

# Agenda

- Adapting the five phase teaching sequence for Foundation Stage 2 and early Y1
- Comparative Judgements and the Assessment of Writing - Sarah Walsh - St Cuthbert's
- Whole Class Guided Reading
- Year 6 Reading test 2017 - reflections and implications
- Teacher Assessment for KS1 and KS2 2018 - The latest from the STA



# Phase 1 - Prediction

People	Places
<p data-bbox="1237 1177 1520 1208"><b>Finish My Sentence</b></p> <p data-bbox="1157 1279 1484 1310">The boy was eating...</p> <p data-bbox="1157 1408 1415 1438">At the pet shop...</p> <p data-bbox="1157 1561 1393 1592">Later that day...</p> <p data-bbox="1300 1725 1415 1776">Story</p>	

TWO HOOTS



# Little Red

**Phase 1**

Book back music  
no picture

Big A  
TEN in grid  
Collect ideas  
Predictions

Read the book

Day 3

How did you know Little Red  
wasn't scared?

Where did little Red go?  
Deny the Wolf!  
What happened when Little Red  
Saw the wolf?

Day 4

Order words  
Give a word for  
the story to make  
other words to order

Day 5

Day 6

Questions to ask  
on a post card

Little Red  
Bethan Woolvin

Setting / Story

Apply phonics

Finish my sentence  
match the sentence

# Prediction - Understanding - Writing

<u>Phase 1 Prediction</u>	<u>Phase 2 - Comprehension</u>	<u>Phase 3 - Writing Imitation and Innovation</u>	
Big envelopes (with post it note ext)	Role on the wall (cut and stick/written)	Sequence Pictures	Same as imitation but change
Word Cloud prediction	Questions - blank - coloured green/yellow	Story Map	
Tell me grid - simplified	Zone of relevance - one circle	Focus on specific skills when writing about the story i.e. capital letters/full stops, initial sounds.	
Props Bag	Golden Ticket		
Predict order of story	Arrow Marking - ask questions - sticker on the answer in the picture		
Book trailer			
	Bookmarking later on - see arrow marking Right and Wrong - prove it - Ext.		

**Emma-Jayne Byers - Holycroft Primary School**

**Gabi Wild - St Joseph's Keighley**

Week:

Date:

Book:

**Prediction (2days)**

- ☀ Props bag
- ☀ Big envelopes
- ☀ Spotlight
- ☀ Word cloud predictions
- ☀ Tell me grid
- ☀ Sequencing pictures

**Understanding (3days)**

- ☀ Blank levels / questions
- ☀ Role on the wall
- ☀ Role play
- ☀ Retelling
- ☀ Arrow marking / bookmarking
- ☀ Zone of relevance
- ☀ Right Wrong
- ☀ Matching games

**Writing (2days)**

- ☀ Imitation                  Innovation
- ☀ Story maps
- ☀ Letter formation
- ☀ Initial sounds
- ☀ Sounding out/ segmenting blending
- ☀ Capital letters / full stops

1. Focus Objective:  
Differentiation:

2. Focus Objective:  
Differentiation:

1. Focus Objective:  
Differentiation:

2. Focus Objective:  
Differentiation:

3. Focus Objective:  
Differentiation:

1. Focus Objective:  
Differentiation:

2. Focus Objective:  
Differentiation:

Observations/Notes:

# Phonics

t p o f l j z ng oo ar er oa  
i g c r h b v zz sh ow or oi air  
a n d k e ll w y qu th ch ee ai ur ure ear  
s m ck u ss ff x



# English Working Wall

Phase 1  
Phonics

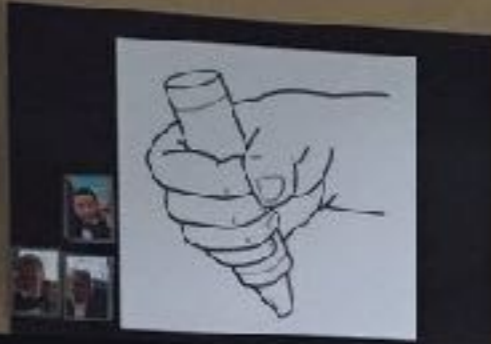
Phase 2  
Phonics

Phase 3  
Phonics





# english



Phase 1

Predicting

"I can see a big... I can see a... (10.10)"

"It's a... (10.10)"



"There's an... on the floor... (Lindsay)"

"It's a forest... I did not... (Maisy)"

"It's a forest... I did not... (Maisy)"

"It can be... It is a... (Lindsay)"

Phase 2

Understanding

Phase 3

Writing

Phase 1

# Predicting

"I can see a tug... Like a tooth"  
(E/S)

"It's a deep dark wood!" (Katie)



"There's an acorn on the floor."  
(Lincoln)

"It's a forest. I did not play in  
the forest with Mummy" (Azeke)

"It's a wood with oaks. I have oaks!"  
(Isis Mia)

"I can see trees. It is a rectangle  
shape." (Eamon)

# Phase 1 - Prediction

People	Places
Story	

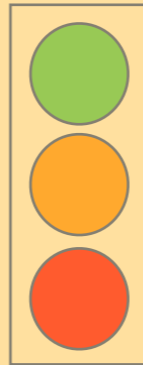
# The Concept of a Sentence

## Rainbow Sentences



Once there was a handsome prince. He lived in a faraway land. The prince was lonely.

