



*'Laying the Foundations for Life'*

# Stockton Wood Primary School

## English Procedural Guide

### 2018-19

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## Stockton Wood Primary School

### A Procedural Guide for English 2018-19

This procedural guide sets to outline our approach to teaching reflecting the school's aims and objectives in relation to the teaching and learning of English. It sets a framework within which teaching and non-teaching staff can operate. The policy should be read in conjunction with the National Curriculum in England – Key Stages 1 and 2 (2013) and in the Statutory Framework for the Early Years Foundation Stage (2017).

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#### Our School Vision for English

English is the principle means of communication for most of us who live in this country. Children and adults communicate with each other and understand others through the use of this language. They can do this most effectively if they are taught how to speak it, understand it, read it, and write it to a high standard. Children come to school with varying levels of language skill which we extend and deepen and provide them with a variety of language experience.

All English teaching will contribute to skill development in the following areas, following our school motto, *'Laying the Foundations for Life'*:

- Speaking and Listening
- Reading
- Writing
- Spelling, Punctuation and Grammar

#### Our Aims

We aim to deliver a high quality English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society with a deep love and understanding of English language and literature. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We strive to ensure pupils at Stockton Wood Primary School will leave Year 6:

- Reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
  - With a love of reading and a desire to read for enjoyment;
  - With an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
  - Understanding a range of text types, media types and genres;
  - Able to write in a variety of styles and forms appropriate to the situation;
  - Using their developing creativity, imagination, inventiveness and critical awareness;
  - Having a suitable technical vocabulary to respectfully articulate their responses in any discussion.
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**Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

**Early Years Foundation Stage:**

In the Foundation Stage (Reception) children are given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and opportunities to communicate.

**Key Stage 1:**

At Key Stage 1 (Years 1-2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

**Key Stage 2:**

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

**Governing Body:**

The Governing Body, receives regular reports on the progress of English provision and are invited to visit classes to keep abreast of classroom practice. Our school also has a designated English Link Governor (Mrs. E. Paulson).

Early Years Foundation Stage
<p>- Pupils in the Foundation Stage also access English during their planning time, with CLLD planned for in the different areas of learning. All pupils have the chance to use reading areas, technology, role play areas, communication friendly spaces, and outdoor provision during child-initiated time. These designated times give the pupils the opportunity to take ownership of their learning and choose which direction they want it to go. Staff are there to guide and support as well as observe, with such observations feeding into pupil assessment.</p> <p>- In Reception children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.</p>

**Key sessions included in the timetable are:**

- Daily English lesson
- Weekly Extended Write/Cross Curricular Write
- Weekly Letters and Sounds (FS, KS1/Y3 plus KS2 SEN pupils)
- Weekly Spelling
- Weekly Comprehension (KS2)
- Weekly Grammar
- Weekly Handwriting
- Weekly Guided Reading

English is a core subject and therefore a substantial amount of time per week is allocated to this subject. English is taught daily and different genres are taught throughout the school.

The genres include:

