



**DUBAI  
BRITISH  
SCHOOL**  
EMIRATES HILLS

# English Policy (Primary)

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Primary	
Date of review	June 2023
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## AIMS AND OBJECTIVES

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## TEACHING AND LEARNING

### AIMS AND OBJECTIVES

Through our teaching we ensure that:

- We develop **Creative, Courageous** and **Critical thinkers**. We expect our students to be **Cooperative** and **Caring** with excellent **Communication** skills – these are known at DBS as the 6 Cs
- We develop independent, confident learners who take increasing responsibility for their own learning
- Our students are reflective, effective participators
- Our students acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work cooperatively
- Our students access a rich and balanced curriculum in a variety of ways, including through creativity and self-expression
- We recognise and develop pupils' personal skills and interests
- We meet the needs and aspirations of all our learners

### EFFECTIVE TEACHING AND LEARNING

Personalised learning is at the heart of effective teaching and learning. At Dubai British School, we recognise the need to develop strategies that will allow all students to learn in ways that best suit them so that they will fulfil their potential. This includes flexible lesson structures, allowing all students to progress at a pace that suits them – both students who need support and those who need challenge.

### CURRICULUM DESIGN

English lessons are planned for and taught linked to a high-quality text, which in turn links to our WOW topic-based curriculum. This is designed to give all lessons a context and motivate pupils with current and responsive topics, incorporate pupil choice and give them an audience and purpose for their learning. It is designed to raise the attainment and progress of all pupils by providing engaging and challenging lessons. English objectives are mapped out throughout the year on Long Term and Medium Term Plans. These are working documents that are amended in response to formative and summative assessments and the needs and interests of the students. They also enable the coverage of objectives to be tracked in each year group.

Long Term Plans should detail the text names, text style opportunities (not genres) and Grammar, Punctuation and Spelling objectives to be covered each half term.

Medium Term Plans should provide details on what each lesson will focus on – for example a WALT or a summary of the WALT – for both English lessons and Whole Class reading lessons. See 'Writing' and 'Reading' below for more information on what should be included.

## **EARLY YEARS FOUNDATION STAGE**

English in the Early Years Foundation Stage is based on the Foundation Stage Profile strands of Communication and Language and Literacy, supplemented by the fine motor aspects of Physical Development.

In EYFS, children have daily phonics lessons to develop skills like blending and segmenting in preparation for early reading and writing. This is supported by a range of fine motor tasks throughout Foundation Stage and specific handwriting activities in Foundation Stage 2 to develop the physical strength and control to manipulate writing tools. A wide range of exciting learning areas provide children with opportunities to develop their communication, language and literacy skills on a daily basis with a focus on child-initiated activities. Learning areas such as role-play and construction areas provide opportunities for children to collaborate and develop their spoken language skills as they engage in dialogue and negotiation. The use of an oral Storytelling scheme and Talk for Writing strategies in learning topics underpins our belief that children need to develop their speaking skills if they are to become good writers.

As well as a Writing Area, which provides children with a range of materials with which to experiment and practice mark marking/letter formation (and eventually to practice taught skills), other learning areas are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area, including role-play menus, investigation area observation records and construction plans provide valuable opportunities to engage children in writing for purpose and pleasure. From when they start school, children learn that writing can have a range of purposes and they are encouraged to use ambitious new language and explore the features of different types of writing.

At Dubai British School Emirates Hills, we expect all classrooms to have inviting reading corners with comfortable seating and a range of topic-related reading material to encourage children to look at books independently. These include a range of fiction and non-fiction books so that children recognise that books are a valuable source of information as well as pleasure. Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross curricular Topics. All outdoor areas are enhanced with relevant reading and writing resources which are filled with engaging, exciting materials that children can use independently. Children enjoy daily 'story time' so they become familiar with stories and authors and begin to develop a love of reading. They visit the library weekly to borrow books and, in FS2, take home banded reading books which support and develop their learning and application of phonics.

## **KEY STAGE ONE AND TWO**

As per the 2014 National Curriculum, English has the following components:

- ✓ Spoken Language
- ✓ Reading – Word Reading & Comprehension
- ✓ Writing – Transcription & Composition
- ✓ Vocabulary, Grammar, Punctuation and Spelling

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

## **SPOKEN LANGUAGE**

The development of speaking and listening skills are at the core of the curriculum and are seen to underpin all other areas therefore the development of these skills is given our highest priority. Students in every year group are working towards and monitored against the Spoken Language requirements as set out in National Curriculum 2014. These are integrated and developed through both the formal and informal curriculum. Classes in Foundation Stage, Year 1, and Year 2 all have role play areas linked to their WOW learning, which is language rich and allows vocabulary to be developed for all students.

