

**Dalmeny Primary School
Language**

Draft Spring 2004

Mission Statement

It is our intention to provide written policy statements, each 'owned' by all the responsible staff, covering every aspect of our teaching work. These practical policies will promote good teaching practice.

Rationale

A policy needs to set out a simple framework for teachers grasping the main points of national guidelines whilst being tailored to the school's own resources. A good policy is one that is understood, known and agreed. A good policy for teachers is one that interprets national documents in a practical, no-nonsense manner that gives professionals guidance without thwarting expertise.

Aims for a curriculum document

Make resources accessible

Reduce wasted time; reduce number of wasted or misused resources

Reduce risk of accident or damage

Improve perception by all of a classroom as a centre for learning

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Section 1 Planning

Year Planning

This is done jointly by teaching staff at the beginning of each session and uses a partially completed electronic template. At the planning discussion the focus and pace for each term can be negotiated. The aim of the planning session is to ensure balance and sufficient progression. Around 2/3 of any level should be completed by the average pupil in one session.

Term Planning

The year planner now shows several stands to be covered each term in any area. The exception being those classes involved with early Literacy and where applicable - IEP pupils.

Using the formats agreed and available in e-form a term planner is provided.

Writing. Each term at least two but more commonly, three plans around different strands already highlighted by the year plan. App 1a is an exemplar. Spelling and Handwriting plans on a separate page. App 1b & 1c.

Reading. Each term notes for this are kept in the Reading folder. Agreed formats are produced for each group. All formats available in e-form.

An example is attached App 2a

Separate sheet for class reading, which includes class library. App 2b.

Listening and Talking. Planning sheets for this area available in e-form and simply need to be highlighted to show progression. App 3a App 3b

Daily/Weekly Planning

Show as simply and as clearly as possible how the term plan is being translated into daily practice. Resources, teaching modes, times, organisation and focus for assessment should all be indicated. Assessment in this school is mainly formative.

App 4

Section 2 Writing

Writing is taught mainly through Expository and Discursive teaching with follow up Enquiry/Activity. (See the section of Early Literacy for one of the exceptions). In practice this requires the class to be taught together. During any week the class will usually carry out planning, writing and editing alongside the teacher before tackling these areas with varying levels of support. The assessment feedback on any one piece of writing is normally limited to a few criteria, but at least once per term there is a full assessment made on individual work to National Tests Standards. This assessment and the piece of work that inspired it are sent home with a copy being kept for the profile. Daily planning should detail exactly what the chosen focus for teaching is using the writing criteria. Pupils are made aware of the criteria being focussed on as the lesson begins. Their attention is continually drawn to the criteria as the lesson progresses and they are given feedback on their success.

Organisation Resources should be easily accessible and methods of giving out materials to pupils should be efficient. Pupils should use pencils, rulers and rubbers as necessary. They should have immediate access to dictionaries and (middle/upper years) a Thesaurus. The teacher should have the school editing code well displayed. There should be displays of relevant writing criteria. Since initial teaching is class teaching the pupils are not grouped and so Criteria for at least two levels are normally required. Pupils working towards the lower level are also shown the criteria for the higher level and encouraged to work towards this.

Resources The School presently uses ‘The Case for Writing’ and ‘Wing Jan’. (Foundations of Writing’ is also available for early stages.) Teachers need to devise their own motivating contexts for lessons but will be encouraged in their Term planning to identify resources the school can buy. Nelson is available only as a back up for the first stage in the writing process. The Nelson texts should not be used as a main teaching resource. Previous plans for any given writing strand are kept on file in the class-planning box in paper and e-form. These can be simply adjusted to provide new contexts. Contexts should be as real as possible.

Teaching and Learning

First, Fully Supported Work – Expository/Discursive

- The teacher should be aware of the criteria for the level being studied and should know explicitly the criteria being focussed on in any given lesson.

