



# English Curriculum

Reviewed: June 2018  
Next review: June 2019

# Introduction

At Browney Academy, we believe that literacy and communication are key life skills.

We believe English underpins all aspects of school life and is an integrated and fundamental component of the whole primary curriculum.

Through our English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

## Planning and Teaching

Our English planning is based on high quality literature, poetry and non-fiction texts, which provide an inspiration for a range of quality, extended written outcomes. Teachers place talk at the centre of the classroom, embedding speaking, listening and creativity as the key teaching approaches.

Teachers should use the English overview and the national curriculum programme for their year group to prepare their weekly planning documents. Planning should follow the teaching sequence from reading to writing, ensuring a balance of reading and writing within each unit.

SPAG should be taught in context as much as possible. Children should then be given the opportunity to practise and consolidate these skills in lessons, prior to applying these skills in the context of a final written outcome (See three stage writing model).



Year 1 English Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Paws, Claws and Whiskers	Bright Lights, Big City	The Enchanted Woodland	Dinosaur Planet	Superheroes	Moon Zoom
Recommended Texts (Genre suggestions)	The Tiger who came to Tea – Judith Kerr (Tiger report, labels, sequencing, oral retelling, invitation)  Hairy McClary – Lynley Dodd (Poetry – rhyming, fact file, new character, poster)	Paddington at the Palace – Michael Bond (London leaflet, recount)  Peace at Last – Jill Murphy (Oral retelling, sequencing, list/senses poem)  The Great Fire of London Non-Fiction (Setting description, recount)	Fairy Tales – Hansel and Gretel Goldilocks (Character/setting descriptions, retell, alternative ending)  The Jolly Postman – Janet & Allan Allberry (Letters, advert)	Dinosaurs and all that Rubbish (Instructions, persuasion – care for our world) Dinosaurs Love Underpants – Claire Freedman (Fact files, posters, rhyming poems, riddles, caveman diary)	Supertato – Sue Hendra (Newspaper report, letter, description, narrative, fact files)  Superworm – Julia Donaldson (Comic strip, narrative, superhero acrostic poems)	Beegu – Alexis Deacon (Description, newspaper report, narrative)  Whatever Next – Jill Murphy (Instructions, letter, diary)  Alien school
Poetry (Writing or reading)	Nursery Rhymes and Poems  Please do not feed the animals by Robert Hull (Cornerstones)	Firework shape poems	Senses	Dinosaur riddles (Cornerstones)	Acrostic	Aliens in Underpants Save the World – Claire Freedman

English – key stages 1 and 2

### Year 1 programme of study

#### Reading – word reading

##### Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

##### Notes and guidance (non-statutory)

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.

The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

## **Books**

Each pupil should have:

- A writing book labelled – “English – Writing”  
(This book will contain all writing including genre exploration, discreet teaching of SPAG to be applied in a final written outcome and the planning, drafting and editing stages of extended writing pieces.)
- A core skills book labelled – “English – Core Skills”  
(This book will contain all spelling activities {including dictations}, handwriting and stand-alone SPAG tasks).
- A reading book labelled – “English – Reading”  
(This book will contain reading tasks from whole class reading sessions using the VIPERS and reading comprehension tasks).
- Jotters are recommended in Ks2.
- KS1 and EYFS children will require a Read Write Inc. book.

**\*\*\*Each book must have the relevant Cornerstones assessment and moderation grids in the front for moderation purposes. Spelling objectives may be most useful in the core skills book.**

## **SPAG**

- As already noted, SPAG objectives should be taught both in individual lessons (as required) and as discrete teaching throughout the compositional sessions.
- Additionally, SPAG starters should be offered to the children each day to revise previously learned content in short snappy sessions, for example, as part of morning/bell activities or in another discrete 15-minute sessions at some point during the day, e.g. SPAG challenges on PowerPoint (See Classroom Secrets GPS scheme in SPAG progression).
- Teachers must set VGP challenges as part of weekly homework in rotation with arithmetic.
- Terminology must be practised regularly, e.g. through quizzes, games, carousel activities.
- Pupils should have good access to a range of appropriate dictionaries and thesauruses, including those online.