## **WRITING**

At DBS, children can expect to tackle a range of writing tasks by writing for different purposes (see Four Writing Purposes Guidance document for more information):

- ✓ Writing to persuade
- ✓ Writing to inform
- ✓ Writing to entertain
- ✓ Writing to discuss

Pupils in all key stages are given regular opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions. These are supplemented by experience sessions and planning sessions. Experience sessions should be immersive and stimulate ideas. These can take many forms such as school trips, visitors, classroom scenes, or drama conventions created and deployed to strengthen context and build imagination. Planning sessions will help the children to identify the key components of a particular style or purpose of writing and apply these features to build a bank of vocabulary and sentence types (age appropriate) for pupils to use in their writing. Teachers incorporate Alan Peat Exciting Sentences (see separate document) into teaching and WAGOLs / modelling. In addition, pupils are taught to edit their writing after they have completed a piece and to make changes in relation to punctuation, vocabulary, grammar, and spelling.

## **READING**

Reading is an essential life skill and at Dubai British School Emirates Hills we want our children to leave school with a love of reading. Teachers demonstrate by 'thinking aloud' the skills required to be a reader. Reading is a habit, and that habit needs to be grounded in what we do at school. Children need to see adults loving books, so staff are encouraged to share their love of reading with children.

Throughout the primary school, a whole class reading approach is taken. In Year 1 and 2, reading sessions complement existing daily reading during Read Write Inc Phonics sessions.

The text chosen is at a level slightly higher than most of the class and the teacher plans three reading phases for each text. Phase 1 involves understanding the text; analysing vocabulary; and retrieval skills, including skimming and scanning skills. Phase 2 involves inference; language analysis; sequencing and summarizing. Finally Phase 3 involves discussing themes within and across books; exploring characters; making comparisons between books; and relating to books. Each lesson includes differentiated questions and tasks.

All children take home reading books. In Year 1 and Year 2, there are Read Write Inc Phonics books set weekly. These are fully decodable, and children should be able to read all words. Year 1 children also choose a book from the school library weekly. This book should promote a love for reading, even if children cannot read this independently. In Years 2-6, children take books based on an Accelerated Reader level, and a reading book of choice. Once the children have finished an Accelerated Reader book, they take a short, multiple-choice comprehension quiz before choosing a new book. Accelerated Reader is a computer-based program used to monitor reading practise and progress. Accuracy in quizzes is rewarded weekly, as well as other rewards in class and termly.

## **PHONICS AND EARLY READING**

Phonics is taught for 60 minutes daily in Year 1 and Year 2, and 40 minutes in FS2 (less in Term 1) following the Read Write Inc. Phonics programme. Children are taught in homogenous learning groups, tailored to their strengths and areas for development, based on both assessment and teacher observations.

See separate policy for Read Write Inc. Phonics for more information.

## **SPELLING**

When children have completed Read Write Inc Phonics in Year 2, they then begin to learn spellings using the Read Write Inc Spelling model, based on the National Curriculum 2014. This is taught for 15 minutes daily. In Year 3, children continue with this approach. In Years 4 – 6, a spelling rule is taught each week, and a weekly spelling test will check knowledge of these words, as well as high frequency words and words from the National Curriculum 2014 Appendix 1.

## **VOCABULARY, GRAMMAR AND PUNCTUATION**

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationship between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils are taught to use standard English.

At Dubai British School Emirates Hills, where possible, grammar and punctuation are integrated into all English lessons. Students are taught the vocabulary, grammar and punctuation set out in National Curriculum 2014 Appendix 2.

## **HANDWRITING**

There is a handwriting progression document that should be followed as appropriate to year groups and specific classes/ groups of students (Appendix 1). This includes developing the physical strength and control to manipulate writing tools in EYFS; forming lower-case letters correctly and learning which letters are formed in similar ways in Year 1; using diagonal and horizontal strokes to join letters in Year 2; and progressing to joined writing in Year 2 and 3.

Handwriting should be taught regularly, giving students time to practice, throughout the school. Students from Year 3 onwards will have the opportunity to receive a Pen Licence. This will depend on their ability to meet the handwriting criteria. Students' handwriting is expected to be of a high standard in all writing tasks across all subjects.



