



## St Michael's CoE School,

### Year 5-6 Eagles: Combining humanities and literacy.

Students were working collaboratively to complete a non-chronological report based on their geography project.

Students had been working on the idea of the 'Road to Rio' and had chosen a country taking part in the Rio 2016 Olympic Games.



In previous lessons students had completed the KWL table using the internet and the LRC for their research. They had also been taught the features of non-chronological report writing and ideas were visible on the learning wall.

Students had previously learnt the features of report writing and were employing these in their write up. Students were able to choose to work independently or in a pair, and were able to choose whether to work with somebody of their own year and ability group. The teacher asked them to remember the 'big talk' of earlier lessons (whereby students verbally articulated what they were going to write) before they began typing. Whilst the students did not seem to produce a great deal, there was a constant improvement process focused on throughout

the session including drafting, proof reading, peer review based on the success criteria and editing. The move away from extended writing in the curriculum to Age-related expectations has allowed for more talk during tasks.

Students were reminded at regular intervals to follow the same sentence, syntax and grammar rules as they do when completing writing activities. Students were able to articulate the different sentence constructions and were able to tell me which figurative devices or punctuation marks would be most appropriate.

Peer assessment was part of the drafting process rather than coming at the end of the finished piece. The students were aware of this and knew that they would also get an opportunity to 'purple polish' their work after completion.

The AT and the teacher circled the room constantly, reminding students of the criteria, to look back at their books and at the learning wall for prompts.

Interim teacher assessment framework at the end of key stage 2 - writing	
<b>Working towards the expected standard</b>	
The pupil can write for a range of purposes and audiences:	
<ul style="list-style-type: none"><li>• using paragraphs to organise ideas 2/11</li><li>• describing settings and characters 1/12</li><li>• using some cohesive devices* within and across sentences and paragraphs</li><li>• using different verb forms mostly accurately 2/14</li><li>• using co-ordinating and subordinating conjunctions 1/15</li><li>• using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly</li><li>• spelling most words correctly* (years 3 and 4) ✓</li><li>• spelling some words correctly* (years 5 and 6)</li><li>• producing legible joined handwriting.</li></ul>	
<b>Working at the expected standard</b>	
The pupil can write for a range of purposes and audiences (including writing a short story):	
<ul style="list-style-type: none"><li>• creating atmosphere, and integrating dialogue to convey character and advance the action 2-7/5</li><li>• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li><li>• using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs</li><li>• using passive and modal verbs mostly appropriately 2/14</li><li>• using a wide range of clause structures, sometimes varying their position within the sentence</li><li>• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li><li>• using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</li><li>• spelling most words correctly* (years 5 and 6)</li><li>• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</li></ul>	
<b>Working at greater depth within the expected standard</b>	
The pupil can write for a range of purposes and audiences:	
<ul style="list-style-type: none"><li>• managing shifts between levels of formality through selecting vocabulary precise and by manipulating grammatical structures</li><li>• selecting verb forms for meaning and effect</li><li>• using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correct</li></ul>	
[No additional requirements for spelling or handwriting.]	

As part of their cross-curricular approach the children were able to use art and design to build a landmark from the country they had been researching. This was on display throughout the classroom; children were able to discuss the geography and natural landscape as well as explaining how they created the model – again, all using specific terminology.

## Year 5-6 Age-Related expectations

I discussed in detail how the teacher measured and tracked the Year 5-6 Age-related expectations to each student. She informed me that the assessment folders were a constant process and that each student had a working file where the criteria was ticked off, evidenced and dated when met. She told me that she only has 2 PP a week and largely delivers the entire curriculum so knows the students well enough to plan for them to meet standards that are not yet met.

She alluded to the idea that her future planning, whilst largely topic based to cover the National Curriculum, allowed her to target specific criteria for particular children. Interestingly, during my observations the teacher reminded a number of students to include a variety of writing forms, which once done, was updated in the child's file.

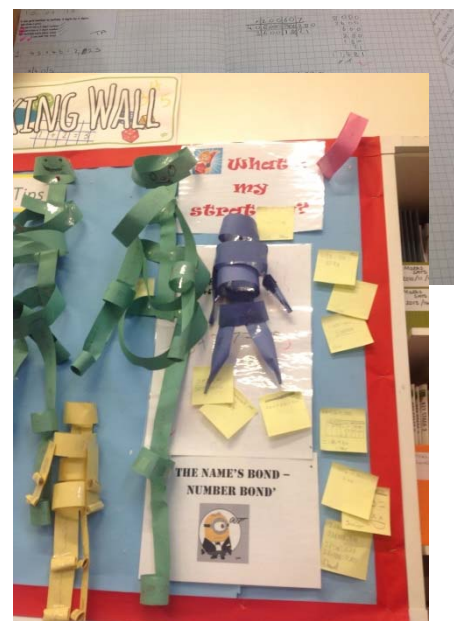
Covering the curriculum in themes allows the teachers to cover the demands of a very prescriptive primary curriculum, ensure that children remain interested in what is 'topical' or based on the whole class text and that primary staff were clearly having just as much trouble as we are getting to grips with new curriculum demands!

