

# St. Michael's CE Primary School Sydenham



## Learning and Assessment Statement

*“Enabling every child to flourish in their potential as a child of God”*

## Outstanding teaching and learning as outlined in the Ofsted Framework

- Teachers demonstrate **deep knowledge and understanding of the subjects** they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers **plan lessons very effectively**, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers **provide adequate time** for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers **check pupils' understanding** systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers **provide pupils with incisive feedback**, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers **set challenging homework**, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers **embed reading, writing and communication and, where appropriate, mathematics** exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are **determined that pupils achieve well**. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- **Pupils love the challenge of learning and are resilient to failure**. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are **eager to know how to improve their learning**. They capitalise on opportunities to use feedback, written or oral, to improve.
- **Parents are provided with clear and timely information** on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- **Teachers are quick to challenge** stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

## Our aims are:

- To ensure children are receiving outstanding teaching and learning
- To encourage children to develop their own spirituality
- To teach a creative, broad and balanced curriculum where we encourage children to develop a thirst for knowledge and love for learning.
- Use inspirational teaching strategies to engage the children in their learning and as a result make learning fun, relevant and bring it to life
- Instil a growth mindset where children persevere and do not give up. We want to create a mindset where if they don't understand something, it just means they don't understand it YET.
- Encourage children to become independent learners and, therefore, engage in written feedback (Shirley Clarke)
- Encourage collaborative learning and, therefore, encourage learning partners to support each other's learning.
- Enhance the learning by using visual stimulus in all lessons and hence we use flipcharts in our teaching of subject
- Be mindful of your questioning\*– avoid asking questions of new knowledge that they would not know and would have to guess to get the correct answer, but rather let questions enhance the learning and deepen their knowledge

## Expectations for flipcharts

1. There is an expectation that every lesson has a flipchart.
2. Date and Learning Focus should be at top of each slide.
3. Have a HOOK- a powerful image/s OR a video
4. Key questions\* including making learning relevant /purposeful *Why are we learning about this?*
5. Have a slide to prompt – *demonstration, practice and try*
6. A slide to explain the *task*. Modelling what is expected should already have taken place in the teaching bit
7. 'Remember to'... or success criteria/what makes it good
8. Plenary: *What have you learnt?* - Reflecting upon the children's learning-: *What do you know NOW that you didn't know at the beginning of the lesson?* How do we know we have been successful?
9. Less is more and keep it simple!



*"Tell me and I forget, teach me and I may remember, involve me and I learn"* Benjamin Franklin

## ENGLISH: SEE CURRICULUM FOR OBJECTIVES

In literacy, a breadth of poetry, fiction and non-fiction are covered.

### Fiction:

Teachers either use the Pie Corbett approach or the CLPE approach.

The progressions of Pie Corbett lessons (roughly 3/ 4 weeks) are imitation (retelling), invention (changing aspects of the story but keeping the skeleton), and innovation (making up a completely new story).

With the CLPE approach, a quality text is used as a starting point and the Power of Reading lesson plans are used as a resource.

### Non-fiction:

Could be taught as part of quality text or topic. A range of 4 genres should be covered in KS1 – **recount, report, instructions, and explanations**. A range of the 6 genres should be covered in KS2 – **recount, report, instructions, explanations, persuasion, and discussion**

Resources: Use 'Writing across the curriculum (Sue Palmer)' as main point of reference & Talk for Writing (Pie Corbett)  
A great resource to start a lesson is: <https://pobble.it/category/pic-of-the-day/>

### SPAG (CLIC-like SPAG)

Monday – spelling Learn its

Tuesday – punctuation – reading text with missing punctuation taken from text you are doing or across subjects.

Wednesday – Alan Peat sentences

Thursday – Grammar (please refer to handout)

Grammar objectives should also be weaved into teaching of literacy

Handwriting: Handwriting should be taught for the first 10 minutes, whilst TAs are doing register. Link teaching of handwriting to the spelling learn its. Expectations set out in the new curriculum.