## **DIFFERENTIATION AND SUCCESS CRITERIA**

In English, learning experiences are provided to match the needs, capabilities, and previous learning of all children. In lessons, all students are provided with suitable challenge according to their ability, to develop them as critical thinkers.

Teachers use Bloom's Taxonomy (Appendix 2) to design learning opportunities that are challenging for all students. Bronze, silver and gold outcomes are designed by the teacher and are increasingly challenging based on the daily WALT (learning objective). Students choose, often with teacher guidance, which level of challenge to aim for. This enables students to take ownership of the work they are completing, whilst also allowing teacher to ensure that each student is sufficiently challenged. These are not always separate tasks, but a similar task requiring different outcomes – with remembering, understanding and applying at the easier levels, and analysing, evaluating and creating being the more challenging outcomes.

Success criteria in all lessons allow students to see how they can progress throughout the lesson, and signpost them to how they could move their learning to the next level. Success criteria is an integral part of planning lessons and should link to the key knowledge of skills needing to be acquired by pupils throughout the lesson. There may be elements that all students will acquire before progressing to bronze, silver or gold criteria. There is an expectation that if students work on a higher level task (silver or gold), this should also incorporate the other levels of success (i.e. bronze success criteria should be achievable within silver etc). An example of colour coded success criteria is provided below:

### WALT: Write to build suspense

- Use short sentences to build suspense
- Identify language features used to build suspense
- Summarise the story so far
- **Select appropriate vocabulary to describe the setting**
- **Describe the character's actions and reactions to create suspense**
- Combine figurative language with sentence types
- **Evaluate the way that suspense or tension is shown in a picture / movie**
- **Apply this to a piece of writing**

When necessary, students are provided with scaffolding and resources to enable them to access the learning and maximise progress.

## **ASSESSMENT**

### **WRITING**

Students' writing is assessed regularly and the Classroom Monitor markbook should be reflective of what students are capable of at all times. Writing is also formally moderated three times per year using the Rising Stars criteria, which is also the framework used to assess all children on an ongoing basis. The level awarded is based on a combination of unaided writing and agreed teacher assessment.

### **READING**

In KS1, reading is teacher assessed regularly during reading lessons and phonics lessons. In KS2, reading is teacher assessed during reading lessons. NGRT summative assessments are used termly from Year 1 – 6. In addition, STAR Reading tests (linked to Accelerated Reader) are used in Years 2-6 termly.

### **READ WRITE INC. PHONICS**

Read Write Inc. Phonics assessments are carried out approximately every six weeks, to track which storybook level children. We use the Entry Assessment when children are ready to begin the programme in FS2, or if they join the school at any time later than this (later in FS2 or at any time in Year 1 or Year 2).

Children's storybook levels are recorded on a grouping grid each term, which informs a tracker on the Ruth Miskin portal. In addition, an individual tracker is updated when each assessment is carried out so that each student's progress can be tracked.

We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

### **GRAMMAR, PUNCTUATION AND SPELLING**

Grammar, Punctuation and Spelling are assessed regularly on Classroom Monitor through children's written work. In addition, children are assessed termly in a GPS assessment based on what they have learnt that term.

## PRESENTATION OF WORK

These guidelines should help to always produce the highest standard of work.

Please ensure you have read the feedback section of this policy carefully and that you always follow the guidance.

- For Years 2-6 the full date is to be written on top line starting from the left and underlined. Year 1 children should write the day and short date e.g. Monday 23/9. Leave a line after this.
- A 'WALT' statement is to be written and underlined. Year 1 and Year 2 LA children can stick this in (teacher discretion in other year groups).
- One line is to be missed between the 'WALT' statement and the start of written work. The children can remember this using 'DUMTUM' i.e.: Date, underline, miss a line, title (WALT), underline, miss a line.
- Have a go at spellings. Children should employ strategies used in phonics lessons to attempt to spell a word. If unsure, underline then check in a dictionary (Year group appropriate).
- Any illustrations appropriate can be done on lined paged with pencil. Children should not colour over writing and any colouring in should be done with coloured pencils.
- Worksheets should not be used in books. However, scaffolds maybe used to support learning
- When starting a new piece of work on the same page (if enough space), underline last piece of work
- Children should take pride in their books, therefore no graffiti on the front of books
- Children should write in pencil, until they are awarded a handwriting pen by their teacher (KS2 only).
- Handwriting pens can be awarded in KS2 when children:
  - Write neatly and legibly (it does not need to be cursive)
  - Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
  - Form lower-case letters of the correct size, relative to one another
  - Use spacing between words that reflects the size of the letters
  - Use a neat, joined handwriting style with increasing accuracy and speed

\*Handwriting does not always need to be cursive, as not all children have learned to write this way.

