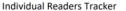


Phonics and Individual readers

- ELS phonics end of year 1
- Oxford Colour Bands tracked and recorded less as you go into Key Stage 2 up to the end of year 4 at least.
- Teacher assessment and PM Benchmarking
- Info on website for reading at home daily but at least x 4 per week



/ear Group: Term:

Week beginning																				
Name	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri





Skylarks Class Reading Level Tracker

Age Related							End of			End of		
Expectation	Diele	Dod	Valley	Blue	Cucon	Orongo	Year 1	Durrele	Cold	Year 2	Lime	Drown
Name	Pink	Red	Yellow	blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown
										1	1	



- Daily class book
- Range or diverse authors and subjects
- Shared joy
- Deeper comprehension of extracts
- Exposure to classic texts and a breadth of authors preparation for secondary school
- Fiction, non-fiction and poetry





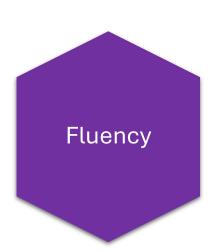
Three key elements of reading fluency: **accuracy** in word decoding, **automaticity** in recognising words, and appropriate use of **prosody** or meaningful oral expression while reading. Hudson, Lane and Pullen (2005):

Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension. Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.

When good readers read aloud, it sounds like music. The music of reading aloud is called reading prosody, or, in everyday language, reading with expression — Schwanenflugel and Flanagan Knapp 2017

As children develop better reading skills, they start making variations in pitch, they pause in the right places, and they emphasise segments in text.

It supports understanding and comprehension at the point of reading

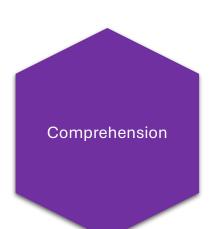


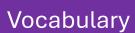
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What do we teach across the week in Key Stage 2? A planned, structure set of 5 lessons which include:

- Modelling prosody
- Choral and echo reading to practise prosody
- Tracking whilst reading and listening
- Text marking
- Paired reading to practise prosody

Children have experienced the text and vocabulary several times before they get to the comprehension questions.





- Extract from the class book and a range of recommended non-fiction texts pitched at the correct level.
- Tier 2 words
- VIPERS retrieval questions and big ding (work with a partner to prepare, follow the text and shout 'ding').
- Share points of interest about the text and use their fast finger to follow.

The day after the night that the elephant arrived, Peter was again at the market square. The fortune-teller's tent was gone, and Peter had been entrusted with another florit. The old soldier had talked at great length and in excruciating detail about what Peter had to purchase with the coin. Bread, for one, and it should be bread that was at least a day old, two days preferably, but three-day-old bread, if he could find it, would be the best of all.

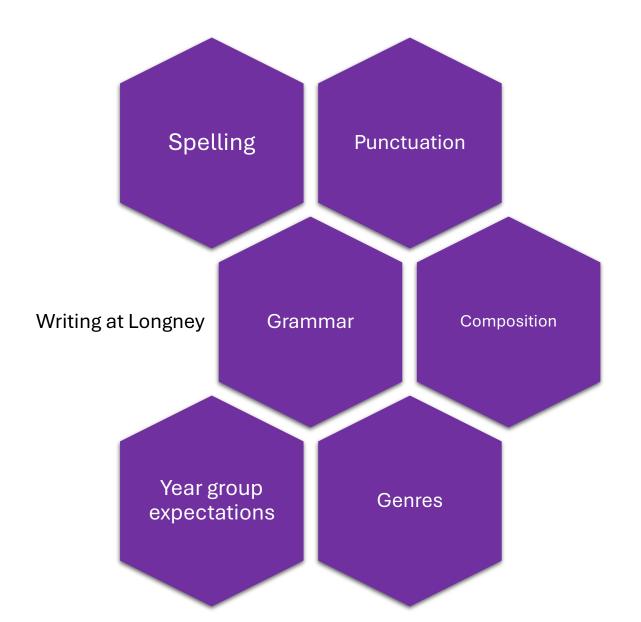
"Actually, see if you cannot locate bread with mould growing on it," said Vilna Lutz. "Old bread is a most excellent preparation for being a soldier. Soldiers must become accustomed to rock-hard bread that is difficult to chew. It makes for strong teeth. And strong teeth make for a strong heart and therefore a brave soldier. Yes, yes, I believe it to be true. I know it to be true."

