

ENGLISH

VOCABULARY

Purposes: To extend pupils range and richness of vocabulary.

To close gaps.

This is a whole school approach. See English Progression Document for each class/year group coverage expectations.

All staff/classes to continue to promote and display 'Word of the Day'. This can be done as part of a sparky starter or as a starter activity in your English lesson. Children are then expected to apply these in their writing and this should be across a wide range of writing - English, Topic, Science, R.E, etc. You may want to encourage the children to highlight/evidence the fact that they have used the daily word/words of the day in their piece of writing.

In addition, we need to be infusing rich vocabulary – 400 a year – at all times! Vocabulary related to each area of the curriculum needs to be shared with the children, e.g. as part of history, geography art and design and science, and transferred into their work.

SPELLING

Purposes: To raise the expectation and standard of spelling.

To close gaps.

This is a whole school approach. See English Progression Document for each class/year group coverage expectations.

At the start of each ten-week period (Year 1 it will a six-week period to ensure coverage is completed), each child needs to complete a 'cold task' spelling test. The spelling test will include the spelling rules and spellings that they are going to be taught during the term. You will need to record the results on the proforma provided. This will then be repeated at the end of the ten-week period and results to be analysed and discussed. Any children not making sufficient progress need to have targeted support immediately to help close the gap, e.g. retesting words they are not secure on. Intervention records to be used and regularly updated to reflect progress/next steps of targeted children.

Data to be given to LT after each ten-week period with follow up plans as necessary.

Autumn	WC 20.11.23 10 WK Spelling Test WC 27.11.23 Spelling Data to LT
Spring	WC 11.03.24 10 WK Spelling Test WC 18.03.24 Spelling Data to LT
Summer	WC 24.06.24 10 WK Spelling Test WC 01.07.24 Spelling Data to LT

Each week a new spelling rule is to be taught and the children are to be given a set of spellings to learn based on the rule being taught. Year 1 to Year 3 are to be given up to 6 spellings and Year 4 to 6 are to be given 10 spellings. The rules and associated words (or sourced if there are not enough) are to be taken from the NC Spelling Rules and should not be the words from the hot/cold task – starting at the beginning. Children are to be taught from their year group unless they are SEN, in which they may need to do the appropriate year.

Each child will have a Spelling Homework Logbook & sent via Seesaw in which their weekly spellings are stuck in/recorded along with the date and the associated spelling rule. The spelling rule needs to be explained clearly.

Weekly spellings will be sent home on Monday with the expectation that the children will learn their spellings and return their log book on Thursday/Friday ready for a spelling test. The spelling test needs to be recorded on a separate sheet (see proforma provided) or in the back of their spelling log book. Once the spelling test is completed and marked, a child who has two or more incorrect spellings will need further practice and will be retested on Friday/Monday. All weekly test data needs to be collated and available on request along with Monday re-tests.

Spelling Timetable

Monday – new spelling rule and spellings shared and recorded into Spelling Homework Logbook and sent home/via Seesaw.

Tuesday – dictation

Wednesday – Which word is spelt correct and why?

Thursday – Spelling games/Spelling Test (Year 3 – 6)

Friday – Spelling Test/Retest and incorrect words returned home & retested on Monday.

PHONICS, READING AND READING COMPREHENSION

Purposes: To raise the expectation and standard of reading and reading comprehension.

To close gaps.

This is a whole school approach. See English Progression Document for each class/year group coverage expectations.

Reading

The school is determined that every child will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.

Information taken from the School Inspection Handbook for September 2023.

Below are the key focus of a reading deep dive.

'Early stages of learning to read

254. During all inspections, inspectors will be interested in how the school supports pupils who are at the early stages of learning to read, including older pupils. This is especially the case because of the disruption to learning caused by the COVID-19 pandemic.

255. On inspections of infant, junior, primary and lower-middle schools, inspectors will carry out a deep dive to evaluate how well pupils are taught to read. They will pay particular attention to the pupils who most need to improve their reading (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers.. This will include understanding how reading is taught remotely, where applicable.

256. Inspectors will listen to several low-attaining pupils in Years 1 to 3 read from unseen books that are appropriate to their stage of progress. They should also draw on information from the school's policy for teaching reading, phonics assessments, phonics screening check results and lesson visits.