Examples of presentation of work can be found in Appendix 3.

## FEEDBACK

### AIM

To ensure that all students have their work marked in such a way that it improves learning, challenges pupils, develops self-confidence, raises self-esteem and provides opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked in all Key Stages.

### OBJECTIVES

- To enable written and verbal feedback to be an effective tool for promoting learning for all DBS students.
- To develop an interactive process that confirms when students are on the right track and then lets them know what needs to be done to improve and make progress.
- To prompt all students to respond to the written feedback given by the teacher.
- To enable students to reflect upon and take ownership over their own learning and progress.

### RATIONALE

Dubai British School Emirates Hills recognises that teachers' marking of students' work and students' assessment of their own progress and attainment are central functions in the learning process. The focus of written and verbal feedback is on helping students obtain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to meet the learning objectives. It is then essential that the student is positively prompted to improve their learning. The marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

Marking is most effective when the student knows:

- the purpose of the task
- how far they have moved towards achieving this
- how to move closer towards the goal of their learning

**Marking and the implementation of this policy is the responsibility of all teachers.**

## **EXPECTATIONS**

Teachers are expected to ensure that:

- The marking of children's work, either written or verbal, should be regular and frequent
- The marking criteria should be displayed in each classroom and in the front of pupils' books
- Whenever appropriate/possible, teachers should provide individual verbal feedback to children
- Teachers should look for strengths before giving areas for development when marking work
- Marking should be linked to WALTs/targets
- Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for that particular child
- Marking should show differentiation between groups and/or pupils
- Marking should take place in expected colours (see pens)

## **MONITORING AND EVALUATION**

The Headteacher, Deputy Headteacher, English Leader and Year Leaders will review the quality of marking as part of their ongoing role when appraising books. Feedback will be given to teachers as appropriate.

The desired outcomes are improvements in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment and progress
- Pupil voice
- Consistency in teacher's marking across the primary Key Stages
- Awareness on the part of the pupils of what is expected of them

## TYPES OF MARKING:

At DBS we aim to provide marking which is relevant, purposeful and allows the pupil an opportunity to reflect and progress. This can be seen through the following styles of marking in English.



**Green Pen** – **Adult** marking



**Blue Pen** – **Child** response/ self-assessment



**Red Pen** – **Peer** marking

### **Diagnostic marking**

Diagnostic marking is focused on areas where children can demonstrate a quick and powerful improvement. Such marking asks children to either consolidate. Always give a star then a target.



Question: **Can you describe how this person is a good friend?**



Directive: **Describe something that happened which showed they were a good friend**



Unfinished sentence: **He showed me he was a good friend when...**

### **Child response: Blue Pen response**

#### **Self-assessment**

In order that pupils become better learners it is important that they sit at the heart of the assessment process. To do so, they need to have the skills and language to be able to assess their own learning. These can be scaffolded onto slides or WALTs.



★ **I have used a question mark**

→ **I need to use an adjective**

## Peer assessment

Pupils will often develop their own knowledge and understanding from evaluating and commenting on the learning of their peers. In addition, receiving focused and task appropriate comments from their peers is a powerful way of creating a culture of reflection in the class.



★ You are writing on the line

→ Write a sentence using 'and'.

All self and peers will need to be guided and scaffolded by the teacher at the beginning and throughout the year, depending on the activity. This can be done through the use of slides showing options for a target. For example, giving two or three choices of a target modelled on the board.

## Presentation – Teacher: Specific

### Acknowledgement Marking

Acknowledgement marking allows pupils to understand if their work meets the WALT or not without the use of diagnostic marking. Where appropriate, acknowledgement marking can be completed as self-assessment or peer assessment.

### Sensitive Marking

DBS is an inclusive school which provides equal opportunities for all pupils. This policy supports the use of 'sensitive marking' for our SEND pupils where teacher discretion will be used to mark and feedback on pupils learning to ensure a positive and encouraging approach is maintained.

Examples of DBS-EH feedback can be found in Appendix 4.

**The below marking symbols is for teachers to print and use in class.**

Note that not all spelling mistakes should be corrected, key words or persistent mistakes will be noted. Further verbal discussion can be had with pupils.