- Lessons should normally begin with reference to those criteria in language able to be understood by whatever age group is being taught.
- Notes and comments should be made during the lesson, which help the pupils as a whole understand what they each need to do to progress.
- Editing time is seen as likely to be very productive and so generous time should be given to this and to feedback about this.
- Fair copies are not usually made at this stage.

Second, Scaffolded Support - mainly Discursive

- The Pupils should be motivated and aware of the purpose and criteria for the level being studied.
- Lessons should normally begin with reference to those criteria in language able to be understood by whatever age group is being taught.
- Direct written notes/verbal comments which help the pupils understand what they each need to do to progress should be given or made to individuals during the lesson,. This involves the teacher moving from pupil to pupil and sometimes calling a class/group together to look again at a teaching point.
- The level of support should be indicated in the daily plan and in jotters. Some pupils requiring less than others should nevertheless be extended.
- Editing is now a major part of the learning and an opportunity for discursive teaching. Adequate time needs to be given for this. The school editing code is to be found in Appendix 1
- There may be a reason for a fair copy to be made, such as work going home, or going on display. Otherwise fair copy is not necessary and in fact is to be discouraged as unhelpful to the learning process.
- Illustrations may be a necessary part of writing, they may precede the writing. In either case it is often worth mentioning in the planning what purpose they play. They should not simply be a time filler. Sometimes a pupil may feel motivated to illustrate. (Colouring in should always be strongly questioned for its purpose- what are the pupils learning by colouring in?)

The lesson should usually end with a brief summary for pupils as to next learning points. At least once a term a piece of independent written work, in fair copy, fully marked and seen by the HT should be sent home for parents to read.

Other Writing

- The class teacher should ensure that there is an area well stocked with a range of writing materials and frequently re-stocked.
- Time for personal writing should be given, but in a directed manner so that the time is spent constructively. e.g. writing a book review, a letter, a plan for a mini drama, a plan for a Powerpoint display or other communications.
- It is our policy to promote poetry and to this end teachers should ensure that pupils are given opportunities to write poetry.
- The computers available in each room should be used as part of the writing resources. This may be done through timetabling, using Alpha Smarts or, when the technology becomes available – smartboard.
- Displays should include examples of pupils' writing.
- Writing is used across the curriculum and pupils' attention can be drawn to different forms of writing – for different purposes. The writing necessary in problem solving maths is very different from that used in a class book.
- Handwriting is dealt with elsewhere in this document. Handwriting and spelling are secretarial skills, which are important but play a subsidiary role to that of learning how to write effectively to a given audience for a given purpose.

Writing Assessments are kept in an assessment folder.

Writing records should contain: names of pupils and forecasts. Statements of criteria and school marking code for pieces of work. Jotters should contain references to chosen criteria plus school marking code and written comments by teachers about next learning points and celebrations of success.

Pupils should be very aware of what level they are studying towards and what they need to understand at this level. Parents also should see from the work sent home the level being worked for and the criteria being studied in any given week. Homework could usefully be used to support the criteria being studied.

Class profiles should contain evidence of Writing ability. This is the latest National Test material taken and the Termly examples of work which have been marked by the teacher using the full criteria (One piece per term at least). Class work is also acceptable evidence where this contains evidence of formative assessment

Although the Management team monitor all aspects of Learning and Teaching it is essential that any pupil who is either failing or exceeding forecasts should be brought to the head's attention as soon as possible. This is simply done with an e-mail, which then provides the beginning of a support track for that pupil. The support track may eventually lead to Learning Support tuition.

National Tests can only be administered after consultation with the HT who needs to see evidence of readiness.

Editing.

The present Editing Code is included as Appendix 1d.

Editing should be taught from P1. By Middle years pupils should be spending perhaps a third of their entire effort in a piece of writing, on the editing.