Reception: Teach printed alphabet with end flicks using correct letter formation and pencil grip

Teach diagonal and horizontal joins from Year 1

Reception and KS 1 handwriting script

<http://www.twinkl.co.uk/resource/t-l-480-how-to-write-letters-display-banner---ground,-grass-and-sky---plain/alt37486>

KS 2 handwriting script

<http://www.twinkl.co.uk/resource/t-l-119-cursive-alphabet-display-banners/alt731>

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

**Number formation:** Children should be taught how to form numbers accurately at the beginning of their education. In **EYFS and Year 1**, this skill should be taught exclusively in focus activities as well as part of handwriting. There should also be opportunities for children to practise throughout the day (Use the number formation poem and dotted number strips).

Year 2	<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
	Nouns name people, places, animals, things or ideas. They can be countable: The <b>book</b> is on the <b>table</b> . My <b>brother</b> had lots of <b>ideas</b> to share. Or non-countable: I bought some <b>chocolate</b> . She showed <b>courage</b> .	Verbs name an action that someone does, or a feeling or state. Past tense verb: The boy <b>wrote</b> a poem. Present tense verb: He <b>likes</b> chocolate.	Can be used before a noun to modify it: It was a <b>yellow</b> ball. Or after the verb 'be' as its complement: The film was <b>brilliant</b> .	Can modify a verb, an adjective, another adverb or even a whole clause: Tom started running <b>quickly</b> . The painting was <b>really</b> colourful. We don't eat meat <b>very</b> often. <b>Fortunately</b> , I wasn't late.
Year 3	<b>Preposition</b>		<b>Conjunction</b>	
	Links a noun, pronoun or noun phrase to another word. Often a location, direction or relation of time: The dog ran <b>to</b> her. Put it <b>in</b> the box. I haven't seen him <b>since</b> yesterday.		Links words or phrases. Co-ordinating conjunction - links equal words or phrases: Bring your bucket <b>and</b> spade. Subordinating conjunction - introduces a subordinate clause: He put on his coat <b>because</b> it was forecast to rain.	
Year 4	<b>Determiner</b>	<b>Pronoun</b>	<b>Possessive Pronoun</b>	
	Specifies a noun. Definite article: <b>the</b> Indefinite article: <b>a, an</b> Demonstratives: <b>this, those</b> Possessives: e.g. <b>my, your</b> Quantifiers: e.g. <b>some, every</b>	Used in place of a noun or noun phrase: <u>Mark</u> smiled at <u>Laura</u> . <b>He</b> smiled at <b>her</b> . Shall I take <u>the cakes</u> ? Shall I take <b>those</b> ?	Used in place of a noun or noun phrase: <u>Ahmed's</u> bag <b>His</b> bag It was <u>the girls'</u> turn. It was <b>their</b> turn.	
Year 5	<b>Modal Verb</b>		<b>Relative Pronoun</b>	
	Change the meaning of other verbs, for example by showing certainty, ability, or obligation: will, would, can, could, may, might, shall, should, must, ought This food <b>may</b> be too spicy for you. You <b>should</b> get ready now.		Refers back to a noun or clause: That's the <u>boy</u> <b>who</b> does tricks on a bike. <u>Lucy burst the balloon</u> , <b>which</b> upset Steven.	
Year 6	<b>Object</b>	<b>Synonym</b>	<b>Antonym</b>	<b>Subject</b>
	Normally comes straight after the verb, and shows what the verb is acting upon. Usually a noun: The waiter served the <b>food</b> . pronoun: She hated <b>that</b> . or noun phrase: He picked <b>the yellow ball</b> .	Words with similar meanings: <b>shout – yell</b> <b>quick – fast</b> <b>boring – dull</b>	Words with opposite meanings: <b>fast – slow</b> <b>good – bad</b> <b>empty – full</b>	Normally names the thing or person doing or being. Could be a noun: <b>Zayan</b> hit the drum. pronoun: <b>She</b> won the race. or noun phrase: <b>The choir</b> sang in the church.