257. Wherever possible, inspectors will listen to children read to a familiar adult in a classroom or in an open area that the pupils are familiar with. They will take into consideration the length of time a pupil has attended the school.

258. In reaching an evaluation against the 'quality of education' judgement, inspectors will consider whether:

- *the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations*
- *stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction*
- *the school's phonics programme matches or exceeds the expectations of the national curriculum and the EYFS early learning goals. The school has clear expectations of pupils' phonics progress term by term, particularly from Reception to Year 2*
- *the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme–phoneme correspondences they know, both at school and at home*
- *reading, including the teaching of systematic synthetic phonics, is taught from the beginning of Reception*
- *the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately*
- *the school has developed sufficient expertise in the teaching of phonics and reading'*

All children are to be given a reading record book and these are used with the same high expectations of any other curriculum school book. Children need to have their reading record book in school every school day. If a child is not bringing their reading record book in, then contact parents to ensure that it is in school.

To allow children to experience a wide range of literature, each child have an age-related book list stuck into their reading record book. The children are to be encouraged to read three books from this list each half term in addition to other books/magazines/graphic novels they may want to read. The children will highlight the each of the books they have read on the list. The children will need questions to be asked to ensure they have read and understood the book they have read. House points will be awarded for reading and for the correct use of their reading record book. See expectations below.

How to use your reading record book.

- Each time you read, write the numerical date, e.g., 05.09.2023, the name of the book you are reading (you only need to do this when you have started a new book) and the page number that you need to start at next time. Finally, record any comments/remarks you have had about your reading. For example, how much you are enjoying the plot or a particular character.
- Do not write or doodle on the front and back of your reading record book and ensure that you are using a pencil to write neatly and that most of your punctuation, spelling, and grammar is correct. Think about how you are expected to write and look after your schoolbook.
- While it is important that you read independently, it is just as important to read to an adult out of school hours. Therefore, you need to read at home to an adult at least three times a week and encourage them to ask questions about what you have read.

- Get your parents to record their comments/remarks about how you have read in your reading record book and if you they want to give any feedback to your teacher on your fluency, expression, and comprehension skills.
- You need to bring your reading record book into school every day. On a Thursday, your reading record book will be taken in by your teacher to check that you are doing the above. A house point will be awarded for each time you read to an adult out of school hours, and they record it in your book.
- Aim to read a variety of literature (fiction, non-fiction, and poetry) including three per half term from the Book List by Year Scheme at the back of your reading record book.
- Make sure you find a quiet place to relax and engage yourself in a delightful book.

At the start of each term, each child will need to be heard read to assess their fluency, pace and expression adopting RAG to identify abilities. The lowest 20% of readers need to be identified. SEND children need to be tested for their reading age using Salford A, B, C Reading Tests. These tests will be given by the SENCo. Once these tests have been carried out, the information needs to go to the SENCo who will then calculate the reading ages and a record will be given to each Class Teacher to be shared with class TAs.etc.

In KS1, all children should be heard read at least 3 times per week. For weaker/identified lowest 20% children, every day.

Children should have a book to read at home and a book that matches the sounds they are learning (Little Wandle), so they can blend and contain tricky words learnt.

In KS2, all children should be heard read at least 1 to 3 times per week. For weaker/identified lowest 20% children, every day.

When a child is heard read (see above for how often), it must be recorded in the child's reading record book. Vary teacher/TA/reading volunteer hearing children read. All comments written in the child's reading record book, need to be initialled by the adult hearing them read. A separate record should be kept by the Class Teacher which contains any further/follow-up information. See proforma provided.

Below are some guidelines as to what to include when hearing individual readers:

Hearing children read is a vital part of helping them to make continued progress, whatever age and ability they are currently at.

All children are required to read at home, to an adult, during the week and individual expectations should be shared with parents/carers via the child's reading record books.

It is important when a child read, that as well as focussing upon the fluency, time is spent developing their ability to use inference and deduction. This is particularly important when a child can "read" fluently. This is not the time to assume that you do not need to support them. This is where the higher order reading skills need to be developed so they are able to talk about the more complex aspects of the texts they are reading.

Reading is a vital life skill and children do not make progress unless they practice at both home and school.