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>- labels, lists and captions</li> <li>- stories with familiar setting</li> <li>- recount</li> <li>- dictionary skills</li> <li>- poetry (using the senses)</li> <li>- traditional and fairy tales</li> <li>- instruction</li> <li>- stories from a range of cultures</li> <li>- poetry (pattern and rhyme)</li> <li>- stories with a fantasy setting</li> <li>- information text</li> <li>- recount (fact / fiction)</li> <li>- poetry (poems on a theme)</li> </ul>	<ul style="list-style-type: none"> <li>- stories with familiar settings</li> <li>- traditional stories</li> <li>- information texts</li> <li>- poetry (patterns on a page)</li> <li>- different stories by the same author</li> <li>- explanations</li> <li>- instructions</li> <li>- poetry (really looking)</li> <li>- significant authors</li> <li>- non-chronological reports</li> <li>- poetry (silly stuff)</li> <li>- revisit and consolidation of any genres</li> </ul>	<ul style="list-style-type: none"> <li>- stories with familiar settings</li> <li>- reports</li> <li>- myths</li> <li>- poetry (poems to perform)</li> <li>- mystery</li> <li>- instructions</li> <li>- adventure stories</li> <li>- poetry (shape poetry and calligrams)</li> <li>- dialogues and plays</li> <li>- information</li> <li>- poetry (language plays)</li> <li>- authors (this is a reading unit with several possible written outcomes)</li> </ul>
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- stories with historical setting</li> <li>- newspapers</li> <li>- stories in imaginary worlds</li> <li>- magazines</li> <li>- stories from other cultures</li> <li>- explanation</li> <li>- information (advertisements)</li> <li>- poetry (creating images)</li> <li>- issues and dilemmas</li> <li>- plays</li> <li>- formal persuasive texts</li> <li>- poetry (exploring form)</li> </ul>	<ul style="list-style-type: none"> <li>- novels and stories by significant children's authors</li> <li>- legends</li> <li>- instructions</li> <li>- poetry (poetic style)</li> <li>- stories from other cultures – quality whole texts</li> <li>- older literature</li> <li>- recounts</li> <li>- poetry (classic / narrative poems)</li> <li>- film narrative</li> <li>- dramatic conventions</li> <li>- persuasive writing (emphasis on the contrary argument)</li> <li>- poetry (choral and performance)</li> </ul>	<ul style="list-style-type: none"> <li>- poetry (imagery)</li> <li>- biography</li> <li>- auto-biography</li> <li>- balanced arguments</li> <li>- unbalanced arguments</li> <li>- flashbacks</li> <li>- time slips</li> <li>- journalistic</li> <li>- letter writing</li> <li>- formal / impersonal writing</li> <li>- play scripts</li> <li>- action stories</li> <li>- revision</li> <li>- myths</li> <li>- legends</li> <li>- diaries</li> </ul>

The School Improvement Liverpool medium term plans are followed to support the effective implementation of the 2014 National Curriculum for English.



Children need to secure knowledge, understanding and skills in decoding and comprehension in reading and in composition, transcription, vocabulary, grammar and punctuation in writing.

There is a key focus on the Immerse, Analyse, Write teaching sequence to ensure that children have opportunities to practise the key skills whilst building the understanding and knowledge to apply these skills across a range of genres.

Each year group has a list of suggested genres with 2–3 week block plans for each one, however teachers may choose to spend a longer period of time on a unit. Each plan includes: statutory requirements, previous knowledge, possible texts and suggested teaching sequences.

Plans are adapted to meet the needs of our pupils and suitable texts chosen that lend themselves to the taught curriculum and possible cross curricular links.

A hard copy of the School Improvement Liverpool medium term plans, with a CD copy included at the back of the document, has been provided for each class in each year group and should remain in the class base when teachers move year groups. **Electronic copies are located on the shared drive under ENGLISH – Planning Documents – SIL Plans.**

#### Planning Requirements:

- The English Planning document is used by all staff, so there is consistency and continuity throughout the school. **The blank pro forma is located on the Public/Shared drive under ENGLISH – PLANNING DOCS - English Planning Sheet. (N.B. This document was revised and changed in Autumn 2017).**
- To reinforce consistency and continuity at Stockton Wood, Learning Objectives and Success Criteria are recorded on the English Planning for each session. This is essential for assessment, feedback on learning, peer/self-assessment and to address the next steps in learning.

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#### Speaking and Listening

*'Pupils should be taught to speak clearly and convey ideas confidently using Standard English.'* – National Curriculum in England (2013)

Developing strong speaking and listening skills is fundamental to the teaching of English at Stockton Wood. Teachers place a high emphasis on spoken language and plan for the discreet teaching of skills as well as incidental learning opportunities. Our approach is firmly based on teaching how language changes in different contexts. We believe children need to develop strong oracy skills (also see: 'Oracy and Narrative Strategy' below) to enable them to internalise language patterns and understand how language changes in different situations. This enables our children to understand and manipulate language for different purposes and audiences.