Phonics/Spelling: 30 minutes x4 a week (usually after lunch), with a test and dictation on the 4<sup>th</sup> day  
SEE STM SPELLING OVERVIEW ([Test in little blue spelling book](#))

Model for teaching spelling in Key Stage 2:

Day 1	<b>Investigating the spelling rule</b> Introduce words for the week and practise writing words with perfect handwriting. Hand out spelling words to practise at home
Day 2	<b>Have fun with the words</b> (e.g., guess the word, word search, value of the words, thesaurus, how many times can you write it in 1 minute.
Day 3	Writing <b>sentences, e.g. challenge to use as many words in one sentence as possible</b> – must make sense, perfect punctuation, perfect handwriting Where possible, link sentences with Alan Peat
Day 4	<b>Spelling test and dictation sentences</b>

Spelling learn-its.

Half termly spelling learn-its must be repeatedly practised, with the aim to have learnt them over the half term.

Word bank

Children will be provided with a spelling bank of words they must spell correctly during Literacy and RE lessons.  
Children must check their own writing against the words on the spelling bank and ensure it is spelt correctly.

Spelling in books

Encourage children to put dotted line underneath words they are not sure of and then check their spelling in a dictionary once the task is completed.

For children with a very specific problem with spelling, an individual spelling log must be made from words they misspell in extended writing and the log must be next to them for every piece of writing.

Reading

Reading for pleasure 1.00 – 1.30 (during mindfulness time) – ensure all children are engaged in their learning  
Teaching of reading objectives weaved into teaching of literacy (CLPE plans)  
Weekly Reading Comprehension from Year 2

Marking of Literacy

Use marking code

Use differentiated stickers with comments specific to their learning.

**Green stickers** mean that I do not fully understand the new learning yet and that I need more practice and support to consolidate my learning.

**Orange stickers** mean that I am beginning to understand the new learning, but I need more practice to consolidate my learning.

**Red stickers** mean I am able to complete my learning independently and that I am ready to move onto the next learning.

Children should be encouraged to respond to comments and respond to green bubbles – always in blue pen

Immediate feedback is very effective and therefore teachers and TAs are encouraged to always have a green pen in their hand as they work with groups or roam the class.

## For marking of extended writing

Mark SEN books and give them basic corrections that they can do independently, i.e. write down 3 words that they misspelled and let them practise the correct spelling

Mark top ability children and give them a correction to do, which they do independently in one of the mindfulness slots  
For the rest:

- Let the TA conference the unmarked work.
- Once conferenced, you then read through the writing with your green and pink highlighter, highlighting main points that stand out to develop and highlight in pink things that you are impressed with
- Tick off the success criteria as appropriate
- Print a Target sticker and below the sticker you write down a couple of things for them to focus on in the next piece of writing. Make sure those targets would be relevant to the next piece of writing
- Before the next writing, let the children read what their targets are and they should focus on that
- When the TA conferences the next piece of writing, their focus should also be on what you have set as targets.

## NUMERACY

### **Big Maths (CLIC) & and plan Maths lessons from St Michael's Maths Overview objectives**

#### Marking of Numeracy

**GPQ (on stickers) – All lessons must start with a *green pen question*** with the purpose of either pre- or post-assessment. Children's responses in **blue pen** and GPQ must be marked. All books must be marked and all sums ticked before the next maths lesson.

Differentiated marking sticker:

**Green stickers** mean that I do not fully understand the new learning yet and that I need more practice and support to consolidate my learning.

**Orange stickers** mean that I am beginning to understand the new learning, but I need more practice to consolidate my learning.

**Red stickers** mean I am able to complete my learning independently and that I am ready to move onto the next learning.

Print an extension on the red sticker, so that children who have red stickers have the opportunity to apply their embedded learning.

Opportunity to do corrections and modelling of misconception should be done in green pen as appropriate.

On the spot marking is encouraged as children respond well to immediate feedback.

**Teaching Assistants** must mark the work of children at their table and initial it. If they are roaming, they mark as and when. Use green pens for marking. Write comment if appropriate (e.g. unaided, with adult support) Model the taught method.

#### Completion of homework:

Teacher to check completed Mathematics, reading record and comprehension

Wk1 - if a child has not returned any part of their home learning a text message will be sent home.

Wk 2 – if this is repeated for a second week, the same text message is sent again

Wk 3 – If they have not completed ALL parts of their home learning, the text message changes slightly to ask an adult to contact school to explain why the home learning has not been done.

