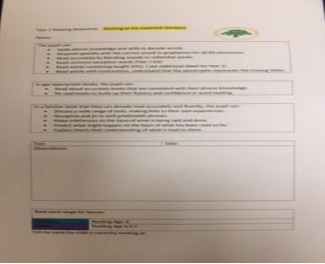


English at Ormiston Meadows

Reading	Outcome	Expectation/Evidence	How to use it?
<p>Reading</p>	<p>Staff have a clear idea of how to teach reading skills through whole class reading using the PiXL reading model.</p> <p>At least three reading sessions in every class for 30 minutes.</p> <p>All staff will have access to the colour banded books and library books so children can read at their own level in class and at home.</p>	<p>Teachers will plan for their weekly reading lesson using the lesson plan format.</p> <p>The learning objective, model and key questions will be available on the reading working wall.</p> <p>Lesson planning will identify: The objectives The text for groups/class Key vocabulary Question type e.g. multiple choice Probing questions/question stems/plc's (from PiXL) Assessment notes Pupils</p> <p>Teachers will plan for reading sessions, matching the text to the child's level. High quality texts will be used to stimulate discussion and evaluation of the text.</p> <p>Observations will be recorded in the assessment notes section to plan for the next lesson.</p>	<p>The specific objective from scholar pack/N.C will be identified on the planning.</p> <div data-bbox="1339 300 1883 673"> <p>The image shows a PiXL English assessment grid with columns for objectives 1a through 2h, and a table of question types including Multiple choice, Matching/ordering, Labeling, Find and copy, Short constructed response, and Extended constructed response. Below the grid is a planning form with fields for Text, Date, Pupil, Learning objective/focus, Probing questions/Question Stems/PLC statements, Assessment notes, and Key vocabulary.</p> </div> <p>Reading is encouraged and children are given time to read in a variety of situations:</p> <ul style="list-style-type: none"> • Pupils can read to teaching assistants during the day and library time (a note of this should be recorded in the pupils reading record and on a reading statement sheet – see red folder) • Pupils can read with a parent reading volunteer. • The book buddy system can be used in class to provide lower-ability children with a strong role-model. <p>Reading for pleasure is an important element of reading and can be incorporated into registration time and by sharing a whole class book after break.</p>

English at Ormiston Meadows

<p>Reading assessments & evidence</p>	<p>Staff have a clear idea of the progression of reading skills linked to the current National Curriculum.</p> <p>Pupils are taught the specific skills linked to their stage of reading development.</p> <p>Staff can identify next steps and plan for follow-up lessons.</p> <p>All objectives will be assessed by teachers using the Scholar pack programme.</p> <p>Reading(PUMA) tests will be administered three times a year.</p> <p>PIXL testing will be used in KS2 and will be gap analysed to inform teaching.</p>	<p>Teachers will use the Reading Statement record sheets in their reading folder to make notes on reading in lessons and independent reading.</p> <p>This will enable teachers to identify if the child is working towards the current standard, secure or working at greater depth.</p> <p>Pupils will read texts that are matched to their current stage of reading development and this will be tracked to ensure progression.</p> <p>Teachers will be able to provide clear evidence for each child and enable teachers to identify gaps.</p> <p>At the end of each unit all the objectives covered should be assessed on Scholar Pack.</p> <p>Testing (PUMA tests) of reading skills will take place in November, March and June in all year groups.</p> <p>All teachers will have termly pupil progress meetings to analyse progress and attainment of all pupils in their class.</p>	 <p>The Reading Statement will identify which book band the child is working within. Will provide clear objectives linked to NC and Scholarpack statements. All staff will write observations linked to the teaching and learning of the skills.</p> <p>There are a set of Reading Statement sheets for each year group directly linked to The National Curriculum.</p>
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English at Ormiston Meadows

