

## English LTP SJS 25-26

Autumn Writing assessment first week back as a baseline for moderation. Summer writing assessment in the final half term for moderation  
Both will be set out and the whole school will write the same text type-no support in terms of scaffolding and modelling. Planning structure choices may be shared. Brief class discussion.  
Allowances have been made across the planning units for extra time where required or assessment weeks, to be used at the teacher's discretion, for the best outcomes for students.  
All information relating to English is in the staff English file on TEAMS.

SJS	Term B1 25-26 AUTUMN 7 Weeks 3 Days 7		Term B2 25-26 SPRING 5 Weeks 3 Days 5		Term B3 25-26 SUMMER 6 Weeks 7 Weeks	
Weeks	Novel:	Novel:	Novel:	Novel:	Novel:	
<p><b>English Year 3</b></p> <p><b>Spelling to be taught 3x weekly-test on Friday.</b></p> <p><b>Phonics as intervention groups timetabled outside of the English lesson where applicable.</b></p> <p><b>Grammar taught as part of the lesson, unless a stand-alone lesson is required</b></p> <p><b>End of the day 3pm class novel-Reading for pleasure</b></p> <p><b>Guided Reading-4x weekly</b></p>	<p><b>The Owl who was Afraid of the Dark</b> Jill Tomlinson (Classic)</p> <p><b>Fantastic Mr Fox-Roald Dahl</b> (animal)</p>	<p><b>Angel on the Roof</b> Shirley Hughes (Enchantment)</p> <p><b>A range of books about Christmastime-quick reads</b></p>	<p><b>The World according to Humphrey</b> Betty G Birney (Adventure)</p>	<p><b>Nothing To See Here Hotel</b> Steven Butler (Fantasy)</p>	<p><b>The Boy who grew Dragons</b> Andy Shepherd (Adventure)</p>	
	<p>Baseline Assessment: The Best Day Ever (for moderation) Y3 complete in smaller groups</p> <p>A Squash and a Squeeze By Julia Donaldson Purpose: Entertain Narrative with speech Purpose: Inform Recount 10 lessons</p> <p>Non-fiction Unit Purpose: Inform Y3 Instructions 10 lessons</p> <p>Non-Fiction Unit Purpose: Inform/Persuade Y3 Letters 10 lessons</p> <p>Performance Poetry Year 3 Narrative A Dodo's Message 5 lessons</p>	<p>Non-Fiction Unit Year 3 Purpose: Inform Explanation 10 lessons</p> <p>George's Marvellous Medicine By Roald Dahl Purpose: Inform Witness Statement 10 lessons</p> <p>Poetry Progression Unit Year 3 Kennings Lessons 1-5 5 Lessons</p> <p>Mog's Christmas Calamity KS2 By Judith Kerr Purpose: Inform Report 5 lessons</p>	<p>Lights on Cotton Rock By David Litchfield Purpose: Entertain 1-10 Description, Action, Speech Purpose: Inform 11-20 Diary Purpose: Inform 21-30 Non Chronological Report 30 lessons</p>	<p>Mrs Noah's Pockets By Jackie Morris and James Mayhew Purpose: Inform Information text Purpose: Entertain Play script Direct Speech Lessons 12347-20 17 lessons</p> <p>Pigeon Impossible Film Unit Purpose: Inform Newspaper Report Lessons 1-9 9 lessons</p>	<p>The Day the Crayons Came Home By Drew Daywalt and Oliver Jeffers Purpose: Entertain Adventure Narrative 15 lessons</p> <p>Non-Fiction Unit Year 3 Purpose: Discussion Balanced Argument 10 Lessons</p>	<p>Non-Fiction Unit Year 3 Purpose: Persuade Persuasive Advert 10 lessons</p> <p>A Midsummer Night's Dream By William Shakespeare Purpose: Entertain Character Focus 10 lessons</p> <p>Non-Fiction Unit Biography Purpose: Inform 10 lessons</p> <p>End of Year Assessment: Trip Recount (for moderation)</p>

## English LTP SJS 25-26

Autumn Writing assessment first week back as a baseline for moderation. Summer writing assessment in the final half term for moderation  
Both will be set out and the whole school will write the same text type-no support in terms of scaffolding and modelling. Planning structure choices may be shared. Brief class discussion.  
Allowances have been made across the planning units for extra time where required or assessment weeks, to be used at the teacher's discretion, for the best outcomes for students.

All information relating to English is in the staff English file on TEAMS.