Wk 4 – The fourth week of no home learning being returned, deputy will make contact with home

The expectation is that in week 1 and 2, teacher will have made contact with the adult. Therefore by the time deputy calls, parents should have had 2 contacts from teacher, 4 text messages from the office in.

## SCIENCE

### Expectations in books

1. Cover page to say name of topic
2. Overview of skills and knowledge
3. Glossary
4. Pre-assessments/ Mid-assessments and Post-assessments
5. GPQ
6. At least 2 investigations/experiments per unit using the agreed observation sheet
7. Marking using stickers to learning/ understanding of LI, rather than a comment about completion of task.

## TOPIC

**Use NC for objectives. Curriculum outline available which covers Geography, History, Art, DT, Computing, PE**

\*Black History to be taught at part of the topic and not necessarily in month of October.

### Outcomes of topic work:

- Class book (like a scrap book) with collection of evidence of topic work covered.
- Displays (art or writing)
- Non-fiction writing in literacy book
- Wow days/ dress up days/ visitors
- ICT links
- Project for homework – clear outline of expectations handed out at start of the project and certificate presented with completion reflecting the success criteria
- Where possible, at least one trip linked to topic per term

### **Music - use national curriculum for objectives**

Charanga music online for weekly lessons

Drumming – Year 3 and Year 4

Individual guitar lessons

Performance twice a year

**SRE: See SRE policy**

**RE – Use Discovery RE scheme of work**

RE

I can statements

<http://www.salisbury.anglican.org/resources-library/schools/religious-education/Appendix%20F%20I%20can%20statements.pdf/view>

**COMPUTING – use green books A5**

**Italian – use red books A5**

## Marking of RE

All lessons to start with GPQ on stickers – green pen questions, assessing AT2

GPQ must be marked, challenging the children’s thinking

Comments after independent learning should relate to the children’s learning/understanding of the LI and not about the completion of task. Extension questions in green bubbles relating to AT

## General comment about marking

**Differentiated stickers** with colour reflecting how well children have achieved the LI

**Green bubbles** to extend, correct or model misconceptions

Children always respond in **blue pens** and children must be given time to respond at beginning of the lesson

All children’s work must be marked within a day of teaching the lesson or before the subject is taught again.

Providing immediate feedback can be very powerful and therefore some marking is encouraged to take place during the lesson –Teachers and Teaching Assistants should always walk with a green pen in their hands! However, at no time should a teacher be marking books during a lesson, away from the children, not engaged in the lesson

## Presentation

All children must be taught to value the recording of their work, both as a record of their achievement and as evidence of consistently meeting the standards and expectations set. Books are the key evidence of their learning and therefore the children must be expected and encouraged to take pride in their work and to see their work.

### Expectations in books

- Full names and the words for “Year Two” etc. are written neatly on the front of the books (can be written by child or adult, at teacher’s discretion)
- The date and the Learning Focus: (I am learning to) must be stuck in book using the sticker system.
- Children should be taught and expected to use rulers for any lines they draw in their books.
- Any worksheet that must be stuck into book must be trimmed PRIOR to the lesson to ensure they can stick it in. Please no folding of sheets – it must be mounted.
- Highest expectations when it comes to presentation – no other mark marking/doodling/scribbling (especially cover of book!)
- Writing journals can be used for jotters/draft – but still encourage no doodling.
- Mindful of waste - where the piece of work is less than half a page, the child should begin the next piece of work on that page with a new date.
- Rubbers are used at the teacher’s discretion – if children do not use rubbers then children should be taught to cross out mistakes by using a **single neat line**.
- In Maths books pupils write one number per square until they are competent enough to move away from that.
- Pupils in Y5 and Y6 may qualify for a “Pen Licence”, where they have done consistently neat work, and then all their work may be done in biro. Maths must always be done in pencil, except when responding to green bubbles in blue pen.