<p>Home Reading</p>	<p>All pupils will have a home reading record. All Teachers and Teaching Assistants will record positive comments about the child's reading at least one comment per week.</p> <p>All parents will be encouraged to write comments about their child's reading at home.</p> <p>Parent workshops/meetings will provide information about the teaching of reading.</p>	<p>All Teachers and Teaching Assistants will record positive comments about the child's reading at least one comment per week.</p> <p>All children will be encouraged to read for pleasure at home. They will be given time to change their reading books on a weekly basis.</p> <p>Teachers will provide information about how children learn to read during workshops/meetings. Parents consultations and through sharing good practice.</p>	<p>Children can borrow books to take home from their:</p> <ul style="list-style-type: none"> • Book band box • The book corner • Library <p>Reading is encouraged and children are given time to read in a variety of situations:</p> <ul style="list-style-type: none"> • Pupils can read to teaching assistants during the day e.g. registration time/library time • Pupils can read with a parent reading volunteer. • The book buddy system can be used in class to provide lower-ability children with a strong role-model. <p>Reading for pleasure is an important element of reading and can be incorporated into the reading carousel sessions as an additional activity.</p>
<p>Environment and Resources</p>	<p>There should be a vibrant, attractive book corner in every classroom.</p> <p>Book corners should be organised and well stocked.</p>	<p>Pupils will be involved in setting up and maintaining the class book corner. They will have access to a range of texts.</p> <p>Boxes of colour banded reading books are available in the reading resource area.</p>	<p>The Class Book Corner should encourage reading and expose children to a range of texts.</p>

English at Ormiston Meadows

Read Write Inc	Outcome	Expectation/Evidence	How to use it?																																																																																																																																																	
<p>Read Write Inc.</p>	<p>Children will develop fluency and pace at recalling phonemes.</p> <p>Children will have daily phonics lessons in EYFS and Key Stage 1.</p> <p>Pupils who still require support with reading/phonics will have intervention sessions to enable them to make progress.</p> <p>Read Write Inc. resources will be used to teach pupils in phonics sessions.</p> <p>Pupils in EYFS and Key Stage 1 will learn to read 'red' irregular words rapidly and on sight.</p> <p>Speed sound charts should be available on every table to support all pupils with independent writing activities.</p> <p>Teachers will plan and deliver RWI sessions.</p>	<p>A daily session requiring fast pace.</p> <p>They should involve active approaches (dance, songs, actions, reading stories, pictures, chants, real life contexts).</p> <p>They should be taught as a whole class for the 'high level phonics input' differentiated through questioning and move into levelled groups.</p> <p>Adults should model correct articulation of all sounds in their pure form.</p> <p>Every classroom throughout the school should have a simple or complex speed sound chart on permanent display.</p> <p>All children in EYFs will have a RWI book, matched to their reading level, in addition to their book band book.</p> <p>Red and green word cards will be displayed on working walls in every EYFS and Key Stage 1 classroom. These resources will be used in intervention sessions and will be available for children to use when writing independently.</p> <p>Every half-term, children should be assessed using the RWI assessment sheet in The Phonics Handbook – RWI. This will identify gaps in knowledge and understanding and provide next steps in learning.</p>	<div data-bbox="1272 368 1585 810"> <p>Complex Speed Sounds</p> <p>Consonant sounds</p> <table border="1"> <tr><td>f</td><td>l</td><td>m</td><td>n</td><td>r</td><td>s</td><td>v</td><td>z</td><td>sh</td><td>th</td><td>ng</td></tr> <tr><td>ff</td><td>ll</td><td>mm</td><td>nn</td><td>rr</td><td>ss</td><td>ve</td><td>zz</td><td>ti</td><td>ci</td><td>nk</td></tr> <tr><td>ph</td><td>le</td><td>mb</td><td>kn</td><td>wr</td><td>se</td><td>c</td><td>se</td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>ce</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Vowel sounds</p> <table border="1"> <tr><td>a</td><td>e</td><td>i</td><td>o</td><td>u</td><td>ay</td><td>ee</td><td>igh</td><td>ow</td></tr> <tr><td></td><td>ea</td><td></td><td></td><td></td><td>ā-ē</td><td>y</td><td>ī-ē</td><td>ō-ē</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>ai</td><td>ie</td><td>ie</td><td>oa</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>e</td><td>i</td><td>y</td><td>o</td></tr> </table> <p>oo oo ar or air ir ou oy ire ear ure</p> <p>ū-ē</p> <p>ue</p> <p>ew</p> </div> <p>The speed sound chart should be displayed in every classroom to support phonics and spelling in Key Stage 1 and spelling in Key Stage 2</p> <div data-bbox="1272 943 1742 1283"> <p>Simple Speed Sounds</p> <p>Consonant sounds - tricky</p> <table border="1"> <tr><td>f</td><td>l</td><td>m</td><td>n</td><td>r</td><td>s</td><td>v</td><td>z</td><td>sh</td><td>th</td><td>ng</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>nk</td></tr> </table> <p>Consonant sounds - tricky</p> <table border="1"> <tr><td>b</td><td>c</td><td>d</td><td>g</td><td>h</td><td>j</td><td>p</td><td>qu</td><td>t</td><td>w</td><td>x</td><td>y</td><td>ch</td></tr> <tr><td></td><td>k</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Vowel sounds - tricky</p> <table border="1"> <tr><td>a</td><td>e</td><td>i</td><td>o</td><td>u</td><td>ay</td><td>ee</td><td>igh</td><td>ow</td></tr> </table> <p>Vowel sounds - tricky</p> <table border="1"> <tr><td>oo</td><td>oo</td><td>ar</td><td>or</td><td>air</td><td>ir</td><td>ou</td><td>oy</td></tr> </table> </div> <p>Simple speed sound charts should be displayed in EYFs and smaller versions available on tables in EYFs writing areas and in Key Stage One class to support spelling and reading.</p>	f	l	m	n	r	s	v	z	sh	th	ng	ff	ll	mm	nn	rr	ss	ve	zz	ti	ci	nk	ph	le	mb	kn	wr	se	c	se									ce						a	e	i	o	u	ay	ee	igh	ow		ea				ā-ē	y	ī-ē	ō-ē						ai	ie	ie	oa						e	i	y	o	f	l	m	n	r	s	v	z	sh	th	ng											nk	b	c	d	g	h	j	p	qu	t	w	x	y	ch		k												a	e	i	o	u	ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy
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	<p>Teaching Assistants will deliver RWI sessions to small groups. Pupils will be prepared for their Phonics Screening check.</p>	<p>Regular assessments will be carried out to identify pupil progress in preparation for the Phonics Screening Check. The Phonics Lead Teacher will keep records of progress and set targets with class teachers. Pupils will become familiar with 'pseudo words' and use their phonic skills to decode read and pseudo words.</p>	
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Writing	Outcome	Expectation/Evidence	How to use it?
<p>Writing overview</p>	<p>Teachers will map out their long term planning overview using objectives from:</p> <p>Cornerstones/National curriculum</p>	<ol style="list-style-type: none"> Using the Cornerstones ILP transfer the objectives over to the writing overview template. These objectives form part of the cycle. Each writing unit should start with an immersion (usually the first lesson/experience in your topic) This will give the children a purpose for writing. Using the 'Writing for Purpose' document you will be able to identify SPAG skills needed (These will make up SPAG meetings to start off each English lesson) https://michaelt1979.files.wordpress.com/2016/08/4-writing-purposes-guidance1.pdf 	