## Numeracy and science

As with literacy the teacher approaches the skills through cross-curricular

teaching. Students had been working on ratio, measurement and

Part of body	measurement	scale	Scaled measurement
Circumference of head	55cm	40/	22cm
Spine	70cm	40/	28cm
Width of shoulders	94cm	40/	37.5cm
Width of waist	66.7cm	40/	26.5cm
Width of hips	69.5cm	40/	28cm
Width of elbow	22.5cm	40/	9cm
Width of wrist	14.75cm	40/	6cm
Width of knee	35cm	40/	14cm
Width of ankle	22.25cm	40/	9cm
Shoulder to elbow	26cm	40/	10cm
Elbow to wrist	23.25cm	40/	9cm
Hip to knee	45.75cm	40/	18cm
Knee to ankle	27.25cm	40/	10.5cm



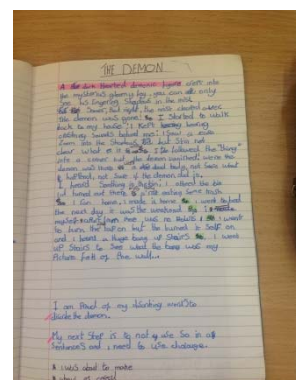
fractions. Most recently they had looked at the human body – in science they had focused on the heart and labelled the different biological parts using specific terminology. They had looked at the lung capacity of the human body too. They then bridged this with physical anatomy and measured parts of the body, before using mathematic equations and ratio to reduce these results by 40%. After, they used D&T to produce a paper skeleton, which was on display around the classroom. They use Bodmas and Bidmas as an acronym and when doing numeracy have a “what’s my strategy?” exit card.

## The 5Bs

The school aim to create independent learners by using the 5Bs. The displays are in all of the classroom and children are aware that they are able to employ these before turning to the teacher. The 5Bs are: Brain, Book, Board, Buddy, Boss (class or project leader).

## What we can learn from the day:

- Planning Meetings between ATs and teachers seem to be really useful. Perhaps we could benefit from more time specifically devoted to joint planning and having set ATs in each faculty that are always in a particular class, rather than following a student.
- In all instances the TAs seemed to be really effective and knew the students really well. They knew which students to target and



seemed to work seamlessly within the class teacher.

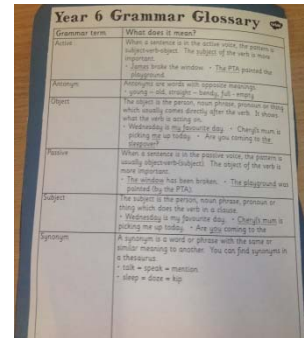
- Students will be coming in to secondary school with a much higher level of specialist vocabulary in a range of subjects. We need to make sure we know what these terms are and help them transfer their knowledge to the demands of the new GCSE.
- Students are very familiar with peer

**Fronted adverbials** are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Degree
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Late.	Often, Again, Daily, Weekly, Frequently, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before.	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Somewhere the looked, Around the tent, Back at the house, Hereby, Down by the cliff, Behind the desk, In the wooden box, Over my head, Somewhere over here, Far away, Wherever they went, North of here,	Rudely, Slowly, Happily, Awkwardly, Bravely, Like a As quick as a flash, As fast as the wind, Without warning, Unexpectedly, Unhappily, Suddenly, Mysteriously, Frenziedly, Anxiously, Courageously, Slandily, Calmly, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Heavily asleep, Quite understandably, Really happily, Perhaps, Just correct, Certainly around, Obviously angry, Definitely confident, Slightly alone, Completely exhausted, Hardly out of breath, Decidedly unimpressed, Perfectly confident, Naturally meeting with accusation, Plenty practicality, Somewhat furious, Utterly joyful, Totally overwhelmed.

marking, self-assessment and purple polishing their work. They are accurate and critiques fairly, are we too cautious?

- Students are still going to need help with writing timed extended



pieces. They seem to take a long time to get started and do not seem to have explicit time deadlines.

- Students do not write analytically about language in order to be prepared for the new GCSE.
- Using peer assessment as part of the process of writing rather than at the end.
- Literacy focus – students are in book groups and are reading texts far weightier than perhaps we expect: The Christmas Carol, Goodnight Mr Tom, Treasure Island.
- Classrooms have a learning wall which changes weekly depending on the work that is being done. Once the teacher has taught the skills the teacher or AT will work to develop extra ideas for the learning wall with intervention groups (this is not always the PP or SEND students)