Editing means:

1. Checking for spelling mistakes – and then correcting them using a dictionary or wordbank. If a pupil is unable to find the word being sought in under 2 minutes then he/she should be given help. How many spelling errors to spot and change is up to the teacher, but a guide is one at level A, three at level B, all well known words at level C, most at level D and all at level E
2. Checking for improvements to Grammar (according to the level)
3. Checking for additional words or phrases to improve a piece (called insertions)
4. Checking whether something makes sense and changing it.
5. Changing order.
6. Adding or deleting whole sections

Section 3 Reading

Reading is taught mainly through Discursive and Enquiry/Activity teaching. (See the section on Early Literacy for one of the exceptions). In practice this requires the class to be grouped in ability groups (this will usually match the NT forecasts). The teacher will provide protected teaching time for these groups, which is shown on the class timetable. Each group should receive at least two teaching periods a week. The groups, their individual forecasts, a note of their attainment and group assessment sheets are kept in marked sections of the reading folder. The assessment sheets should detail exactly what the chosen focus for teaching is using the reading criteria. Pupils are made aware of the criteria being focussed on as the lesson begins. Their attention is continually drawn to the criteria as the lesson progresses and they are given immediate feedback on their success.

Organisation Part of the class base should be easily accessible and comfortable for the group. The remainder of the class should have productive work to do which does not require the teacher's direct attention. Pupils should bring to the lesson their reading wallets, reading records and reading material. The teacher should bring the reading folder and all pertinent reading material. During the lesson, the teacher should be in firm control of the remainder of the class but able to focus on each individual in the group as necessary. Reading taught in class is normally followed up with related homework.

Resources The School uses Ginn 360, Sunshine and a limited amount of Link Up as reading schemes. In addition novel and poetry sets are available once the pupils' fluency allows. Pupils' own writing should be a very significant part of the reading programme at the early stages. (This resource then becomes increasingly important as a writing resource from Level B on.) Further Non-Fiction resources are to be purchased. Newspapers and leaflets are easy enough to obtain already. SRA material is available for middle and Upper Primary classes. It should be used in consultation with the HT.

Teaching and Learning

- The teacher should be aware of the criteria for the level being studied and should know explicitly the criteria being focussed on in any given lesson.
- Lessons should normally begin with reference to those criteria in language able to be understood by whatever age group is being taught.
- Notes and comments should be made during the lesson, which helps the pupils understand what they each need to do to progress. This 'Formative Assessment' might better be referred to as 'Integral Assessment' since it is part of the teaching process.
- Basic skills such as 'word attack' (Early stages), expression, knowledge about language, and basic comprehension should be continuously taught.
- The lesson should end with a summary for each pupil as to next learning points. The work should be sent home for further practice.
- On occasions there will be benefit in teaching to classes, but in these cases formative assessment may not be possible.

Other Reading

- The class teacher should ensure that the class library is well stocked with a range of material and frequently re-stocked. Pupils' requests for reading material should be taken into account.
- Reading time for personal reading should be given, but in a directed manner so that the time is spent constructively. e.g. reading reviews, worksheets, discussion groups leading to mini dramas or other communications.
- It is policy to promote poetry and to this end teachers should ensure that the class library of poetry is well stocked (recommended minimum 30 different titles) and well used.
- The computers available in each room should be used as part of the reading resources. Other available technology such as listening centres should be in use.
- Displays should be used for reading purposes by providing frequently changed interactive displays of work. Criteria used in teaching reading should be commonly referred to in displays.
- Music should be used to help reading by providing displays or booklets of songs commonly used in the music programme.
- Pupils' written work can be encouraged by making 'Big Books' 'Fax Books' or other collections.
- Speedy dictionary use needs to be taught.

Communication of information

Reading records should contain: Statements of criteria and school marking code plus written comments by teachers about next learning points and celebrations of success. The reading records should also contain space for parents' and pupil's comments (which should be encouraged). Teachers should keep a log for each group to show what materials they have read. This log should be passed on, together with other information to the next teacher.

