



## The Federation of Abbey Infant & Junior school.

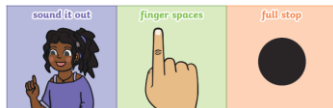
### Revised marking policy December 2023.

#### **EYFS**

English – (English books and WOW books)

-Verbal feedback whilst writing and once finished.

-Aut 1 to Spr 1, use a visual set of 3 symbols to mark against.



-Spr 2 onwards, use 5 symbols.



-Still highlight Development Matters statements.

-Next steps in English books.

-Children select a face to represent how they feel they have done (self-assessment) Teacher will need to prompt to explain the success criteria.

-Use modelling to show what a better one looks like - improve sentences.

#### **Independent Activities for English**

- Adults will encourage children to complete an independent activity on a weekly basis. Focus activities should be on a fortnightly basis, alternating with Maths focus activity.

-Verbal feedback will be provided and a simple mark on the sheet.

#### **Maths**

-Independent work linked to each unit – verbal feedback and live marking.

-An activity linked to the challenge in Power Maths.

-Maths assessment approximately every half term, linked to Power Maths. Highlight the strands from Development Matters.

-Children who don't access maths in CIL will be assessed through half term assessments and an adult led activity. Adults will encourage children to complete an independent activity on a weekly basis. Focus activities should be on a fortnightly basis, alternating with an English focus activity.

#### **Understanding the World**

-Questioning of children who don't answer questions in lessons-children called in small groups to check understanding.

### **Phonics**

-Booster classes for all children, targeted to their phonic assessment results and closing the gaps.

-Continually assessed, groups and flexible to meet the needs of the children.

## KS1 - Marking

### Maths:

- The class teachers will live mark during these lessons.
- Live mark as specified in planning
- When highlighting; pink -answer correct , green- answer supported/corrected and orange- answer incorrect will be used in their books.
- Y2 Peer and self-assessment will be completed in purple pen with a stem related/process related comment. A smiley face or straight face to show how they feel.  
Year 1 to start this in Spring term
- Only the author can write in their book. For peer assessment, the children will need to specify who assessed their work.
- Clarify what children feel confident (close books), worried, unsure (leave your book open) may Gap task, surgery those children. If more than a handful, go over it in the next lesson.
- Gap tasks will only be set when relevant/needed.
- The children will have to complete one self and one peer assessment throughout the week as a whole class.

### English:

#### Writing

- Live mark a key feature or two which is specified in planning
- Pick up other corrections; incorrect spellings, punctuation, capital letters, tense, wrong word, missing words (no more than 3 spellings)
- Use abbreviations; sp, p, CL, t, w, ^) orange underline to show this in Y2
- Year 1 to highlight full stops and capital letters ( no more than 3 )
- Teacher led Self and Peer Editing/improving for the children to review the whole paragraph.  
Only the author has a pen in their hand, but hold a conversation with their partner to make agreed changes in the alternate lines.
- SA or PA to be written in purple pen once per week respectively, with clear reference to the Target and the Steps to Success.
- Year 1 to start Self -assessment in Spring term, Peer assessment in summer term.
- Teacher to model clear and effective self and peer assessment. (class specific)
- When a teacher has used the orange highlighter during live marking, the children will be expected to amend their work within the lesson or with adult support before the next lesson.
- The green highlighter in English will mean the children have completed something well, but this could still be improved further.
- Books to have date and title each day in week 1 and 2, with an overarching title for week 3.  
Targets and Steps to Success to be evident on notebooks every day.
- Class teachers must acknowledge the wow writing with a sticker.

- Gap Tasks used as and when required.

#### Non Core

- Live mark a key feature or two
- Pink and orange highlighter
- If key words are misspelt then orange and sp – abbreviations continue to be used  
Key vocabulary to be prominently displayed during the lesson to support this
- SA or PA to be written using key vocabulary to explain their learning using the stem sentence: I now know.... Regularly but at least 1 time per subject per half term

## Marking LKS2

### Maths

- Live mark as specified in planning
- If/when possible at the end of the lesson go through answers with whole class or have a check sheet for children to mark.
- Check sheet for challenges (children to check)
- When highlighting; pink -answer correct, green- answer supported/corrected and orange- answer incorrect will be used in their books.
- Peer and self-assessment will be completed in purple pen with a stem related/process related comment.
- Clarify what children feel confident (close books), worried, unsure (leave your book open) may Gap task, surgery those children. If more than a handful, go over it in the next lesson.
- Errors corrected in purple pen (won't have purple highlighting just the correction)
- Gap tasks will only be set when relevant/needed.
- The children will have to complete one self and one peer assessment throughout the week as a whole class.

### Writing

- Live mark a key feature or two which is specified in planning
- Pick up other corrections; incorrect spellings, punctuation, capital letters, tense, wrong word, missing words
- Use abbreviations ; sp, p, CL, t, w, ^) orange underline to show this, transitioning to abbreviation in the margin by the end of year 4.
- Teacher led Self and Peer Editing/improving for the children to review the whole paragraph  
Only the author has a pen in their hand, but a conversation with partner to make changes  
Teacher to model clear and effective self and peer assessment. (class specific)
- SA or PA to be written with one thing achieved from the Steps to Success or an improvement in purple pen once per week.
- Gap Tasks used as and when required.

### Non Core

- Live mark a key feature or two
- Pink and orange highlighter
- If key words are misspelt then orange and sp – abbreviations continue to be used  
Key vocabulary to be prominently displayed during the lesson to support this
- SA or PA to be written using key vocabulary to explain their learning using the stem sentence: I now know.... Regularly but at least 1 time per subject per half term

## Marking policy UKS2

### English:

#### Writing

- Live mark a key feature or two which is specified in planning
- Pick up other corrections; incorrect spellings, punctuation, capital letters, tense, wrong word, missing words
- Use abbreviations ; sp, p, CL, t, w, ^) orange underline to show this, transitioning to abbreviation in the margin by the end of year 4.
- Teacher led Self and Peer Editing/improving for the children to review the whole paragraph.  
Only the author has a pen in their hand, but hold a conversation with their partner to make agreed changes in the alternate lines.
- SA or PA to be written in purple pen once per week respectively, with clear reference to the Target and the Steps to Success.
- Teacher to model clear and effective self and peer assessment. (class specific)
- The children will be using purple highlighters to highlight the Steps to Success.
- When a teacher has used the orange highlighter during live marking, the children will be expected to amend their work within the lesson.
- The green highlighter in English will mean the children have completed something well but this could still be improved further.
- Books to have date and title each day week 1 and 2, with an overarching title for week 3.  
Targets and Steps to Success to be evident on notebooks every day.
- Gap Tasks used as and when required.
- Class teachers must acknowledge the wow writing with a sticker.

### Maths:

- Live mark as specified in planning
- If/when possible at the end of the lesson go through answers with whole class or have a check sheet for children to mark.
- Check sheet for challenges (children to check)
- The class teachers will live mark during these lessons.
- When highlighting; pink -answer correct , green- answer supported/corrected and orange- answer incorrect will be used in their books.
- Peer and self-assessment will be completed in purple pen with a stem related/process related comment.
- Only the author can write in their book. For peer assessment, the children will need to specify who assessed their work.
- Clarify what children feel confident (close books), worried, unsure (leave your book open) may Gap task, surgery those children. If more than a handful, go over it in the next lesson.
- Gap tasks will only be set when relevant/needed.

- The children will have to complete one self and one peer assessment throughout the week as a whole class.

