been taught.
- Children have individual log ons.
- The children have 3 timetabled Nessy intervention slots throughout the week and are encouraged to practise at home as well.
- For more information please see [the Nessy Website](#).

#### **Spelling and Nessy Intervention Times:**

It is imperative that children attend these at the allocated times that the Pupil Support team discuss with you at the start of the programme. Except in exceptional circumstances, timings for groups cannot be changed as they have been carefully planned in taking many other factors and children's needs into consideration.

## **Section 5- Grammar and Vocabulary**

#### **Tiers of Vocabulary :**

To ensure we have a cohesive, sequential and progressive approach to teaching vocabulary, we have a vocabulary building program in place which clearly states the words we need to teach.

We have divided vocabulary into three tiers:

- Tier 1 –‘Core’ and ‘High frequency sight words’ as well as descriptive words which can further be split into 4 levels of developmental ‘linguistic’ concepts
- Tier 2 –‘Adventurous Vocabulary’
- Tier 3 –‘Specialised Vocabulary’ which is low frequency and subject specific. By understanding the strategy of using ‘tiers’, this can be effective in supporting lesson planning, understanding the types of words that children find difficult and deciding which words need additional support.

Weekly, as part of the daily English lesson, children will be exposed to a tier 2 word. The weekly structure will follow the STAR system:

- S - Source an age appropriate tier 2 word
- T – Teach the word explicitly (definition and example of use)
- A – Activate and Apply the word in different situations or contexts.
- R – Revisit and Review words throughout the week and then throughout the term/year.

**Suggested daily structure:**

Day	Focus	Rationale
Monday	Introduction of word	Teaching the word and allowing the children to make links with how it sounds, how it is made up allow them to become familiar with it.
Tuesday	Revisit new word	Over learning allows children to commit information to their long-term memories.
Wednesday	Apply and use new word	Opportunities to apply the new word allow for modelling opportunities, and development of spoken and written language opportunities.
Thursday	Apply and use new word	Opportunities to apply the new word allow for modelling opportunities, and development of spoken and written language opportunities.
Friday	Revisit previous vocabulary	Words are not just taught once and then left. They are revisited throughout the terms across the year.

**Year Group Grammar Targets:**

- Grammar coverage has been split across year groups to ensure the coverage in The National Curriculum is met. Teachers will teach the grammar as part of their daily English lessons. To help embed what is taught, we use Spelling and Grammar Bug (Active Learn) which is set as homework by the English teacher, fortnightly.
- The individual grammar target documents can be [found here](#).
- It is the individual English teacher’s responsibility to ensure that each grammar target is taught explicitly and the children are given multiple opportunities to embed these in their independent writing.

### Magpie Books:

Children experience a wide selection of rich vocabulary during their school day through discussions and across the curriculum. To try to capture this, as much as possible, magpie books are used by all pupils across the school.

[Link to powerpoint](#)

### Section 6- Speaking and Listening

- The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. We understand that spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.
- All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Through speaking and listening, children should be able to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates

- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

## Section 7- Assessment

### BAD Assessment Criteria :

- When assessing children in reading and writing, use the *TMA BAD Assessment Criteria* documents. Ensure you are using the very latest versions which have been updated for September 2020 and can be found [here](#). This assessment criteria is also found on the OTrack assessment system. The BAD Assessment Criteria shows the progression of the English skills from a basic to a deep level of understanding.

### Cornerstones End of Term Tests:

- Cornerstones tests in maths, reading and SPAG are sat by each year group in the second half of every term. The results are recorded on a year group spreadsheet in the form of the raw scores plus the conversion to years and months. This information is then analysed by Cornerstones and the school receive back personalised data with comparison to national statistics.
- Cornerstones analysis spreadsheets are also used to gain a deeper insight into an individual's or a group's gaps in knowledge and help inform future planning and bespoke interventions. The gap analysis is to be completed for SEND, disadvantaged and target children as a minimum. The results of the gap analysis will then inform the teachers future planning for their group and results should be shared in year group meetings, as well as SMT meeting to identify gaps in knowledge in year groups and school wide. These identified gaps will be recorded on the planning and will be monitored to ensure lessons and planned to overcome these gaps.