## DBS Marking Symbols

☆	Positive comment
→	Next steps
✓	correct
•	Mistake
A	Aided
I	Independent (FS only)
V	Verbal feedback
__sp	Spelling mistake
○	Change to or from a capital letter
//	New paragraph
~~~~	Does not make sense
^	Missing word
△	Missing punctuation
<u>supply</u>	On all work marked by supply



## APPENDIX 1 – HANDWRITING PROGRESSION

	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form the digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task.</p>
Joining Letters		<p>To begin to use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>

## APPENDIX 2 – BLOOMS’ VERBS

BLOOM’S REVISED TAXONOMY					
<p><b>REMEMBERING</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p>	<p><b>UNDERSTANDING</b> Demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.</p>	<p><b>APPLYING</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	<p><b>ANALYSING</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations.</p>	<p><b>EVALUATING</b> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p>	<p><b>CREATING</b> Compile information together in a different way by combining elements in a new pattern or proposing new solutions.</p>
KEY WORDS RELATED TO BLOOM’S TAXONOMY					
<p>Define describe duplicarte examine identify label list locate match memorise name observe omit quote read recall recite recognise record remember repeat reproduce retell select state tabulate tell visualise.</p>	<p>Ask associate cite classify compare contrast convert describe differentiate discover discuss distinguish estimate explain express extend generalise give examples group identify illustrate indicate infer interpret judge observe order paraphrase predict relate report represent research restate review rewrite select show summarise trace transform translate understand</p>	<p>Administer apply articulate calculate change chart choose collect complete compute construct determine develop discover dramatize employ establish examine interpret judge manipulate modify operate practice predict prepare record relate report schedule simulate sketch solve teach transfer</p>	<p>Analyse appraise calculate categorise classify connect contrast correlate deduce devise diagram differentiate dissect distinguish divide estimate evaluate experiment focus illustrate infer order organise plan prioritise select separate subdivide survey</p>	<p>Appraise Argue Assess Choose Compare Conclude Consider convince criticizes critique debate decide defend discriminate distinguish editorialise estimate evaluate judge justify measure persuade predict rank rate recommend reframe score summarize support</p>	<p>Adapt anticipate assemble collaborate combine compile compose construct create design develop devise express facilitate formulate hypothesise integrate intervene invent manage modify negotiate originate prepare produce propose rearrange reorganise revise rewrite simulate speculate validate</p>

**APPENDIX 3 – PRESENTATION OF WORK**






Year 1:

**3.10.21 WALT: explore the feature of a recount and plan a recount**

Today we explored the features of a recount. We looked at examples of a recount. We worked in partners to sequence daily events and spoke about the order in which we would do these things. Next we explored the Hootpize's adventure on Pink Day. We discussed the pictures and used our VIPERS skill 'Sequencing' to order them to show his day.

We imagined conversations the Hootpize would have had on his journey and worked in pairs to role-played what they would have spoken about.

First
Next
Then
After
Finally

First He went to the playground. ✓

Next He went to the pool. ✓

Then He got <sup>Miss</sup> a cup of coffee from the cafe. ✓

After He went to his job of a security guard. ✓

Finally He went to see the security to say sorry. ✓

① Supported by Anja to orally formulate sentences

→ full steps.

Year 2:

Tuesday 9<sup>th</sup> November

WALT: write a diary entry.

Dear Diary,

<sup>wouldn't</sup>

You wouldn't believe what happened!  
I was sleeping in my delight-  
gull, comfy bedroom <sup>when</sup> until my  
master woke me <sup>up</sup> I was tired  
but when I noticed I forgot  
to deliver Mr. Pepys's diary, I jump-  
ed out of my bed and ran  
<sup>straight</sup> straight out the door with the  
diary. When I was outside, I  
saw cows running <sup>and</sup> I <sup>thought</sup> thought  
they were running because they  
were scared but I didn't notice  
there were glazes over the  
city of London. <sup>Finally</sup> Finally, I found  
Mr. Pepys' house. I knocked on the  
front door <sup>but</sup> nobody answered. So I  
climbed his house. I saw glazes  
of fire. I was shocked! I also  
saw Mr. Pepys in a pit. I lost



Year 3:

Tuesday 10<sup>th</sup> and Wednesday 11<sup>th</sup> May

WALT: Research about ~~roman soldiers~~ the life of a roman soldier.

Zayna

- How many miles did romans march everyday? 20mi  