Pupils should be very aware of what level they are studying towards and what they need to understand at this level. Parents also should see from the reading records the level being worked for and the criteria being studied in any given week.

Class profiles should contain evidence of reading ability. At a minimum this is the latest National Test material taken and the standardised test taken in September. The latest reading record is also acceptable evidence where this contains evidence of formative assessment

Although the Management team monitor all aspects of Learning and Teaching it is essential that any pupil who is either failing or exceeding forecasts should be brought to the head's attention as soon as possible. This is simply done with an e-mail, which then provides the beginning of a support track for that pupil. The support track may eventually lead to Learning Support tuition.

National Tests can only be administered after consultation with the HT who needs to see evidence of readiness.

Section 4 Talking and Listening

These aspects of language can be taught throughout the day using almost any opportunity or context. This does not mean that planning is not required. For teaching and learning to be successful there needs to be a focus and just as in other areas, pupils need to be aware of criteria and different pupils require differing amounts of support.

Organisation The short term plan for the week could identify the focus. Unlike Reading or Writing this is mainly a class focus e.g. for a P6/7 class the focus would be taken from Level D, with some support or extension for individuals identified as having needs outside this level. Once the focus is clear then the best opportunities available during the week can be selected for teaching it. Assessment might best be tackled group by group and an assessment sheet kept ready. Over the year this assessment profile can be built up and any areas where work needs to be done can be identified.

Resources There are limited Listening Resources such as 'Oracy' available, but as for writing, most resources can be devised with real contexts week by week. Music (singing) and Poetry should be used frequently. The Senior P6/7 class should be given the opportunity to answer the telephone. The P6/7 class study German and this is in itself an ideal resource for Talking and Listening.

Teaching and Learning

- The teacher should be aware of the criteria for any level being studied. Criteria should be made explicit to pupils.
- Assessment will normally be done by groups and therefore feedback will be in a group context. Feedback may take place during a lesson dedicated to talking and listening, but more often will take place in another context such as Reading, Drama - or in P6/7 - German lessons.
- Oracy Resources will usually be used as a class and therefore criteria will be discussed as for writing, with the class.
- Radio and TV resources are of high quality and should be considered.
- Poetry and singing both provide opportunities for discussion of various criteria.
- Teachers should make themselves aware of any pupil who might have special needs in this area (as they do for any area) but being aware that a pupil with speech difficulties for example could be embarrassed if asked to speak to a group or class.

Communication of Information

Assessments will normally be made for a group. To transfer this to an individual profile would involve duplication of effort which is to be avoided and therefore the proposed use of this information is to help with report writing and with planning lessons.

Poor communication may indicate other learning problems and therefore it is requested that pupils who display problems in this area (or strengths) should be brought to the attention of the HT Using an e-mail.

Section 5 Handwriting, Spelling and Grammar

Handwriting See Appendix 1c. Five levels of handwriting beginning with basic letter formation. Any class after P1 may have more than one level.

Teach handwriting, motivate children to try hard, have very high expectations and ensure work reaches the level demanded.

There should be very good translation of what has been learned into everyday work.

Spelling See Appendix 1b. Use Focus on Spelling once pupils are through Early Literacy. Since spelling has to be taught and since the teaching time required is longer than that for handwriting, it is suggested that there is a maximum of three spelling groups in a class and preferably two. Individuals who simply cannot be fitted into a group could be supervised by an LA providing a teacher sets the work. Spelling is tested weekly and is given for homework.

There should be very good translation of what has been learned into everyday work.

Editing should include Spelling

Grammar This is dealt with through the formative assessment of writing and Reading. Grammar should be a constant focus. The Term plans for these areas should indicate the criteria.

Editing should include Grammar.

Suitable resources for a specific focus would include Nelson English though use of this should relate to the planners. It should not be used as a base text.

QTS 'English for Primary Teachers' is a good teachers' source book.

