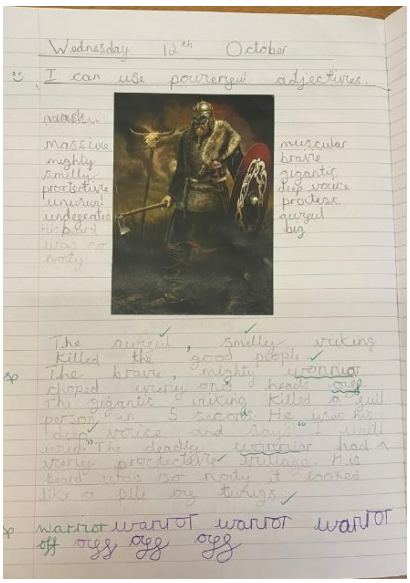
English Non-Negotiables

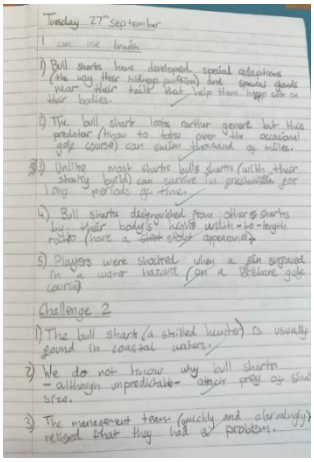
The purpose of this document is to provide staff and pupils with clear and consistent expectations regarding English teaching and learning. This is to ensure that children make progress and that consistency is achieved across the federation.

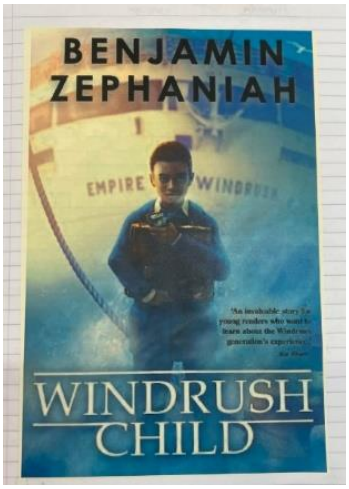
Books

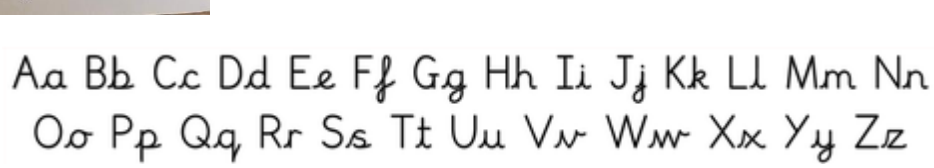
All English books need to have the following:

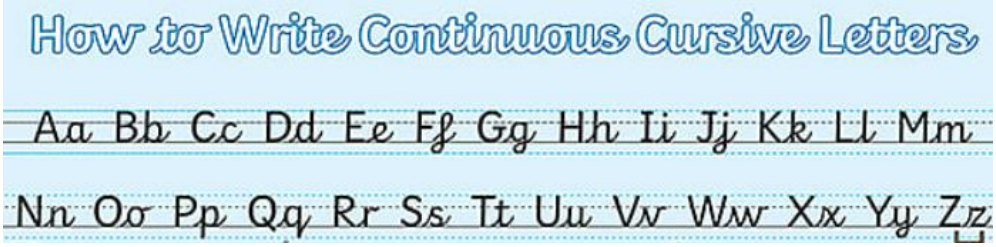
- Each new unit needs to start with the book front cover in the exercise book.
- Long date written in the top left corner – e.g. Wednesday 23rd November.
- R/1 – 'I can' learning objective printed on sticker/typed and printed
- 2/3/4/5/6 – 'I can' learning objective written underneath. Both date and LO underlined with a ruler.
- Handwriting should be cursive and looped.
- Handwriting in reception should be pre-cursive.
- Letters should be formed correctly. Children should practise this as a next step and this should be corrected each time it is seen to be incorrect in every book – wider curriculum, phonics, etc.