## Spelling sessions

- Teachers should follow the school overview for spelling based on NC 2014 and the Spellodrome spelling lists.
- Pupils should have weekly spelling tests (use Spellodrome lists).
- Children will receive 20 spellings in Ks2 and 10 in KS1.
- Spelling tests should **not** be stand-alone tests.
- Teachers must ensure they explicitly teach the spelling rule in **a weekly spelling lesson** and **provide short, snappy follow up activities** throughout the week that reinforce the rule and allow the children to practise spellings e.g. word search, crossword, put words into a story, silly sentences etc.
- The current spelling rule(s) of the week should be on display on the spelling working wall and any other words the children are working on to support their spelling as they write.
- Teachers should keep an on-going record of words learned and set very high expectations of the correct application in writing once a word has been learned. These words can then be pulled out as spelling corrections in children's work.

## Strategies for practising spellings

- Children should be given opportunities to practise their spellings on Spellodrome in school wherever possible and be rewarded for accessing Spellodrome activities at home.
- Spellings could be practised in a **spelling journal** or jotter, in which children can creatively practise their spellings and share ideas on how to remember spellings:

- Look, say, cover, write, check **b e l i e v e**
- Trace, copy and replicate
- Word shapes (this can support handwriting – ascenders and descenders)
- Writing in sand, paint, clay, chalk etc. **b \_ l \_ \_ v \_**
- Syllables/chunks – Breaking the word into parts and clapping the sounds.
- Look for the small words inside the word.
- Drawing an image around the word to make it memorable.
- Blue vowels (write words with vowels in blue) or no vowels
- Pyramid words
- Fancy letters **bubble** **b e l i e v e**
- Rainbow words
- Speed spelling – How many times can you write the word correctly in one minute?
- Bubble writing
- Saying the word in a funny way, e.g. knee (say k –nee), city (say 'sity') etc. to make it memorable.
- Mnemonics
- Jigsaw puzzle – reorder the mixed up letters to make your spelling word



Yseertyad

ApPlE

Colour

## **Dictations**

- Dictations are an ideal way to gather evidence for spelling objectives and are recommended as a weekly activity or fortnightly *at the least* in KS1.
- Dictations are useful for testing spellings (old and new), testing mastery of rule and ensuring regular practice and application of VGP skills.

## **Handwriting sessions**

- Effective teaching of handwriting can only be achieved through modelling, therefore the skill of handwriting must be taught explicitly, in short, frequent sessions. Teachers must demonstrate letter formation and joins precisely and children must practice by carefully copying and repeating.
- It is important to observe children writing to ensure they are forming letters correctly. Children can self and peer assess, looking for consistency.
- In EYFS and KS1, handwriting should be taught alongside phonics and should be carried out daily (as much as possible) in these early stages.
- In Ks2, handwriting sessions could be incorporated within a spelling session, dictation or core skills session. These should take place at least twice weekly.
- High expectations of writing are needed. Teachers need to model good handwriting at all times, for example, when writing on the whiteboard and marking books.
- Children are introduced to joined handwriting as soon as they have mastered the shape of individual letters in EYFS.
- **Pen licenses can be awarded from Year 3 for consistent fluidity and correct joins.**
- The **Pen Pals** handwriting scheme should be followed.

## **Writing sessions**

### **Extended writing**

- As noted, reading (primarily the class novel or key text in KS1) should naturally inspire writing.
- Teachers should plan for children to produce an extended written piece **each week**. This is of course flexible: a longer narrative may take two weeks while two shorter genres, for example, a diary and a description, may be completed in less time.

### **Genres**

- Genres are suggested for each novel in the English yearly overview. However, it is important for the teacher to select the best writing activities from the recommendations presented, as they will know the text best as they experience it with their class.
- Teachers must ensure they are covering a balance of the range of genres suggested for their year group across the year on the overview.