The school has SRA reading material which contains sections on Grammar.

	App 1a Functional Writing – The report Dalmeny School	Context, method & resources	Date
	Learning Outcomes		
Level C	<ul style="list-style-type: none"> • Clear presentation of relevant information • A title which indicates content of report • There should be a suitable title/subtitles • Tone relevant to purpose and audience • Key words appropriate to report • Ideas should link and be organised into at least 2 paragraphs, use varied sentence structure • Use of commas and question marks 	<p><i>Planning for Report Writing: Deciding on key questions. Relating present knowledge</i> <i>Finding Sources.</i> <i>Making & Organising notes.</i> <i>Writing and editing. (editing for this report writing will focus on:</i> <i>Purpose, hence style. Introduction, conclusion.</i> <i>Logical succession and successful inclusion of ideas + usual grammar and spelling</i></p> <p><i>Contexts:</i> <i>2nd World war: research into aspects of daily life such as rationing</i> <i>any context will be suitable if fully resourced and motivating enough. The emphasis is on the report writing, making and organizing notes can be taught as ongoing research skills. For the purpose of report writing follow up the note taking done as a group by using these notes to write a report.</i> <i>Reports on events in school:</i> <i>Stained Glass Window work. Powerpoint presentations. Christmas Crafts.</i></p> <p><i>Differentiation:</i> <i>Differing degrees of support given in all stages of report writing.</i> <i>Level C supported by e.g. 2 or 3 key questions provided for the pupils using adapted research material or else completely supported research of unadapted material. Style chosen and illustrated with support. (Support meaning, refer to criteria at all times, explain and discuss and decide with the group)</i> <i>Introduction and conclusion supported. Editing of sentences and spelling reminders.</i> <i>Level D/E help given in finding key questions during group discussion. Support given in finding supporting details. Expectation of good detailed supporting evidence. Style discussed and some further limited support given e.g. in specialist vocabulary.</i> <i>Support given in finding concise sources of accessible information.</i></p> <p><i>Formatively assess draft report using chosen 5 – 14 criteria. .</i> <i>If this is being used for full Marking then full marking follows editing. Before pupils edit they should again be referred to the criteria. Final assessed reports on loose paper dated and named in profiles</i></p>	
Level D	<ul style="list-style-type: none"> • Describe a sequence using relevant info • Use general layout formats with bullet points, subheadings and sections • Tone relevant to purpose and audience • Key words appropriate to report • Ideas should organised logically into several paragraphs and use varied sentence structure 		
Level E	<ul style="list-style-type: none"> • Express clear accurate detail using more than one source • Style and tone • Key words including specialist vocabulary • A complete account - opening, middle and concluding comment • Layout and format e.g. different sentence lengths/types/ bullet points, titles, headings diagrams and numberings • Use of paragraphs/ section breaks 		

App 1b Spelling Planner (Used once pupils move from Early Literacy Programme)

Group Names	Focus on Spelling Book	Unit and date (at beginning of term)	Individual Evaluation END OF TERM

Group Names	Focus on Spelling Book	Unit and date (at beginning of term)	Individual Evaluation END OF TERM

Group Names	Focus on Spelling Book	Unit and date (at beginning of term)	Individual Evaluation END OF TERM

Planning for spelling can be found in daily notes (a reference to the teachers' notes page) Spelling is also part of homework set. Individual evaluations should make a simple reference to weekly scores over the term and to application of spelling in writing. e.g.
 Pupil A average score out of 15 is 12. Usually receives * (= minus) in writing assessment. Discuss and possibly repeat units.
 Pupil B average score out of 15 is 10. Usually receives + in writing assessment. Discuss improving weekly score.

App 1c Handwriting.

Refer to the following levels of writing. (left handed pupils may take longer to reach these levels)

Level 1 Basic formation of letters. This is expected by Easter in P1

Level 2 Spacing and relative letter size is mostly correct. This is expected by end of P2

Level 3 Develop joins & slope. This is expected by the end of P4

Level 4 Develop speed and aspects of an individual style. This is expected by the end of P6

Level 5 Choose type of pen and develop their own neat and legible style.