**Non-core:**

- Live mark a key feature or two
- Pink and orange highlighter
- If key words are misspelt then orange and sp – abbreviations continue to be used  
Key vocabulary to be prominently displayed during the lesson to support this
- SA or PA to be written using key vocabulary to explain their learning using the stem sentence: I now know.... Regularly but at least 1 time per subject per half term



## EYFS English Marking

**VF:** Verbal Feedback on completion of work.

**Symbols will be ticked, marked as supported (s) or as next steps (NS).**

**Pupil friendly EYFS marking.**



**ELG:**



**Self Assessment:**

Children will circle the face accordingly



Excellent



Good



Nearly but not yet

## **EYFS Independent Work:**

All independent work is dated and marked with one or more of the symbols below:

**CIL** Child Initiated Learning




**I** Independent

**S** Supported

NB: If supported (S) a short explanation can be used.



## KS1 - Marking at our school

	<p><b>Pink</b> Excellent work, you have got it.</p>
	<p><b>Green</b> Good work, you have been supported. There is room to improve.</p>
	<p><b>Orange</b> You are not quite there yet. More support is needed.</p>

### English codes:

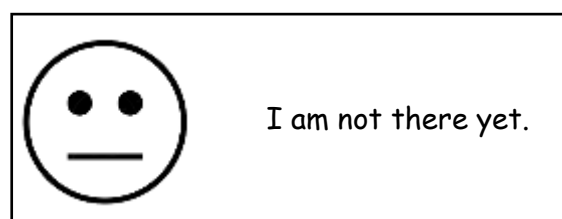
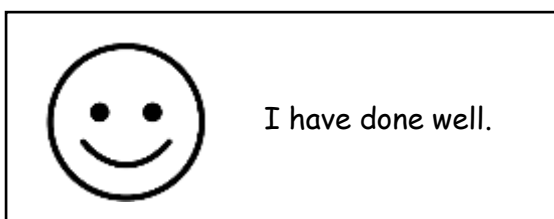
**Sp**- spelling. Orange underline to show this, no more than 3 in a piece of work.

**p**- punctuation. **CL**- capital letters. **w**- wrong word. **^** missing word. **t**-tense.

// new paragraph needed/new line speech.

### Peer Assessment and Self Assessment

P.A or S.A








### Pupil friendly LKS2 marking.

Teachers will mark some of your work during lessons to make sure you have understood the task

In maths we might mark the work together as a class at the end of the lesson

	<p><b>Pink</b> Excellent work, you have got it.</p>
	<p><b>Green</b> Good work, you have been supported. There is room to improve.</p>
	<p><b>Orange</b> You are not quite there yet. Incorrect or something missing. Can you fix it?</p>



Used to edit and improve

If you need more help...leave your book open At the end of the lesson for your teacher to see

Your teacher may set you a Gap task if needed

You will complete one self and one peer assessment each week. We will do this as a class.

You will label this SA (Self Assessment) or PA (Peer Assessment)

Only the author has a pen in their hand to write down comments from their peer.

### Marking codes:

**Sp-** spelling. Orange underline to show this, no more than 3 in a piece of work.

**p-** punctuation. **CL-** capital letters. **w-** wrong word. **^** missing word. **t-**tense.




**//** new paragraph needed/new line speech.



### Pupil friendly UKS2 marking.

Teachers will mark some of your work during lessons to make sure you have understood the task

In maths we might mark the work together as a class at the end of the lesson

	<p><b>Pink</b> Excellent work, you have challenged yourself.</p>
	<p><b>Green</b> Good work, you have been supported. There is room to improve.</p>
	<p><b>Orange</b> You are not quite there yet. Incorrect or something missing. Can you fix it?</p>



Used to edit and improve

If you need more help...leave your book open At the end of the lesson for your teacher to see.

Your teacher may set you a Gap task if needed.

You will complete one self and one peer assessment each week.

You will label this SA (Self Assessment) or PA (Peer Assessment)

Only the author has a pen in their hand to write down comments from their peer.

### Marking codes:

**Sp-** spelling. Orange underline to show this, no more than 3 in a piece of work.

**p-** punctuation. **CL-** capital letters. **w-** wrong word. **^** missing word. **t-**tense.

**//** new paragraph needed/new line speech.



W.C. Monday 26th February 2024

Target: I can write about The Somethingosaur



CRACKLE CRACKLE CRACK  
 OWTPOPEDTHE  
 SUTHTHAGOSOUT  
 HEWASCONLEYOR  
 COST. HESUCHTHROH  
 THEDETLEFTTOHIS  
 MOMMY. HEFOUND  
 HERINTHECAVE.



Add some marks to their drawings, which they give meaning to. (0-3)

Make marks on their picture to stand for their name. (0-3)

To use some of their print and letter knowledge in their early writing. (3-4)

To write some or all of their name. (3-4)

To write some letters accurately. (3-4)

Form lower-case and capital letters correctly. (Reception)

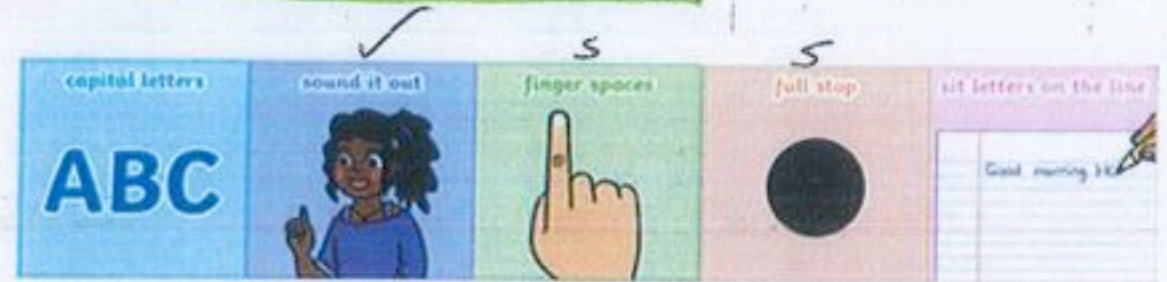
Spell words by identifying the sounds and then writing the sound with the letter/s. (Reception)

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (Reception)

Re-read what they have written to check that it makes sense. (Reception)

Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)

Write simple phrases and sentences that can be read by others (ELG)