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<p>SPAG meeting</p>	<p>Each teacher should plan in a daily grammar meeting</p>	<p>Using the 'Writing for Purpose' document you will be able to identify SPAG skills needed (These will make up SPAG meetings to start off each English lesson) https://michaelt1979.files.wordpress.com/2016/08/4-writing-purposes-guidance1.pdf</p>	<p>Each meeting should have a set of questions linked to the text type.</p>

English at Ormiston Meadows

Each day teachers will deliver a SPAG meeting teaching pupils the skills identified for their writing piece



E.g.

Starter - 10 mins
Daily SPAG meeting.

Questions* should link to skills needed for the outcome e.g.

- o Use subordinating conjunctions in varied positions,
- o Use expanded noun phrases to inform,
- o Use relative clauses to add further detail,
- o Begin to use passive voice to remain formal or detached,
- o Begin to use colons to link related clauses.

*These can be found on [estbase/Twinkl]

Spelling

Teachers will teach all of the spelling patterns throughout the year by using PiXL term assessments to identify gaps and progress

Spelling cycle

Complete baseline assessment at the start of each term (PiXL)

Teach the gaps in order of priority (Use the power point from PiXL as a starting point and use games/strategies to practise skill)

Send spelling list as homework (Personalised)

Spelling test to check progress of children

Year 1 and 2

- <https://auth.pixl.org.uk/primary#!/Resources//Key%20Stage%201/Writing/KS1%20Supporting%20Materials/Spelling%20Tracker>

Year 3-6

- [https://auth.pixl.org.uk/primary#!/Resources//Grammar,%20Punctuation%20and%20Spelling%20\(GPS\)/2.%20End%20of%20KS2%20Supporting%20Materials/Spelling%20Tracker](https://auth.pixl.org.uk/primary#!/Resources//Grammar,%20Punctuation%20and%20Spelling%20(GPS)/2.%20End%20of%20KS2%20Supporting%20Materials/Spelling%20Tracker)

English at Ormiston Meadows

At the end of each term complete test again to show progress and comparison

Handwriting

All pupils will use the twinkle continuous cursive style in their writing

Handwriting should be taught in the morning on a Tuesday and Thursday (when assembly is not on)

All teachers should identify the needs of children and teach handwriting skills set out in the twinkl document

- <https://www.twinkl.co.uk/resources/twinkl-handwriting-resources>
- All the resources you need to support children with continuous cursive handwriting

Twinkl Handwriting

The Twinkl Handwriting scheme offers a choice of two handwriting styles within separate activity packs, which means schools can either choose to follow the 'Journey to Cursive' or the 'Journey to Continuous Cursive' programme. Both sets of materials take pupils on a journey through the progressive stages suggested in the National Curriculum.