The term planner should indicate groups and their targets and the **daily planner** when handwriting will be taught. Short durations of formatively assessed handwriting will be more productive than long periods. A ratio of 1 adult to 12 pupils at most, otherwise pupils simply spend time practising errors. (LAs or volunteers can be used to help ratio)

Translation of good standards to written work is expected and a pupil working at level 3 should not be allowed to write at level 2 whether in a writing lesson, maths lesson or any other.

Use Nelson Handwriting format

App 1d (this editing code is presently being re-examined by a working party Feb 2004)

<u>Oval circle around a word</u>	<u>Pupil believes word may be misspelled</u>
SP in margin	Teacher sees word on the line that is misspelled
Tick	Good idea
Highlighted Text	Good idea
// in margin	Needs new paragraph
	Insertion here. Number refers to note below.
Small circle	Punctuation may be missing or wrong
P in margin	Punctuation may be missing or wrong
???	Meaning not clear
???	Meaning not clear
!!! in margin	Is this in the right place?

Other comments usually refer to the criteria being highlighted for that lesson.

App 2a Reading Record (This is being reworked by the school Formative assessment Group Feb 2004)

Reading Group 3 Working towards level D	Level and Date of NT	Latest reading age (Pupils age in brackets)	Reading for enjoyment. Supported opinions of books.	Awareness of Genre See criteria but emphasis this term on: Poetry and images. Inter-changeability of text with image.	Reading aloud: a) New word recognition b) Reading with pace. c) able to read along with group and contribute.	Knowledge about language: Linked to homework: extending knowledge of punctuation
	C 6/03	12.6+ (11.0)				
	C 6/03	10.0 (10.9)				
	C 6/03	11.2 (10.9)				
	C 6/03	11.3 (10.1)				
	C 12/03	11.7 (10.0)				
	C 12/02	12.5 (10.5)				

Notes: Began Northern Lights Oct 03
12.11.03 Chapter 12

++ indicates mastery + indicates a weakness but strength far outweighs, * indicates need for action by pupil (noted usually)

Appendix 2b

Stage P4/5

Date From to

Class Books being read: Danny Fox

Poetry from Compilation 'Bouncing on a strawberry' 'A Rattle Bag'

Previous books during past 12 months:

Class Library Following Fiction Genre:

Following Information Types

Following books compiled by pupils

Number of Poetry Books?

Number of

Use of Library: How often?

How will I motivate pupils to read who do not normally read?

How will I celebrate pupils' enjoyment of books?

What unusual books or little known books have I introduced?