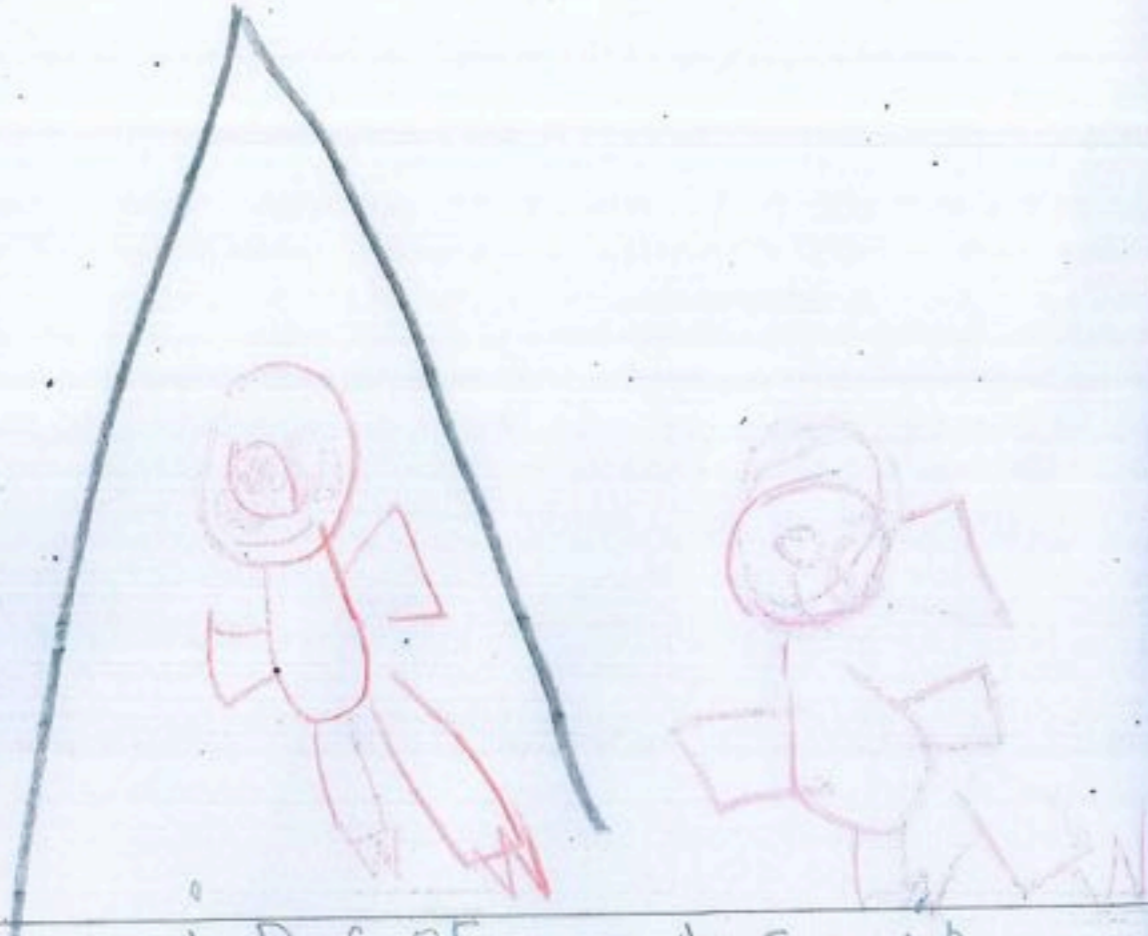


N.S. To leave clear finger spaces between words.

Sample of EYFS English marking

W.C. Monday 26th February 2024

Target: I can write about The Somethingosaur



the somethingosaur was on  
a lost egg. he was sad  
because he missed his  
mum and dad.  
he <sup>climbed</sup> climbed up to  
the cave. he found  
his mum and dad.



Add some marks to their drawings, which they give meaning to. (0-3)

Make marks on their picture to stand for their name. (0-3)

To use some of their print and letter knowledge in their early writing. (3-4)

To write some or all of their name. (3-4)

To write some letters accurately. (3-4)

Form lower-case and capital letters correctly. (Reception)

Spell words by identifying the sounds and then writing the sound with the letter/s. (Reception)

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (Reception)

Re-read what they have written to check that it makes sense. (Reception)

Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)

Write simple phrases and sentences that can be read by others (ELG)



N.S. To use capital letters at the  
beginning of sentences.

Sample of EYFS  
English marking

W.C. Monday 26th February 2024

Target: I can write about The Somethingosaur



— Ong d go — in the deep  
mudgy Suop was an od  
She IP eg. creak stack OWE  
JUMPE a little somethingosaur



Add some marks to their drawings, which they give meaning to. (0-3)

Make marks on their picture to stand for their name. (0-3)

To use some of their print and letter knowledge in their early writing. (3-4)

To write some or all of their name. (3-4)

To write some letters accurately. (3-4)

Form lower-case and capital letters correctly. (Reception)

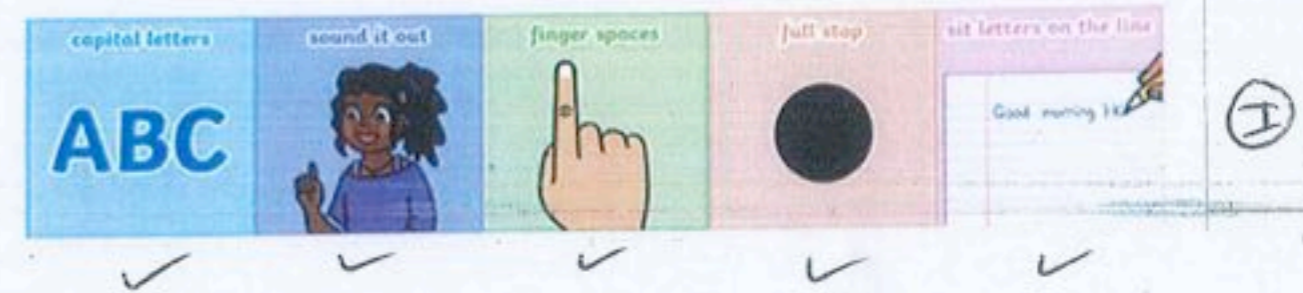
Spell words by identifying the sounds and then writing the sound with the letter/s. (Reception)

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (Reception)

Re-read what they have written to check that it makes sense. (Reception)

Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)

Write simple phrases and sentences that can be read by others (ELG)



(VF) Super sentences! N.S: try to listen for all of the sounds in longer words.

Sample of EYFS English marking

W.C. Monday 26th February 2024

Target: I can write about The Somethingosaur



Long ago in the day  
somp was an d sn dip  
egg rick rick rick  
krakll awt dumpt d  
baibee draan.



Add some marks to their drawings, which they give meaning to. (0-3)

Make marks on their picture to stand for their name. (0-3)

To use some of their print and letter knowledge in their early writing. (3-4)

To write some or all of their name. (3-4)

To write some letters accurately. (3-4)

Form lower-case and capital letters correctly. (Reception)

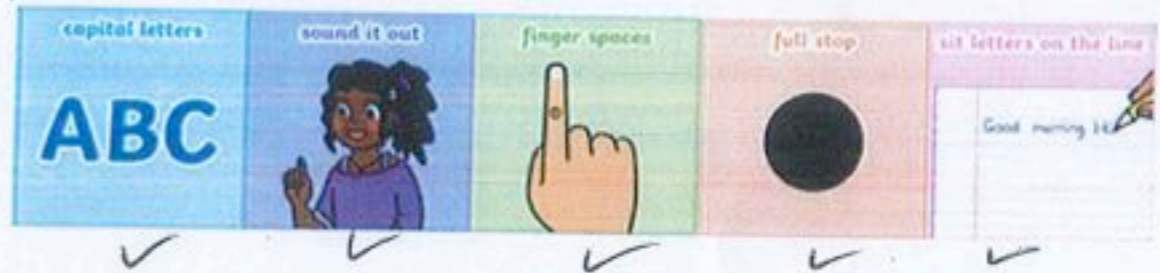
Spell words by identifying the sounds and then writing the sound with the letter/s. (Reception)

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (Reception)

Re-read what they have written to check that it makes sense. (Reception)

Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)

Write simple phrases and sentences that can be read by others (ELG)