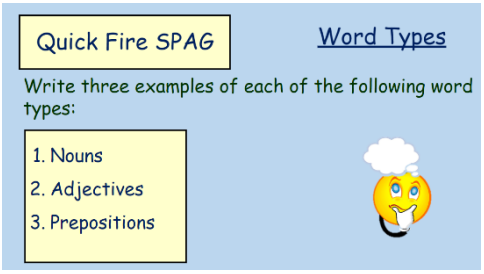






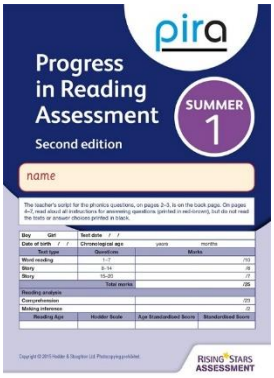


Lessons



- Lessons should begin with a 'SPaG' starter to recap prior learning to complete on whiteboards.
- Tasks should be differentiated for different year groups with appropriate challenge and scaffold.
- Guided Reading lessons should follow the teaching sequence – prediction, vocabulary, inference, retrieval, summarise.
- English and Guided Reading should both follow the same text.
- English lessons follow the sequence of fiction, non-fiction and poetry teaching during the half term.
- Use success criteria in longer pieces of writing linked to Year Group National Curriculum statements.
- Use Pobble to find high-quality WAGOLLs.

Assessment



Summative assessments will be completed each term using Rising Stars assessments. These will be 100% independently completed by the children. Children are tested on Reading, Grammar and Spelling.

At the end of each published piece of writing (fiction, non-fiction, poetry) teachers should assess using the writing trackers to aid judgement on whether a child is WTS, EXS or GDS. Teachers should look at the child's work and tick and date when evidence has been met. This will also aid in writing moderations.

Displays

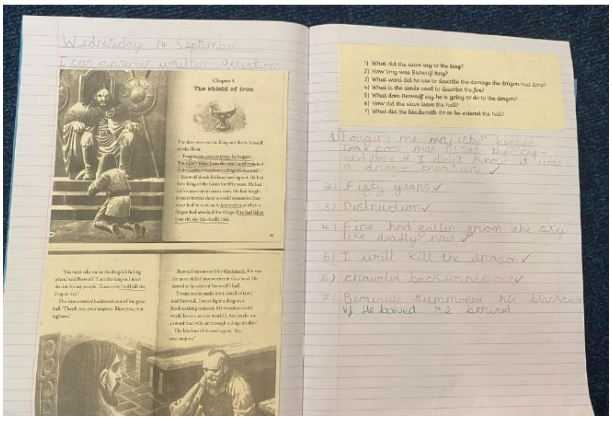
Displays should have the following clearly visible:

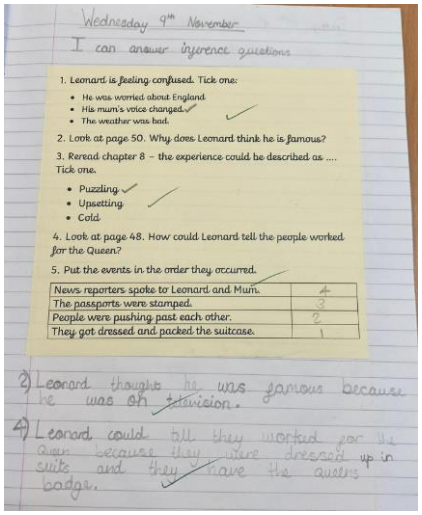
- The current text
- English vocabulary from the text
- Current learning
- WAGOLLs

Please refer to your display during the teaching input and use it as another tool to develop independence when the children are working. See classroom non-negotiables for further details.

Guided Reading

- Guided Reading is taught daily from Y2+.
- It follows the Philip Webb teaching sequence of: prediction, vocabulary, inference/retrieval graphic questions, inference/retrieval written questions, summarise.
- Each class should have an author of the term. This is teacher chosen to develop on children's interests.
- Each class should have a reading for pleasure book which is read daily to encourage a love for reading.





No Nonsense Spellings

- Year 2 – Year 6 follow the no nonsense spelling scheme of work.
- Year 1 follow Little Wandle spellings.
- Spelling lessons are taught daily for Y2 and 3 times a week for Y3-6.
- Work is completed in spelling journals.
- Children have access to 'have a go' sheets.