## Traffic Light Sentence



Once there was a beautiful princess and she lived in a tall tower.

## Sentence Count

There was once a king who ruled over all he could see. The king had a son who would one day inherit the land. His son was called Prince Louis.



## Beginnings and Ends

I can see a  
got in bed.

The boy is  
boy at the bus stop.

The penguin  
at home.

## Finish My Sentence

The boy was eating...

At the pet shop...

Later that day...

## Is it a Sentence?

I can see a.

The boy sat on the chair.

The boy and the penguin.

# Rainbow Sentences

Once there was a boy and one day he found a penguin at his door. The boy didn't know where it had come from but it began to follow him everywhere. The penguin looked sad and the boy thought it must be lost.

# Traffic light sentences

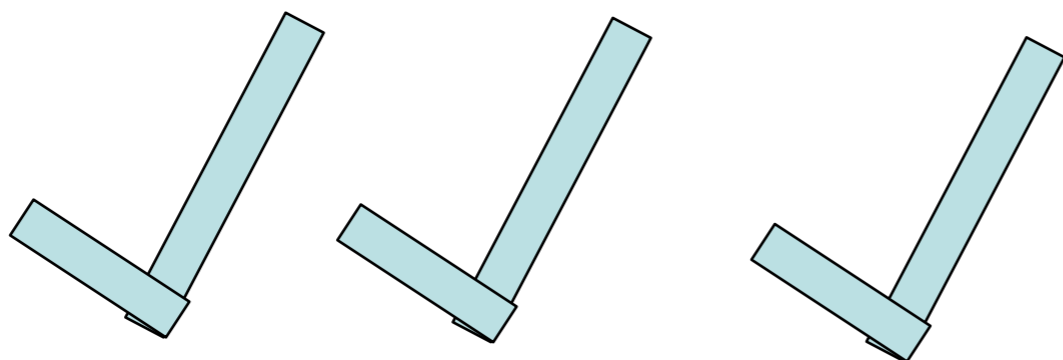
**S**o the boy decided to help the penguin find its way home. **H**e checked in the Lost and Found office. **B**ut no one was missing a penguin.

# Traffic Light Sentences

He wanted to help the penguin but he didn't know how to .

# Sentence count

Once there was a boy and one day he found a penguin at his door. The boy didn't know where it had come from but it began to follow him everywhere. The penguin looked sad and the boy thought it must be lost.





# Phase 1 - Prediction



Word Cloud



Book trailer



Big Envelope



Props Bag

<http://www.worldbookday.com/booktrailers-online/>

[https://www.pinterest.co.uk/annemthompson12/childrens-book-trailers/?sender=140596957025407150&invite\\_code=466f9c1331e0404e856716dbbb7905c5](https://www.pinterest.co.uk/annemthompson12/childrens-book-trailers/?sender=140596957025407150&invite_code=466f9c1331e0404e856716dbbb7905c5)

# Phase 1 - Prediction



## Sequencing Pictures

# Phase 2 - Understanding



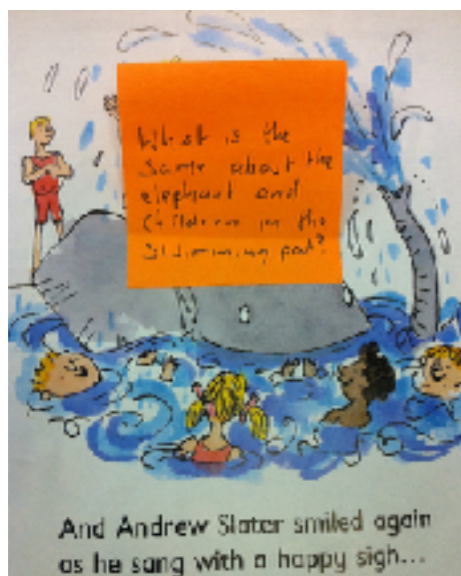
**Right or Wrong**



**Bookmarking**



**Questioning**



**Golden Ticket**



**Role on the Wall**



**Blank's Levels**

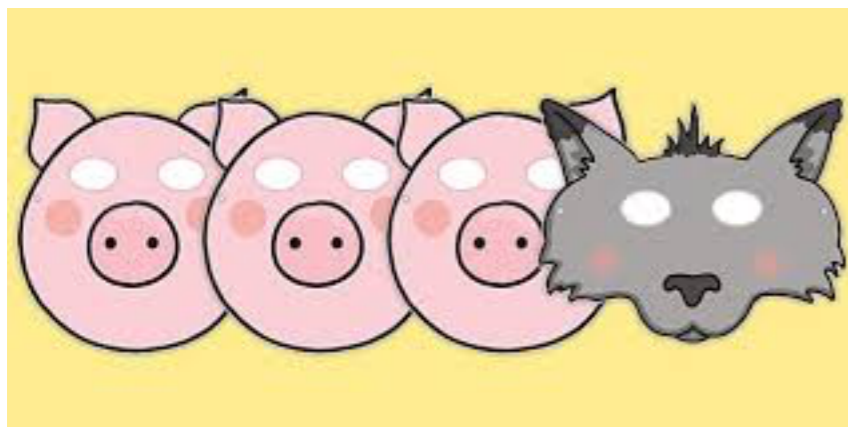
# Phase 2 - Understanding



**Puppets**



**Role Play and Drama**



**Masks**

### Readers' Theatre



Introduction
Strategies
Independent Reading
Return to Text and Response

Content Domain

2a	2b	2c	2d	2e	2f	2g	2h
1a	1b	1c	1d	1e			

### Readers' Theatre

**Resources:** Dialogue heavy text that children can highlight  
**Method:** a) Allocate character roles to children b) They read closely and highlight what their character says c) They perform and evaluate their reading.