## Learning environment

- Visual timetable displayed and shared with class first thing in the morning
- Organised, tidy and clutter free (especially children’s and teachers’ desks/work areas)
- Storage well organised and labelled so that children can access learning materials
- Safe access/movement around the room
- Reading corner! Quality resources & displays to demonstrate reading in the wider world
- RE corner – simple, clear of clutter, a sacred space

- Easy identifiable prayer corner – kept simple with candle and cross and kept as a sacred place (no clutter)
- Coats must be on hooks & lunch boxes on trolleys
- Layout of tables according to Kagan – groups of 4 – no children should have their back to the whiteboard.

### Displays:

Celebrate success and achievement across the ability range by having ALL children's work displayed somewhere in room!

Bright, eye catching displays with balance between children's work and information, but more heavily towards children's work. It is important the every child has something up on display in the room.

High quality, best written work by hand or ICT – have a mixture

Preferably correct spelling from children

Use computer labelling to generate interesting questions, explanations and titles etc. for displays. Please double check for grammar or spelling mistakes. Use Comic Sans font.

Mounted and named work – double mounting not required, but avoid sugar paper please. Cutters must be use for straight edges and it must be stapled in all 4 corners

Interactive where possible, but be careful with e.g. posted notes falling down.

Displays to reflect the whole curriculum and cultural diversity

Repair if damaged!

Don't take display down before new display is ready to go up. By the 3<sup>rd</sup> week into new school year all walls should be covered and displays should be changed at least once a term.

### Prayer corner- Our Special place

- dedicated prayer area called "*our special place*", *a quiet corner for prayer*
- **accessible** to children, if possible close to RE display area, but more importantly a quiet space
- valued by children and staff, well looked after and truly an opportunity to reflect
- Candle
- Bible
- Prayer box with prayer paper and pencils
- Cloth covering the table
- On Tuesdays prayers must be taken to church. Headies to collect communal prayer box. Prayers will be dedicated to God by the Vicar
- Value must be displayed
- RE displays and reflective areas as part of the Restorative Justice Approach should be kept separate. Other faith artefacts should be clearly labelled and not mixed with Christian artefacts.

### Checklist for SEN friendly classroom

Use the checklist below to audit how Social Communication Difficulties Friendly your classroom is.

Provision/Strategy	✓ Well developed	✓ Partly developed	✓ Not yet developed
Adults adjust their language (keywords only)			
Children are clear about the structure of the day- Visual timetable on display			
Include structure within unstructured times if possible			
The environment is organised with clear signposts what happens and where			
Variety of visual resources to support teaching, learning and communication			
Variety of concrete objects to support teaching and learning			
Visual instructions/rules in the classroom and around the school			
Appropriate seating (Distraction free for children with Social Communication Difficulties)			
Independent work area			
Low arousal area of the classroom			
Clear rules that are agreed and displayed			
Instructional language is explicit and in the positive			
Time is given to process instructions and questions			
Minimum levels of background noise			
Labelled resources			
Colour coding environment/resources(where possible)			
Awareness of sensory overload and systems for allowing 'chill out' time			
Awareness of anxiety levels			
Calming activities or objects to reduce anxiety			

If you have a child with ASD in your class, have a look through the list below.

Provision/Strategy	✓ If I am aware of and have used / are using	✓ Things I need to develop in my classroom	✓ Who do I need to include/ share in strategies	✓ Strategy/Provision I would like to take forward
Awareness of behaviour linked to the ASD triad				
Limit obsessive behaviours and provide alternative strategies				
Awareness and peer support				
Work tasks and rewards linked to special interests				
Tick list for equipment				
Links are made to previous learning across the curriculum				
Relevant information is clearly highlighted				
Transition from whole class to independent work is clearly signalled with visual/concrete resources to support				
In some lessons the focus is altered to include teaching of social skills and understanding				
Advance warning is given of any changes				
Consistent use of strategies				
Activities/tasks are differentiated				

## Assessments

- Reading and Maths: Use Rising Stars assessments to inform teacher judgements
- Writing: Assess children against standards
- Children assessed December, April and June and a judgement is made whether children are on track to meet expected standards

## Science

**Prior** to each unit taught the children will complete a diagnostic assessment. **After each unit** is taught, the children will complete an end of unit test to assess their learning. Teachers are to give children opportunities to revise their learning in order to prepare them for the end of unit assessment to give them the best chance to do well. Where reading skills might be a barrier to achievement, the teacher would be expected to make appropriate arrangements to ensure the assessment is truly testing the child's skills and knowledge of science.