Little Wandle

- Phonics lessons follow the Little Wandle scheme and are taught daily.
- Reading sessions should be completed during the week – 3 times as a minimum, 5 times for lowest 20% of children.
- Little Wandle aims for 100% pass rate, therefore we target children with gaps ASAP.
- Informal practice is used in classes – password on doors, tricky words before lunch etc.
- Use heat maps and AfL to plan for reviews and add these into lessons.
- Keep Up sessions are used for R and Y1 for children who need intervention.
- Rapid Catch Up sessions are used for children in Y2+ who have scored less than a scaled score of 100 on PIRA reading assessments.

Helpful Suggestions and Resources

Developing Independence

- Display key display posters for children to access
- Create a 'Helping Hand book' to sit at the table with posters/resources to support
- Write a list of instructions on the board for children to follow
- Modelled work on working wall – use this in teaching inputs
- Develop Growth Mindset and the 'have a go' attitude

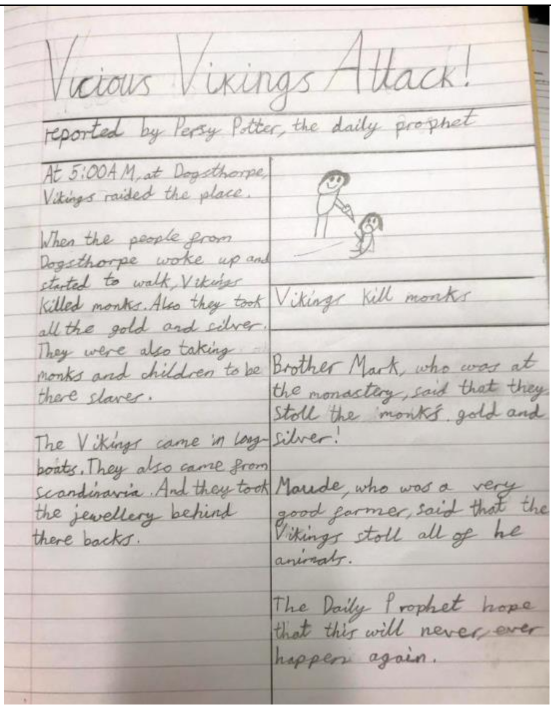
Cross Curricular Writing

To develop greater depth writing across the curriculum, children should produce a longer, extended piece of writing in their wider curriculum subjects (History / Geography / Science / D.T. / Art) at least every 2 weeks.

This will be a high quality piece of writing, delivered and marked to the same standard as that in English lessons.

This allows children to consolidate English knowledge, skills and understanding and apply their wider curriculum knowledge. It is encouraged that writing is linked to a wider curriculum text – i.e. Horrible Histories / Little People Big Dreams to help give writing a purpose.

There are a variety of ways this can be done (see attached) but must be a high quality piece of writing and can be used in teacher assessment judgments.



Vicious Vikings Attack!

reported by Persy Potter, the daily prophet

At 5:00A.M. at Dogsthorpe, Vikings raided the place.

When the people from Dogsthorpe woke up and started to walk, Vikings killed monks. Also they took all the gold and silver. They were also taking monks and children to be there slaves.

The Vikings came in long-boats. They also came from scandinavia. And they took the jewellery behind there backs.

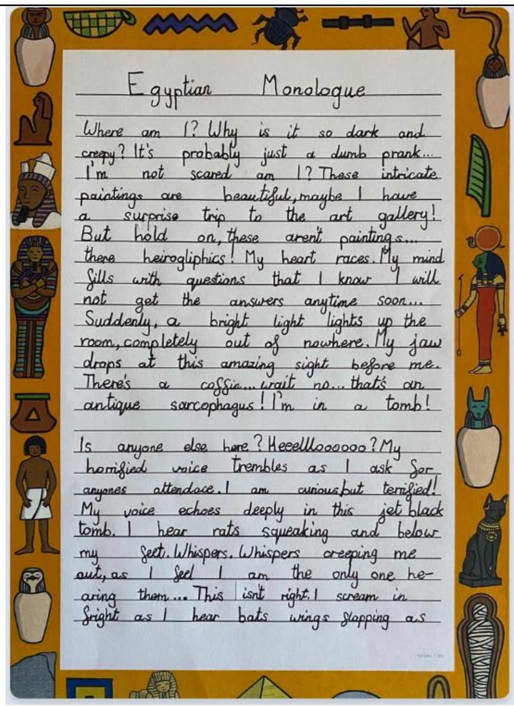
Vikings kill monks

Brother Mark, who was at the monastery, said that they stoll the monks gold and silver!