<u>How</u> hard bread and strong teeth and a strong heart were connected was a mystery to Peter, but as Vilna Lutz spoke to him that morning, it became increasingly obvious that the soldier was once again in the grip of a fever and that not much sense would be had from him.

"You must ask the fishmonger for two fish and no more," Vilna Lutz said. Sweat shone on his forehead. His beard was damp. "Ask him for the smallest ones. Ask him for the fish the others would turn away. Why, you must ask him for those fish that the other fish are embarrassed even to refer to as fish! Come back with the smallest fish, but do not - do not, I repeat - come back empty-handed with the lies of fortune-tellers upon your lips! I correct myself! I correct myself! To say 'the lies of fortune-tellers' is a redundancy. What comes from the mouths of fortune-tellers is by definition a lie: and you. Private Duchene, you must, you must, find the smallest possible fish."

Writing at Longney





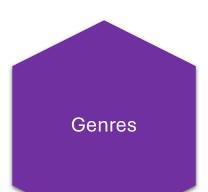


Taught from Year 2 upwards following on from phonics

ELS spelling in Year 2

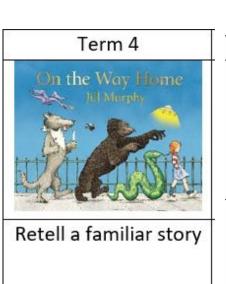
No-nonsense spelling in Key Stage 2

Expectation when writing – linked to marking

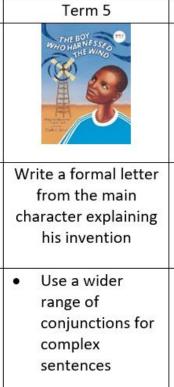


Long term plan to ensure breadth of audience and purpose Writing unit planning cycle

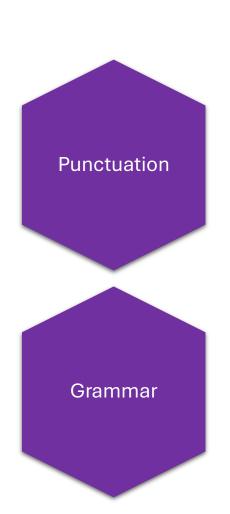




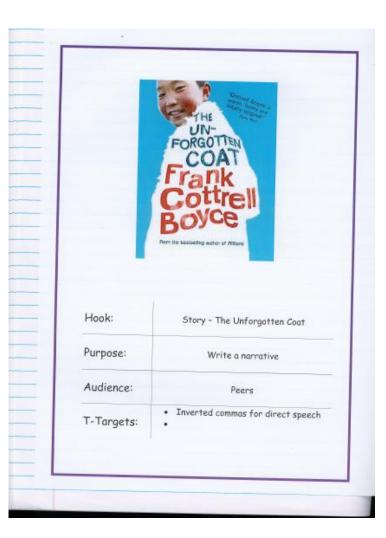
 Use co-ordination (and*, or, but)