What to look for when hearing your child read

The following are some prompts that you can use when hearing your child read and when making your written comments within the reading diary.

- Can they use a range of strategies, including accurate decoding of text, to read for simple meaning?
- Can they understand, describe, select or retrieve information, events or ideas from the text?
- What is? What was? Where is? In which line is...? Where is the sentence that told us...?
- Can they deduce, infer or interpret information, events or ideas from texts?
- Why did the character do/say/think ...? How do you feel about.....? Where did.... happen? What do you think will happen next based on what we know?
- Can they identify and comment on the structure and organisation of texts, including grammatical and presentational features of the text?
- What does this text tell you about? Why has it been laid out in this way? [e.g. tables, columns] Why has a word been printed in this way? [e.g. bold, italics, sub-headings]
- Can they explain about the writer's use of language? Why has the writer used these words?
- What do these words tell you about the? [setting/character]. Does the use of words create good images? How does that phrase make you feel?
- Can they identify and comment on the writer's purpose and viewpoints and the overall effect of the text on the reader?
- What does the writer mean? I wonder why the author has done that? Why did the character feel....? What do you think the writer wants you to feel about.....?
- Can they relate texts to their social, cultural and historical context and literary traditions?
- How is this character likee.g. someone you know/a superhero/a historical character?

When discussing and sharing ideas remember that no answer is “wrong” as long as it is justified with reference to the text. Children need to see that different interpretations of the same text are possible. Explain how you feel (remembering to refer to the text!)

Fostering a love of reading - through stories, poems and non-fiction, which are chosen to develop pupils' vocabulary, language, comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

Teachers/Tas etc should read to their class every day. A record of the book being read should be record on your English planning along with a reason for your choice.

In addition, a record should be kept of book used/read in other areas of the curriculum, e.g. science and history linked to significant people.

Phonics – reading including the daily teaching of systematic, synthetic phonics (Little Wandle) is taught from the beginning of Reception. The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to our phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondence they know, both at school and at home.

Catch-up Quickly – The on-going assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately. Intervention records to be used and regularly updated to reflect progress/next steps of targeted children.

Early Reading Experts – we need to develop/identify sufficient expertise in the teaching of phonics and reading.

Structure of a whole class reading lesson

Reception and KS1

Follow Little Wandle Reading structure.

KS2

- Date and sharing/and writing of learning objective.
- Teacher modelling the reading of the text. This can be broken down into chunks.
- Introduction and definition of key of vocabulary linked to text.
- Spotting words in the text - high lighting of words to develop skimming and scanning skills.
- Echo and choral reading.
- Explanation of the text/summary of what is per paragraph.
- Questioning the text – highlighting key words in the questions to find the evidence in the text.
- Answering questions – do not have to be full sentences and encourage children to explain their reasons – 'the answer is because...'

Reading Comprehension

Reading Comprehension strategies are to be taught at least three times a week with at least one piece of evidence to be recorded in reading journals. When finding evidence in a piece of text, the children need to get into the habit of highlighting the evidence. It may be beneficial to have highlighters available on their tables.

KS1 Reading comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding.
- understand both the books they can already read accurately and fluently and those they listen to.
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to others say.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Lower Key Stage 2 Reading Comprehension

- develop positive attitudes to reading and understanding of what they read.
- understand what they read; in books they can read independently.
- retrieve and record information from non-fiction.

- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Upper Key Stage 2 comprehension:

- maintain positive attitudes to reading and understanding of what they read.
- understand what they read.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- distinguish between statement of fact and opinion.
- retrieve, record and present information from non-fiction.
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view courteously.
- explain and discuss their understanding of what they have read, including formal presentations and debates, maintain a focus on the topic and using notes where necessary.
- provide reasoned justification for their views.

Any children identified to be falling behind, to be given targeted support immediately. Intervention records to be used and regularly updated to reflect progress/next steps of targeted children.

WRITING

Purposes: To raise the standard of writing.

To close gaps.

This is a whole school approach. See English Progression Document for each class/year group coverage expectations.

Continue to implement chosen strategies linked to Talk for Writing.

Include a range of writing evidence, which covers fiction, non-fiction and poetry.