**Yellow stickers** to indicate **working towards**, **expected**, **greater depth**. If you want you can add **working within** (as a step between working towards and expected).

## RE

Each unit will be assessed according to AT1 and AT2 description and children will be given a **yellow sticker** stating the '**I can statement**' (from the level description) which will either be: **working towards** or **expected, greater depth**. If you want you can add **working within** (as a step between working towards and expected).

Each unit should have a sticker for AT1 and a sticker for AT2. Data to be entered onto spreadsheet

## Reception

Conduct Baseline Assessment in October and, in May, the Foundation Stage profile will be completed and submitted.

## Phonics screening

Phonics screening to be completed in Year 1 in the summer term. All children who do not pass the screening must redo the test in the summer term of Year 2

## SEN

Parallel Spelling Test (Dennis Young) - To monitor impact of 1:1 intervention and for reporting purposes

Dyslexia screening.

BPVS

## Suffolk Reading Test

Year 1 to Year 6

Administered October and June

Results give standardized reading age.

Data is used to identify needs and assess impact on interventions.

## Marking and use of AFL

By marking and observing what children know, understand and can do, assessment information is gathered and informs planning and tweaking of lessons. It is our aim to give children feedback to improve and deepen the learning experience and where possible we give immediate feedback and therefore we encourage on-the-spot marking. The learning focus should always be displayed on the whiteboard as well as on a sticker in their books.

## Opportunities for AFL in our marking policy

- Responding to on-the-spot marking by correcting mistakes
- Complete Green Pen Questions (GPQ)
- Complete Green bubbles (correcting mistakes)
- Colour coded marking stickers – differentiated in colour according to how secure the learning is
- Edit and improve writing by responding to content and SPAG targets during conferencing, following a piece of extended writing

## KS2 Marking Codes

	Missing capital letter	V	Choose a more interesting or descriptive word
	Missing or incorrect punctuation	//	New paragraph
-----	I am not sure I have spelled this correctly	?	Does this bit make sense?
sp 	Incorrect spelling (maximum of 3 words)*	*	This bit needs to go somewhere else. (Show where with an arrow)
===== =====	Change this to lower case	^	Missing word or phrase.

\*Class teacher to write the correct spelling in the margin for child to copy

Please look at your marking daily and remember to respond and initial your comments in blue.

**Green stickers** mean that I do not fully understand the new learning yet and that I need more practice and support to consolidate my learning.

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## KS1 Marking Codes

	Missing capital letter
	Missing or incorrect punctuation
	I am not sure I have spelled this correctly
	Incorrect spelling (maximum of 3 words)*
	Change this to lower case
	Choose a more interesting or descriptive word

\*Class teacher to write the correct spelling in the margin for child to copy

Please look at your marking daily and remember to respond and initial your comments in blue.