Wednesday 2 9th January

Features of a Narrative

A creaking of the door brought our class to a sudden halt. A creaking of the door brought Mrs Jones' teaching to a sudden halt. Frozen in the doorway, which towered over him, there he was. The new boy. Wrapping its arms around his face was a tattered, emerald scarf but what could it possibly be hiding? "Who's that?" James whispered to me as Mrs Jones shuffled towards Mrs Edwards, who was standing next to the new arrival "Good morning," beamed Mrs Jones, "there's a seat over by the window for you so come in." Silence. Total silence. What could his issue be? I asked myself- he shouldn't be scared of us. As he took his seat - still in total silence - the boy's glare clung to each of us as much as his scarf clung to his face. "Welcome to our class," Mrs Jones said softly, "we're very excited to have you in our class but I need you to take your scarf off, please." Silence. Total silence. Could we be about to watch a battle between Mrs Jones and him- the new boy? Tve assigned you a good guide, who is someone that will look after you, while you settle in," Mrs Jones announced as she pointed to me, "Edward will take good care of you." Would I? Would I take good care of a boy, whose face was still hiding behind a scart?

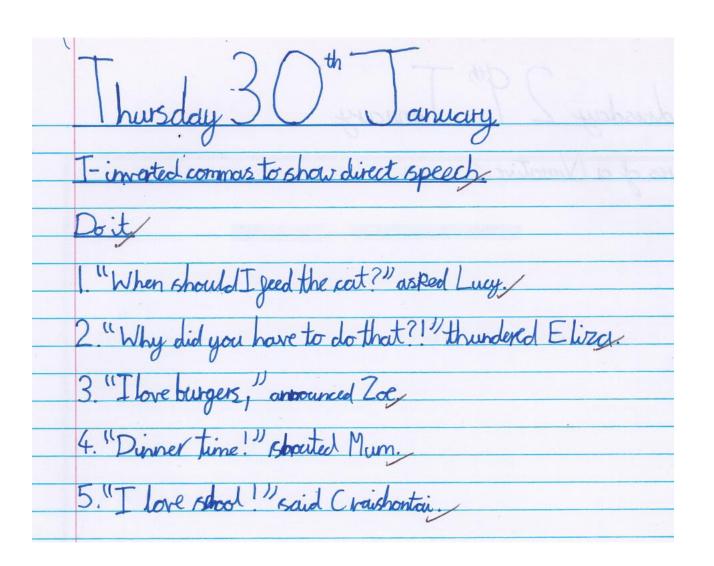
An entire lesson of silent glare was eventually broken by the shrill ring of the bell - break time. As stampedes of children made their way to the playground, which was at the back of the school. I wondered how I was ever going to get him to talk. "Are you coming to play? growled a muffled voice, which I'd not heard before. Shock pinning me to the playground, my body managed a mere nod of the head-could that really be him talking? With the scarf still tightly wrapping its arms around his face, we walked - side by side - across the playground. "So, how are you finding it here?" I asked, curiously.

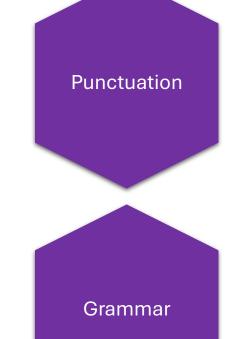
"It's odd," he grunted "it's not like Jamaica." Jamaica I thought to myself. It's colder here than it is in Jamaica but it's still 24° today - he must be boiling with that scarf on. "Aren't you hot with that on?" I asked, not knowing if I was brave enough to ask. "No," he bellowed. "You can't see it." See what? What couldn't I see? What could he possibly need to hide from me?