### Single Word Spelling Test (SWST)

- In order to track the progress of our children's spellings, we use the Single Word Spelling Test (SWST), termly. Each year group has their own age related test that is administered under test conditions. Due to the length of the test, this may need to be done in two slots for lower school or with a short break for upper school. Teachers need to mark the tests.
- SWST scores and spelling ages must be added to the year group SWST spreadsheet in a timely manner.
- All children in each year groups, apart from Super Spellers, are tested in class. Super Spellers will be tested in their groups administered by Miss Wilson, Mrs Fewell or Mrs Ibrahim. If children are off, then it is the year group's responsibility to do catch up tests so that all data is present to be analysed.

**PM Benchmarking:**

- This accurately tracks and assesses pupils’ reading progress across the whole school, ensuring consistent and accurate levelling in reading. PM Benchmarking takes into account not only the child’s word reading ability but also their comprehension, to ensure the children are on the right level to support both parts of reading ability.
- Teachers will assess their class, record the child’s reading age on to OTrack and put the child on the corresponding book level (see [reading level progression.](#)) . Children who are tracked by the Inclusion team will NOT be benchmarked by the class teacher. Watch [TMA PM Benchmark video](#) on how to use the tool and see this [guide](#) for support.
- PM Benchmarking will happen for all children in the first two weeks of September on return to school. Then again at the end of each term to track individual progress as well as ensuring children are on the correct book band level.
- PM Benchmarking might happen more often for children who are receiving extra reading intervention to analyse the impact of the intervention programme.
- Each year group has their own PM Benchmarking tool folder, this can be found in each shared area.

**Marking and Feedback Expectations:**

- This section should be read in conjunction with the Marking and Feedback Policy which can be found here: [????????](#)
- The marking code can be found [here](#) and is standard across the school. We need to use this when marking children’s work to pick up on spelling/ grammar/ writing mistakes as appropriate. This code is to be used when marking all work the children complete, including in the English, class, maths and science book.
- It should be stuck in on the inside of the front cover of the Class, English Skills and Reading Skills books and Independent Writing book and an enlarged copy should be visible for reference in the classroom.

CODE	EXPLANATION
✓✓	Good example!
R & I	Review and Improve
Sp	Spelling mistake
P	Punctuation error
CL	Capital letter error
^	Word missing
//	Start a new paragraph
T	Tense error
VF	Verbal feedback

- Across English, science and class books, marking should consist of a positive comment in red pen and a 'green for growth' comment in green pen, which should refer to the objective or focus that has been put into the book.
- Green comments are either:
  - R&I = a response or action is required by the child now (in a specific R&I session): It is of extreme importance that the children are given time to complete these.
  - Next time (target) = the child works on it in their next piece(s) of writing. It must be possible for targets set in this instance to be applied to the next piece(s) of English work.
- When marking work in the English book, comments need to move the children on. Using the 'end of milestone' or 'end of year' expectations when you mark will help you know the next steps towards the end of year expectations. The document 'End of Year Essential Skills' gives additional guidance, which can be found [here](#).

#### End of Year Group Targets:

##### Writing Targets

- Child-speak English writing targets for each year group are stuck in the back of the children's independent writing book. Children should understand what these mean and what they are working towards and teachers should refer to them in lessons, showing children what is being covered. They should be ticked and initialled by teachers as the children move through them. The target is achieved once a child has shown that they can do it independently three times in their Independent Writing book.
- End of Year Writing targets can be found [here](#).

##### Grammar targets:

- Grammar coverage has been split across year groups to ensure the coverage in The National Curriculum is met. Teachers would teach the grammar as part of their daily English lessons. Grammar targets need to be assessed at the end of each term using evidence from the children's independent writing.
- End of Year Grammar Targets can be found [here](#).