-tes: 20 miles
- How many groups were the romans split into? 2  
groups
- What were they carrying w while they march? Tents, food, weapons
- How long did legionarys serve the army? 20  
years 20 years
- Who is a roman legionary? a roman citizen who is under 45 years
- How long is a roman sword? 50cm
- What would romans eat? cereal, meat and vegetables.

Answers: 1. every morning ✓ 2. sword ✓ 2. leather X  
3. Auxiliary X 4. fighting for real

Year 4:

Sunday 21st November 2021

WALT: Sequence events

→ How can you add a double by <sup>sentences</sup>

- 1 One Tuesday at a swamp 3 frogs were peacefully sleeping on some lily pads in the evening around 8. The frogs started to float! They were very surprised and went <sup>of</sup>
- 2 After all their frog friends joined them they were very happy. The hour was 9 when they floated into the neighbourhood, floated past some windows some people were shocked.
- 3 Then they bumped into a clothing line and parachuting they even went into someones house and watched some TV! Next when the clock struck 6 the frogs stopped floating.
 

Who's house did they go into?
- 4 After they hopped back to the swamp they were bored. After they started an investigation about this and it was on the news.
 

→ Who investigated?
- 5 Next Tuesday 7:58 pm suddenly pigs began float! No one knows how this is happening and why but it is very mysterious, mysterious because isn't the gravity in the world? ??

→ You need to correct your writing - where should you be using capital letters?



Year 5:

Tuesday 22 March 2022

WAC: Use inference to write a letter.

Dear Queen Victoria, <sup>next line</sup> I am writing to you to beseech you to return the dragons to the Galapagos island, their habitat. \*Clear, concise opening

There are a number of reasons I worry for their poor health. Let me please explain for you. Firstly, their behaviour changed entirely; Farthing was patrolling the same track back and forth in front of the bars, wearing a path into the soft chalk. Basalt scratched repeatedly at the base of his tail, and his tail and the scales had cracked and fallen away. Sixpence had worn away the scales on her side from distress. This is concerning because... she could have got poisoned because ~~she~~ <sup>she</sup> got really sick.

My suggestion is that we ship them safely on a deep-sea survey boat; if there's a problem, it'll be on the ship. Please do not worry. As long as they are safe and free on the ship. <sup>the scratch</sup>

I hope everything is okay.

Yours sincerely,  
Symon Covington

\*formal language throughout

Year 6:

Monday 7th February 2022

WALT: analyse and innovate a text.



WILFs

	SA
Range of adverbial openers for how, where or when	✓
Vocabulary chosen for its specific effect on the reader	✓
Correct verb tenses	✓
'Show not Tell' description to imply information	✓
Commas are used to punctuate relative clauses of interest	✓
Semi-colons	✓
Peats hacks	✓
Language devices	✓
Parenthesis	✓
Complex sentences	✓
Variation in sentence length for effect	✓

Desperately clutching the piercing railing, a tsunami of shocking realization washed over me. Not enough boats. NOT ENOUGH BOATS!!!  
 Colourless, ashen faces were everywhere, waiting for the end; I tried to steady my scrawny, skeletal body as I hopelessly scanned the endless horizon for at least a fragment of hope. Nothing. The vessel, which was sinking fast, let out a head-splitting howl. The seething sea slapped me with its piercing poison. As the end of the boat sank, I bolted up to the star board side; I was usually quite slow, but at that moment I ran faster than I ever had. I was fast, fast because I needed to be. Exhausted and worried, numb and desperate, I didn't know how long I had left until I would have to take my final breath. Exhaustion, panic, hypothermia - which one would kill me first?

\* Powerful use of personification  
 😊





## APPENDIX 4 – FEEDBACK EXAMPLES

Year 1:

WC 25.4..22 WALT: write a letter

Your address and Kevin's address	Teacher/ Self-assessment
Date	<input checked="" type="checkbox"/>
Dear and From	<input checked="" type="checkbox"/>
Reasons to convince Kevin to come down.	<input checked="" type="checkbox"/>

Your address:  
classroom 10  
DBS  
Springs 3  
Emirates hills

Recipient's address:  
Kevin the  
koala tree the  
fall tree the  
Outback Australia

Date: Wednesday 1st  
June 22

Dear Kevin I know you don't like it down here but you might like it actually you can come it will be at the waterfall. Dingo will be there and Kookabura you can build a house there to play in. We can use your tree as a raft.

From Arixx

**Communicators**  
A lovely letter Ari! → use ambitious conjunctions... so therefore etc.

WALT: Write a set of instructions

Sequence pictures	Teacher/ Self-assessment
Capital letters and full stops	<input checked="" type="checkbox"/>