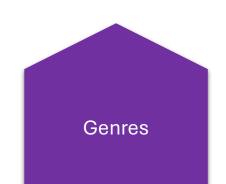
Punctuation

Grammar

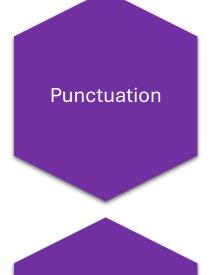




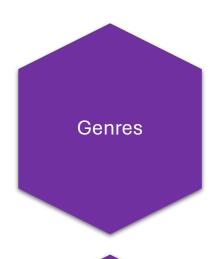




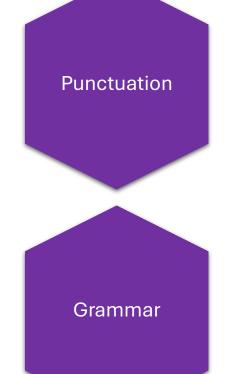
Securet and help you if you need it, "commented Julie. 2. "Nergii, please con yartake of your host-however cosy it may be, you need to take it off, asked a concerned Mrs. Spendlove. 3. No. Nergen needs to keep his hat on. It will be dangerous y he takes it off, "argued Chingis. 4. Where are all of the boys? There should be more than this," asked Chingis 5. The other boys are playing football, on the Blue playground,"
replied Julie.

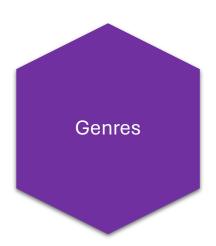


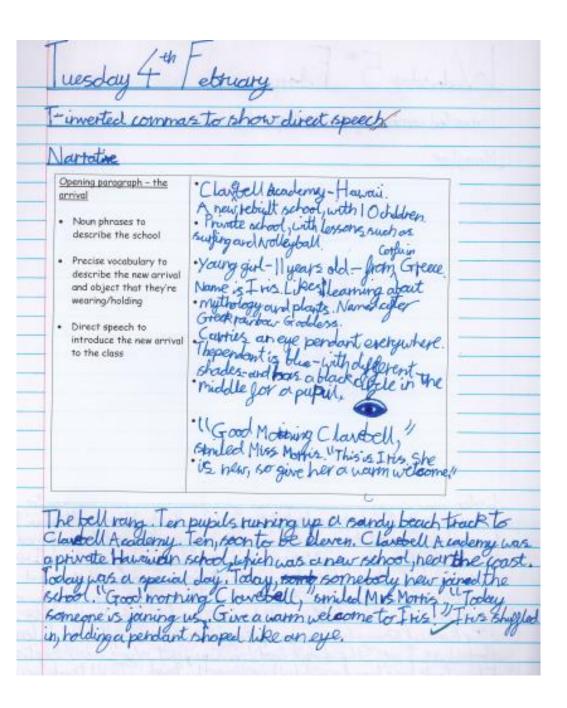
Grammar

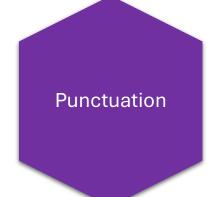


T- inverted commons to show direct speech Deepen to Today has been a bit strange, the day that me and Nergui started at air new school-Linaire Primary School. As I woulded down the corndor-holding Nerguis terrified hand-I told him that everything will be okay. He simply nodded The truth was, I was also terrified I didn't know what was going to happen today I didn't know where we were going right how I didn't know a lot about England, but I go on about Mongolia. He came from Mongoliate came out of the office door on our right. She smiled when she saw us and asped me if I was lost. I replied, "Yes. Please can you show us where To go? The lady looked at me and asked me my home. My name is Chingis, and this is Nergui. I think we need to go to Mrs Sperdlove's class, I heard the hame being mentioned, I replied to her. She arranged back, "Oh yes, my name is Mrs E awards. I'll take you there now." When we got there, I opened the door to Mrs Spendlove teaching the class something—I think it was English. "Well, class this is Chingis. He is new 50 give him a nice, warm welcome whilst he is here," Mrs Spendlove arranged. The one thing I was thinking therewas, why hasn't she literalized Nerguiset?