##### Reading Targets:

- The End of Year Reading Targets can be found [here](#).

## Section 8 – Learning Environment

### Love of Reading:

Reading is a key driver for our school, and we need our classrooms and school environments to echo this ethos. A 'reading display' isn't necessarily the best way to promote reading; we need to see and feel reading throughout the whole classroom.

Reading should be linked through **every** display perhaps by having the cover of key texts relevant to different subjects printed and on the display. There should also be texts relevant to different curriculum areas on display in all classrooms and shared areas.

Have a space in your classroom to keep a track of your class reads so it is visible to the children the different texts you have shared together throughout the year and maybe children's comments or reviews on these.

This ethos and focus also needs to be evident in shared areas to promote the love and enjoyment of reading throughout the whole school. Please see Learning Environment Expectations Power point for more examples, which can be found [here](#).

### Displays:

The English working wall is based on the genre of writing that is currently being taught in lessons. The working wall is split under different headings:

Punctuation, Examples of sentences/ phrases, Sentence openers, Conjunctions, Vocabulary, Paragraphs, Success Criteria. **Please note- these have changed since last year.**

Examples of all of the above would be displayed as the children come across it in their learning. The purpose of the wall is to help support the children for when they start producing their own writing.

Teachers will find it useful to have their working wall in mind when they are doing their English planning. Please see Learning Environment Expectations Powerpoint for more examples, which can be found [here](#).

Children's writing and English work should be celebrated through displays. Word choices, sentences and extended pieces of writing from groups or individuals should be displayed to show progress and success. Any work displayed should follow the Learning Environment Expectations guidance.

## Section 9 – Home Learning

- Home Learning is sent out weekly on a Friday. It should be suited to the ability of the child and is set by the English and maths teachers. There is an expectation that all children complete Home Learning and parents should be informed if it is not handed in on time or

not completed to the expected standard. However, teachers should be mindful of any home situations which may impact on a child's ability to complete Home Learning.

- Home Learning should provide suitable challenge for a child and may fall into one of 3 areas: consolidation, assessment of prior learning or application of a skill to deepen understanding.
- Teachers must ensure that children understand the tasks set and encourage them to ask for support in completing Home Learning if required.

#### **English Home Learning:**

- There is an expectation that children read at home on a daily basis for 10 minutes in line with the reading pledge and record this reading in their Reading Records. These should ONLY be to record reading at home (not reading done in school), but can be any reading the child has done. E.g. Reading on Bug Club, reading of a book from home or even a newspaper.
- Reading Records should be checked at least weekly by teachers to ensure children are reading at home. The teacher should sign and date the record. Some children will require more frequent monitoring and parents should be contacted if reading is not being recorded at home. Students, with fully completed reading record page for that week, would receive a merit.
- Weekly, every pupil in every year group receives spellings to learn (see spelling section for more information). Spellings should be tested after the children have had a week to learn them and teachers should monitor how well the children do in these tests to check they are spending time learning them. These spellings will be uploaded weekly on to the 'Home Learning' section of the website.
- In Years 3,4 and 5, teachers allocate an online reading book using Bug Club ( see <https://www.activelearnprimary.co.uk/help?s=teacher-allocation> for more information on how to set up and allocate books). Students read the assigned book, completing the activities. Teachers are responsible for checking that children are completing their Bug Club homework and are answering the reading comprehension questions, as well as reading the books, to help assess the child's competency at that book level.
- In Year 6, a reading comprehension, is sent home weekly and English teachers go over this with the children, the following Friday.
- Years 3, 4 and 5 will set grammar homework for their English class, biweekly. This will be using the Spelling and Grammar Bug on Active learn. Teachers are responsible for checking that children are completing their homework and monitor how successfully their students are completing the tasks. Misconceptions can then be addressed in planning.
- Year 6 will set grammar homework weekly, alternating between Active Learn and pieces set by their English teacher.