### **Poetry**

- Poetry must feature each half term; this may be the focus of a reading lesson.
- Teachers should aim to offer poetry-writing experiences termly.
- Again, these opportunities can be cross-curricular, e.g. in topic or RE.

### **Three Stage Model – Prepare, Practise, Apply**

- When planning lessons, teachers should follow the 'Three Stage' format (see next page) and incorporate a mixture of transcriptional and compositional objectives, as well as editing and peer/self assessment activities.

## **Cross-curricular writing**

- English really is a fundamental part of the **whole** curriculum. Children should be given meaningful opportunities to apply their writing skills in every subject.
- Extended pieces of writing in topic should be marked with English in mind, using the writing marking codes or stampers to instil the knowledge that writing skills are pertinent to every subject. This is not to disregard the fact that the learning objective of the lesson centres on the subject of interest in its own right, but reinforces that high standards of writing should be modelled and expected in EVERY subject.
- The yearly English overview document maps out cross-curricular learning opportunities for each year group based on the Cornerstones topic, e.g. a biography about Queen Victoria in history, a postcard in geography or an experiment write up in science.
- Cross-curricular writing will be a focus of the SLT across the year.
- Teachers must maintain a constant focus on spelling, punctuation and grammar throughout every area of the curriculum and never pass up an opportunity to constructively correct an error or demonstrate a rule.

## **The PPA Three-Stage Model – Prepare, Practise ,Apply**

### **Stage 1: Introduce the Topic and Genre - Prepare**

- During this stage the pupils will be introduced to the genre in a variety of ways, depending on their age and familiarity with the genre. Activities may include feature spotting, comprehensions, research, scavenger hunts, text analysis, text comparison etc.
- By the end of the stage, they will understand and will be able to identify the features of the genre, for example, they will be able to create a success criteria list for this genre on the working wall.
- Children *may* complete a practice piece of writing during this stage so that you can see if they understand the features and what skills you will need to focus on in the next stage.
- Children **must** be exposed to quality examples and models of the genre and this may require you to write your own version of the genre, containing all of the features you expect the children to use in their own writing. The pupils need to see the expected standard.
- Use Talk for Writing with the children, particularly KS1, to help them to internalise the writing.

### **Stage 2: Skill development - Practise**

- During the next stage, pupils will begin to gather ideas for their own piece of writing whilst practising the skills they will be expected to apply in their writing, e.g. using a particular type of punctuation.
- In fictional genres, pupils may practise their skills of describing, perhaps designing and describing characters and settings as well as the creation of word banks to support their writing.
- In non-fiction genres, children may need to research and write notes, individually, in groups or as a whole class.
- This stage is all about preparing for writing and is an opportunity to discreetly teach SPAG objectives relevant to the genre of focus. Use lots of mini-plenaries during this stage to share examples of good writing, driving progress with the expansion of vocabulary and application of skills.

### **Stage 3: Planning, Drafting and Editing – Apply**

- By the end of this final stage, the pupils will have produced a final copy of the genre.
- The children will need to create a plan; consider using Talk for Writing.
- Encourage them to magpie good ideas that they have seen in the earlier stages, referring to the class-working wall.
- Self-assessment – Ensure the children are involved in the creation of the success criteria list and assess their own work.
- Peer-assessment – Encourage peer assessment opportunities. Lower ks1 could be verbal to begin with, progressing to pictorial form in relation to our marking stampers.
- Allow opportunities for writing a first draft, e.g. in a jotter or on a whiteboard for Ks1, with opportunities for editing and improving. A shared first draft is also an option to model the skills expected – up levelling together.
- Provide children with immediate feedback wherever possible.
- Final copies (independent) can be used as evidence for the moderation and assessment grids.
- Redrafting should be promoted on a realistic basis, relating often to a target.

