Regular reflection time as identified by the class feedback and assessment record to support editing, revising, addressing misconceptions, consolidation or challenge

Children tested on NC spellings covered each full term. Progress to be provided for teachers during transition.

Spelling Shed/Nelson scheme KS2

KS1/2 children to use pre/cursive handwriting except where constant intervention fails to have an impact.

Handwriting intervention to support developing fine motor skills

Focus children

Guided groups or 1:1

Mixed ability seating

G to be used to signal guided work.

Learning hub resources available

Differentiated success criteria

Units planned around quality texts & films

Regular verbal feedback

Weekly spellings set via home learning.

Key vocabulary displayed

Daily spelling practise, teaching or consolidation

KS1 Letter sounds and names used to support spelling.

EYFS and KS1 – daily systematic, discrete phonics based on Letters and Sounds

Long date, clear and concise title underlined. Written or typed.

Flexible mixed ability seating.

INSIGHT objectives updated regularly. Termly main assessments.

WAGOLLs and WABOLLS used.

Termly cross-curricular writing.

Plan for slow writing (Alan Peat sentences to support) in every unit.

Differentiated success criteria in books. Max 4 criteria.

Fiction and non-fiction taught termly.

Free-verse and structured poetry covered.

Integra skills progression document used to support planning.

Writing for different purposes to be followed for text type progression.

Short burst and extended writing on every other line.

Handwriting pen in UKS2

V to signal verbal re-direction of learning.

Writing is teacher marked or peer marked (post-its) after each lesson.