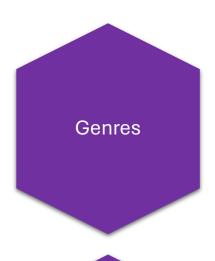


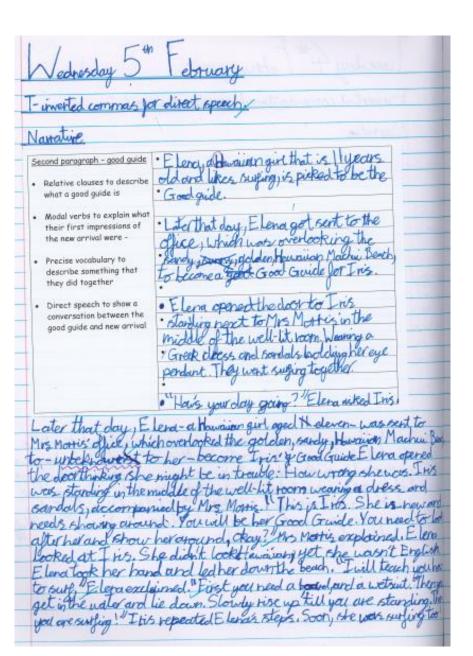


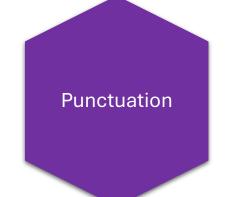




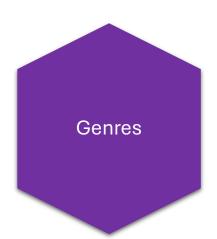


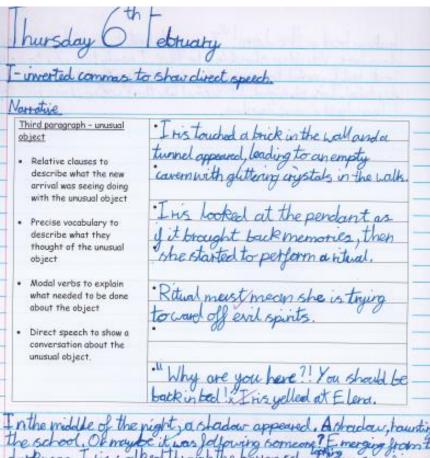




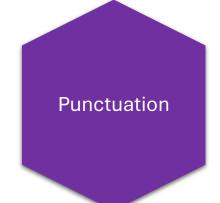




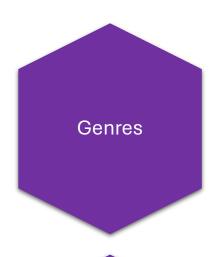


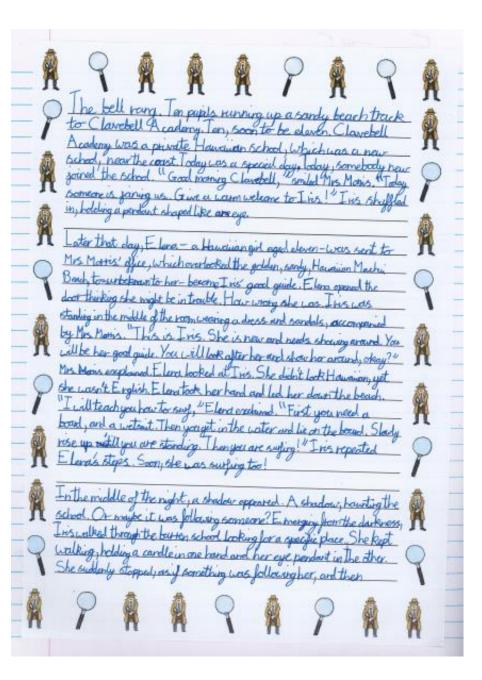


In the middle of the night, a stadow appeared. Actordow, howeter the school. Of mayor it was following someone? Emerging from I dorkness, I his walked through the barrenschool of a specific place. She kept walking, holding a condle in the hand and a heye pendant in the other. She suddenly stopped, as I something was following hexard then continued reaching the end of the conden. I ris held the toth we, so she could see, pressed a white brickthat looked different to the others) into the wall. A turned turned opened opened up, leading to an a glitting crystal carem. I his stopped into the turnel, and the door word behind her She walked into the carean and sat on the floot. She stared at the pendant, as it it height back memories, and started to perform a rivial. Just as she finished, Elewalked in, cappinges I shed done something armony. Why are you have?! You should















