

Nelmes Primary School/



English Policy

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Contents

| | <u>Page</u> |
|-------------------------------|--------------|
| Introduction | 3 |
| Planning | 4-7 |
| Basic Lesson Structure | 7-8 |
| Reading | 8-10 |
| Writing | 10-11 |
| Spelling | 12 |
| Handwriting | 12-13 |
| Speaking and Listening | 13 |
| Cross Curricular | 13-14 |
| Use of ICT | 14 |
| Library | 14-15 |
| Homework | 15 |
| Assessment | 15-16 |
| Monitoring | 16-17 |
| Resources | 17 |
| Equal Opportunities | 18 |
| Children with SEN | 18 |
| Gifted & Talented | 18-19 |

Introduction

This policy contains a general overview of the approach to teaching and learning of English at Nelmes Primary School. This revised policy was introduced to reflect the 2014 New National Curriculum.

The monitoring and evaluation of this policy is the responsibility of the Head teacher, Deputy Head, The English Coordinator and the Governing body. This process will be undertaken in the following ways:

- Through the systematic analysis of planning
- Through classroom observations
- Through scrutiny of the children's work

The policy will be reviewed at regular intervals.

Purposes of the Policy

The purposes of the policy are:

- To outline the approach to teaching and learning of English at Nelmes Primary School,
- To establish an overall workable agreement amongst staff as to good classroom practice,
- To ensure progression and continuity.

Overall Aims for the Teaching and Learning of English

- To deliver the 2014 National Curriculum to all pupils.
- To develop pupils' abilities to communicate effectively and confidently in a range of formats including oral and written Standard English.
- To develop pupils' capabilities to listen with understanding.
- To enable children to be enthusiastic, responsive, knowledgeable and critical readers.
- To provide opportunities for pupils to use ICT to facilitate and extend their learning in speaking, listening, reading and writing.
- To provide opportunities for pupils to use their skills in English to facilitate their learning in all the other areas of the curriculum.

Planning

2014 National Curriculum

The objectives for each year group are taken straight from the 2014 National Curriculum. These are then divided up into three terms' worth of work. The objectives are split into 12 strands.

1. Speaking
2. Listening and Responding
3. Group discussion and interaction
4. Drama
5. Word recognition: decoding (reading) and encoding (spelling)
6. Word structure and spelling
7. Understanding and interpreting texts
8. Engaging and responding to texts
9. Creating and shaping texts
10. Text structure and organisation
11. Sentence structure and organisation
12. Presentation

Medium Term Plans

All year groups plan work using the National Curriculum objectives for English. These are taught through looking at different text types. The text types are broken up into three different genres: narrative, non-fiction and poetry.

This provides the teachers with a starting point from which to plan a unit of work. They must also ensure that objectives from all the strands are covered. There is an expectation that each class teacher will adapt these units to suit the needs of the specific needs of the children in their class.

| Year | Term 1 | Term 2 | Term 3 |
|---------------|---|---|--|
| Year 1 | Unit 1 - Stories with familiar settings (4 weeks) | Unit 2 - Stories from a range of cultures/Predictable and patterned language (4 weeks) | Unit 3 - Traditional and fairy stories (4-5 weeks) Unit 4 - Stories about fantasy worlds (4 weeks) |
| | Unit 1 - Labels, lists and captions (1 week) Unit 2 - Instructions (2 weeks) Unit 3 - Recounts/dictionary (2 weeks) | Unit 4 - Information texts (5 weeks) | Unit 5 - Recount fact/fiction (2 weeks) |
| | Unit 1 - Using the senses - Poetry (2 weeks) | Unit 2 - Pattern and Rhyme - Poetry (2 weeks) | Unit 3 - Poems on a theme (2 weeks) |
| Year 2 | Unit 1 - Stories with familiar settings (4 weeks) | Unit 2 - Traditional stories (4 weeks) | Unit 3 - Different stories by the same author (3 weeks) Unit 4 - Extended stories/Significant authors (3 weeks) |
| | Unit 1 - Instructions (4 weeks) | Unit 2 - Explanations (3 weeks) Unit 3 - Information texts (4 weeks) | Unit 4 - Non-chronological reports (4 weeks) |
| | Unit 1 - Patterns on the page - Poetry (2 weeks) Unit 2 - Really Looking - Poetry (2 weeks) | | Unit 3 - Silly Stuff - Poetry (2 weeks) |
| Year 3 | Unit 1 - Stories with familiar settings (3 weeks) | Unit 2 - Myths, legends, fables and traditional tales (4 weeks) Unit 3 - Adventure and Mystery (4 weeks) | Unit 4 - Authors and letters (3 weeks) Unit 5 - Dialogue and plays (4 weeks) |
| | Unit 1 - Reports (4 weeks) | Unit 2 - Instructions (3-4 weeks) | Unit 3 - Information Texts (4 weeks) |
| | Unit 1 - Poems to perform (1 week) | Unit 2 - Shape Poems and Calligrams (2 weeks) | Unit 3 - Language play-poetry (2 weeks) |