App 3a Listening & Watching Attainment Target	Learning Activities for Level A	Resources	Assessment
<p>Can listen to a simple text which gives one instruction, piece of information or direction and follow correctly.</p> <p>Listen to a simple story, poem or play and respond appropriately to one aspect.</p> <p>Can listen and identify the difference between two simple types of texts e.g. poem and recipe.</p>	<p>**See also Talking Level A**</p> <ul style="list-style-type: none"> Following teacher led input in any context (e.g. language, ES) follow accurately 1/2 non-routine instructions, direction or information. Such as; instructions- preparation for technology task; direction- route for mapping and information- details of events/characters & class tests. Use Early Oracy Units 1-11 and answer corresponding question. Following instructional writing, use peers work to follow instructions as a pair/ small group. In PE demonstrate clear ability to listen to and act on direction/instruction. In craft technology activities, show ability to listen/watch to teacher modeling and respond appropriately. <ul style="list-style-type: none"> Class storytime, with teacher reading aloud and using a variety of texts ensuring a balance between non-fiction, fiction and types of text. Use CD and cassette to encourage listening skills without the use of non-verbal clues from storyteller. Shared class reading (pupils own work) from personal or imaginative writing. Where appropriate use video, via project or language and encourage response. Through drama, PSD and early years plays show an understanding through effective teacher questioning of an appropriate aspect e.g. what was the main characters feelings? <ul style="list-style-type: none"> As well as text, compare and contrast 2 distinct pieces of music e.g. pop and classical. Using matching activities, correctly identify the correct components from different types of text e.g. list order of recipe, sequence pictures and text relating to story. Through teacher led, group and peer activities, listen to a variety of texts and classify / sort into categories. 	<p>**Appropriate Forward Plans where necessary e.g. Technology and Functional Writing**</p> <p>Heinemann resources for mapping</p> <p>Children's written work</p> <p>Early Oracy</p> <p>Gym equipment, lesson plans and specialist</p> <p>Suitable simple design activities</p> <p>Reading library</p> <p>Listening Centre & Coomber, tapes & CD's at appropriate level (see resources list in T/L folder)</p> <p>Suitable video clip (see resources list in T/L folder)</p> <p>Jenny Mosely Circle Time, Ginn 360 Plays</p> <p>Musical cassette, CD & Coomber</p> <p>Matching sheet/ wheel and selection of texts suitable for Level</p> <p>Classification and sorting sheet</p>	<p>**For all Level A Listening & Watching, use assessment schedule Level A using Dalmeny marking criteria**</p> <p>Visit each strand 3 times during the course of the year and note results on the assessment schedule.</p>

App 3b Talking Attainment Target	Learning Activities for Level D	Resources	Assessment
<p>Show understanding and use of the terms: <i>introduction, conclusion, gesture, eye-contact, slang.</i></p> <p>Can talk to convey items of information, instructions or directions.</p> <p>Talk to a group or class giving prepared oral presentation; or report about feelings, experiences or opinions.</p> <p>Talk about a wide range of stories, poems and plays that have been heard or read, offering a personal response to some of the more complex feelings or attitudes from the text.</p> <p>In the previous talking tasks, talk clearly and audibly to different audiences, showing a sense of purpose and audience in the pace of delivery.</p>	<p>** See also Listening and Watching Level D**</p> <ul style="list-style-type: none"> • Via reading groups encourage use of expression and accurate use of terminology. • Adopt a character via drama games to employ expression, gesture and audience awareness. • Analyse self and others on audio-cassette and use descriptors for types of language used. • Provide an effective explanation of how a science/technology process works in pairs and small groups e.g. the technology and use of materials • Develop skills in precise explanation and description by being a ‘witness’ to a crime or event. • Following instructional writing, convey orally to peers several instructions or directions. • Give clear instructions and directions related to map work. • Using personal writing, individually, in pairs, groups and whole class setting, talk about their own and writer’s feelings and opinions. • Develop ability to talk with confidence about feelings, experiences and opinions by using anecdotes. Extend via Circle Time • Refer to weekly reading record ‘Reading for Enjoyment’ strand covers this area. • Provide oral reports on self-selected books following ERIC and paired reading sessions. • Retell familiar stories from another’s view-point, justifying choice and content. • Provide oral responses to a wide range stories, poems and plays. Extend to include responses via drama and role- play. • Provide opportunities for children to offer personal response to paintings, pictures and photographs. • Promote talking through the context of school productions, class plays and assembly to build audience awareness, pace and delivery. • Record on cassette, 1 or 2 spoken tasks to encourage self-assessment and capacity to speak clearly and audibly. • Analyse spoken tasks of self and others to promote logical order, sense and summary. 	<p>**Appropriate Forward Plans where necessary e.g. Functional Writing, Environmental Studies, Personal Writing**</p> <p>E.S. Project materials</p> <p>Speaking and Listening P40</p> <p>Children’s written work</p> <p>Speaking and Listening P39</p> <p>Jenny Mosley Circle Time Speaking and Listening P68</p> <p>Class Reading Record</p> <p>ERIC Record</p> <p>Write Ways by Wing Jan Lee</p> <p>Selection of prints, photos (Folens packs) and pictures</p> <p>Coomber, audio-cassette, microphone and headphones</p>	<p>**For all Level D Talking, use assessment schedule Level D using Dalmeny marking criteria**</p> <p>Visit each strand 3 times during the course of the year and note results on the assessment schedule.</p>