Find out more about using Twinkl Handwriting in our free Twinkl Handwriting Guides!

1. The Ladder Family

Journey to Cursive

Journey to Continuous Cursive

2. The One-Armed Robot Family

Journey to Cursive

Journey to Continuous Cursive

3. The Curly Caterpillar Family

Journey to Cursive

Journey to Continuous Cursive

4. The Zig-Zag Monster Family

Journey to Cursive

Journey to Continuous Cursive

Additional Resources

Assessment Materials

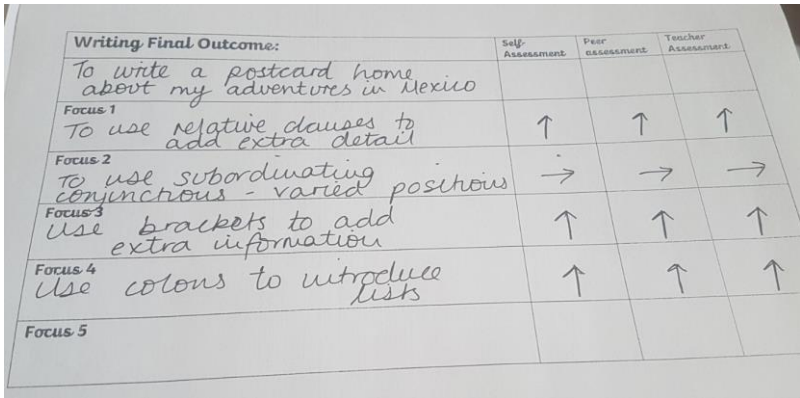
Certificates and Rewards

Display Materials

Events, Festivals and Celebrations

Twinkl Handwriting User Guides

English at Ormiston Meadows

<p>Assessment of writing</p>	<p>All big writes should be assessed as set out in the feedback and assessment policy</p> <p>Regular moderation of pupils writing to support teachers of judgements</p>	<ul style="list-style-type: none"> Children will select 4 to 5 objectives, using success criteria created at the start of the unit and write into writing objective template <p>*Feedback and assessment policy</p> <p>Big Write:</p> <p>All Big Write books should be marked in depth every time a child completes a piece of writing, following the green and red pen criteria.</p> <p>Underline in green pen where you have seen evidence of up arrows – red comment to focus on side/down arrows.</p> <p>Link below to support teachers with assessments of writing</p> <p>https://naht.frogprogress.net/app/curriculum/key%20stages</p>	<p>Big write criteria template is also available on the google drive and in class packs</p>  <table border="1" data-bbox="1317 240 2114 639"> <thead> <tr> <th>Writing Final Outcome:</th> <th>Self Assessment</th> <th>Peer assessment</th> <th>Teacher Assessment</th> </tr> </thead> <tbody> <tr> <td>To write a postcard home about my adventures in Mexico</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Focus 1 To use relative clauses to add extra detail</td> <td>↑</td> <td>↑</td> <td>↑</td> </tr> <tr> <td>Focus 2 To use subordinating conjunctions - varied positions</td> <td>→</td> <td>→</td> <td>→</td> </tr> <tr> <td>Focus 3 Use brackets to add extra information</td> <td>↑</td> <td>↑</td> <td>↑</td> </tr> <tr> <td>Focus 4 Use colons to introduce lists</td> <td>↑</td> <td>↑</td> <td>↑</td> </tr> <tr> <td>Focus 5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Writing Final Outcome:	Self Assessment	Peer assessment	Teacher Assessment	To write a postcard home about my adventures in Mexico				Focus 1 To use relative clauses to add extra detail	↑	↑	↑	Focus 2 To use subordinating conjunctions - varied positions	→	→	→	Focus 3 Use brackets to add extra information	↑	↑	↑	Focus 4 Use colons to introduce lists	↑	↑	↑	Focus 5			
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