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## Alan Peat Sentences

Sentences	Explanations	Examples
<b>Show not tell</b>	describing actions because of feelings – the “trick is to keep the secret but give clues”	Instead of saying she felt nervous – she bit her lip.
<b>BOYS</b>	Two part sentence But, Or, Yet (and) So	It was a beautiful morning for a walk. He set off happily. It was a beautiful morning for a walk, so he set off happily.
<b>1A</b>	One adjective before the noun	The man is walking his <u>fluffy</u> dog.
<b>2A</b> <b>Clap, clap thing</b>	Two adjectives before the noun and two adjectives after the noun Banned words: nice, small, big,	He was a <u>tall, awkward</u> man with an <u>old, crumpled</u> jacket. It was an <u>overgrown, messy</u> garden with a <u>lifeless, leafless</u> tree.
<b>2 pair</b>	2 pairs of related adjectives - dramatic in its succinctness Adjective pairing game – each pupil is given an adjective written on a piece of paper, find another pupil with an adjective that could match.	<u>Exhausted and worried, cold and hungry</u> , they did not know how much further they had to go. <u>Injured and terrified, shell-shocked and lost</u> , he wandered aimlessly across the battlefield. <u>Angry and bewildered, numb and fearful</u> , he couldn't believe that this was happening to him.
<b>3_ed</b>	3 related adjectives, ending with _ed, most words describe emotion  REMEMBER COMMA AFTER 3rd AD	Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.
<b>De: De</b>	Description: Detail. Compound sentence where first clause is descriptive and second adds further details “It tells the reader something the character is wondering about.” <i>Bottoms on a rugby post</i> If any of the latter part answers any of the w questions it is a De:De	Snails are slow: they take hours to cross the shortest of distances  The vampire is a dreadful creature: it kills by sucking all the blood from its victims.  S/he wondered if it would ever end: it soon would, but not as s/he expected!
<b>Verb, person</b>	Verb, person sentence. Powerful when used as story opening	Flying, John had always been terrified of it. Trembling, he had never felt the earth beneath him trembling before... but this was only the start of it!
<b>Emotion, person</b>	Emotion, person	Desperate, she screamed for help Terrified, he froze instantly on the spot where he stood. Anxious, they began to realise that they were lost in the forest.
<b>O. (I.)</b>	Two related sentences – 1 <sup>st</sup> tells reader what a + outside actions, 2 <sup>nd</sup> what + is true inner feelings	He laughed heartily at the joke he had just been told. (At the same time it would be true to say he was quite embarrassed.) He told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) Jonathan said how please he was to be at the party. (It wasn't the truth – he longed to be elsewhere.) Pie Corbett story – The Canal
<b>If, if, if, then</b>	Extremely useful way of starting or ending a story.	If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, his life would not have been destroyed
<b>Noun, WWW</b>	A perfect start to teach subordinate clauses! Noun, who/which/where	<u>My mother</u> , who was born in 1944, <u>looks very young for her age</u> . <u>Cakes</u> , which taste fantastic, <u>are not so good for your health</u> . <u>Snakes</u> , which scare me, <u>are not always poisonous</u> .
<b>All the w's</b>	Who? What? Why? When? Where? What if?	
<b>Many questions</b>		Where is the treasure? The diamonds? The gold? The rubies?

		What if it rained? It poured? It thundered? It became stormy? How did I feel? Yesterday? This morning? Now?
<b>Ad, same ad</b>	Adjective, same adjective <u>Teaching tip:</u> He was a cruel man, cruel <u>because</u> he always hit his dog.	He was a fast runner, fast because he needed to be. He was a smart dresser, smart because he had the money to buy the best It was a foolish animal, foolish in a way that will become obvious as this story unfolds. It was a silent town, silent in a way that did not make you feel restful
<b>3 BAD - question</b>	Three negative words (usually adjectives)	Greed, jealousy, hatred – which of these was John Brown’s worst trait? Incompetence, arrogance, stupidity – which of these was Custer’s fatal flaw? Thirst, heatstroke, exhaustion – which would kill him first?
<b>Doubly LY</b>	Ends with 2 adverbs of manner	He swam slowly and falteringly He rode determinedly and swiftly. He laughed loudly and heartily
<b>List</b>	Most simple sentences, but can create a perfect picture in the reader’s mind	His was a dark, long, leafy lane. It was a cold, wet, miserable and misty morning
<b>Some; others</b>		Some people love football; others just can’t stand it
<b>The more, the more</b>	Useful when developing a character trait in story	The more upset she was, the more her tears flowed. The more happy she became, the more talkative she seemed to be The more angry he became, the more he hammered his fist on the table
<b>Personification</b>		e.g. personification of weather rain wept down the window
<b>Simile</b>	like a as a ...	
<b>P.C</b>	Paired conjunctions BA – both/and NA – not so/ as NN – neither/ nor AA – as/as	It was <u>both</u> cold <u>and</u> unpleasant for him to work there It was <u>not so</u> much the lack of time <u>as</u> fear that stopped him
<b>Short sentences</b>		
<b>Irony</b>		
<b>Imagine... 3 examples</b>	Describe 3 facets of time or place. Superb start of science fiction or fantasy story Imagine 3 examples for: 1. A perfect planet 2. A week when everything went wrong 3. The best Christmas day ever. 4. A wonderful holiday 5. A dreadful battle in war.	Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time.  Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: In the Andromeda 5 system, there is such a planet.