| | | | |
|---------------|--|---|---|
| | | | |
| Year 4 | Unit 1 - Stories with historical settings (3 weeks) | Unit 2 - Stories set imaginary worlds (4 weeks) Unit 3 - Stories from other cultures (3 weeks) | Unit 4 - Stories that raise issues/dilemmas (4 weeks) Unit 5 - Plays (2-3 weeks) |
| | Unit 1 - Recounts newspapers/magazines (4 weeks) Unit 2 - Information texts (3-4 weeks) | Unit 3 - Explanation texts (2-3 weeks) | Unit 4 - Persuasive texts (4 weeks) |
| | Unit 1 - Creating images (2 weeks) | Unit 2 - Exploring form - poetry (2 weeks) | |
| Year 5 | Unit 1 - Novels and stories by significant children's authors (4 weeks) | Unit 2 - Traditional stories, fables, myths and legends (4 weeks) Unit 3 - Stories from other cultures (3 weeks) | Unit 4 - Older literature (3 weeks) Unit 5 - Film narrative (3 weeks) Unit 6 - Dramatic conventions (2-3 weeks) |
| | Unit 1 - Instructions (4-5 weeks) | Unit 2 - Report/explanations (4 weeks) | Unit 3 - Persuasive writing (5-6 weeks) |
| | Unit 1 - Poetic style (2 weeks) Unit 2 - Classic/narrative poems (2 weeks) | Unit 3 - Choral and performance poems (1 week) | |
| Year 6 | Unit 1 - Fiction genres (4-5 weeks) | Unit 2 - Extending narrative (2 weeks) Unit 3 - Authors and texts (2 weeks) Unit 4 - Short story with a flashback (2 weeks) | Revision |
| | Unit 1 - Biography and autobiography (3 weeks) Unit 2 - Journalistic writing (3 weeks) | Unit 3 - Argument (3 weeks) Unit 4 - Formal/impersonal writing (3 weeks) | Revision |
| | Unit 1 - The power of imagery (2 weeks) | | Unit 2 - Finding a voice (1 week) |

Weekly Planning

Each year group is expected to hand in weekly English planning. This will detail the daily lessons planned for the week including; WALT, differentiated activities and resources that will be used. It will also break down the success criteria for each lesson which will then be used when assessing the children's work. There is also a space within the sheet to detail morning work activities, weekly spellings, homework and guided reading arrangements.

The planning sheets are slightly different for KS1 and KS2 to reflect the different needs of the children on each Key Stage. For example, on the KS1 sheet there is space to detail the daily phonics session.

There is an expectation that all English planning is done on the computer and saved to the shared area of the network so that they can be easily monitored and kept for reference in future years.

The Head teacher keeps a copy of the plans in her office.

Lesson Structure and Organisation

There is an expectation that the children in each year group will have a English hour every day. This will usually be timetabled in the morning although this is flexible.

The way that the hour is organised depends on the year group being taught. In KS1 the first 15 minutes of the session will be spent on a phonic based activity. In KS2 the time will be split into a range of activities including shared reading, shared writing, word investigations, etc. Throughout the course of a unit there should be a balance of text, sentence and word level work planned.

Within each session the teacher should share the learning objective (WALT) and the related success criteria. At the end of the lesson a plenary session should be planned to reflect on the objective, share good examples of work, consolidate areas of misconception and allow children to assess their own and others' work.

Morning Work: In KS2 there is an expectation that Guided reading, handwriting, etc is planned for outside the English hour. The time between 8:45-9:15am should be used for some of these activities. This session, known as 'Morning work time', needs to be planned by the teacher and can either be organised with all children completing a similar task, e.g. handwriting or organised as a carousel of activities with different groups carrying out a task on a particular day. There is a space on the planning grid for these differentiated activities to be outlined.