I can use bossy verbs in my sentences	<input checked="" type="checkbox"/>
I can use time adverbials in my sentences	<input checked="" type="checkbox"/>

**First Next Then After Finally**

1. First we got some butter.
2. Next we spread the butter.
3. Then we take some marmalade.
4. After we spread the marmalade.
5. Then we ate the sandwich.
6. Finally we eat our marmalade sandwich.

ⓐ Ela orally spoke each instruction + Miss Davis wrote some words by Etaher ☺

w.b. 7/11/21

WALT: Describe a character using adjectives

Capital letters  Finger spaces  Full stops

ABC (capital letters)    Finger spaces    Full stops

**Circle your adjectives**


Gaba has pink silky hair and Gaba has a silky dress and Gaba is sheezy brown. Gaba has feet the hoorns and Gaba sits in the camel's chair and Gaba has sleep in the camel's bed the camel's.

Year 2:

Sunday 31<sup>st</sup> October

WALT: describe a character

Toby is a nice boy. He <sup>wears</sup> wore yellow shorts and a blue tea-shirt. <sup>his</sup> hair colour is ginger. Toby is a thin boy. Toby is dirty and lazy and clever. Toby is cooperative because he helped the King and Samuel Pepys. Toby is caring because he saved the whole world.



Silver WALT: describe a character.	M	T
I have described his appearance.		✓
I have described his personality.		✓
I have used capital letters and full/stops.		
I have used adjectives.		✓
I have used a noun to name a person.		✓
Challenge: I have read my work and checked for errors.		•

Tuesday 9<sup>th</sup> November

WALT: write a diary entry.

Dear Diary,

<sup>wouldn't</sup> You wouldn't believe what happened! I was sleeping in my delight-gully, comfy bedroom <sup>when</sup> until my master woke me <sup>up</sup>. I was tired but when I noticed I forgot to deliver Mr. Pepys' diary, I <sup>straight</sup> jumped out of my bed and ran straight out the door with the diary. When I was outside, I saw cows running <sup>and</sup> I <sup>thought</sup> thought they were running because they were scared but I didn't notice there were glumes over the city of London. <sup>Finally</sup> Finally, I found Mr. Pepys' house. I knocked on the front door <sup>but</sup> but nobody answered. So I climbed his house. I saw glumes of fire. I was shocked! I also saw Mr. Pepys in a pic. I lost





Year 4:

31/1/2022

WALT: write your setting description Paragraph to introduce your adventure.

AS I woke up the blazing sun hit my head. I looked around there <sup>what punctuation is needed?</sup> were nothing except water. I looked down I saw fish swimming as fast as a speedboat. There were gigantic fish and microscopic fish. When I put my head up I saw a humungous wave heading for me. I held on to the raft while the wave rushed me underwater when I got my senses back I was still on the raft I had swum the wave. Then I saw bubbles I dove down to see who was making the bubbles. I found my self face to face with a dolphin. I looked down I saw seaweed as green as the grass and I saw coral of all different colors. I also got some sea shells when I climbed back up. I knew where I was I was in the depth of the ocean.

In the distance I saw that there were sharks. The waves pushed me close enough to get a shot suddenly I saw a gigantic serpent swimming towards us. The serpent's eyes were blood thirsty and the tall hard spikes on their backs were so rapid I could barely see it. As I wrote this to do it destroy everything and hurt sickles and ate trash that's what he did. He went around destroying buildings. I was terrified I hid in a small shop hoping the serpent would not find me.

a small boat ↓ can you think of a more appropriate place as your story is set in an ocean and on a beach?

How can you describe how you felt when this happened? I felt disadvantaged

13 janua ky

Write a balanced argument

Sailing around the world is a <sup>once</sup> worse in life time <sup>experiences</sup> but <sup>sp</sup> sometimes you may face <sup>sp</sup> obstacles. Firstly, you'll be excited to see the <sup>sp</sup> seven wonders. However, you'll barely hate to the <sup>sp</sup> sharks. Sully, you'll <sup>sp</sup> make <sup>sp</sup> new <sup>sp</sup> friends. Either more you'll <sup>sp</sup> your friends. <sup>conclusion</sup> In conclusion, just go on life. Also, there will be a enemy. While <sup>sp</sup> you'll <sup>sp</sup> have <sup>sp</sup> long <sup>sp</sup> life is

Spellings - practice these please.

experience.  
make.  
friends.

A great piece of writing using debating language to start your sentence. <sup>sp</sup> The =



Year 5:

Wednesday 19<sup>th</sup> Jan 2022

Walt: Write to discuss

Marching into the distance, the soldiers held their guns very tight so the don't fall.

Should David  
And Lucky help the German  
Soldiers??