Be picky with regards punctuation, grammar, spelling, vocabulary choices and handwriting, but with in reason.

SPAG – short-burst activities. Cold and hot tasks completed and records kept.

Any children identified to be falling behind, to be given targeted support immediately. Intervention records to be used and regularly updated to reflect progress/next steps of targeted children.

HANDWRITING

Purposes: To raise the standard of handwriting.

To close gaps.

This is a whole school approach. See English Progression Document for each class/year group coverage expectations.

- To know the formation of each letter of the alphabet.
- To know the join for each letter of the alphabet.
- To know how to join each letter to the next in a word.
- To ensure there is a consistent expectation of handwriting across the school and when it is taught.

HOW ARE WE GOING TO DO IT?

- Handwriting books are to be used - 1 per child.
- Hand and finger warm-ups to be used prior to handwriting activity.
- Writing is formed on the lines as per Example 1.
- All children will use a pencil to start with.

- Children will be taught how to sit at their table, position their paper/book and how to hold a pencil/pen correctly.
- Be aware of left and right-handed writers and ensure they are seated appropriately so they do not obstruct each other.
- Handwriting sessions will be timetabled for a minimum of 3x per week, 10 minutes per session, and for all classes. Activities chosen to meet the children's needs and ability.
- By the end of Reception all children will be able to form all letters of the alphabet correctly.
- By the end of Year 1 all children will be able to correctly form all the letters of the alphabet, including the join. See Example 2 for letter formation and joins.
- In Year 2, recap letter formation and joins (autumn term) and by the end of spring term all children will be able to correctly join letters in a word. See Example 3 for all joins.
- By the end of Year 3 all children will have a neat, cursive style of handwriting, which is legible.
- Agreed common progression for terminology for handwriting, e.g. heights of the letters will be agreed. KS1 to use up to the sky, onto the grass and down to the mud for letter formation and ascender and descender. KS2 to use ascender and descender. In Year 3 some transition between the two may be required.
- Pen licences (Blue Berol Handwriting Pens) will be awarded for those children who demonstrate the ability to apply learned handwriting skills to their independent work and on a consistent basis. This does not include jottings in Magpie Books.
- Pen licences can be, and should be, revoked if the child chooses to produce work (after 2 reminders), which is below their best and does not demonstrate learned handwriting skills.
- All staff to be aware that the font being chosen for displays, worksheets, etc. should best represent our handwriting policy. However, consideration will need to be made of fonts chosen to support children with particular writing needs, e.g. dyslexia.
- All staff must model the agreed handwriting style, e.g. marking.

HOMEWORK

Purposes: To raise the expectation and standard of homework and learning.

To close gaps

This is a whole school approach.

KS1 Weekly Expectations – Reading at home, spellings, writing and maths task to extend, support or close identified gaps.

KS2 Expectations – Reading at home, spellings, maths task and alternate SPAG and reading comprehension activity. Homework to be given that will extend, support or close identified gaps.

If children regularly miss handing in their homework on time/do not do it, please speak to parents to establish a reason why and to point out the importance/reason why it has been set.

Goodrich CE (VC) Primary School

KS1&2 Marking/Assessment Handbook

FORMATIVE ASSESSMENTS

- Daily assessment of the extent of pupils' knowledge, skills and understanding.
- Informs groupings and activities for the follow-on lesson and required interventions.

- Teachers' plans (English, Maths, Science and Foundation Subjects) are saved in folder on Common Staff.

Monitoring

Evidence of effective formative assessment:

- ✓ pupils are working at the appropriate age related expectation for individuals to move them forward in their learning (lesson observations)
- ✓ work is differentiated (lesson observations, discussions with pupils, book trawls)
- ✓ pupils make good progress from starting points (lesson observations, book trawls, data)

MARKING & FEEDBACK

Teachers are expected to follow these requirements; teach their pupils the necessary skills to be able to set out their work correctly and allow time every lesson for pupils to respond to marking comments.

Every piece of work (English and Maths) should have date and learning objective (LO), underlined from Year 4.

Pupils should write in pencil or blue ink (if pen licence has been achieved). Pupils will only use pencil in Maths books.

Every piece of work should be marked in some way, or verbal feedback given.