English Year 4	Novel: <b>Onyeka and the Academy of the Sun</b> Tola Okogwa (Superhero diversity)		Novel: <b>Varjack Paw</b> S F Said (Friendship and loyalty)		Novel: <b>Charlie and the Chocolate</b> factory Roald Dahl (Greed, Poverty, Family)		Novel: <b>The Land of Roar</b> Jenny McLachan (Fantasy)	
<p>Spelling to be taught 3x weekly - test on Friday</p> <p>Grammar taught as part of the lesson, unless a stand-alone lesson is required</p> <p>End of the day 3pm class novel-Reading for pleasure</p> <p>Guided Reading-4x weekly</p> <p>Cross-Curricular writing where possible in other subjects Can be used to support writing assessment</p>	<p>Baseline Assessment: The Best Day Ever (for moderation)</p> <p>Performance Poetry Year 4 5 Lessons</p> <p>Non-Fiction Unit Year 4 Purpose: Persuade Persuasion 10 lessons</p> <p>The Tunnel By Anthony Browne Purpose: Discussion Balanced argument 5 lessons</p> <p>Ocean meets Sky By The Fan Brothers Purpose: Entertain Narrative Lessons 1-15 15 lessons</p>	<p>Worst Witch By Jill Murphy Purpose: Inform Instructions/recipe Purpose: Persuade Persuasive advert Purpose: Entertain Character description Play script 15 Lessons</p> <p>Spy Fox Film Unit Purpose: Inform Newspaper Report 10 lessons</p> <p>Excitable Edgar Purpose: Inform Diary entry 5 lessons</p>	<p>The Lost Thing Shaun Tan Purpose: Inform 1-10 Recount Purpose: Persuade 11-20 Persuasive Argument Purpose: Entertain 21-20 Description 30 lessons</p>	<p>Varjack Paw By S F Said Purpose: Entertain Narrative 6 lessons Purpose: Inform Non chronological report 5 lessons</p> <p>T4W Unit Trial Purpose: Inform Report Goblinology 10 lessons</p> <p>Poetry Progression Units Free Verse Poetry Year 4 5 lessons</p>	<p>Luke's Way of Looking By Nadia Wheatley Purpose: Persuade Formal letter of complaint 7 lessons</p> <p>Charlie and the Chocolate Factory Roald Dahl Purpose: Entertain Narrative Lessons 1-6 plus 4 days 10 lessons Purpose: Inform Explanation Lessons 7-10 plus 1 day 5 lessons</p>	<p>Marcy and the Riddle of Sphinx Joe Todd-Stanton By Purpose: Entertain Narrative 10 lessons (Arthur and the Golden Rope Joe Todd-Stanton as VIPERS in Guided Reading)</p> <p>Voices in the Park Anthony Brown Purpose: Discussion Review/Compare 10 lessons</p> <p>T4W Unit Trial Purpose: Entertain The Catch Wishing Story Focus-Action 10 lessons</p> <p>End of Year Assessment: Trip Recount (for moderation)</p>		

## English LTP SJS 25-26

Autumn Writing assessment first week back as a baseline for moderation. Summer writing assessment in the final half term for moderation  
Both will be set out and the whole school will write the same text type-no support in terms of scaffolding and modelling. Planning structure choices may be shared. Brief class discussion.  
Allowances have been made across the planning units for extra time where required or assessment weeks, to be used at the teacher's discretion, for the best outcomes for students.  
All information relating to English is in the staff English file on TEAMS.