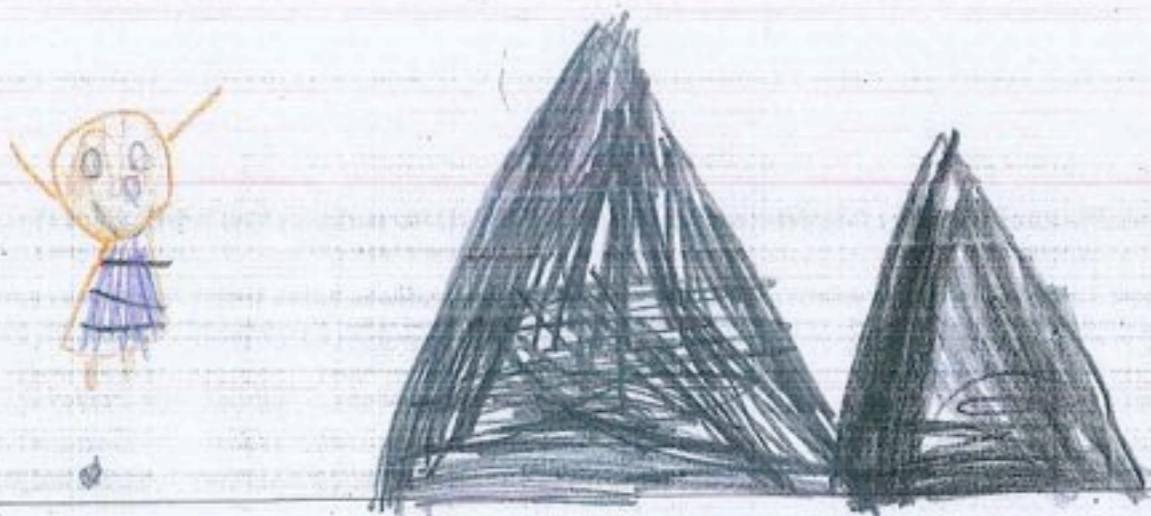


(VF) Super sentences! NS: use the sound  
check formation.

Sample of EYFS English marking

W.C. Monday 26th February 2024

Target: I can write about The Somethingosaur



Deep in the swamps  
 was a <sup>an</sup> odd <sup>shaped</sup>  
 egg <sup>pop</sup> with <sup>pop</sup> a  
 porli <sup>little</sup> <sup>sw</sup> mthing  
 He needs to find  
 his <sup>home</sup> <sup>because</sup> <sup>because</sup>  
 He is <sup>lonely</sup> <sup>lonely</sup>



Add some marks to their drawings, which they give meaning to. (0-3)

Make marks on their picture to stand for their name. (0-3)

To use some of their print and letter knowledge in their early writing. (3-4)

To write some or all of their name. (3-4)

To write some letters accurately. (3-4)

Form lower-case and capital letters correctly. (Reception)

Spell words by identifying the sounds and then writing the sound with the letter/s. (Reception)

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (Reception)

Re-read what they have written to check that it makes sense. (Reception)

Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)

Write simple phrases and sentences that can be read by others (ELG) (5)



VF

NS - keep listening for all the sounds and use full stops correctly

Sample of EYFS English marking

W.C. Monday 26th February 2024

Target: I can write about The Somethingosaur



Add some marks to their drawings, which they give meaning to. (0-3)

Make marks on their picture to stand for their name. (0-3)

To use some of their print and letter knowledge in their early writing. (3-4)

To write some or all of their name. (3-4)

To write some letters accurately. (3-4)

Form lower-case and capital letters correctly. (Reception)

Spell words by identifying the sounds and then writing the sound with the letter/s. (Reception)

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (Reception)

Re-read what they have written to check that it makes sense. (Reception) ✓

Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)

Write simple phrases and sentences that can be read by others (ELG)



Back in time  
in the middle of  
the swamps there was  
a egg crack creature crack  
the creechur start his  
jorney he travelled through  
blistering heat and freezing  
heo spots a calv in the  
there was his mum.

VF

NS - remember to write tricky words correctly



# Activities

At the Helicopter Museum you  
get to look at thrilling helicopters  
at Weston Whelp, it spins very fast  
but you can always have fun at  
the Grand Pie you can do  
stuff like playing games. What an  
excellent place to visit. You can  
come any time!

Marking  
symbols KS1

sp if you feel like eating at  
beach then choose the proper  
Grand Pie. The cat serves tasty mea-  
sp balls, dishes, Spgety and fantasic drinks  
the perfect place to relax after a loop around  
ck the amazing pie. If there has been to  
sp much noise then there are lots of  
sp places to have peace and quiet.

Purple pen to  
improve KS1

quiet  
quite  
quit  
quiet

# Equipment

Bowl, cup, jug, jar, whisk

sp Step to Success

sp • First of all drizzle the milk into the large metal bowl.

• Next tip the can of cat food into the bowl.

sp • Now cautiously plop the dog tablets then stir it all up!

Highlighting marking KS1 and peer-assessment

Top tip

Remember Remember to put on gloves if you don't you will burn hands!

sp your hands! And you don't want to do that.

P.A I can use conjunctions

INSTRUCTIONS opening  
t HOW to make <sup>an</sup> exquisite pizza

Would you like to taste a mouth-

watering pizza? Then, do not freak

out. Follow these simple, marvellous

<sup>sp</sup> instructions and you will have

all yummy pizza.

Spelling corrections; highlighting and symbols KS1

<sup>sp</sup> instructions

INSTRUCTIONS

Instructions

instructions

Monday 26th February

Instructions method

- Method

- Mix up the ingredients to make  
the dough.

- Next whisk up the tomatoes to make

Friday 28th February  
Instructions opening

How to make a Mouthwatering  
Pizza

sp Would you like to make a  
wonderful pizza?

clp Then don't be shy, these  
simple instructions

sp wonderful  
wonderful  
wonderful  
wonderful  
SA  
a question

Spelling corrections; highlighting and symbols KS1

Target to compare Australian and NZ history

Non-core

S.A &

P.A

features in bear wood



supermarket



Worley Wood

band stand in light wood park



cafe



band stand in light wood park



st Hildas church



Thimblemill library  
in thimblemill

S.A

FAOH

I know human

features

Highlighting of learning focus - features of Bearwood. Self-assessment

Red Kangaroo  
Bilby

Supply

I do not need much water as I get it from the plants that I eat. I can hop very fast to cover large distances to get to food.



Red Kangaroo



Bilby

The bilby is nocturnal. The claws are to make burrows. Hunt for food.



Thorny Devil

I do not lose any water through my skin. Any water runs between the spikes and in the grooves which lead to the corners of my mouth.



Camel

They have adapted to sand don't get in their eyes. A hump to store fat.

P.A



They can look at the animals in Australia

Wednesday 29th February  
people of the past

important people from the past:  
James Cook



How did he die?

A Hawaiian killed him  
Aino

Why is he remembered today?

He discovered new lands. He drew maps.

map of leadership

SAM  
talk about a person.  
I know why he is significant.

Highlighting of learning focus and Self-assessment

Here are 18 lollipop sticks.

a. How many hexagons can you make?

b. How many octagons can you make?

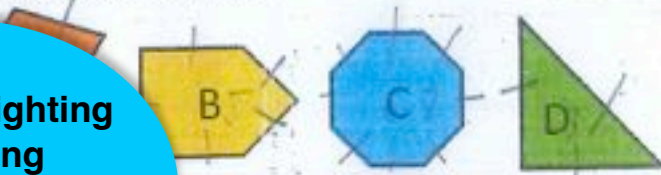


ARE YOU UP FOR THE CHALLENGE?

~~a 3~~ hexagons

~~b 2~~ octagons

a. If I put these shapes into order from the smallest number of sides to the largest, which shape would come third?



ARE YOU UP FOR THE CHALLENGE?

b. Which shape would come in the list? Why?

Maths highlighting of learning focus and Self-assessment

a square  
b triangle

It has 4 sides and the third shape has 3 sides.

So A



Mark each side as I count. can count how many sides a shape has.

Complete the drawings for these pyramids.