To do this teachers provide authentic contexts, giving children opportunities to use a range of spoken language. Teachers provide a range of purposeful opportunities through role play, drama, discussions and

debates. Teachers model the use of Standard English masterfully, increasing children's repertoire of vocabulary and sophistication of spoken English.

At Stockton Wood, we encourage our children to:

- Justify ideas with reasons;
- Ask questions to check understanding;
- Develop vocabulary and build knowledge;
- Negotiate;
- Evaluate and build on the ideas of others;
- Select the appropriate register for effective communication;
- Give well-structured descriptions and explanations;
- Speculate, hypothesise and explore ideas and;
- Organise their ideas prior to writing.

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## Writing

The teaching of writing using the School Improvement Liverpool plans follows the Immerse, Analyse, Write approach and it has been agreed that for teaching of writing to be effective it is essential that the teacher physically models the process of writing and verbalises the process for the children whilst actively writing in every writing lesson/activity.

### Primary Writing Project (Talk 4 Writing)



*'The talk for writing initiative lies at the heart of teaching writing. It is not something separate and new. It focuses upon what happens when we teach writing effectively and what happens when children write powerfully.'* – Pie Corbett ('The National Strategies', 2008)

The aim of the 'Primary Writing Project' is to motivate children and teachers as writers, deepening understanding about writing and refining skills so that children make good progress and standards are raised. The project is based on clusters of schools, with a similar interest in improving writing, working collaboratively over time. Each school has a 'project team' that meets regularly, developing and lead the project in school. Every teacher and teaching assistant will also have whole day training sessions.

Experience from other such projects suggests that where all teachers embark on the core strategies, spend time collaboratively refining each key aspect and deepening their understanding, schools begin to establish whole-school systems that they have found to be highly effective in raising standards. A key element of the project is to establish processes from previous projects that have proved effective, in order to create a coherent approach to teaching writing.

The project is a whole-school, cumulative and systematic process for teaching writing, based on what has been developed in many schools, to help children make faster progress and gain confidence as well as pleasure in becoming writers.

The 'talk for writing' approach is based upon how children learn language through 'memorable, meaningful, repetition'. Constant experience of stories helps children internalise narrative patterns:

- The story as an experience of memorable, meaningful images;



- The underlying template of a story – the plot pattern;
- The building blocks – characters (with their goals and struggles), settings, events as well as openings and endings;
- The flow of the sentences – syntax and;
- Vocabulary – especially memorable sensory detail and connectives.

The teaching of writing using the Talk 4 Writing approach follows the Imitate, Innovate, Invent format. As of September 2016, all staff will embark upon a two-year journey to train to use and implement the T4W philosophy at Stockton Wood Primary School.

Our 'Yearly Overview' for T4W is available in-school (Public/Shared – ENGLISH – Planning Documents) and online.

### Weekly Cross-Curricular Write

Children in Years 1-6 are expected to complete one extended piece of writing each week in their cross-curricular subjects. Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. At least one piece of extended writing is expected to be produced for each Topic and each Science unit per half-term.