## **Improving creative writing with DADWAVERS**

DADWAVERS! is a technique suggested by the Literacy Shed to improve sentence starters and variation. It is a mnemonic that stands for:

Description  
Action  
Dialogue  
When  
Adverb  
Verb  
Estimation of time  
Rhetorical question  
Simile or metaphor  
! Exclamation or onomatopoeia

Each of these are sentence starters and ensure varied sentences. The Literacy Shed Plus has some fantastic examples and planning sheets for inspiration. Children should be introduced to these in stages DAD, DADWAV, DADWAVERS in order to learn to use each sentence type correctly.

**The DADWAVERS app** is also a **superb** resource available on the iTunes store for use by teachers and children to help improve writing. The app provides a word bank, over 70 model sentences and a model text using DADWAVERS for each of the following genres: Adventure, Fairy Tales, Fantasy, Ghostly, Mystery, Myths and Legends and Sci Fi.



## **Reading**

We believe that pupils should develop a love for reading and be given the opportunity to read a range of fiction, poetry and non-fiction texts and access a wide selection of texts and genres. Reading is taught in a variety of ways.

### **Individual reading sessions**

- Children should be heard reading individually at least once a week.
- Individual reading books are taken home and read with parents/carers. The reading record should also be completed.
- Children should be rewarded for reading at home through the use of DOJOS, e.g. 1 DOJO for reading 3+ times a week or 2 DOJOS for reading every day for ten minutes.

### **Read Write Inc**

- Read Write Inc is a very successful reading programme that enables every child to become a confident and fluent reader.
- Children in EYFS and Ks1 are taught daily for 30 minutes in Read Write Inc groups that are pitched correctly for each child.
- These sessions include both phonics teaching and reading using Read Write Inc books.
- Children are constantly assessed through teacher observation and formal assessment is completed each half term by the Read Write Inc manager. This assessment is then used to place children in groups with other children at a similar stage to them.
- Children in KS2 who are identified as being below national averages for phonics and reading receive additional support through targeted Read Write Inc sessions.

**Daily whole class reading** - Pupils are discretely taught the skills of reading through teacher modelling and shared reading. In these sessions children are taught to examine texts using the VIPERS skills (**V-Vocabulary, I-Inference, P-Prediction, E - Explain, R- Retrieval and S-Sequencing/Summarising**).

**Comprehension** – Pupils in Years 2 + should complete a weekly comprehension task in a discrete lesson, as well as homework reading activities. Comprehensions can be incorporated into topic lessons.

**Reading boosters** – Children requiring extra support will take part in reading booster programmes – 1:1 or small guided groups.

**Library** – Children should be able to visit the school library weekly to encourage a love of reading at home.

### **Reading Vipers**

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equences or Summarise




**Story time** – Story time should be timetabled in and remain a daily part of school life from EYFS to Ks2 class novels, in order to develop a love of literature, spark imagination and develop children’s language skills.

## **Reading scheme**

- Oxford Reading Tree is used as the main reading scheme through EYFS and Ks1. The book bands are supplemented for variety with *Phonics Bug*, *Rigby Star* and *Oxford Variety Levelled Readers*.
- The KS2 reading scheme comprises Oxford Variety levelled readers: including *Myths and Legends*, *Chucklers*, *In Fact*, *Graphic Novels* and *Project X*, as well as *Tree-Tops non-fiction* and *Phonics Bug*.
- Both Ks1 and Ks2 have a free reader library with challenging texts to extend for greater depth.

Expected Reading Levels

 Expected range



Oxford Reading Tree	Book band colour	R	Y1	Y2	Y3	Y4	Y5	Y6
1/1+	Lilac							
1+	Pink							
2	Red							
3	Yellow							
4	Light blue							
5	Green							
6	Orange							
7	Turquoise							
8	Purple							
9	Gold							
10	white							
11	Lime							
	brown							
12	grey							
13								
14								
15	Dark Blue							
16								
17	Dark Red							
18								
19	Red +							
20								
	Advanced							

## Whole class reading

- Whole- class reading sessions ensure that children of all abilities are immersed in the same high-quality literature and the discussions that these texts promote.
- Whole class reading will take place **daily for 30 minutes across the school**.
- Read Write Inc groups will run during this time. Therefore, children in Year 2 should have an additional VIPER session in addition to the Read Write Inc programme, e.g. on an afternoon.