**Readers Theatre**

# Vocabulary and Comprehension

disguised

## Seven Steps

Contextualise

Repeat the word

Child friendly definition

Give other examples

Relate to experience

Engage in other ways

Record

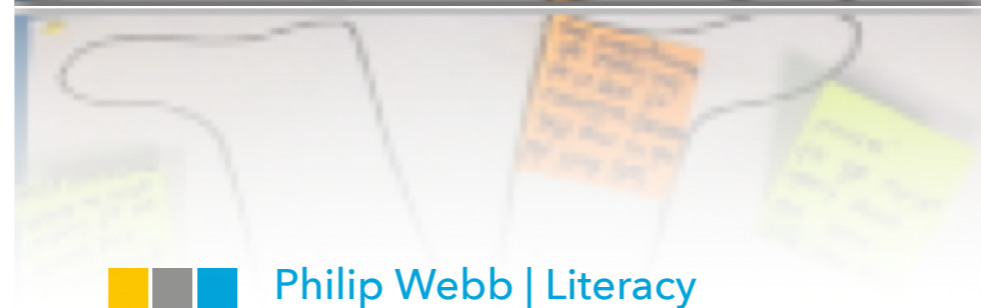
# Intensity Line

scared

frightened

terrified

petrified



# Questioning





# Phase 3 - Writing

**Phase 3 - Writing.** Early in the year writing to be based on imitation and then as they progress move them towards innovating their own story. In this phase you can target specific skills like initial sounds of words, letter formation, capital letters etc.

We discussed SPaG in relation to reception and what their 'goals' are. Most of it is phonics obviously so rather than having a specific column for phonics on the working wall we would have a phonics section at the top/bottom stretching across all 3 phases to reinforce that it is always needed.



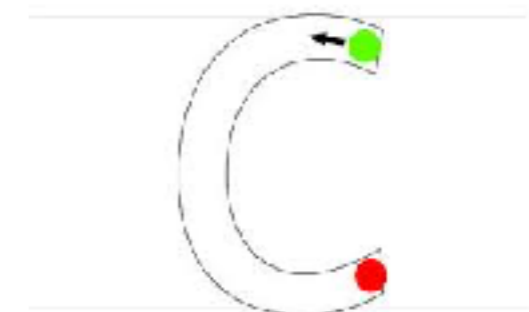
**Phonics**



**The Concept of a Sentence inc' Capitals and Full Stops**



**Story Map**



**Letter Formation**

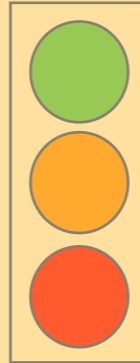
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## Beginnings and Ends

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got in bed.

The boy is  
boy at the bus stop.

The penguin  
at home.

## Finish My Sentence

The boy was eating...

At the pet shop...

Later that day...

## Is it a Sentence?

I can see a.

The boy sat on the chair.

The boy and the penguin.

she

made

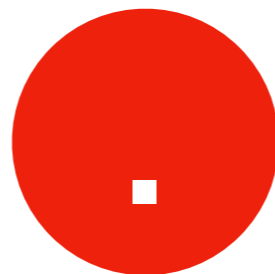
a

plan

and

went

inside



She made a plan and  
went inside.



# One thing at a time...



# Punctuation Checker

- I have started every sentence with a capital letter.
- I have put a full stop, a question mark or an exclamation mark at the end of every sentence.
- I have used finger spaces.
- I have used capital letters for names and **I**.

# Sentence Checker

- I have used **and** to join some words.
- My writing makes sense when I read aloud.

‘Year 1 have produced some amazing work based around Traction man. They have used your planning structure and resources (Caroline attended one of your courses) which have helped the children produce some brilliant work. Think they used your idea of the draft and edit too with the lanyards.’

# lovereading4kids.co.uk



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## Featured Books for 5+ readers



- ♥ [Books of the Month](#)
- ♥ [Other Featured Books this Month](#)
- ♥ [Last Month's Featured Books](#)
- ♥ [More Featured Books](#)
- ♥ [All Featured Books](#)
- ♥ [All Authors](#)

### Books of the Month



#### Looking for Yesterday

Alison Jay

September 2017 Book of the Month Beautiful

illustrations full of interest and wonder accompany Alison Jay's delightful story about a boy whose grandad helps him to embrace happy memories of the past but also look forward to new adventures. Boy...

Featured in: 2+ readers | 5+ readers

Share this page



“ I love Lovereading4kids because I get an opportunity to put my opinion forward and to try new books ”

Elosie Clarkson - age 11

Learning to read provides the best opportunity for children to take off privately into worlds of their own. Picture books and easy readers allow children to go solo while being read to gives a background of richer stories to further stimulate the imagination.

[Click here](#) to read some helpful tips from top childrens' publisher Egmont.