It is also expected that time will be given to practise writing skills that have been previously taught in other curriculum areas; this will obviously vary from week to week. Members of staff are encouraged to mark on their planning where cross-curricular links are being made.

Reading

Aims

To enable the children to:

- Understand the purposes for reading and learning to read.
- Develop the confidence in their ability to read and see themselves as readers regardless of attainment.
- Become voluntary users of books for pleasure, interest, information and the extension of experience.
- Be able to read fluently and competently from a range of material.
- Draw upon a variety of reading strategies in order to make sense of print.
- Become critical and discerning readers who are able to evaluate the written word.
- Use reference skills
- Appreciate ways in which writers use language to communicate ideas.

Of the 12 stands taken from the Renewed Primary Framework strands 5,7 & 8 refer directly to reading.

5. Word recognition: decoding (reading) and encoding (spelling)
7. Understanding and interpreting texts
8. Engaging and responding to texts

Development of Reading

Books and reading activities are an essential part of classroom life. They are part of the planned activities and the high priority given to books and reading is reflected in the general school ambience and regular classroom activities. These include story sharing, group and guided reading, shared reading and a wide variety of structured reading lessons.

In KS1 classrooms there is a selection of books organised into different genres for the children to read. Teachers and co-ordinators are aware of the need to provide books of different styles and from different cultures. Books are available which are suitable for varying abilities with particular awareness being paid to provide interesting and stimulating texts for any reluctant readers. The children are given time and opportunity to browse through these books.

The books for the children in KS1 to take as their home/school reading books are organised using the Book Bands Scheme, which uses colour-coded stickers to show the level of the book. These books are situated on the shelves along the infant corridor. The books for Guided Reading are kept in the Galaxy Room and are also colour-coded. Big Books for KS1 are kept in the KS1 library.

In KS2 the books are kept within the classroom. Again they are organised using a colour coded sticker system. There is also a selection of free reading books for the children to choose from. Guided reading books are also kept within the classrooms. Big Books are kept in the Junior Library, with a box for Year 3&4 and one for Year 5&6.

Children are encouraged to be critical readers. As they progress through the school they will be encouraged to give their opinions about the books they have read. Older pupils will learn scanning and researching skills; the appreciation of different authors' techniques and other skills associated with specific study skills.

It is our intention to hear the children read individually in KS1 and lower KS2 at least once a week. Those in the earlier stages of reading and those who are experiencing difficulties will read more frequently. Children are taught to develop a full range of reading strategies (syntactic, semantic and graph-phonetic) during individual, small group and whole class sessions. They are encouraged to talk about the text, make predictions and discuss characters and their actions and express preferences.

The beginnings of reading are taught through Oxford Reading Tree scheme. This scheme continues through KS1 and into the early stages of KS2. A wide range of texts from other schemes and sources supplements it, including Jolly Phonics reading books.

Children have a school book to read, which is taken home to be shared with a parent or carer. We recognise the essential part played by home-school links in the development and enjoyment of reading. Each child (up to Year 5 and some specific children in Year 6) has a reading record book in which both school staff and parents are expected to comment. As well as this, the teacher should keep a record of books read and comments linked to progress within the classroom. The management of reading books is organised by the teacher using their professional judgement and knowledge of the individual children within their class.

Guided Reading

It is expected that children will take part in weekly guided reading sessions led by either the teacher or classroom assistant. This session may make up a morning work activity or at another arranged time. The children should be grouped according to ability and a book chosen that they can read with 90% accuracy. These sessions should have a clear learning intention which should be shared with the children. This

session should not just involve each child in the group reading a section of the text. The objectives should be taken from the HIAS publication Guided Reading – which all teachers have a copy of. Records should be kept of these sessions.

All children will also have regular access to the library – see Library section

Writing

Aims

To enable all children to:

- Use the knowledge and understanding of writing they bring to school.
- Develop a positive attitude to writing
- Understand the reasons for writing and learning to write
- Understand that writing conveys meaning
- Write for a variety of audiences and purposes and in a variety of styles
- Use a varied vocabulary
- Become competent and fluent writers
- Develop and organise ideas effectively using coherent and grammatically correct English
- Understand the conventions of Standard English often apply in writing
- Be independent and confident users of the written language
- Communicate the meaning of what is written efficiently
- Draw from a range of strategies when spelling
- Develop dictionary and reference skills
- Use a range of punctuation accurately
- Use legible handwriting, developing fluency in a range of styles appropriate to different purposes.