Write the number of faces, edges and vertices for each one.



Faces = 5

Edges = 8

Vertices = 5



Faces = 5

Edges = 8

Vertices = 6



Faces = 7

Edges = 12

Vertices = 7

ARE YOU UP FOR THE CHALLENGE?

1

Maths highlighting of learning focus and Self-assessment

2



All 3-D shapes have at least one vertex.

Is this true or false?  
Explain why

SO

ARE YOU UP FOR THE CHALLENGE?

S.A



I can say what vertices are



### Have a go at I.T



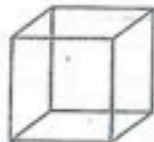
Intelligent Thinking

Target: To count the edges on 3D shapes.

1. How many edges does each shape have?



edges



edges



edges

2. Use the clues to write the correct letter on each shape.



Shape A has an odd number of edges.

Shape B has the most edges.

Shape C has four fewer edges than a cuboid.

Shape D is on the right of the cuboid.

3. Complete the sentences.



cube



triangular prism



square-based pyramid

A cube has 6 faces and 12 edges.

A triangular prism has 5 faces and 9 edges.

A square-based pyramid has 5 faces and 8 edges.

4. Write the number of edges for each shape.



A pentagonal prism has 15 edges.



A hexagonal prism has 18 edges.

Maths highlighting  
of learning  
focus and  
peer- assessment

Wednesday 28th February  
Instructions draft

Goop's Wash Medicine

IS YOUR MAN MITTING BACK?

Do not have a <sup>heart attack</sup> heart attack!

Follow these magic mix instructions

and your shumpy shumpy man will disappear

disappear! By PA Wishes KEIZA 😊

Next mix all the ingredients

Then pour your medicine in the

cup Finally give it to your man

TOP TIP

Remember

Remember to work  
on

steps work on steps work

disappear is well!

English highlighting of learning focus, purple pen (self-improve) and peer-assessment

Non-core

Vocab  
Highlighted

Friday 17th January 2022  
Types of a church



**Font** this is where  
Christians are baptised.



**Altar** is at the front of  
the church. It's where the  
priest makes bread and wine  
Jesus' blood and body.



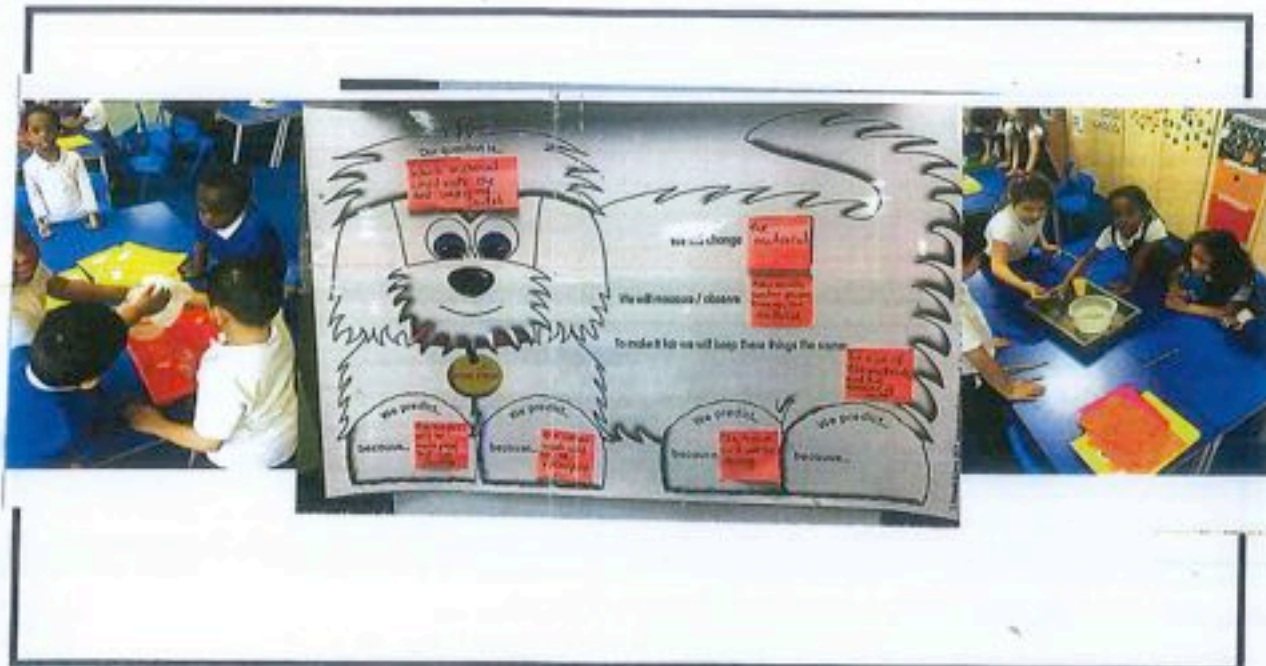
**pulpit** is there where  
priests read the bible.

**lectern** where the bible  
stands.






RE highlighting of  
learning vocabulary.

Fair test to find the best waterproof material

Our Planning Board...



I predict that the The PLASTIC  
bag will be the most  
waterproof  
because it is strong ✓

Material	Fabric	Plastic	Tissue	Tin Foil	Cotton Wool
					
Waterproof	X	✓	X	✓	X

Conclusion

The best material will be the PLASTIC  
because it was strong ✓

Science highlighting and focus on conclusion.

Investigate how sound travels.  
Following a History lesson on Alexander Graham Bell the children investigated how sound travels. Working with a partner, they made their own paper cup phone. They tested it in different ways to see which worked the best.

The paper cup phone worked best when it was pulled really tight so the vibrations could work and it was held really close to your mouth or ear.



**Science highlighting  
and focus on conclusion.**

# Method

1. First, get 2 slices of whole bread and put them on the table upwards.

2. Then, butter both slices of bread.

3. Next, spread the top of one slice of bread.

(x3)

slices slices slices  
slices

4. After that, put the top of the slice on the bottom of the slice.



The big carrot

A long long time ago there <sup>y</sup>  
 lived a smart kind girl and  
 a grating <sup>e</sup> boy. One day the smart  
 kind girl planted some carrot  
 seeds. One of the carrots <sup>ew</sup> <sup>ew</sup>  
<sup>SP</sup> bigger and <sup>SP</sup> bigger and <sup>SP</sup> bigger until  
 it was huge.

Purple pen self-improve  
 corrections, symbols,  
 highlighting and spelling.

bigger bigger bigger

smart smart smart

Tuesday 23rd January / Wednesday 24th January

Write the method for a set of instructions.

## Method

1. ~~F~~irst Put 2 slices of bread on

the chopping board.

2. ~~S~~pread the BBQ sauce.

3. ~~N~~ext ~~g~~ently put the bacon on one of the buns.

4. ~~N~~ow put both buns together.

5. ~~A~~fter cut the bun.

6. ~~F~~inally put the b

Simple self-assessment.

Now you can eat your  
delicious BBQ  
bacon  
bun.