♥ [Berlie Doherty](#)

♥ [Francesca Simon](#)



Collectable  
limited  
editions...



# Grandad's Secret Giant



Little Billy was in a pickle.  
“Grandad,” he said, “we’ve been painting the town mural all day, but we just can’t finish it!  
No one can reach the top of the wall.”



“Don’t worry!” said Grandad.  
“I know just the chap who can help...”

“He has hands the size of tables,” Grandad continued, “legs as long as drainpipes, and feet as big as rowing boats. Do you know who I mean?”



“The Secret Giant,” Billy sighed. “You’ve told me about him a

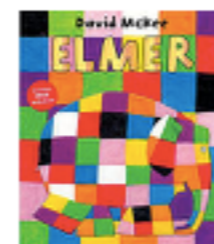
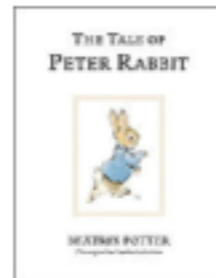
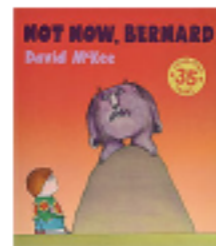


“Do you remember when we went camping last summer?”

“Yes, Grandad,” Billy groaned.

# booksfortopics.com

## 50 must-reads for... Year 1





Philip Webb | Literacy



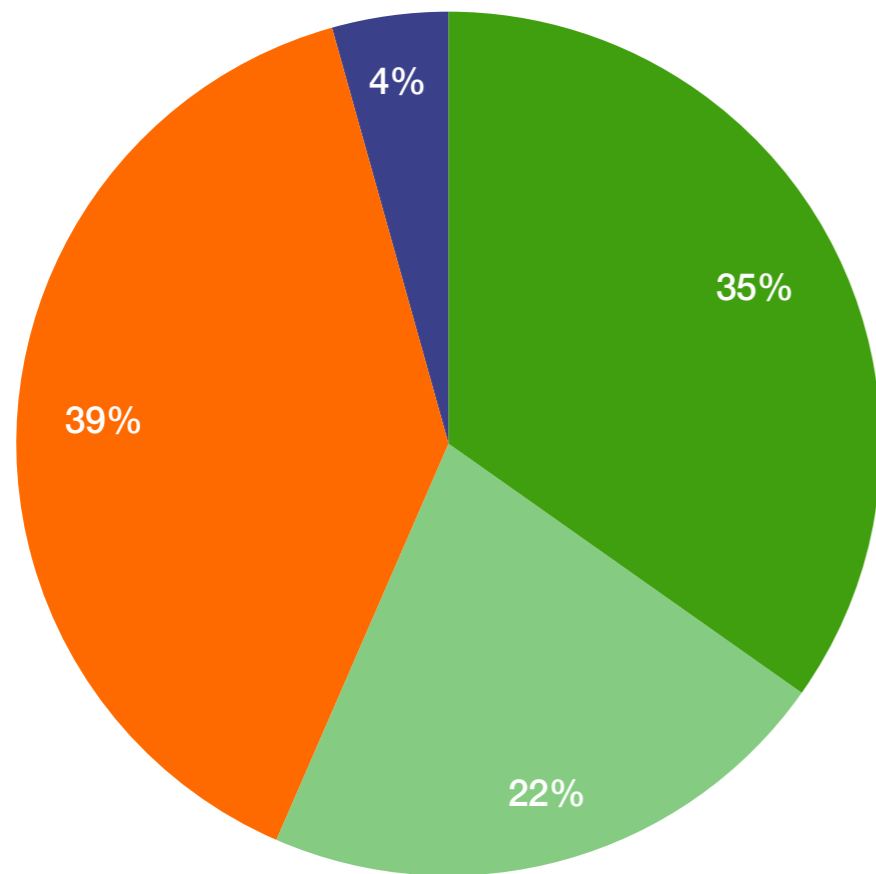
Philip Webb | Literacy

# Comparative Judgements

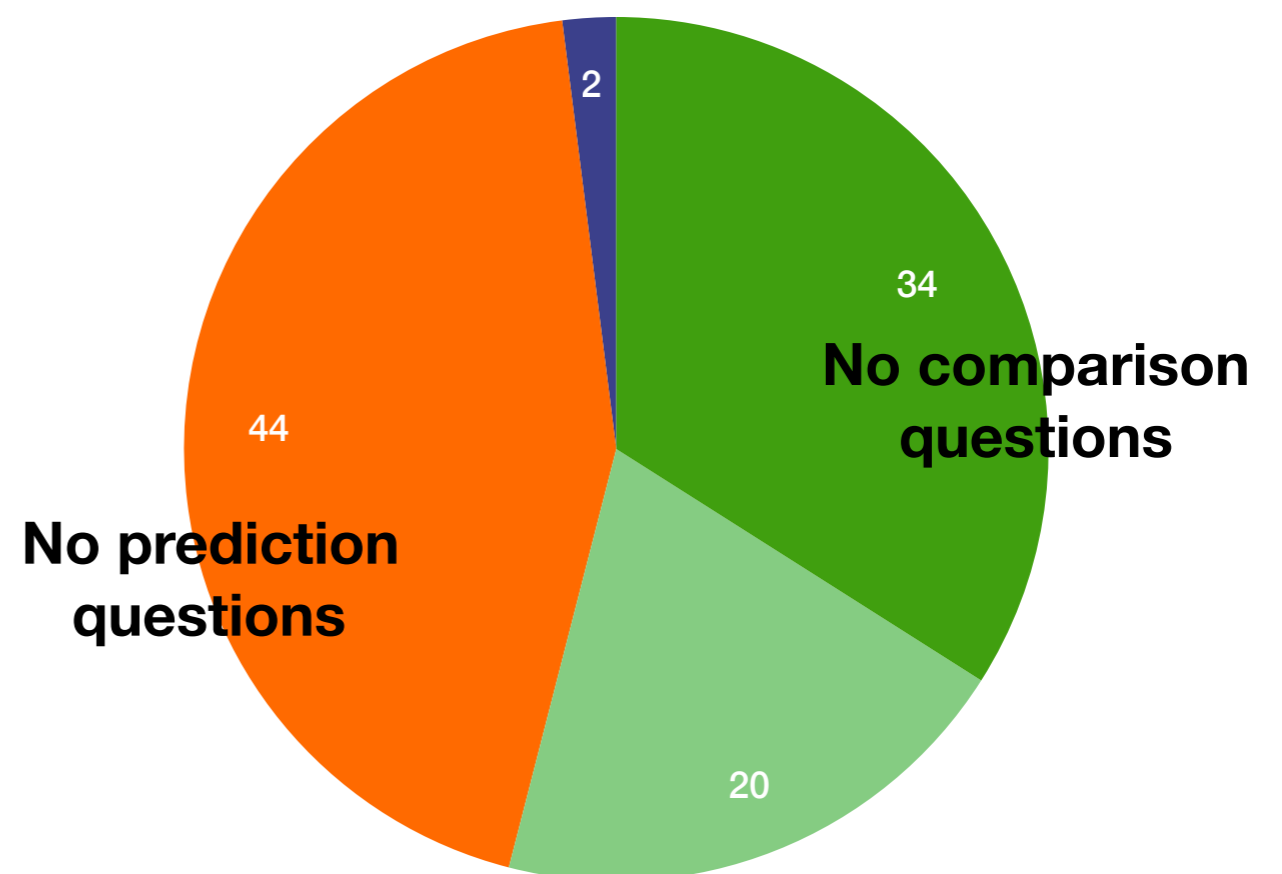
Sarah Walsh

# Key Stage 2

KS2 Overall 2016



KS2 Overall 2017



# Y6 Sats 2017

44%

...of questions focussed on making inferences

36%

...of questions focussed on **character descriptions, thoughts actions and feelings**





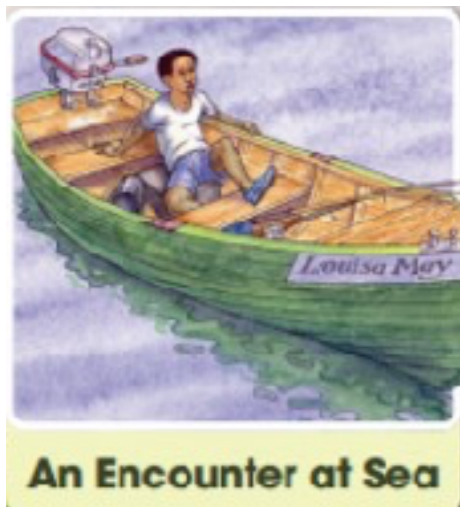
**retrieval** (33%) **inference** (33%) and **vocabulary** (27%)  
\_ (2%)

2F