English Year 5	Novel: <b>The Miraculous Journey of Edward Tulane</b> Kate DiCamillo (Adventure)	Novel: <b>The Christmasaurus</b> Tom Fletcher (Magic)	Novel: <b>Wonder</b> R.J. Palacio (Inclusion)	Novel: <b>Who let the Gods out?</b> Maz Evans (Humour)	Novel: <b>The Island at the Edge of Night</b> Lucy Strange (Mystery)	
<p><b>Spelling to be taught 3x weekly-test on Friday</b></p> <p><b>Grammar taught as part of the lesson, unless a stand-alone lesson is required</b></p> <p><b>End of the day 3pm class novel-Reading for pleasure</b></p> <p><b>Guided Reading-4x weekly</b></p> <p><b>Cross-Curricular writing where possible in other subjects Can be used to support writing assessment</b></p> <p><small>*focus points to be given additional time as a main focus of the unit.</small></p>	<p>Baseline Assessment: The Best Day Ever (for moderation)</p> <p>Poetry Progression Units Year 5 Figurative language 10 lessons</p> <p>Dreamgiver Film Unit Purpose: Entertain Description 10 lessons</p> <p>Non-Fiction unit Year 5 Purpose: Inform Autobiography 10 lessons</p> <p>Bill's New Frock (gender identity) VIPERS 5 Lessons</p>	<p>The Alchemist's Letter Film Unit Purpose: Entertain Narrative 8 – 10 lessons</p> <p>The House on Chicken Legs By Sophie Anderson Purpose: Inform Focus-How to care for... Guide 10 lessons</p> <p>Macbeth By William Shakespeare Purpose: Discuss Focus: Balanced argument Article 10 lessons</p>	<p>Hidden Figures By Margot Lee Shetterly Purpose: Inform and persuade Equal time-Newspaper and Persuasive letter Lessons 1 – 10</p> <p>Red Miss Take Film Unit Purpose: Entertain Dialogue 10 lessons</p> <p>The Dreadful Menace Film Unit Performance Poetry Purpose: Persuade Monologue 10 lessons</p>	<p>Wonder Must be read in full before this unit Inform: Informal letter 15 lessons</p> <p>Non-fiction unit Purpose: Inform Year 5 Explanation text Life cycle of a flowering plant 10 lessons</p>	<p>Darwin's Dragons By Lindsay Galvin Inform: Diary Entertain: Narrative (focus) Inform: Biography (focus) Discuss: Debate Inform: Non chronological report 20 lessons Plus 5 sessions as requested for additional time required</p>	<p>Everest By Alexandra Stewart and Joe Todd-Stanton Inform: Fact file Entertain: Narrative Inform: Diary (focus) Discuss: Debate (focus) Entertain: Poetry 30 lessons</p> <p>End of Year Assessment: Trip Recount (for moderation)</p>

## English LTP SJS 25-26

Autumn Writing assessment first week back as a baseline for moderation. Summer writing assessment in the final half term for moderation  
Both will be set out and the whole school will write the same text type-no support in terms of scaffolding and modelling. Planning structure choices may be shared. Brief class discussion.  
Allowances have been made across the planning units for extra time where required or assessment weeks, to be used at the teacher's discretion, for the best outcomes for students.  
All information relating to English is in the staff English file on TEAMS.

English Year 6	Novel: <b>The Midnight Fox</b> Betsy Byars (Humans and Wildlife)	Novel: <b>The Christmas Pig</b> JK Rowling (Fairytale)	Novel: <b>Xanthe and the Ruby Crown</b> Jasbinder Bilan (Refugees and Family)	Novel: <b>Wolf Brother</b> Michelle Paver (Loyalty and Devotion)	Novel: <b>There's a Boy in the Girls' Bathroom</b> Louis Sachar (Transformation)	
<p><b>Spelling to be taught 3x weekly-test on Friday</b></p> <p><b>Grammar taught as part of the lesson, unless a stand-alone lesson is required</b></p> <p><b>Booster sessions and interventions outside of the main lesson.</b></p> <p><b>End of the day 3pm class novel-Reading for pleasure</b></p> <p><b>Guided Reading-4x weekly include poetry</b></p> <p><b>Cross-Curricular writing: Brochure Biography Review</b></p> <p><b>Instructions</b></p>	<p>Baseline Assessment: The Best Day Ever (for moderation)</p> <p>Non-Fiction Unit Year 6 Purpose: Discussion Balanced Argument 10 lessons</p> <p>The Present Film Unit Purpose: Entertain Dialogue Purpose: Inform Diary 10 Lessons</p> <p>Non-Fiction Unit Year 6 Purpose: Inform Formal Letters 10 Lessons</p> <p>Brightstorm by Vashti Hardy Purpose: Inform Newspaper Report Lessons 1-7 7 Lessons</p>	<p>Pandora Film Clip Grammasaurus Unit Guide Propose: Entertain Setting Description 10 Lessons</p> <p>Pandora Film Clip Grammasaurus Unit Guide Non-Chronological Report 15 lessons</p> <p>Coming Home by Michael Morpurgo Purpose: Entertain Narrative-Pathetic Fallacy/Characters/Setting 5 days</p>	<p>Alma Purpose: Entertain Dialogue 5 Lessons</p> <p>Puffins Grammasaurus Unit Guide Purpose: Persuade Persuasive Advert 15 lessons</p> <p>Goodnight Mr Tom by Michelle Magorian Purpose: Entertain Narrative Lessons 1-8 10 lessons</p>	<p>Podkin One Ear By Kieran Larwood Purpose: Inform Information Text Alongside VIPERS 1-6 Purpose: Entertain Retelling 7-12 15 Lessons</p> <p>Romeo and Juliet By Andrew Matthews and Tony Ross Purpose: Inform Precis Purpose: Entertain Monologue 10 lessons</p>	<p>The Last Wild By Piers Torday Purpose: Entertain Dystopian narrative 20 lessons Plus 5 for planning, redrafting and editing.</p>	<p>The Highway Man By Alfred Noyes Purpose: Entertain Classic Narrative poetry 10 lessons</p> <p>Non-Fiction Unit Year 6 Purpose: Inform Explanation 10 lessons</p> <p>T4W Unit Pie Corbett The Old Mill Purpose: Entertain Narrative -Suspense 10 lessons</p> <p>End of Year Assessment: Trip Recount (for moderation)</p>