SA





29-02-2024  
Have a go at I.T

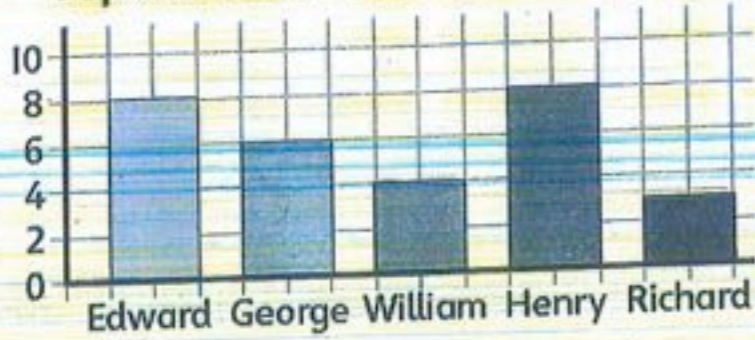
Intelligent thinking



YEAR 3  
MATHS

Target - to interpret data using a bar chart

Popular names for kings of England



1) This bar chart shows the five most popular names for kings of England.

a) How many more kings have been called Henry than have been called William?

$$\boxed{9} - \boxed{4} = \boxed{5}$$

$\boxed{5}$  more kings have been called Henry than have been called William.

b) Complete the sentences.

$\boxed{3}$  more kings have been called George than have been called Richard.

2a) How many kings were called either Edward or Richard?

$$\boxed{8} + \boxed{4} = \boxed{12}$$

b) Alex says, 'More kings were called Henry than were called Richard and William put together.'

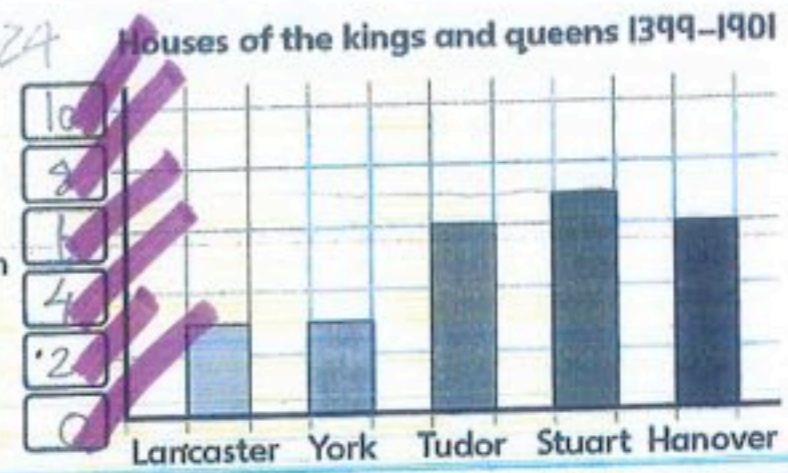
Is she correct? Explain your answer.

yes because William and Richard make 7 but Henry is 9.

to make number and to compare to see the numbers and on a pictogram it is harder to read the question.

3) 29-02-2024

This bar chart represents the families of the kings and queens of England between 1399 and 1901.



a) There were 6 Hanover kings and queens.

Complete the bar chart.

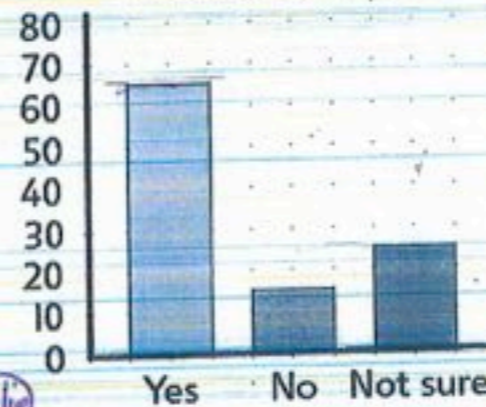
b) How many Stuart kings and queens were there? There were  $\boxed{7}$  Stuart kings and queens.



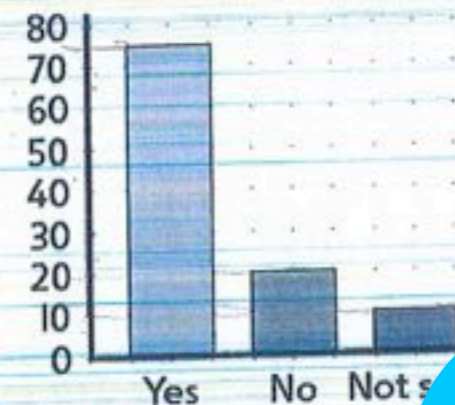
4)

A newspaper asked some adults and children if they thought Britain should still have a king or queen. They put the results in two bar charts.

Views of adults



Views of children



Complete these sentences.

a)  $\boxed{65}$  more children voted yes compared with adults.

b)  $\boxed{35}$  people in total were not sure.

c) The newspaper asked  $\boxed{105}$  children in total.

GAP TASK

The answer is 10. Can you show me why the answer is 10, because only 65 adults said yes and 75 children yes and  $75 - 65 = 10$  so 10 more children voted yes compared with the adults.

LKS2 highlighting and gap task

## ~~The problem~~ The ending

Jack stood on his shield gazing around with an amazing idea, he pulled out his sword from <sup>his belt</sup> ~~the scabbard~~ pushing himself out the cave

(C) and ~~thru~~ through the lava. ~~he looked~~ looked around and saw an incredibly huge flying shape. "The dragon" he whispered. "DOWN HERE

YOU COWARD" Jack shouted as the dragon flew <sup>glown</sup> away ~~and then~~ ~~summed~~ ~~down~~

(N) him. Jack slashed his <sup>sword</sup> ~~sword~~ at the dragon's head ~~but~~ it only ~~sto~~ ~~s~~ ~~cracked~~.

Jack ran towards the volcano and saw the gem he grabbed it quickly <sup>and</sup> ~~he~~ watched the volcano ~~is~~ wondering if the dragon would come back ~~but~~ it was gone jack had

(C) (N) done it. <sup>But</sup> ~~but~~ he <sup>knew</sup> new that the dragon was still watching, waiting ready to get revenge.

LKS2 highlighting, symbols and purple pen to self-improve

Thursday 18<sup>th</sup> January

T: The ending

As she knew she failed, she sat disappointingly ~~sitting~~ chewing on rocks in a \* unknown cave. She got her old walky talkie out to break the news to them. Suddenly, she saw the <sup>old</sup> leader following her with a ~~big~~ <sup>\*\*</sup> disguise mustache on.

"You finally found me. WHP. DO I HAVE TO HELP YOU?" She angrily shouted ~~at Korka~~.

"I need help finding the overrated Stagg."

(SP) ~~Whispered~~ Korka hoping no one else will find her.

"I did my research and saw where the nearest Stagg is and I found it!" Mumbled the owner. As she <sup>Korka</sup> opened it, her hands became glued to the box...

\* from the top of her lungs

SA: I understand how to use expanded noun phrases.

\* in a small but dangerous,

\*\* big, black bushy

LKS2 highlighting, symbols and purple pen to self-improve. Self-assessment.

Tuesday 16th January  
The Journey

"Why did I step up for this journey?" exclaimed Korka.  
"But I won't give up."

Jared her pet iguana was trying to catch flies with his enormous, giant, huge tongue. In front of them was a river.

"Jared what should we do!"

S'Korka screamed, "I'm frightened, exhausted and scared!"

Said Jared, "We can do this. Let's jump over <sup>it</sup> ~~it~~."

three two one go

PA

my partner can use speech correctly

Peer-assessment of learning.

51

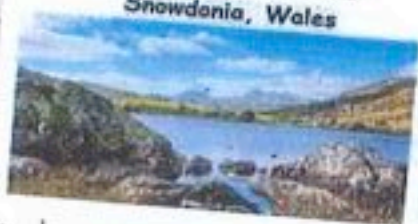
uesday 9th January 2024

to identify physical and human features of the UK.

Physical

human

This is a physical feature as it's formed naturally.