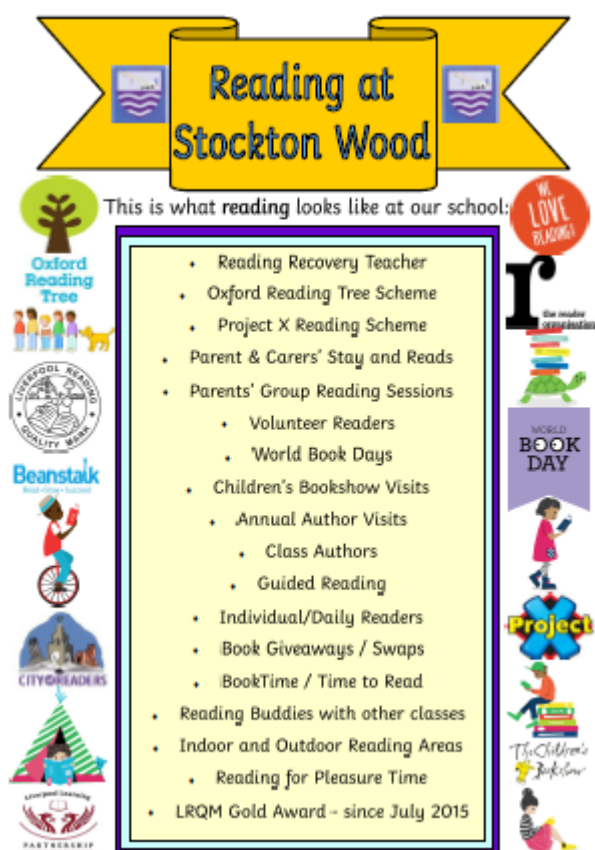
### Reading

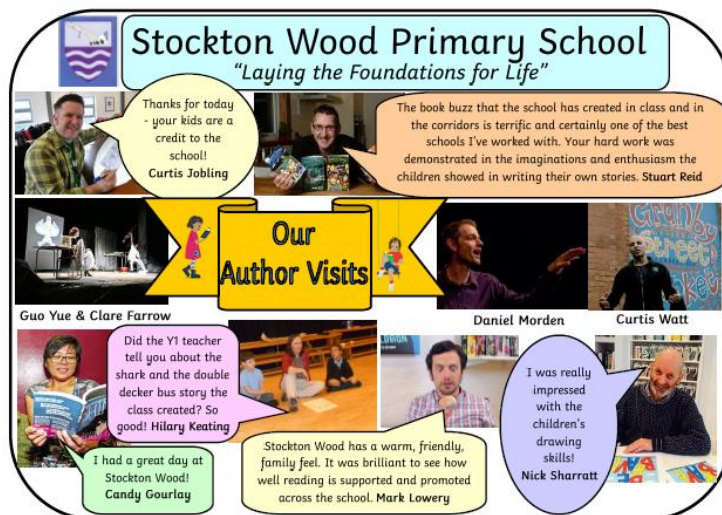
*'Children who are read to regularly before coming to school are the most likely to succeed in education.'* – Primary Writing Project

Reading is taught through the English curriculum and through the school reading scheme – Oxford Reading Tree (fiction and non-fiction). Please refer to the procedural guide for the use of Oxford Reading Tree scheme for further details.

### What Reading looks like at Stockton Wood:

- Reading Recovery Teacher
- Oxford Reading Tree Scheme
- Project X Reading Scheme
- Reading Mentor Programme (Year 5 & 6)
- Reading Revolutionaries (awaiting new training)
- Reader in Residence (from 2014-2016)
- World Book Days
- Annual Author Visits
- Class Authors
- Library Visits
- School Lending Libraries
- Volunteer Readers
- Parents' Group Reading Sessions
- Parent & Carers' Stay and Read Sessions
- Guided Reading
- Individual Reading
- Class/Year Group Authors
- LRQM Gold Award – since July 2015
- Links with the Children's Bookshow





*'Children who read for pleasure are also most likely to succeed - in literacy, but also across the curriculum because of the way in which reading develops the ability to think in the abstract.'* – Primary Writing Project