### Struggling Readers – Access for All

- A recommendation is that children work in **mixed-ability pairs**, so as to allow for frequent, paired discussion. It is essential that less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions.
- Whole-class reading is not a substitute for teaching children how to decode fluently.
- Children who cannot fluently decode age-appropriate texts should take part in **daily reading intervention** during assembly, booster sessions or as part of Read Write Inc daily reading groups.
- In addition, the Friday lesson of your weekly reading sessions could be used to set independent VIPER questions or extended response style questions for the rest of the class, while the teacher takes a group to work on decoding and fluency strategies.

### Texts

- The class novel should be used as the main text.
- It is recommended to use linked non-fiction texts to develop the children's knowledge base of the text they are studying.
- Visual and film VIPERS, alongside poems, may be incorporated within your reading lessons.
- The class novel should be read in story time, for approximately ten minutes a day. This ensures the children who are working in different groups (e.g. Read Write Inc) during the daily reading session do not miss out on the class novel.
- In your reading lessons, you are then able to cover a key chapter or extract that the children have listened to. Therefore, you will not focus on every single chapter in these sessions – only the crucial ones.
- Teachers may also decide to read unseen extracts; this is entirely the teacher's choice.
- Working at this pace should enable classes to complete a text a half term and this rate of coverage should ensure pace and interest in the text is maintained.

## Whole Class Reading Session Guidance

### VIPERS

- Whole class reading sessions should link to **VIPERS**.
- The Literacy Shed offers a teacher discussion guide based on VIPERS for most of the selected novels.
- In KS2, we expect children to articulate which skill they are using when answering a question.

### Session structure examples

- There are lots of approaches to a whole class reading session and undoubtedly we will make changes along the way. Teachers will experiment with lesson structure and what works.
- Lessons will vary depending on the focus, but roughly sessions will include reading an extract, quick-fire questions/discussion, modelling a skill and independent/paired application of the skill.

### **Part 1) Reading - Introduction of chapter or extract (10 mins)**

- The teacher should typically begin the reading in the session, modelling good use of intonation, movement, volume and expression. Children will pick up good reading styles from teachers' performances.
- Children may then be asked to take over reading. On a signal, children may read together in chorus. Independent reading may feature also, with the lower ability children reading alongside their support partner.

### **Part 2) Quick fire discussion / Modelling skill (10 mins)**

- **Quick fire questions** - At a basic level, these questions allow you to assess if the children have understood and accessed the text. It may take the form of true/false activity or a speedy retrieval quiz (paired, independent or whole class).
- **Focus VIPERS** - Children must be given opportunities to focus on each VIPER skill in separate lessons. (VIP – showing most in SATS). Therefore, each lesson may focus on one or two particular VIPER skills, with some sessions focusing on a range of skills.
- **Vocabulary** - You may choose to focus on vocabulary as the main VIPER skill at the beginning of each week **or** in each individual session, you may choose to display and discuss new vocabulary before it comes up in reading. Any opportunity to explore potentially new words or phrases throughout the week should be welcomed. These words could be displayed or referred to throughout the week on a working wall, or children could collect them in a word web in their reading books.
- **Modelling** - Teachers will need to model how to answer a particular type of VIPER question before children attempt further questions using this skill. If the

skill is explaining for example, the teacher should model a high-quality response with evidence provided to support. Teachers should model and encourage children to make good use of sentence stems.

### **Part 3) Application of VIPERS skill (10 mins)**

Children work on VIPERS activities independently or in pairs using the VIPER template for questions in their books. Questions can be differentiated to address specific skill gaps but this should involve only slight tweaking.

As noted, Friday's lesson may be a collection of VIPERS questions.