Writing

- I can use the possessive apostrophe correctly in words with regular plurals e.g. girls' and in words with irregular plurals e.g. children's
- I can spell more complex words that are often mis-spelt.
- I can use the first two or three letters of a word to check it's spelling in a dictionary independently.
- I can write so that <u>all of</u> my letters are easy to read, of regular size in relation to each other and well-spaced.
- I can plan and use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together, with headings and subheadings in non-fiction.
- I can create settings, characters and plots that excite the <u>reader</u> and I can adapt my work depending on the purpose and audience.
- I can <u>proof read</u> my writing for spelling and use of punctuation independently.
- I can use the correct form of the verb inflection e.g. we were instead of we was
- I can make my writing interesting by using adjectives, exciting vocabulary and other descriptive methods.
- I can use an adverbial phrase at the start of a sentence followed by a comma e.g. Later that day, I heard the bad news.
- I can use inverted commas and other punctuation to indicate direct speech.

Writing

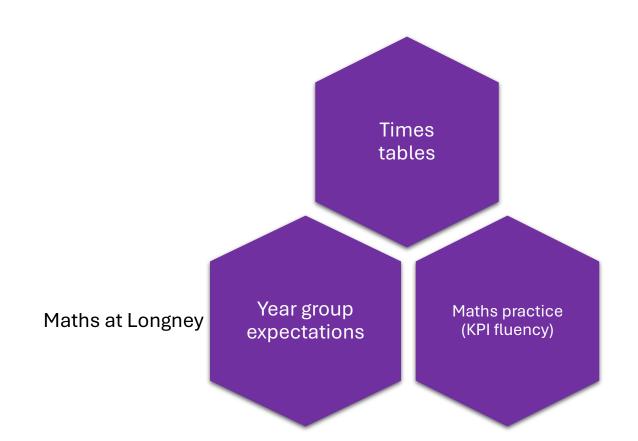
- I can fluently and confidently meet all of the year 4 writing end of year expectations.
- Spell some of the year 5 and 6 words correctly.
- Write increasingly legibly, fluently and with increasing speed.
- Use expanded noun phrases to describe.
- Use devices to build cohesion within and across paragraphs
 e.g. adverbial phrases, tense choices.
- Use brackets, dashes or commas to indicate parenthesis and clarify meaning.

Individual to your child and where they are on the journey across the year Cyclical - overlap

Allows majority to stay on the year group expectations

Maths at Longney





Maths mastery

Learning is broken into manageable steps with predetermined objectives and specified outcomes. Children are given opportunities to demonstrate mastery before moving on to new material. Mastery learning allows for both support of individual children and a deeper level of learning.

Time	Year group A	Year group B
	(Higher year group)	(Lower year group)
20	Maths Practice	Teacher input and teacher
minutes		support with Do It
20	Teacher input and teacher	Independent work of
minutes	support with Do It	Secure It and Deepen It
20	Independent work of	Maths practice
minutes	Secure It and Deepen It	

Maths practice

KPIs are the essential learning that all children need to have a secure understanding of, to meet at least expected standards by the end of KS1/2.

There are 24 KPIs identified for Years 1 to 6 representing all strands of mathematics but with an emphasis on Place Value, Number Facts and calculation.

	Arithmetic Paper 1	Percentage of marks for each content domain								
		Number and place value	Calculation	Fractions and decimals	Ratio and proportion					
	2022	2.5%	55%	30%	12.5%					
	2023	2.5%	55%	35%	7.5%					
	2024	2.5%	60%	32.5%	5%					

Times tables

The MTC is statutory for all year 4 pupils. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in maths.

- MTC check
- UKS2 use place value and known facts
- Weekly times table fact
- Weekly times
 table practice