## English LTP SJS 25-26

Autumn Writing assessment first week back as a baseline for moderation. Summer writing assessment in the final half term for moderation. Both will be set out and the whole school will write the same text type-no support in terms of scaffolding and modelling. Planning structure choices may be shared. Brief class discussion. Allowances have been made across the planning units for extra time where required or assessment weeks, to be used at the teacher's discretion, for the best outcomes for students. All information relating to English is in the staff English file on TEAMS.

### Planning:

All planning placed into a folder on teams. The front cover highlighted and completed, alongside the unit plan. Please amend the plan according to your professional judgement (allowing a day or so longer to secure an objective/plan/draft/edit) where necessary. Strike through/edit and amend to support your students and your teaching. If it is possible not to use a copied resource sheet and the students can draw, for example, a senses grid into their book-please do so. Labels for objectives used, as outlined in September 2024. Writing grids at front of books, alongside Marking Scheme.

### Writing:

Units of work planned against the criteria for the year group. Highlight on the front cover sheets the objectives used for each unit, to ensure full coverage across the year. Cross-curricular writing is **imperative** for deepening understanding of the genre. For example: Information text can be written within the geography skills previously learnt in context with a purpose. All English work kept in English books-drafting, editing, grammar, final pieces and assessments.

Structure of the units: We are striving towards this planning model, for writing, in September 2025-DFE has sent out a paper identifying 'best model' for teaching writing. The Writing Framework 2025 suggests oracy, modelling, guided writing, independent, drafting and editing work.

- ✚ UKS2-Cold task (students write the text type with little support or discussion 20 min write) Adult marks in terms of students basic understanding of the text type features structure and language (similar to T4W)
- ✚ Model text whole class text marking- identifying the features in the text guided by the adult. Ensure the students have understood the text structure and language features and that this is displayed for them to use. Students should have this at each stage of their writing process.
- ✚ Model planning for the text type-use Sue Palmer Skeleton models. These can be found online alongside the features model. Also, the non-fiction mats on Teams.
- ✚ Rehearse quality paragraphs that can be used as models to write independently from model texts.
- ✚ Model writing the text-once students can identify the language features and how to subsequently create cohesion, highly scaffolded, students then attempt this independently changing only one or two words to begin with (adult to 'check' understanding to plan next steps).
- ✚ Model writing a section of text-this will include grammar, vocabulary choices, sentence structure, word banks, synonyms, punctuation relevant to the genre. Students attempt to write their own sections.
- ✚ Continue in the same way until the piece is complete-review with peer assessment and adult marking at each stage.

## **English LTP SJS 25-26**

Autumn Writing assessment first week back as a baseline for moderation. Summer writing assessment in the final half term for moderation. Both will be set out and the whole school will write the same text type-no support in terms of scaffolding and modelling. Planning structure choices may be shared. Brief class discussion. Allowances have been made across the planning units for extra time where required or assessment weeks, to be used at the teacher's discretion, for the best outcomes for students.

All information relating to English is in the staff English file on TEAMS.

- ✚ Chillli task-this is the hot task. Students are now given the same text type, with a new context (heading, questions, storyline, etc). They will be allowed to have the success criteria checklist to keep them on track. This is marked against the success criteria outlined in more depth with at least two elements achieved, and exemplary; the next step linked directly to the text features.
- ✚ Year 4 will be trialling some T4W Units and Y6 will be trialling some Grammasaurus units-To be reviewed.

This approach to writing encompasses the elements of 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.