Maude, who was a very good farmer, said that the Vikings stoll all of he animals.

The Daily Prophet hope that this will never, ever happen again.

Newspaper report – History – Vikings

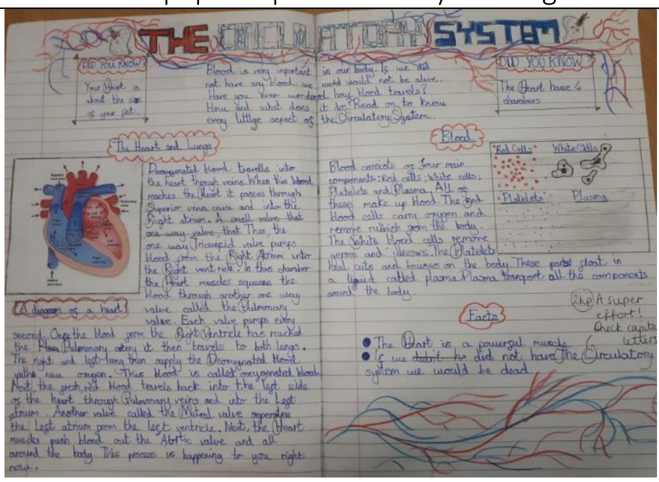


Egyptian Monologue

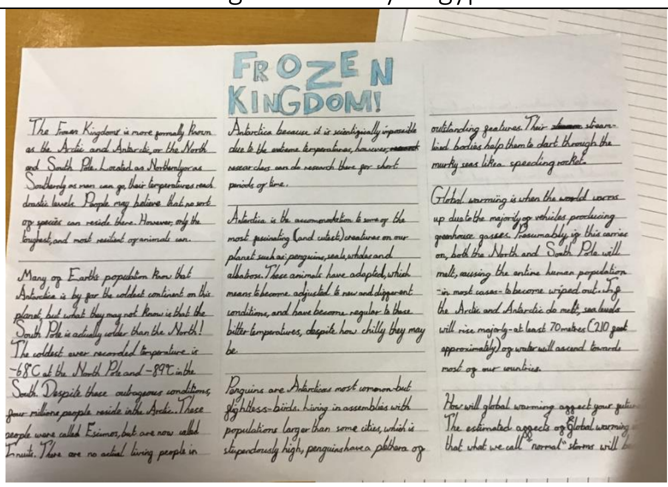
Where am I? Why is it so dark and creepy? It's probably just a dumb prank... I'm not scared, am I? These intricate paintings are beautiful, maybe I have a surprise trip to the art gallery! But hold on, these aren't paintings... there heirogliphics! My heart races. My mind fills with questions that I know I will not get the answers anytime soon... Suddenly, a bright light lights up the room, completely out of nowhere. My jaw drops at this amazing sight before me. There's a coffin... wait no... that's an antique sarcophagus! I'm in a tomb!

Is anyone else here? Heeellloooooo? My horrified voice trembles as I ask for anyones attendance. I am curious but terrified! My voice echoes deeply in this jet black tomb. I hear rats squeaking and below my feet. Whispers. Whispers creeping me out, as I feel I am the only one hearing them... This isn't right. I scream in fright as I hear bats wings flapping as