Appendix 4

Planning should indicate:

Times of activities. Learning Assistant responsibilities/Teacher responsibilities

Name of Activity

Resources being used

Main teaching method indicated

Groups/Class or Individuals indicated

Learning Outcomes foci

Formative Assessment Focii

Summative Assessment Focii when appropriate

Activities (where these are not otherwise indicated e.g. in Teachers planner)

Evaluations

The short term plan should spring from the medium term planners

App 5a Year Planner P? Curricular Area	Sub Heading	Term 1 Autumn
Environmental Studies	Social	
	Science	
	Technology	
	Health	People Who Care for Us linked to: Anti-Bullying & Anti Racism. Self Image, Peer & Media Pressure. Personal Relationships. Sex Education for P6s & P7s.
Language	Reading	Read Aloud, Read for Enjoyment. Knowledge about Language. Awareness of Genre. Read for Information
	Writing	Personal Account/report/letter. Poem Functional poster/letter/report
	Listening & Talking	Information. Instructions & directions Knowledge about language. Audience.
Mathematics	Number Money Measure	4 processes revision and development Range & Type of Number Money Fraction/%/ratio inc Scales
	Shape Position & Movement	Practical Investigation of Shapes
	Information handling	Information Handling
Expressive Arts	Art	
	Music	
	Movement	
Religious & Moral Education		Christianity: Celebrations, Festivals, ceremonies & Customs OWR: Celebrations, Festivals, ceremonies & Customs PS: Natural World
Personal & Social		Personal Safety

App 5b Term 2	Term 3	Term 4
SOCIAL	SOCIAL	SOCIAL
SCIENCE	SCIENCE	SCIENCE
TECHNOLOGY	TECHNOLOGY	TECHNOLOGY
Exercise & Lifestyle: Keeping Fit Drugs Education.	Safety: Road/Rail/Water Cleaning up the environment Global Environmental Issues that affect Health	Our Bodies Equal Opportunities (Gender Awareness) First Aid and Hygiene.
Read aloud. Read for enjoyment Knowledge about language. Awareness of Genre. Reflect on Craft.	Read aloud. Read for enjoyment Knowledge about language. Awareness of Genre. Read for Information	Read Aloud, Read for Enjoyment. Knowledge about Language. Awareness of Genre. Reflect on Craft
Functional letter. Report, Instructions. Personal Account/Report/Letter. Poem	Functional News Article Leaflet/Poster Imagined Personal; Response	Functional Instructions, News Article Imagined Personal Response. Story
Knowledge about language. Audience. Information, Instructions and Directions	K. L & Audience Talk about experiences Respond to texts/genre	K.L Audience Talk about experiences Respond to texts/genre
4 Processes, revision and development Range & Type of Number Area Length	4 Processes, revision & development Range & Type of Number Weight Volume	4 processes revision and development Range & Type of Number Time Fraction%/ratio Area Length
Position & Movement Angle	Shape Symmetry	Revision
Information Handling	Information handling	Information Handling
ART	ART	ART
MUSIC	MUSIC	MUSIC
MOVEMENT	MOVEMENT	MOVEMENT
Christianity: Beliefs. Sacred Places OWR: Moral values PS: Relationships & Moral Values	Christianity: Sacred Writing, stories & Key Figures OWR: Sacred Writing, stories & Key Figures PS: Ultimate Questions	Christianity: Moral Values OWR: Sacred Places, worship symbols. Beliefs PS: Natural World
PSD	PSD	PSD