### Sue Palmer Skeleton Books:

- [the\\_punctuation\\_book-2.ppt](#)
- [the\\_sentence\\_book.ppt](#)
- [the\\_standard\\_english\\_book.ppt](#)
- [the\\_complex\\_sentence\\_book.ppt](#)
- [instruction\\_book.ppt](#)
- [discussion\\_book-1-.ppt](#)
- [the\\_word\\_class\\_book.ppt](#)
- [report\\_book.ppt](#)
- [the\\_cohesion\\_book.ppt](#)
- [persuasion\\_book.ppt](#)
- [explanation\\_book.ppt](#)

### Spelling: please print logins for the students use, ready for September.

Spelling to be a focus as identified in the Writing Framework 2025. Continue to use spelling shed layout and word lists, plus their interactive sessions. Spelling needs to be taught at least 3x weekly, for approx. 10 mins, with the opportunity for the students to practise words in dictated sentences. These sessions could be word searches, whiteboard activities, pyramid writing- building the word from one letter up, KAHOOT, quizzes or any other engaging 'hooks'

## English LTP SJS 25-26

Autumn Writing assessment first week back as a baseline for moderation. Summer writing assessment in the final half term for moderation. Both will be set out and the whole school will write the same text type-no support in terms of scaffolding and modelling. Planning structure choices may be shared. Brief class discussion. Allowances have been made across the planning units for extra time where required or assessment weeks, to be used at the teacher's discretion, for the best outcomes for students.

All information relating to English is in the staff English file on TEAMS.

for recall. Spelling lists sent home on Monday and tested Friday-spelling test books. Follow MTP for year group this is also on the unit-planning sheet. Keep a record of the scores. Spelling work (investigations etc) can go in the back of the pink handwriting books as a record.

### Phonics:

Using current phonics scheme in place (Twinkl). Possible first half term for year 3 following Year 2 Phase 5 (dependent upon ability) and spelling rules. Reading books **must** match phonic ability at this point. Spelling rules taught in place of phonics-anyone at this point unable to access the rules, will require an intervention programme. All information required is on Teams, in Staff English Folder.

### Handwriting:

Scheme is Cripps. Please collate these books in the staffroom so we can ensure all levels are catered for. Handwriting should be taught explicitly. Handwriting-this can be a combination of letter formation, spelling words, dictated sentences, however, there must be an extended piece of handwriting weekly. 5-10 mins Y3, 10-15 Y4, 15-20 Y5, 20-25 Y6. Copied piece of text (may be placed on Teams) for the students to have read to them before handwriting. This will hopefully build stamina for longer pieces of writing in class and allow the students to practise the diagonal joins taught, and it is evidence for the targets required for assessment. We will continue to use the Cripps handwriting scheme for letter joins. For some children this may still only be basic orientation (this could be used as intervention time). By the end of Year 5, their personal handwriting formation should be in place. Students to use pen as early as possible.

### Reading Books

Reading books to go home daily, signed and a record kept. Expect this for 4x weekly at home Monday to Thursday-check off like homework on Friday.

Use FFT Aspire for reading ages to match book levels. Use own professionalism to decide if a book selected is too easy or too tricky-but within the range-'best fit'. Student to be heard at least 1x weekly by an adult in school. Opportunity for book changes Friday (scheme readers) to track progress. Each class to organise a library slot for your class-this might be during a guided session with an adult or at another time.

We will aim to have a home reading book from the ORT and a reading for pleasure book (that matches ability from the LKS2 and UKS2 sections). The students will need support changing their books and knowing where to find the next in the sequence.

Unless the student is 12+ in all areas to have a free reading pass.

## **English LTP SJS 25-26**

Autumn Writing assessment first week back as a baseline for moderation. Summer writing assessment in the final half term for moderation. Both will be set out and the whole school will write the same text type-no support in terms of scaffolding and modelling. Planning structure choices may be shared. Brief class discussion. Allowances have been made across the planning units for extra time where required or assessment weeks, to be used at the teacher's discretion, for the best outcomes for students. All information relating to English is in the staff English file on TEAMS.

**Guided Reading:** at least 4 x 20 mins weekly, this may include a library slot for 1:1 reading.

These sessions to be timetabled for September 2025. It gives you the opportunity to run this the best way you feel for your class. This might be a carousel of activities, so the teacher and TA can work a group each, each day. The other children may be accessing work on iPads, completing their own independent read, working on grammar games/activities. Or, it might be that the teacher selects a whole class text and uses specifically selected VIPERS questions to develop comprehension skills (please ensure these books and films are of part of the LTP for any other year group and record what you have used for reference year on year for the students). Answering questions are to be modelled for the best outcome, as the skills need to be explicitly taught. Poetry, mini-comps, novels etc. Whole class VIPERS where appropriate. Most importantly, developing fluency in the early stages is key!