**retrieval** (47%) **vocabulary** (24%) **inference** (18%) **summarising** (1%)  
explaining how content is related (1%)

2C



**vocabulary** (11%) retrieval (5.5%)  
how meaning is enhanced through language (5.5%)

**inference** (78%).

...every one of the last thirteen marks of the test assessed inference.

# Whole Class Guided Reading

Collected Blogs

# How we do it

## **One Book (or Text) Per Child**

This is a **non-negotiable**. Being able to position and re-position a text while reading is something that we as adults take for granted. Our aim is to have each child reading the same word at the same time—one book/text per child allows for maximum absorption and minimum distraction. Yes, if you can't afford the books, it can sometimes mean photocopying (8 pages will fit comfortably on a 2-sided A3 sheet).

<https://mystudentvoices.com/how-to-switch-to-whole-class-guided-reading-3f8489a8b557>

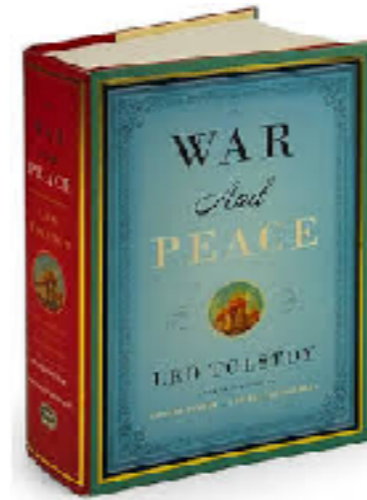
**Solomon Kingsnorth**

# Rulers Ready



Each child uses a ruler to read line by line. It gives the teacher an instant snapshot of who is on task and who has drifted off. The children know that the teacher may ask them to take over at any point, and they don't want to be caught napping. If someone does momentarily lose concentration, a quick glance at their partner's ruler means they can get back up to speed quickly.