Snowdonia, Wales

Clifton Suspension Bridge, Bristol



White Cliffs of Dover

Junction, Birmingham



Self-assessment of key learning.

River Severn, the longest river in the UK



Big Ben and Houses of Parliament in London



Ben Nevis, the highest mountain in UK



Angel of the North in Gateshead, Tyne and Wear



Sherwood Forest, Nottinghamshire



Wembley Stadium, London



Durdle Door on the Jurassic Coast, Dorset



Stonehenge, Wiltshire



Man made because it has been built by humans for a specific purpose.

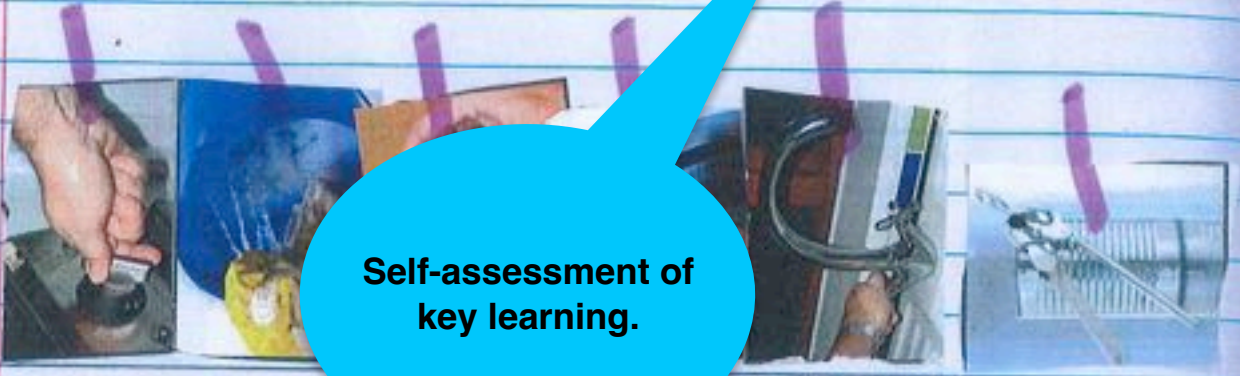
the difference between physical and human features.

I now know

Wednesday 31<sup>st</sup> January  
Target: forces and what they are.

~~I now know the forces which are contact~~  
I now know the push, pull, twist

twist



Self-assessment of key learning.

Pull



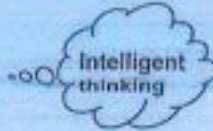
Push



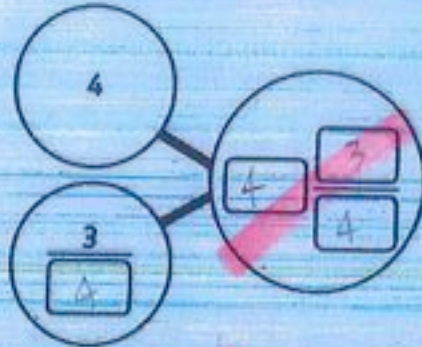
Target: To identify the wholes and parts of mixed numbers



Have a go at I.T



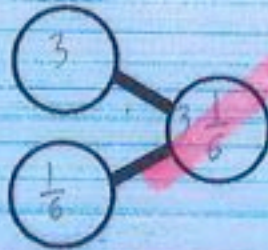
1. a) Complete the part-whole model for the number of circles.



There are  wholes and  or    circles.

Highlighting of key maths learning.

hexagons.



There are  wholes and  or    hexagons.

2. Write the number of shaded rectangles as a mixed number.



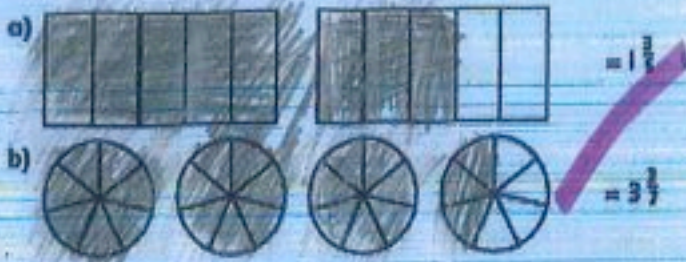
There are  wholes and  or    rectangles shaded.



There are  wholes and  or    rectangles shaded.

$12 \text{ and } 20 = 4$

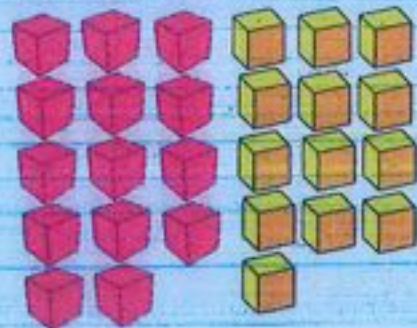
3. Shade the shapes so that they show the correct number.



4. Kate has some toy cubes. 6 cubes fit in one box.  
(She has 20 yellow cubes into separate boxes)

Highlighting of key  
maths learning.  
Peer-assessment.

c) Kate has  3 boxes of pink cubes  
and  2 boxes of yellow cubes.



d) Kate has  2 boxes of pink cubes.  
and  3 boxes of yellow cubes.


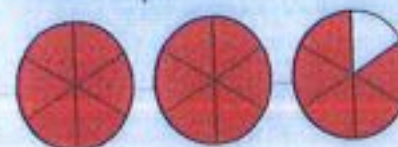
e) Kate has  3 yellow cubes.

f) Kate has  2 full boxes of yellow cubes  
and  4 cubes left over.

g) Kate has  1 boxes of pink cubes.  
and  6 boxes of yellow cubes.

**ARE YOU UP FOR THE CHALLENGE?** Yes

Do these diagrams represent the same mixed number?

**ARE YOU UP FOR THE CHALLENGE?** 2

Andy has these two fraction cards.

$\frac{12}{20}$	$\frac{9}{15}$
-----------------	----------------

Andy: "These two fractions are not equal. You do not multiply the numerator and denominator by the same number."

Jamie: "I think they are equal."

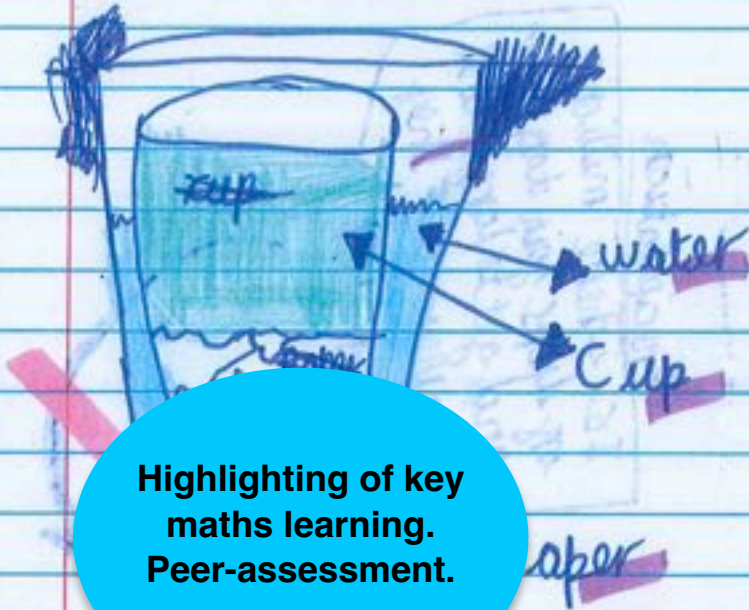
a) Explain how Jamie is correct.

b) Write down three more fractions that are equivalent to the two fractions shown.