#### Key Resources for Reading:

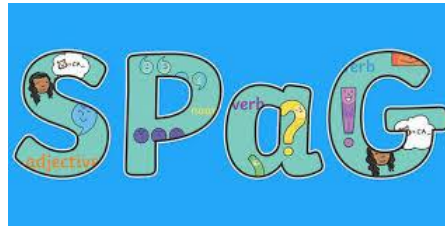
- Oxford Reading Tree Home Reading Scheme
- Oxford Reading Tree Project X
- Focus Comprehension
- Letts Comprehension
- 'Stile' Comprehension, Punctuation and Grammar
- Drama Books (Literacy cupboard)
- Poetry Books (Literacy cupboard)
- Large Reading Books – Big Books (Infant library)
- Banded Reading Books
- Spelling Books (Literacy cupboard)
- 'Bangers and Mash' Reading Books (Used to support reading with SEN children)
- 'Fizz Buzz' Reading Books (Used to support reading with SEN children)
- Pie Corbett's Reading Spine for T4W

#### Whole School Reading Strategies:

- Whole-Class Shared Reading
- Guided Reading
- Individual Reading
- Reading for Pleasure
- Home Reading
- Letters and Sounds, Key Vocabulary and Tricky Words
- Support for Spelling
- Comprehension Skills
- Grammar Skills
- Literacy Intervention, e.g., ELS, ALS, Hi-Five
- Targeted IEP Intervention work

*'Children who enjoy reading are happier, healthier, more resilient, imaginative, confident and empathetic.'*  
– Diana Gerald (BookTrust CEO)





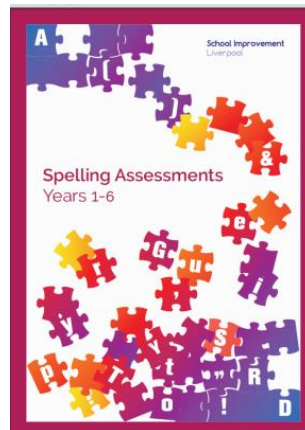
Spelling is planned for taught using the following documents:

- Silcock Spelling Scheme (2014)
- SIL Spelling Assessments (2017)
- Support for Spelling (2009)
- NLS Spelling Bank (1999)

The technical language should be taught for each year group and will be expected to be reinforced and used throughout the Key Stages.

Although taught discreetly, it is essential that spelling and grammar taught are then reinforced and modelled by the teacher during writing lessons and children apply to their own writing consistently.

Spelling assessments are conducted at the beginning of each half term to help inform planning and we use the SIL Spelling Assessment (2017) for Years 1-6.



Key Spelling Resources:

- SIL Spelling Assessments (2017)
- Whole-School Grammar and Spelling plans
- Silcock Spelling Scheme (2014)
- Grammar for Writing (2000)
- Support for Spelling (2009)
- Babcock Education resources
- Online resources, e.g., 'Twinkl' PlanIt SPaG resources
- Spelling dictionaries in KS2 classrooms

**N.B. The dated documents are saved under: Public/Shared drive under ENGLISH – SPaG.**

## Comprehension

Discrete comprehension lessons are timetabled throughout Key Stage 2. In Year 6, the comprehension lesson is extended to two sessions per week due to the demands of external assessments (SATS). IDE skills (Inference, Deduction and Evaluation) are reinforced and consolidated through weekly guided reading sessions, comprehension/reading intervention and cross-curricular comprehension.

### Key Comprehension Resources:

- Teacher/Pupil designing own questions
- Comprehension questions from Guided Reading
- Prim-Ed Comprehension boxes for KS2 (In KS2 corridors; labelled)
- Focus Comprehension
- Letts Comprehension
- Online comprehension resources, e.g. Twinkl

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## VCOP

Vocabulary, Connectives, Openers and Punctuation is a teaching strategy used to promote oracy and is taught discreetly and within all English lessons.

All Year Groups identify and apply to writing each week:

- Word of the Week (Vocabulary) which should promote children's love and use of language;
- Conjunctions;
- Openers (a good way to start a sentence) and;
- Punctuation which is required for their specific year group and is displayed in the classroom.

### Key VCOP Resources:

- The Punctuation Pyramid is used as a reference tool by the children to promote progression and standards of writing.
- All classes have a VCOP display on/nearby their English Working Wall, which is updated regularly and used as an interactive tool to promote progression. Progression in VCOP from Key Stage 1 through to Upper Key stage 2 can be observed in classrooms. Monitoring and evaluations of this can be evidenced by English SAM and/or Headteacher.