# Length vs. Stretch



This can be a difficult balance. The trick is to find books which don't take 6 months to finish but do stretch the children in terms of vocabulary and inference. I'll be putting a list together soon of books which have worked well, however **120–150 pages** is a good rule of thumb.

# Keep SEND children in class

I'll get on to how we structure our sessions later in the post, but let me just state one important principle now: **involve all SEND children in every session, whether they can read the text independently or not.** This is the group that has made the **most progress** through whole-class reading. More on the 'how' in a moment.

# Approximately One Intervention Per Paragraph

This is a very rough guide, but I just wanted to emphasise the importance of ***constant* modelling and questioning**, as well as ‘reading between the lines’. I also play ‘guess the question’ e.g. “I have written an inference question about this paragraph on the next slide. Can anybody guess what it is?” The children write down their questions and get a point if they have the same question as me.

# Part 1: teacher reading



## **PART 1: Teacher reads to class, modelling expression and inference**

This is absolutely **crucial**. You are the magic carpet. As you begin to read, the children are transported to the scene—every detail of the setting, every nuance in the dialogue is amplified and made real in their minds. Once you have dropped them off in the thick of the action, they can slowly begin to take the reins.

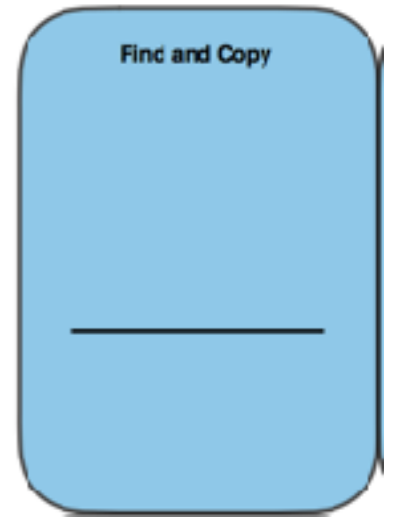
**Activity (a)** As you read, get the children to **hoover up every last piece of new vocabulary. Stop and give children time to write down these words** in their guided reading books. We use a ‘word web’ format so children can connect the new words to words they already know when necessary. Quiz the children on these words at the beginning of the next day’s lesson (and at every other opportunity).

*Which other words have the same prefix? What connects these words?*

**Activity (b) 60 second retrieval quiz.** I put a 60 minute timer on the board and flash through a series of multiple choice questions on the board. The time-pressure means that children remain incredibly focussed and it gives me a valuable opportunity to do some formative assessment.



# Part 2: Children begin to take over



Get individual children to take over the reading out loud. This is a good opportunity to check in with your ‘middle’ attainers and get them to practise nuanced expression, as well as making sure that key children are keeping up. *“Tariq, read that line again, but this time really convince us that your life is on the line.”*

**Activity (c) Quick-fire round of ‘Find and Copy’.**  
**Approximately 5 questions in 5 minutes—children record answers in their books.**

*“Find and copy one word from the 3rd paragraph which tells us that Maria is beginning to have second thoughts about her decision to follow Jim into the woods.”*

# Part 3: children read independently

**Ask children to read the next section independently. Be clear about where they need to start and where they need to finish. Have an ‘if you finish early...’ activity ready too.**

This is the part that makes people nervous about whole-class guided reading, for the obvious reason that there are children in the room who *can't* access the text independently. **You may have other workarounds, but we make sure that these children are sitting next to someone who can read the text fluently.**

**They quietly read the rest of the chapter to their partner, keeping it as close to a whisper as possible. Remarkably, this doesn't seem to distract the other children at all, and in some cases means that they become even more absorbed in the text in order to block out the background noise (as anyone who has ever read on a bus knows how to do).**

# Part 4: differentiated questions

## **PART 4: Differentiated questions**

Children spend the final 15 minutes (each session lasts about 40–45 minutes) answering questions in their guided reading books. **These can be differentiated for SEND children to address specific skill gaps.** However, don't differentiate for the sake of differentiation. Remember... they will all be sitting the same paper in Year 6!

# FAQs

## Don't your SEND children struggle?

Many teachers *assume* that their SEN children will not be able to participate in whole-class guided reading lessons. I cannot emphasise enough how important it is to keep them in the lesson, on the same text as everyone else. I *promise* that you will be surprised.

No two children will experience the text in the same way, and there is no doubt that SEND children will find it very challenging. Mine also find school trips challenging, however I don't know many teachers who would leave them at school simply because they might not fully take in every word of the museum workshop.

## But what if they're not fluent?

There are two important considerations here:

Whole-class guided reading means that children are reading text **5 days a week**. Before we switched to this model, our SEND children read properly once a week, then wasted a lot of time on activities such as character profiles or pointless diary entries, which did nothing to make them fluent readers. By including them in whole-class reading lessons, we literally *quintupled* the time they spend trying to decode text.

Whole-class reading is not a substitute for teaching children how to decode fluently. The *only* way that it can be meaningful for children who cannot decode is in addition to fluency sessions, not instead of. We make sure that every single child who cannot fluently decode age-appropriate texts spends *at least* 20 minutes a day working solely on fluency. This either takes place during assembly or in the afternoons.

Some teachers also use Friday's lesson to set independent questions for the rest of the class while they take a group to work on decoding and fluency strategies such as repeated reading or catch up phonics programs.