OFSTED-focus is fluency in KS2

Using FFT will show our fluency of words correct per minute. GPC Decoding and Fluency is assessed-pupil summary reports can help support next steps for guided groupings.

Fluency can be enhanced in guided sessions with echo-reading, repeated reading, prosody and performance. Shared reading for pleasure is also a key indicator of developing fluency. We have an amazing library and we currently share books at the end of the day.

Carousel Ideas: Approx. 20 children (additional sessions may be TA with a socially speaking group/listening skills group-whatever it is, it has to be manageable and not include an onerous amount of marking, LBQ questions).

Independent read-use the reading journal sheet to make notes about what they have read (back of guided reading book). Possible use of TA to listen to individuals.

Independent grammar activity may be on paper or iPad/Stile Tiles

Independent Spelling Shed activity

Library slot. Reading to the younger children UKS2 with LKS2

TEACHER LED GRP-oral fluency, echo-reading, performance, modelling reading, rehearsing reading, performing reading, prosody (the patterns of rhythm and sound used in poetry, the patterns of stress and intonation in a language).

## **English LTP SJS 25-26**

Autumn Writing assessment first week back as a baseline for moderation. Summer writing assessment in the final half term for moderation. Both will be set out and the whole school will write the same text type-no support in terms of scaffolding and modelling. Planning structure choices may be shared. Brief class discussion. Allowances have been made across the planning units for extra time where required or assessment weeks, to be used at the teacher's discretion, for the best outcomes for students. All information relating to English is in the staff English file on TEAMS.

### **Assessment:**

**READING**-Grid on Teams. Once completed can be added to your DATA folder.

Reading ages-use FFT Aspire. **(September, December, March and July)**. Results are recorded on FFT for each class-shows progression if not attainment. The assessment varies each time it is accessed and it is tailored to the student. Decoding section then fluency passage (x2). Click on words not known and at the end of the time the words they finished on in that time. Pupil Summary Reports are then generated. This test will give a standardised score. There is a section in resources that also matches Twinkl Phonics. It contains decoding and fluency passages. There are also videos about how to access the screening and use the data.

**PIRA** comprehension **termly** to support ongoing assessment in reading and school data. Results to be recorded in a table for each class-shows progression if not attainment.

ORCS\_Reading\_Criterion.pdf, to be used within 1:1 reading sessions/guided reading/class reading etc. This will be a copy for each child, and move up the school with them, supporting staff with target setting. Support with Oxford Reading Tree book selection based on standardised scoring from FFT and PIRA data.

**WRITING**-The scores sheet is on Teams-this can be accessed and popped into your DATA folder.

Writing-half termly/end of units against the writing statement grids. These are currently at the front of the books. Writing scores to be added to the sheet when you complete an end of unit piece of writing that has been unaided. Remember you can add marks for what can be seen in the book overall in a different colour when deciding on termly-data (for example red for work across the half term, your normal marking pen for the assessed piece). The mark sheet will show the year group the student is being assessed in (for example a Y6 student may only be working at Y1 level and will be assessed accordingly). It will show progress if not attainment. New assessment sheets (seen in staff room) to be used moving forwards.

**Spellings** weekly-record scores and track progress for spelling tests weekly (tests in small Spelling test books). Use the tracker online for Spelling Shed to 'check' pupil engagement. Teams has the LTP for year groups.

**Spelling assessment:** Use Literacy Gold, add info to the tracking sheet.

### **English LTP SJS 25-26**

Autumn Writing assessment first week back as a baseline for moderation. Summer writing assessment in the final half term for moderation. Both will be set out and the whole school will write the same text type-no support in terms of scaffolding and modelling. Planning structure choices may be shared. Brief class discussion. Allowances have been made across the planning units for extra time where required or assessment weeks, to be used at the teacher's discretion, for the best outcomes for students. All information relating to English is in the staff English file on TEAMS.

**Grammar**-Rising Stars half termly for grammar indicators-use the spelling alongside for an accurate assessment. Grammar folder of tips on Teams. We need to decide if we are going to do the Rising Stars Grammar papers to track through school, in prep for Y6.

#### **STUDENTS**

Add marking guidelines to students' books at the back/front for easy reference. Any additional 'help sheets' can be kept in personal folders or on their iPads for reference at any time.