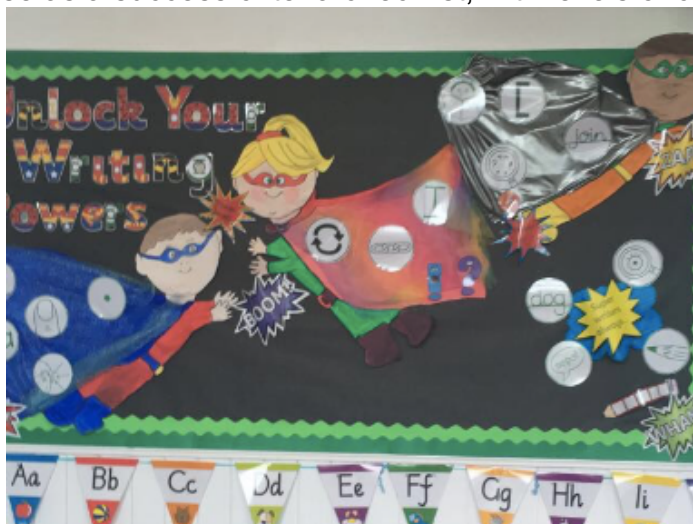
The teacher can work with a group or work around everyone. It is sensible to stop and discuss answers for instant and effective assessment. This gives you an opportunity to sit with the children and talk through any misconceptions. Teachers are advised to make use of self and peer marking in some sessions.

## **Displays**

- **Presentation Promise** – The Presentation Promise should be displayed in each classroom, with the appropriate marking stamps in EYFS and KS1, and pupils and adults should sin this.
- **Make your writing super or equivalent** – This display is linked to the marking stamps in KS1 should be a key focus. This display is linked to the specific VGP skills in each particular year group and can be used as a success criteria checklist.
- **Spelling display** – Each class should have a spelling display so the words of that week's spelling test or rule are displayed in the classroom. Another alternative spelling display could be 'words we are working on', which can act as a working wall with tricky spellings being added by the children. Common exception words should be on display in Ks1 classrooms and/or children should have access to common exception spelling word mats.
- **Punctuation** – Punctuation characters or equivalent should be displayed with the names of each piece of punctuation (year group specific).
- **Word walls/terminology** – Word Walls should be used to display key vocabulary and terminology.
- **Working Wall** – Each classroom must include a working wall to reflect the current area teaching for BOTH reading and writing. Key vocabulary and learning aids must feature to support the children's learning of the current topic.
- Displaying high-quality examples of children's work, following the presentation promise, is encouraged in English.
- **Reading and phonics -** The reading VIPER posters should be on display. Read Write Inc speed sound charts should be on display in EYFS, Y1 and Y2 classrooms.

## Marking

- In KS1, the visual marking stampers should be incorporated into a visual display, which children can use as a success criteria checklist, with levels of challenge, to



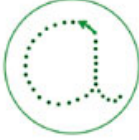













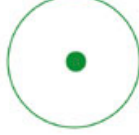


improve their writing.

- Lesson success criteria will be based on the stampers.
- The stampers will be used to indicate next steps and challenges in marking in Ks1.
- Standardised success criteria lists for Ks2 must be used, with Ks1 success criteria lists to directly relate to the marking stampers.

Date: 01.06.16	LIFT: Using ambitious adjectives, write a narrative that involves unusual twists and ideas, based on the fairy tale of Cinderella	
Pupil		Teacher
	All: Write in a narrative form, including a clear introduction, middle and ending.	
	Include paragraphs, CL, commas and full stops.	
	Create descriptive sentences (use ambitious adjectives)	
	Use parenthesis (extra information in brackets, commas or hyphens)	
	Link paragraphs using ambitious adverbs (E.g. Unusually, the next day was heavy with the promise of thunder.	
	Short sharp sentences for impact/suspense	
	Extend: Use relative clauses beginning with who, which, where, why, whose, that, or an implied pronoun	
	Extend your information on places by including prepositions	