# The Teaching Booth

**Monday:** Extract from a fiction book or a short story

**Tuesday:** Non-fiction linked to Monday

**Wednesday:** Poem or song linked to the same theme as Monday and Tuesday

**Thursday:** Another fiction extract, with a theme similar to Monday's or by the same author as Monday's, so as to compare authorial style.

**Friday:** Picture stimulus and short writing task.

<https://theteachingbooth.wordpress.com/2017/06/02/how-i-teach-whole-class-reading/>

# Monday

**So on Monday, .... we read together. I always begin the reading**, so that the children can feel the tone and style of the book and be prepared to take over. At a reasonable point I will **ask some of the children to start reading instead of me**. It might be that I pick children I need to hear read as part of my daily assessment, it might be that I pick children to read who I know will do a beautiful, fluent job and cement the understanding of the text.

**Then onto comprehension.** I'll start with some **true or false questions**. These might start as simply as 'Elliot feels sad at the end of the extract' to the more complex later on, where I might say 'Mary Alice Evans wants to trick the reader into thinking that Josie is better'.

I will then do some **'find the vocab' questions**, where the children will be asked to find and copy a word or phrase from the text that shows something. This builds and tests vocabulary.

This question will usually ask the children to do one of four things: **explain what impression they get of a character**, explain how or **why an author tries to do something**, **summarise the text or predict what will happen next**.

I might ask the children to **sequence the events of a text, using rephrased key events, in the style they might come across in a S\*\*\*s paper**.

# Tuesday

At this point I like to **connect the fiction with non-fiction**. Now, it's important, if possible, that this be a strong link: however, it doesn't have to be. With this Who Let The Gods Out? extract it was a very easy decision to focus on dementia this week, as many of the children didn't 100% understand what was happening with Josie's mum, and even those who did had a thirst to know more about it. But as you'll see a bit later on, it could just be that the book you're doing is set in space, so you do a bit of space learning. It doesn't enhance the original text per se, but it does get the children accessing non-fiction.

# Wednesday

On a Wednesday, I like to look at **poetry** and songs.

# Thursday

On Thursday **I go back to fiction**. At this point I can talk about LoveReading4Kids. This is something I use every week. It's literally brimming with quality extracts from about every children's book you could imagine. In this week I used the first small chapter from this extract from The Goldfish Boy by Lisa Thompson:

# Friday

At this point they're ready to **respond to the text**. At this point a bit of **differentiation** can come in. The children were sent a task specific to them to their iPads (these could be handed out, or simply just tell them). The group I felt had achieved and accessed the text the best through the week (this does not have to be the same group every week, it will be based on my assessments through the week, the groups will be surprisingly fluid), **rewrote the segment from the perspective of Josie**, trying to capture the feeling of dementia through what they had learned through the week. **Another group wrote a diary entry as Elliott** (-10 points for the least inspiring text response idea ever, but it does test understanding!) after the event, trying to summarise his thoughts and feelings. **Me and my LSA could, at this point, Hoover up a small group of children each who may have struggled with one of the tasks through the week, and go back over this with them, thus ensuring no child is left behind.**



# Summary 1

- teacher modelling reading aloud
- 'hoover' up the vocab'
- timed retrieval questions
- one intervention per paragraph
- some children read aloud
- quick fire 'find and copy'
- Independent reading - mixed ability pairs
- Differentiated questioning
- SEND stay in

# Summary 2

- M - Fiction extract
- T - Non-fiction day - linked
- W - poem/ song day
- Th - Another fiction
- F - Respond to text with differentiated writing task

# seven ways to make whole class guided reading successful

## **1. All children should be in mixed-attainment pairs, so as to allow for frequent, paired discussion**

It is essential that less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions.

# seven ways to make whole class guided reading successful

## **2. The text chosen should provide a clear challenge for all members of the class**

A good rule of thumb is that the text chosen should be between 12 and 18 months beyond the reach of your higher attaining readers; that is to say, beyond the reach of their independent reading of it *and* comprehending of it.

## **3. When reading, the teacher should model good use of intonation, movement, volume and expression**

Children will pick up **good reading styles** from teachers' performances. Eventually, they will start to emulate you in their own performances.

# seven ways to make whole class guided reading successful

## **4. Teachers should be actively monitoring pace, so as to ensure high levels of engagement throughout the lesson**

Reading and listening to reading for long periods of time can be mentally taxing for some children. Interspersing longer stints of reading with paired discussions/ independent follow-up tasks can help with this.

## **5. Teachers should use targeted and open-ended questioning**

Targeted questioning is not only good for Assessment for Learning but also a good way to ensure all children engage with the lesson – if they don't know who will be asked to provide a response then they are more likely to consider your question and make good use of their talking partner.

# seven ways to make whole class guided reading successful

**6. When discussing literature, the teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support**

Children need to be able to say a response before they can write one; developing this skill at primary is vital for success at secondary. Teachers should model and encourage children to make good use of sentence stems (eg, " The author has used the word \_\_\_\_\_ to suggest \_\_\_\_\_ , as the word \_\_\_\_\_ has connotations of \_\_\_\_\_" )

**7. All follow-up tasks should be carefully thought out so as to provide challenge for all children and support for those who need it**

A follow-up task is a good way for children to reflect on what they have read and an opportunity for the teacher to observe/assess the individual understanding of a piece. Differentiating these tasks should not be onerous; simple tweaks are often enough.