Anyone who has read 'Friend or Foe' has their own opinion if they should help them or not. Some fight for and some people fight against. Now we will discuss if you should help them or if you shouldn't help them.

Firstly, many powerful, kind-hearted people will agree that the Germans risked their life to save David from drowning in that life-taking river. As a result, the Germans could have just left David down but instead they saved him. Many amiable people would believe that you should help them because they set up a pit for them and they could have got caught. David could have died but the soldier saved his life so because of this you should help the soldiers. The soldier, whose friend was hurt, risked his life to save David from dying. For this reason David

Thursday 11 November 2021

WALT: write six small winner answers

#LEGO #Fun #good to play with#

We at LEGO HQ are thrilled to announce our second series the series from Diddy this 16 year old astounded when he submitted a pirate ship that was created in LEGO land. On hearing of his success the series is told our reporter "I'm really chuffed and I will miss and thank you all be proud of Ha Ha Ha the pirate series "he's so they we will make her out series from be pirate, we now he will miss go series!"

Thursday 11 November

#LEGO #Fun# good to play with#

Relative clause  
2A sentence  
BOB's  
The more the more  
Paired connective  
Adverbial  
Do/Do  
Excellent range of sentence types!  
(1hp)

Gold  
After your capture, you will be led to the palace where Orm, who is the 'Rich king', stays. You should threaten Rorik, to lead you, quietly to Cuel, selfish black smith and take his weapons and knock him out. Then, there is a clearer path, and less to worry about. You should make Rorik pity you by telling him your poor dad died. The more brave you are, the more smooth the plan is going to go. Both the king and Rorik are planning to keep you as a slave. Remember! As they are taking down, change into Rorik's cloths, and still threaten Rorik. Don't stay in contact with anyone or, they might. Realise it's you. Flogni is immense: he could kill you with his barza hands. Make sure to go as far away as possible.



Year 6:

It was an awe-inspiring sight, as 100,000 Southampton locals crowded around the established port to farewell <sup>2,208</sup> passengers who were fortunately able to acquire a ticket on the 'floating palace'. After 6 forceful tugs, the luxury liner was ready to commence its 137-hour voyage - ~~the Rhonda Army~~.

→ The quote in the middle from the captain does not fit as well with this paragraph. You can edit when publishing.

Mrs Rhonda May, who was one of the 324 3rd class passengers, stated how excited she was for a decent job in the USA filled with thrilling opportunities. ~~Mr. Smith declared Captain J. Smith, 'The Olympic is unsinkable, and the Titanic will be the same. Even God himself couldn't sink this ship!'~~

Mr Lawrence Aldworth (aged 35) explained enthusiastically his plans for when they see he arrives; Lawrence stated that he would not be too happy to take some time off from teaching hundreds of unruly, energetic children. ✓

The lavish liner excels in style, luxury and style! There have been many reports of the Titanic being comparable to a floating palace; some of the finest examples of craftsmanship are shown in countless amenities include: a swimming pool, a barber, Turkish baths, a squash court, a gymnasium and even a private massage room! (these are only a few of the many luxuries on the Titanic 2). From keel to bridge, the expansive vessel spans 104 feet deep and 883 feet long! Impressively, it is the most immense, spacious ship to ever set sail. 'Anyhow, Captain J. Smith declared, 'the Olympic is unsinkable, and the Titanic will be the same. Even god God himself couldn't sink this ship!'

Architect Thomas Anderson explained that the lower section of the Titanic was divided into 16 watertight ~~own~~ compartments that could easily be sealed off if part of the hull was punctured and started to flood. The luxury liner would be able to remain afloat or even when 4 compartments were flooded! The Titanic was designed in the neo-classical William and Mary style. In Belfast, Ireland, the construction of the Titanic commenced in 1909, taking 3 years, 3000 workers and cost \$1.5 Million to make!

Gold effective

I believe the writer has used <sup>expected</sup> emotive language. This is shown <sup>in</sup> phrases 'innocent lives lost' and 'biggest tragedy'. The phrase 'innocent lives lost' deepens the guilt and sorrow the reader is feeling; by doing this, the reader feels as if they are to blame and will take your complaints more seriously. Furthermore, the phrase, 'biggest tragedy' shows the immensity of the disaster that occurred due to their wrongdoing. Therefore, I strongly believe that emotive language <sup>is used</sup> effectively. ✓