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## Oracy Scheme of Work / Narrative Strategy

*'Children who write proficiently are always readers. It is impossible to write a text type without being familiar with the language patterns. Indeed, it is impossible to write a sentence pattern without being able to say it – and you cannot say it, without hearing it. Language is primarily learned through interactive 'hearing' and 'saying'. Talk can then be enhanced by constant reading and may, ultimately, be shaped by writing.'* – Primary Writing Project

To enhance learning, Oracy is an integral part of our English curriculum. The teaching of Oracy consists of different activities/strategies such as Drama, Conscience Alley, Hot Seating, Talk Partners, Snow Balling and Shared Ideas and following the Narrative Strategy in Early Years.

Oracy is taught across all Key Stages and specific strategies are taught within each year group to ensure consistency and to promote progression. A scheme of work provides a plan for progression re teaching of oracy and strategies to be used within each year group. Further details/planning ideas for the Oracy project can be found on the Shared Drive (to be updated and reorganised).

Oracy is also promoted throughout the curriculum and plenty of opportunities are planned for children to speak aloud and to perform rehearsed pieces in front of an audience.

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### Phonics

EYFS, key stage 1 and lower key stage 2 (where necessary) follow the Letters and Sounds documentation for phonics leading into the Year 1 Phonics Book and Year 2 Spelling Toolkit (as produced by Liverpool LA). This involves teaching a daily four-part lesson with the children learning their phonics in 'phases' outside of the English hour. The foundation stage follows Jolly Phonics and Letters and Sounds. Both schemes adopt the synthetic approach to teaching phonics, as advocated by the Rose report.

Close monitoring and assessment will inform interventions, highlighting gaps early on ensuring children make accelerated progress. We use a range of phonics interventions that are selected to fit with a child's needs. All interventions are tried and tested and follow the 'Letters and Sounds' document.

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### Handwriting

Handwriting is developed through:

- Use of Twinkl 'Journey to Cursive' Handwriting Scheme to support a structured and consistent teaching programme throughout the whole school (please see Twinkl Handwriting User Guide in Public/Shared – ENGLISH for further details);
  - Use of Spectrum Handwriting scheme to provide extra resources to support the teaching of handwriting;
  - Regular teaching and practice/application sessions and;
  - Consistent reinforcement through modelling and marking.
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### SEN and English

All children who require additional literacy support due to a specific learning need have an IEP relating to either Reading, Writing, Speech and Language, or a combination.

Personalised, SMART targets are set for individual pupils for English and are monitored regularly by the class teacher and relevant support staff. These targets are reviewed termly with the SENCo and class teacher, with photocopied/photographic evidence provided.

In Key Stage 1, a Reading Recovery teacher supports reading intervention for specific children in order for them to make accelerated progress.

In Key Stage 2, additional outreach support is identified and established for specific children.

The school SENCo monitors the provision for all SEN children who require additional English support and ensures the triangulation for effective outcomes is in place across the school.

SEN support in English at Stockton Wood looks like:

- In-class support

- Small group work
- Guided group support
- TA support
- 1:1 support
- Differentiation
- Outreach support

#### Provision Maps and Inclusion (including More Able Children):

Interventions for children who are not making expected progress are discussed and planned for during regular Pupil Progress meetings with our head teacher. Sessions are delivered in specific areas (reading, writing, spelling, handwriting) for a focused period of weeks. There is also a focus on pre-teaching to support vulnerable learners at risk of not reaching age related expectations.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. Gifted children will be identified and suitable learning challenges will be provided. Our school's Provision Maps identify support for English for all ranges of needs and abilities, including SEN and more able. Provision Maps are stored in: Public – PROVISION MAPS.