In all classes, work MUST:

Be set out as neatly/clearly/tidily as is possible by the pupil (neat handwriting expected and encouraged, work stuck in carefully etc.)

- Include a range of types of work, including:
 - independent and collaborative work
 - mind maps, diagrams and pictures;
 - photographs of pupils undertaking practical work;
 - prompt sheets/information sheets/texts, etc. for pupils to refer back to.

In all classes, marking MUST:

- Record work missed by absent pupils (the date recorded when they are absent)
- Highlight good work (pink highlighter pen for perfect) and work to be improved (green highlighter pen for growth)

Marking by the teacher:

- Always use green pen.
- Relate comments to the extent the LO or next steps have been achieved.
- Give positive feedback and area(s) for development. The 'next steps' is used to indicate how the pupil can move on with their learning.
- A sticker (house point) may be awarded for excellent work/effort.
- A toolkit marking sheet may be used when appropriate and stuck in below the
- As much as possible, use dialogue marking whereby pupils are posed questions to answer (open ended question extend learning best).
- If verbal feedback has been given use a 'VF' in a circle next to part you have talked about.

- Give pupils time at the beginning of (or during) the next lesson to respond to marking comments (younger pupils may need these comments read to them). Build this time into short term planning.

Marking by the teaching assistant:

- Always mark in black pen
- See points above (Marking by the teacher)

Marking by students and/or supply teachers:

- Always mark in black pen
- Initial the work you have marked
- See points above (Marking by the teacher)

Self-marking:

- Pupils use a red pencil/fine liner to mark their own work.

Peer marking

- Peers use a pink pencil/fine liner to mark a partner's work.
- Peer marking will usually only be used for right/wrong answers (e.g. maths or spelling test) or for focused specific marking against clear objectives/toolkit.

PUPILS MUST BE GIVEN TIME TO RESPOND TO THIS FEEDBACK AS REQUIRED.

Pupils will use purple 'polishing pens' so that it is clear where they have edited and improved their work. These 'next steps' will relate to the pupils current work and will help inform learning progress. The time can also be used for the teacher and/or TA to work with individuals or small groups who need support or to address any misconceptions.

***see 'Effective Questioning in Marking and Feedback' in Marking folder (Common Staff /marking) For more information please refer to 'KS1&2 Assessment Handbook' (Common Staff /marking)*

Monitoring

Evidence of effective marking:

- ✓ in English and Maths books, all work has been marked according to guidelines, above (book trawls)
- ✓ evidence of pupils' written responses to marking comments (book trawls, discussion with pupils)
- ✓ the progression of work in books reflect marking comments. E.g. evidence that work has been planned to address gaps in pupils' understanding referred to in marking comments. (book trawls)
- ✓ pupils make good progress (book trawls, internal data)

Marking Key

Green Pen= Teacher

Black Pen= TA, Supply Teacher & Students

Sticker/HP = House points



Purple= Polishing Pen/pencil

Red= Self Marking Pen/pencil

Pink= Peer Marking Pen/pencil

Green Highlighter= Growth, an area to
improve

Pink Highlighter= Perfect

Achievement

Effective Questioning in Marking and Feedback

Consider how questioning can be used effectively when marking and giving verbal feedback. How can the teacher pose a question to challenge pupils' thinking and improve their work?

Try some of the following types of questions when marking and giving feedback:

- Can you describe your method (or pattern or rule)? Can you explain why it works?
- What could you try next?
- Would it work with different numbers?
- What if you had started with ...rather than ...?
- Is it a reasonable answer/result? What makes you say so?
- How did you check it?
- What have you learned or found out today?
- If you were doing it again, what would you do differently?
- Did you use any new words today? What do they mean? How do you spell them?
- Can you explain what you have done so far? What else is there to do?
- Why did you decide to use this method or do it this way?
- Can you think of another method that might have worked?
- Could there be a quicker way of doing this?
- What did you notice when?
- Why did you decide to organise your results like that?
- Do you agree with ...'s opinion?
- Do you know any other story that has a similar theme e.g. good over evil, wise over foolish?
- What makes this a successful text?
- Can you make use of the facts to?
- What factors would you change if...?
- What are the key points or ideas that you need to remember for the next lesson?
- What could you have added to improve...?
- Do you agree with..?
- Can you suggest a better way to..?
- What evidence can you find to..
- How would you apply what you have learned to...?