	Success Criteria	Pupil	Teacher
Skills			
	,		
	Aa		
	I		
Genre			
Edit			

## KS1 Marking Codes

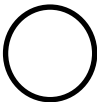
	Form letters correctly		Use exciting vocabulary
	Presentation Promise		Use conjunctions
	Sit letters on the line (descenders and ascenders)		Read and check
	Think before you write / plan your sentence.		Use capital letters for proper nouns.
	Sound out to spell		Use punctuation ( <i>higher level</i> )
	Use capital letters		Use paragraphs
	Use finger spaces		Join your handwriting
	Use full stops		Target reached
	Spelling mistake		





## **Information from the Marking Policy (September 2017)**

- In order to provide clarity of marking, symbols are simple and accessible for all children to understand. Supportive comments are essential in order to make marking key stage appropriate and help the children understand what they need to correct and why they need to do it.
- Marking symbols must always be written neatly in the margin on the line where a misconception occurs, underlining the part of the sentence that needs improvement. Marking symbols are progressive, explained and reinforced clearly to the children. Marking symbols are displayed on class displays as a reference point for the children. This ensures that children at all stages of their development are able to access the feedback from the teacher and can move their learning on quickly and often independently.
- Marking comments challenge the child and move learning on. Next steps can be used in several different ways, showing how to improve work next time or accelerating progress for those who have met their targets.
- 'Next steps' ask a child an open-ended question, but will ask for reasons and examples within the answer to encourage higher thinking.
- 'Next steps' comments aid and extend learning in an immediate manner; they must always contain an action to be carried out, whether this is answering an open question or editing work to improve it in a specific and guided manner.

## **KS2 Marking Symbols**

<b>T</b>	Tense	The wrong tense has been used (specify past, present or future)
<b>SP</b>	Spelling	The underlined word must be copied correctly into their spelling book
<b>P</b>	Punctuation	Punctuation has been used incorrectly or is missing (specify within comments)
<b>G</b>	Grammar	The underlined words have been used incorrectly (assist using comments)
	Good use of text features / specific subject content / correct calculation	Circle any mistakes and use the symbols to explain why

## **End of marking highlighting**

 Objectives met	Celebrates achievements of key features within the children's work based on the learning objective
 Next steps	Addresses misconceptions by requiring an action by the pupil to ensure progress

## **Targets**

- Children's achievements must be celebrated in marking through the use of stickers and stampers. Green highlighting codes and comments will help children to see what they have done well in their writing.



- Teachers must maintain high quality marking by offering feedback for improvement including next step challenges – yellow coding.
- After a final copy of each extended piece, personalised targets can be added to the target pencil in the writing book.
- Pupils should be given opportunities to self-assess against the personal targets.
- Targets can also be continually assessed by the teacher and amended as necessary with the children.

## **Oracy**

Oracy is at the heart of every classroom at Browney Academy.

- Children are given frequent opportunities for paired or group talk; this is certainly the philosophy of successful Read Write Inc practice, with each child having a fixed talk partner.
- Children are given opportunities to record their reflections on whiteboards, post-its or in jotters before discussion.
- Children are taught key talk behaviours when working in pairs and small groups through effective modelling.
- Ranges of strategies are used to engage children in oracy activities, e.g. word waves; thought showers; snowballing; pounce and bounce; freeze frames; hot seating; listening triads; maps from memory and ABC.
- Mini-plenaries are used in lessons to encourage student joint reflection on learning and next steps.

## **EYFS additional guidance**

**Phonic display** - Please display the appropriate graphemes according to stage being taught (Read Write Inc speed sound charts).

**Common exception words** - Display the tricky words (red words) relating to the Read Write Inc phases as and when the pupils have been taught these words. These can be displayed and referred to throughout the year.

**Individual reading** – Books and key words are taken home and read with parents/carers. Reading records are completed and used as a means of communication between home and school.

**Punctuation and marking codes** – In the summer term, children will be introduced to the KS1 marking stampers/success criteria codes, for examples, in the form of a display.