Of the 12 strands taken from the Renewed Primary Framework, strands 9,10 &11 refer specifically to writing.

9. Creating and shaping texts

10. Text structure and organisation

11. Sentence structure and organisation

Development of Writing

When children start school they are encouraged to develop what they already know about writing, with the teacher modelling the correct version. As the children become more confident one or two areas of transcription may be worked on. (See Foundation Stage Policy) As competence increases the children are expected to write more and to redraft their work paying attention to organisation, use of

language, purpose and audience. Transcription skills are taught in a structured way, but are not emphasised at the expense of discussing the content of writing.

We provide opportunities for children to write in both the narrative and non-narrative forms. These are carefully planned using the Primary Framework. Each unit follows a teaching sequence which gives the children opportunities to read examples of existing texts and analyse the key features, take part in speaking and listening activities which generate ideas for short writing activities building up to time to write a longer piece where feedback and improvements can be made.

Writing is developed through specific lessons and through other curriculum areas where the importance of different styles of writing can be explicitly taught.

Whole class shared writing is used throughout the school to demonstrate good examples of style or to teach specific skills. Structured frameworks and suggestions for planning are taught in order to develop different styles and genres. The Sue Palmer Writing Frames are used throughout the school to help plan the different genres of writing taught. The success criteria for each style of writing are built upon throughout each year and these are shared and discussed with the children regularly.

Guided Writing sessions are also planned for where the teacher is able to work closely with a particular group of children on a specific writing target. These sessions need to be carefully planned for and should be marked on the weekly planning.

Collaboration between pupils in pairs groups or as a whole class can lead to valuable discussion and develops editing and drafting skills. The use of a critical partner is particularly valuable in KS2 to encourage writers to reflect upon their own and others' writing.

Resources to assist with writing are available in all classrooms. As well as dictionaries and thesauruses, words and other writing prompts are displayed and/or collected e.g. story starters, endings, topic words, interesting words or phrases. (The Learning Environment area on the network has some good resources)

The publication of work within the classroom is important and clearly demonstrates the presence of an audience for a piece of work. Book making resources are also available.

The interaction of reading and writing is seen as being critical to the development of writing. Children can learn from specific writing styles and from examples of quality literature, which will lead to the enrichment of their own writing.

Spelling

In the Renewed Primary Framework strands 5 & 6 refer to spelling.

5. Word recognition: decoding (reading) and encoding (spelling)
6. Word structure and spelling

The development of a structured spelling scheme has been aided with the introduction of the following main resources:

- Letters and Sounds
- Jolly Phonics
- NLS Spelling Bank
- Big Book of Spelling
- Nelson Spelling

In the Foundation Stage and KS1 the children take part in 15 minutes of phonic activities everyday as part of the English hour. The main resource used is the Jolly Phonic scheme which has been used since 2007.

In KS2 the children will have regular lessons planned where there is a specific spelling focus. Years 3-6 have the Big Book of Spelling Scheme and the NLS Spelling Bank which provides clear objectives and activities. There is an expectation that children will have spellings to learn each week as part of their homework, the difficulty and amount of spellings given depends on the age and ability of the children (See Homework Policy for more specific guidance). The weekly spellings must be indicated on the weekly English planning and are available to the children via the school website (www.nelmes-haverling.org.uk) using the Spell Anywhere software which allows them to practise their words at home. Teachers are required to regularly update the system with the current words.

Spelling Tests are usually located outside of the English hour time and records should be kept charting individual children's progress.

Handwriting

Strand 12 of the Renewed Primary Framework refers to handwriting.

12. Presentation

All children need to be able to write legibly, fluently and with reasonable speed. The only exception to this would be if a child suffered from a physical/mental difficulty, which might call for the use of computer word-processing.

From Foundation Stage children are shown the correct pencil grip and letter formation. The children learn how to form their letters correctly (See Foundation Stage Policy for more details). The handwriting style, which is used throughout the school, is taken from the Nelson Handwriting scheme and this is begun in Year 1. In the classroom and around the school, the teachers' writing should always provide a good model for the children. The use of the Nelson Handwriting software on the network allows signs and worksheets to be typed using the correct font for a particular year group.

The explicit teaching of handwriting should be regular each week and should be taught outside of the English hour. Activities should be differentiated within the class to cater for differing abilities. A copy of each handwriting textbook and the photocopy master books are kept in the staffroom in the Staff Library.