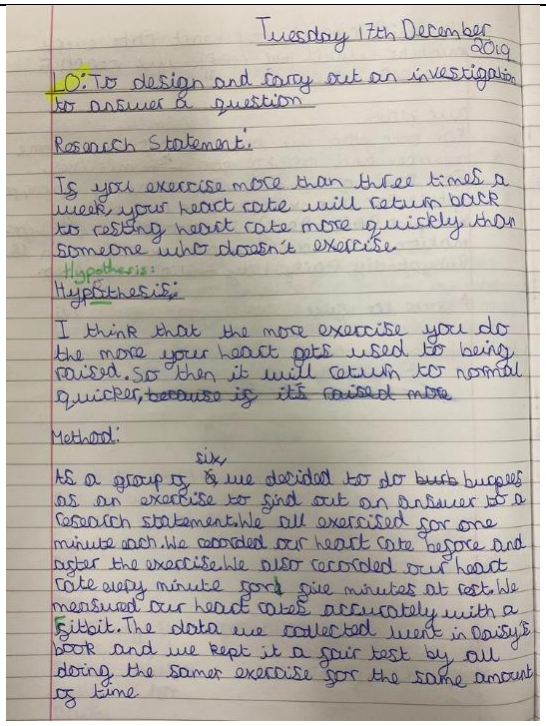
Monologue – History - Egyptians



Double Page Spread (Non-Chron) – Science – Heart



Leaflet – Geography – Frozen Kingdoms



Tuesday 17th December 2019

LO: To design and carry out an investigation to answer a question

Research Statement:

Is you exercise more than three times a week your heart rate will return BACK to resting heart rate more quickly than someone who doesn't exercise.

Hypothesis:

Hypothesis:

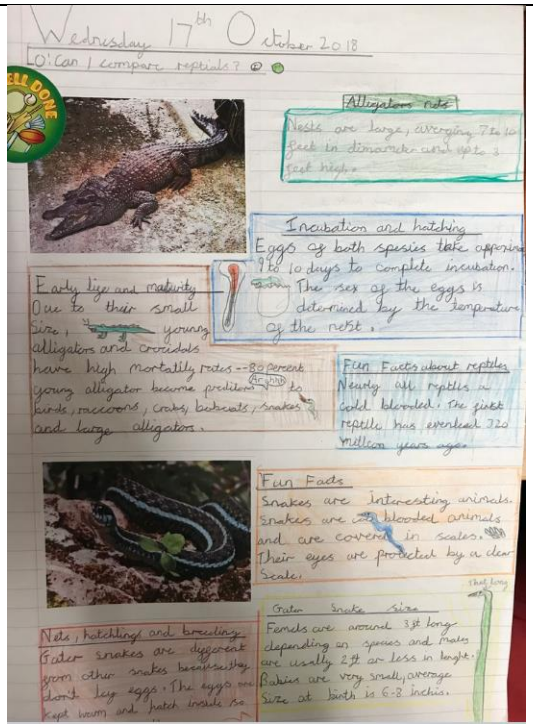
I think that the more exercise you do the more your heart gets used to being raised. So then it will return to normal quicker, ~~because is its raised more~~

Method:

six

As a group of 6 we decided to do burpees as an exercise to find out an answer to a research statement. We all exercised for one minute each. We recorded our heart rate before and after the exercise. We also recorded our heart rate every minute for five minutes at rest. We measured our heart rates accurately with a Fitbit. The data we collected went in Daisy's book and we kept it a fair test by all doing the same exercise for the same amount of time.

Experiment Write Up – Science



Wednesday 17th October 2018

LO: Can I compare reptiles?

WELL DONE

Alligators nests

Nests are large, averaging 7 to 10 feet in diameter and up to 3 feet high.

Incubation and hatching

Eggs of both species take approx 90 to 10 days to complete incubation. The sex of the eggs is determined by the temperature of the nest.

Early life and maturity

Due to their small size, young alligators and crocodiles have high mortality rates - 80 percent of young alligator become predators to birds, raccoons, otters, bobcats, snakes and large alligators.

Fun Facts about reptiles

Nearly all reptiles are cold blooded, the first reptile has existed 320 million years ago.

Fun Facts

Snakes are interesting animals. Snakes are cold blooded animals and are covered in scales. Their eyes are protected by a clear scale.

Nets, hatchlings and breeding

Water snakes are different from other snakes because they don't lay eggs. The eggs are kept warm and hatch inside the

Water Snake Size

That long

Females are around 3ft long depending on species and males are usually 2ft or less in height. Babies are very small, average size at birth is 6-8 inches.

Fact File – Science - Reptiles