#### EAL:

We are aware that children with English as an additional language may have specific challenges that may require tailored support in order to access the curriculum. Wherever necessary, the school requests further additional support for children with EAL from EMTAS.

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#### Equal Opportunities

At Stockton Wood, all pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils. Attainment of boys and girls as well as the achievement of other groups (i.e., SEND, EAL, Pupil Premium) is carefully monitored by our Standards & Achievement Managers for English, SEN, and Pupil Premium, as well as our Senior Leadership Team. We endeavour to ensure our children access the curriculum at the appropriate level, thus ensuring progression and differentiation. Suitable resources and learning environments will be made available to enable children to access the learning required.

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#### Parental Involvement

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. There are opportunities each term when parents can discuss their children's progress with their teacher.

Termly curriculum letters provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading.

Parents are welcomed into school to support reading in the classroom and for our termly 'Parent & Carer Stay and Read' sessions. Strategies for supporting children are shared at meetings and reading workshops, as well as at our Parents' Group training sessions.

SATs results are published in accordance with Government legislation.

### English Working Walls

*'Aesthetically pleasing surroundings influence both learning and social behaviour. Displays are focal points for learning. They show to a wider audience what the children have achieved while reaffirming the value of their work. Displays help children and teachers to see things in different ways and to make connections between ideas.'* – John Lancaster ('Art, Craft and Design in the Primary School' – Editor)

The learning environment is important as a means of adding greater depth and breadth to children's learning. It also raises self-esteem and encourages pride in the classroom and school. The learning environment in our school reinforces our commitment to high standards and the drive to continually raise achievement.

Unlike traditional wall displays, working walls are interactive and can be used to record, visualise and assist learning. Our English Working Walls exemplify the writing process of Talk for Writing from the imitation stage (reading as a writer, learning a text off by heart and understanding its features) to the invention stage (the children's independent attempt at the genre). The wall represents a 'workshop' approach to writing – where the tools of the trade are accessible and added to as the writing develops.

#### Features included on the English Working Wall:

- Work on the working wall reflects the National Curriculum for each year group;
  - Genre checklist – Talk for Writing exemplar text – identifying purpose and audience, language features, structure. This is annotated to highlight examples;
  - Washing lines – to display Talk for Writing examples of work;
  - Text Map – whole class – children's WAGOLs (What A Good One Looks Like);
  - Planning – boxing up examples;
  - Success Criteria – relating to the genre/children's writing targets;
  - Drafting – shared writing/children's WAGOLs;
  - Up-levelling – shared writing/children's WAGOLs;
  - Examples of – connectives, openers, punctuation and vocabulary/WOW word section and;
  - Most importantly, the English Working Wall is used by the children who add to it throughout the session/genre/unit.
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### English Books

*'One child, one teacher, one book and one pen can change the world.'* – Malala Yousafzai

Our English Books should demonstrate the Talk 4 Writing journey our units lead us on. The basic format for work in English books should be laid out as follows:

- Front cover for unit
  - T4W Cold Write task – 'Have A Go!'
  - Unit hook activity (wherever possible)
  - Imitation phase
  - Innovation phase
  - Invention / Independent Application phase
  - Photograph of working wall to show end of unit
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Assessment is a vital part of planning and teaching English. It is both formative and summative.

**Formative:**

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a regular basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning. It includes:

- Termly moderation meetings in-house and with other schools (see Moderation Folder);
- Focused marking which adheres to our Marking Policy;
- Short assessment tasks;
- Keeping notes on those achieving below or above expected outcomes and;
- In-depth marking of extended cross-curricular pieces of writing.

**Summative:**

This provides end of year information on pupils' progress. Statutory Teacher Assessments in English are undertaken in Year 2. In Year 6 SATs tests are set in accordance with legal requirements at the end of KS2. At the end of Foundation Stage children are assessed in line with EYFS 0-5 criteria under statutory regulations. At the end of Year 1 children undertake the Phonics Screening Test.

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