Speaking and Listening

Language is an integral part of most learning and oral language in particular has a key role in classroom teaching and learning. Children's creativity, understanding and imagination can be engaged and fostered by discussion and interaction. In their daily lives, children use speaking and listening to solve problems, speculate, share ideas, make decisions and reflect on what is important. Most social relationships depend on talk and in the classroom children's confidence and attitudes to learning are greatly affected by friendships and interaction that supports them.

Speaking, Listening and Learning: working with children in Key Stages 1 and 2

In the Renewed Primary Framework strands 1-4 refer specifically to Speaking and Listening.

1. Speaking
2. Listening and Responding
3. Group discussion and interaction
4. Drama

There is a much bigger emphasis on children using speaking and listening activities in the build up to a piece of writing. This is part of each planned unit in the Renewed Primary Framework. Where possible these experiences should also occur in the teaching of all other curriculum areas.

Cross-Curricular Links

With ever increasing demands on the timetable there has become a need to make purposeful links across the curriculum. The staff at Nelmes also believe that a

number of excellent opportunities to practice reading, writing, speaking and listening arise in the teaching of the foundation subjects.

“If children are to write, they need some content to write about. It therefore makes sense to link the teaching of writing to what they learn in the rest of the curriculum. If children have become experts on the Spanish Armada in history, they are equipped with plenty of information to turn into a recount text.”

(Sue Palmer, 2001)

Wherever possible teachers in all year groups plan opportunities for the children to practice their English skills in other subjects. With the creative curriculum now in place teachers should have more freedom to plan cross-curricular writing. The Oxford Connections Books are a very good resource which promotes these types of activities.

Teachers are encouraged to mark on their planning where cross-curricular links have been made.

Use of ICT

(See ICT Policy)

ICT involves a change in teaching and learning strategies. ICT creates a stimulating, motivating and challenging environment. It can provide support for the less able pupils or provide challenge for the more able pupils. ICT encourages drafting and editing. It can provide success for unmotivated pupils. ICT leads to new skills and provides good opportunities to practise exiting skills in reading and writing.

The Renewed Primary Framework places a large emphasis on the use of ICT and there are a number of specific ICT applications linked with the suggested units.

Every class within the school has an interactive whiteboard, class computer and visualiser. Each class also has access to the ICT suite at least twice a week.

A number of specific English based software is available on the network to be used including Jolly Phonics and Splash Phonics.

It is expected that each year group will have ICT/English activities planned within a unit of work. This will be monitored by the English co-ordinator.

Library

The school libraries provide an additional rich resource of reading and reference material. The school has a library area in both KS1 and KS2. The organisation and

resourcing of the library is the responsibility of the English co-ordinator, however in KS2 a librarian has been employed to work each afternoon to oversee the day to day running of the junior library.

There is an opportunity for the children in both key stages to visit the library each week, this may be to borrow a book to take home or to research a topic for class or to practice specific library skills. A timetable is drawn up to ensure that the library is used to its fullest. A library club is run twice a week at lunchtime to allow KS2 pupils the opportunity to visit the library.

The books in the KS2 library are all catalogued using the computer software Junior Librarian; the children are logged onto the computer system using their thumbprint, which means that library cards are not needed. The software allows the school to monitor the books that are being borrowed, the children who are visiting and also allows the children to write reviews for other pupils to read.

Homework

(See the Homework policy for more specific details)

There is an expectation that children in all year groups will receive homework on a weekly basis. The amount and type of homework given depends on the year group being taught.

In English the homework may include:

- Reading
- Learning spellings
- Comprehension tasks
- Creative writing tasks
- Research on a particular topic

The class teacher will decide the day on which the homework is set and collected and this should remain consistent to allow the children to become familiar with the routine.

Assessment

(See Assessment Policy)

Most assessment takes place as the teacher works with and observes the children each day.

Each lesson has success criteria to share with the children – these enable the children to achieve the main objective. They break the objective down and

encapsulate the skills and knowledge demonstrated during the shared work. This means that the children know exactly what they have to do to be successful. Children are encouraged to assess their own work against the success criteria. The children's work is then marked by the teacher against the criteria with areas of success and areas for improvement highlighted. The use of red and green pens helps the children to clearly see where they have been successful and where improvements are needed. Time should be given to allow the children time to respond to the comments made about their work.