# Principles

- SEND children to be included except when their significant need means they would not benefit from the activity
- Children to be paired so that fluent readers are with non-fluent readers
- Teacher modelling of fluency will largely be done with the class novel to save time
- Differentiation will not be take place for the sake of it as all children need to rise the challenge
- Focus groups of children will be placed in the classroom so that the teacher can monitor them closely
- Every child has a copy of the text - a ruler or bookmark may be employed to help them to track the text
- In Y3 we may start with one page for the reading and activities but we will need to build up to 'page turning' tasks
- We like short sharp tasks such as:
  - 60 second retrieval
  - find and copy - e.g 5 questions in 5 minutes
  - for inference - 'Guess what I'm going ask you.'
- loping retrieval skills

# Principles

- Test question practice will be included in every sequence from Y3 upwards
- Questioning will focus upon the content domains most heavily featured in end of KS tests - retrieval - inference - vocabulary
- Inference will largely focus upon making inferences about characters thoughts, feelings and actions as these aspects feature the most in SATs
- The vocabulary of questions will be used by the teacher to expose the children the phrases such as ‘What does this suggest?’ or ‘What impression does this give?’
- Good quality texts and ‘real books’ will be used
- There will be a balance of fiction, non-fiction and poetry
- Non-fiction texts will have large emphasis on developing retrieval skills
- A reading spine will be constructed to ‘ring fence’ books for each year



<b>Prediction</b>	1) SoVo 2) Trailer 3) Cover
<b>Teacher Read Aloud</b>	p7
<b>Vocabulary Check - 7 Steps</b>	firepower contrast bristle militarised
<b>Paired read</b>	p8
<b>Vocabulary check p8</b>	
<b>Timed retrieval p7/8</b>	1) What is the airship called? 2) What thudded into the hull? 3) Who said "No room for both of us,"
<b>Find and copy p9</b>	1) A word that means similar to <b>bending</b> 2) A word that means similar to <b>smelling</b> 3) A word that means the opposite of <b>shiny</b> 4)

<b>Long sentence p10</b>	1) <b>Do John and Malkin get on well? How do you know?</b>
<b>Summary</b>	<b>3:2:1</b>
	<b>3</b> things you are sure of <b>2</b> things you are not so sure about <b>1</b> question you would like to



**People**

**Places**



**Story**

**Time**

**People**

**Places**

**Story**

**Time**



world

clockmaker

plunged heartbeat

missing Victorian

gripping men adventure change

life shadows

Lily

fox secrets

peril heart

break Malkin

stalk

menacing

father

Robert

friends

murder

mystery mortal

mayhem murky

Mechanical

silver-eyed

# Vocabulary and Comprehension

firepower

## Seven Steps

Contextualise

Repeat the word

Child friendly definition

Give other examples

Relate to experience

Engage in other ways

Record

**Find and Copy**

---

**Give two**

1. \_\_\_\_\_

2. \_\_\_\_\_

**3:2:1**

Introductio
Strategies
Independent
Return to Text and



Content

2
2
2
2
2
2f
2
2

1
1
1
1
1

**3:2:1**

**Resources:** A 3:2:1 grid  
**Method:** Ask children to discuss and/or complete the 3:2:1 grid:  
**3** things I'm sure about  
**2** things I'm not so sure

<b>Prediction</b>	
<b>Teacher Read Aloud</b>	
<b>Vocabulary Check - 7 Steps</b>	
<b>Paired read</b>	
<b>Vocabulary check</b>	
<b>Timed retrieval</b>	
<b>Find and copy</b>	





<b>Prediction</b>	
<b>Teacher Read Aloud</b>	
<b>Vocabulary Check - 7 Steps</b>	
<b>Paired read</b>	
<b>Vocabulary check</b>	
<b>Timed retrieval</b>	
<b>Find and copy</b>	

<b>Long sentence</b>	
<b>Summary</b>	

<https://blogs.hertsforlearning.co.uk/2017/09/18/primary-writing-itafs-whats-ITAF-changes:KS1-Writing>

(Reading = no change)

2015-17	2017-18	Change?
<b>WTS</b>		
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:	The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> <li>• write sentences that are sequenced to form a short narrative (real or fictional)</li> </ul>	Only in that the pre-ambles words about sequencing now have weight as a bullet
<ul style="list-style-type: none"> <li>• demarcating some sentences with capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>• demarcate some sentences with capital letters and full stops</li> </ul>	<i>Same</i>
<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly</li> </ul>	<ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> </ul>	Same, but with addition of "phonically-plausible attempts" and "words"
<ul style="list-style-type: none"> <li>• spelling some common exception words*</li> </ul>	<ul style="list-style-type: none"> <li>• spell some common exception words*</li> </ul>	<i>Same</i>
<ul style="list-style-type: none"> <li>• forming lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<i>Same</i>
<ul style="list-style-type: none"> <li>• forming lower-case letters of the correct size relative to one another in</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> </ul>	<i>Same (&amp; the &gt; their)</i>

Key Stage

Towards/Expected/Greater Depth

Transcription

Composition



Towards/Expected/Greater Depth

Transcription

Composition



Headlines

# implications

- What will you take back
  - Y2
  - Y6
  - Others

future meetings