Feedback and marking for pupils who are stuck or found the task difficult:

- Can you describe the problem in your own words?
- Can you talk me through what you have done so far?
- What did you do last time? What is different this time?
- Is there something that you already know that might help?
- Could you try it with simpler numbers...fewer numbers...using a number line?
- What about putting things in order?
- Would a table help, or a picture/diagram/graph?
- Why not make a guess and check if it works?

Question Stems

<p><u>Knowledge:</u> (Remembering)</p> <p>arrange, define, describe, duplicate, find label, locate, list,</p>	<p>memorize, name, order, recognize, relate, recall, repeat, reproduce state, tell write</p>	<p>What happened after...? How many... Can you name the ...? Describe what happened at... Who spoke to ...? Can you tell me why ...? Find the meaning of ...? What is...? Which is true or false...? In your own words, describe ...? Where did you find the evidence for ...?</p>
<p><u>Comprehension:</u> (Understanding)</p> <p>compare classify, describe, discuss, distinguish explain, express, identify,</p>	<p>indicate, interpret locate, outline predict, recognize, report, restate, review, select, translate,</p>	<p>Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What are the differences between...? Can you give an example...? Can you give a definition for...? Can you explain ...? Explain ...</p>
<p><u>Application:</u> (Applying)</p> <p>apply, choose, classify complete construct, demonstrate, dramatize, employ, examine</p>	<p>illustrate, interpret, operate, practice, schedule, show sketch, solve, use, write.</p>	<p>Do you know of another instance where...? Can you think of an example? How did you choose ____? Can you use this method to...? Can you give instructions for...? What factors would you change? Would this information be useful if you had a ...? Can you group the characteristics by...? Could this have happened in...?</p>
<p><u>Analysis:</u></p> <p>analyze, appraise, calculate, categorize, compare, contrast,</p>	<p>criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</p>	<p>Why ...? Why do you think ...? What makes you think ...? What makes you think that? Do you think that ...? Why does ...? Why do ...? Explain your answer. What are some possible explanations as to why ...? Would other ...? Support your answer (with information from the chart, graph, information given, etc). Tell what ... did wrong. How would you do it better? Draw or describe.... Explain why Explain how Describe several ways.... Explain how you arrived at your answer using pictures, words,</p>



Assessment over a year at a glance

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wrens	Rec	Baseline	60 day summary of learning		120 day summary of learning		180 day summary of learning EYFS Profile
	Yr1	Sum	60 day summary of learning 10 wk. spelling test	Mock Phonics screening Jan	120 day summary of learning 10 wk. spelling test	Yr 2 SATs	180 day summary of learning Yr 2 SATs results Phonics screening June 10 wk. spelling test
Robins		Sum	60 day summary of learning SPAG cold/hot 10 wk. spelling test	SPAG cold/hot 10 wk. spelling test	120 day summary of learning SPAG cold/hot 10 wk. spelling test	SPAG cold/hot 10 wk. spelling test	180 day summary of learning SPAG cold/hot 10 wk. spelling test Multiplication Check
Woodpeckers		Sum	60 day summary of learning SPAG cold/hot 10 wk. spelling test	SPAG cold/hot 10 wk. spelling test	120 day summary of learning SPAG cold/hot 10 wk. spelling test	SPAG cold/hot 10 wk. spelling test	180 day summary of learning SPAG cold/hot 10 wk. spelling test Multiplication Check
Owls		Sum	60 day summary of learning SPAG cold/hot 10 wk. spelling test	SPAG cold/hot 10 wk. spelling test	120 day summary of learning SPAG cold/hot 10 wk. spelling test	SPAG cold/hot 10 wk. spelling test	180 day summary of learning SPAG cold/hot 10 wk. spelling test Multiplication Check
Peregrines		Sum	60 day summary of learning SPAG cold/hot 10 wk. spelling test	SPAG cold/hot 10 wk. spelling test	120 day summary of learning SPAG cold/hot 10 wk. spelling test	SPAG cold/hot 10 wk. spelling test Yr 6 SATS	180 day summary of learning Yr 6 SATs Results SPAG cold/hot