More formal evidence is gathered on a termly basis.

Autumn Term: Writing assessment (Year 1-6)

Spring Term: Writing assessment, Reading age assessment (Year 1-6)

Summer Term: End of year assessment (Year 2 & 6 SATs, Year 3-5 QCA tests)

In the Foundation Stage and Year 1 ongoing assessments are kept throughout the whole year.

From September 2009 staff are required to become more familiar with the APP assessment sheets. These should be used to mark the writing assessments in the autumn and spring terms.

Class teachers are expected to track their pupils' progress on the tracking sheets each term and these are given to the Head teacher, Assessment Co-ordinator, English Co-ordinator and G&T co-ordinator for monitoring.

Monitoring

(See Monitoring Policy)

The following members of people have responsibility for monitoring the subject regularly:

- Head teacher
- Deputy Head teacher/Assessment Co-ordinator
- English Co-ordinator
- Governing Body

Monitoring takes place in the form of:

- Book looks
- Planning checks
- Lesson observations
- Analysis of termly assessments
- Analysis of SATs results
- Analysis of QCA tests

- Subject SEF

It is important to continually look at the subject and how it is developing within the school. The findings of this monitoring and the areas for development are then shared with the staff. If necessary, whole staff, or individual training is then arranged.

Resources

(See Learning and Teaching Policy)

The exercise books used by each year group are detailed in the school's learning and teaching policy.

The school has invested a great deal of money in the purchase of a number of high quality resources to aid the teaching of English throughout the school. The resources are kept in central areas such as the Galaxy Room (in the infant building) , the infant corridor or the junior library (if they are shared by all the year groups) or in the classrooms of the particular year that uses them. (See Staff handbook Section 1)

Teachers should have access to the following resources:

The New Primary Framework

English Policy

Nelson Handwriting

Big Book of Grammar

Models for Writing

Dictionaries & Thesauruses

Developing Early Writing (KS1)

Progression in Phonics (KS1)

Jolly Phonics (KS1)

Grammar for Writing (KS2)

Big Book of Spelling (KS2)

NLS Spelling Bank (KS2)

Letts Writing (KS2)

Oxford Connections (KS2)

Pie Corbett – Teaching Fiction (KS2)

Pie Corbett – Jumpstart (KS2)

It is the responsibility of all staff to keep the resources neat and in the correct place. If any of the resources are lost or damaged then the English Co-ordinator needs to be informed so that a replacement can be ordered.

Equal Opportunities

(See Equal Opportunities Policy)

Teachers ensure that the language activities and resources that they present to the children are appropriate to the needs and interests of girls and boys.

Where children speak English as an additional language, care is taken to ensure full access to the mainstream curriculum. (See Borough guidance on EAL) Children who are fluent or literate in a language other than English are given opportunities to use their other language in school. Monolingual pupils are encouraged to value languages other than their own. Support teachers may be available to work with these children where necessary.

Children with SEN

(See Inclusion Policy)

Children who are making less progress in speaking and listening, reading or writing than would be expected are identified by the class teacher and then referred to the Inclusion Manager. Within the classroom the teacher ensures that these children have full access to the curriculum while providing work, which is differentiated by outcome, presentation or support. Support staff may be allocated to work with these children. Children may also be withdrawn from class to take part in catch up programmes. These are tracked by the Inclusion Manager using Provision Mapping.

The progress of these children is monitored by the class teacher and the Inclusion Manager.

Gifted & Talented

(See G&T Policy)

Children who are working significantly above their age expected attainment in reading, writing or speaking and listening would be identified by the class teacher and referred to the G&T co-ordinator. Within the class the teacher needs to ensure that the children have work that is differentiated by task, presentation or outcome. Support staff may be allocated to work with these children. These children will have their names on the G&T register and their progress will be monitored by both the class teacher and the G&T co-ordinator.

Expectations

Pupils Working Within National Expectations

Year 1 are aiming to reach 1b+

Year 2 are aiming to reach 2b

Year 3 are aiming to reach 2a/3c

Year 4 are aiming to reach 3b

Year 5 are aiming to reach 3a/4c

Year 6 are aiming to reach 4b

Pupils Working Above National Expectations

Year 1 are aiming to reach 2c

Year 2 are aiming to reach 3c

Year 3 are aiming to reach 3b/a

Year 4 are aiming to reach 4c

Year 5 are aiming to reach 4b/a

Year 6 are aiming to reach 5c