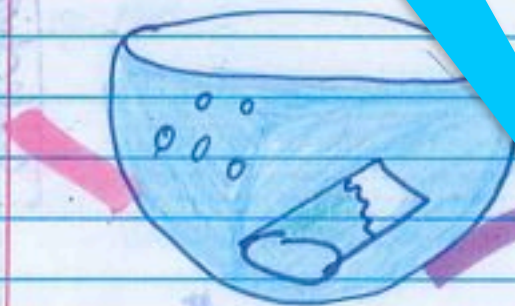
Peer Assessment  
says what I know  
what a mixed number  
over number is

Tuesday 30th January 2024

I: To recognize the properties of air.



We put the cup in the bowl to the bottom then bring it out of the bowl and see if it is dry and it should be dry.



Try putting the cup sideways underwater and see if it is still dry.

**(PA)** I can think of possible causes for what I have observed. **(SP)**  
observed

Monday 26<sup>th</sup> February 2024  
A suspenseful setting



Highlighting, purple pen to improve. Self-assessment.

The mist <sup>covers</sup> covered the gnarling trees, making strange, twisting, half-gormed shadows. The old, wooden fence held the tall trees back from attacking. Rain <sup>holds</sup> poured down you, soaking your clothes to your skin. As you walk forward, you notice a lone figure looming at the edge of your eyesight.

SA: I ~~now~~ think my work is ~~great~~ good because I have included personification and pathetic fallacy. I think it could improve by adding more of the 5 senses.

Monday 4<sup>th</sup> March 2024

Build up suspense

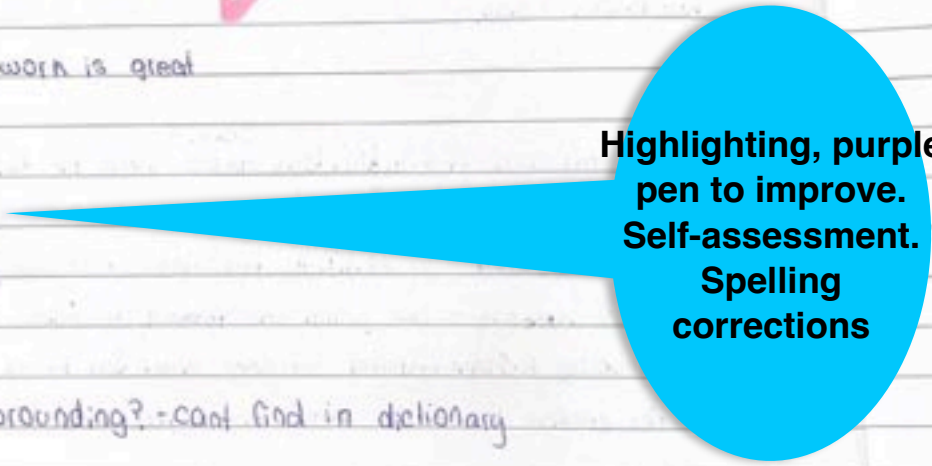
The mist re-emerged from the darkness as the snow became hail, <sup>sp</sup>prickling Alma's skin  
 like thorns. As her stomach churned with <sup>sp</sup>uncertainty, Alma realised how alone she really was, <sup>sp</sup>with  
 only the <sup>sp</sup>enclosing buildings <sup>sp</sup>surrounding her. Trembling down the <sup>rough</sup>rough, <sup>sp</sup>rough, <sup>sp</sup>rough  
 found her breath getting heavier and heavier. A feeling crept up on her, one unusual, the feel-  
 ing that someone or something was watching her. Hesitantly, she slowly turned around.  
 Wiping away the icy residue on the window, glaring back at her, was a doll. As she drew  
 closer, Alma ~~realised~~ <sup>kind</sup>recognised the familiar, porcelain face. Low ~~dropping~~ <sup>dropping</sup> in horror; it was  
 herself...

I chose this ~~suspense~~ <sup>used</sup> because I like ~~the~~ <sup>used</sup> ~~effect~~ <sup>used</sup>  
 suspense and figurative language: ✓

I think my work is great

Spellings:

- uncertainly
- prickling
- enclosing
- ~~surrounding~~ surrounding? - can't find in dictionary



Wednesday 6<sup>th</sup> March 2024

Cliffhanger - Suspenseful

Hands against against  
 soft back to find  
 tically squinted in  
 glass eyes, Alma fo  
 all her might at  
 taking another sh  
 an arrow, ~~climbed~~  
 her ~~stage~~ hazine

the end

Alma thinks  
on a cliff

Tuesday 27th February 2024

Show not tell:



WPM

As the fog covered the light of the moon, Lucy carefully stepped into the gloomy, dark woods. With goosebumps all over her body, Lucy took a deep breath and hesitantly searched <sup>her</sup> surroundings. In the eerie fog Lucy noticed a figure in the distance. She couldn't move, her heart ~~stopped~~<sup>skipped</sup> a beat. Lucy didn't know what to do...

Peer assessment = Dhriti thinks my work is good because I can use the method show not tell to add suspense.

Highlighting,  
purple  
pen to improve.  
Peer-assessment.

Wednesday 22nd  
Dialogue to do

You'll need  
face - pointing  
her father

That's there  
face while

Thursday 2  
Introduction

As the  
Lucy  
put  
rosy  
summer  
was

Wednesday 28th February 2021  
Dialogue to develop characters.

"Who's there? I... I... I can hear you..." Stued Baylee <sup>sp</sup> biting her nails.

You'll never make it out alive," said Ursula smiling with her cheesy grin.

Thursday 29th Feb 2021.  
Introduction - suspense.

The snowcell like petals from a flower, as the little girl strolled through the town. She pulled on her red scarf as the sky got brighter and brighter. Alma found her self on wind tallows lane not ~~knowing~~ <sup>knowing</sup> what was ahead. As she brushed through her ~~hair~~ <sup>hair</sup> buildings towered over her.

sp towered.

Monday 4th Feb 2021  
Build up - suspense.

Alma had a sneaky feeling someone was watching her. As she turned around, the clouds went dark and a distant light flashed with a sound of ~~disruption~~ <sup>disruption</sup>. Her heart raced with rapid speed. She had never been down "Hollows Lane" before. The buildings whispered secrets of a time long gone. Without warning, Alma felt something or someone striking into her sail. The doll was watching her... <sup>watching</sup>

VF

Highlighting,  
purple  
pen to improve.  
Spelling  
corrections.

## Lego Lands Fantastic Hotel:

The Lego Land Hotel is brimming with Lego features - with a ~~themed~~ premium themed rooms, we can accommodate our guests with a variety of needs, if it is needed. Additionally, at our Hotel we have free parking <sup>WiFi</sup> and <sup>p/sp</sup> wifi with one day theme park tickets and much more! Not forgetting, our breakfast in Bricks Family Restaurant and your <sup>access</sup> to the lego pirate-themed indoor ~~pool~~ water play area and swimming pool.

## Thrilling Rides:

Our Lego Land rides are amazing and brings fun for everyone such as: Dragon <sup>sp</sup> which is a <sup>board</sup> board with a magnificent lego dragon as you fly through tree tops. Or how about Dino Coaster a fun coaster for little ones with a <sup>p/cl</sup> dinosaur made out of Duplo. But, last but most definitely not least Fairytail <sup>p/v</sup> Brook which is a fairy tail forest riding over water, on a coaster!

~~Adjectives~~ <sup>P.A</sup> and punctuation Very persuasive

Highlighting,  
purple  
pen to improve.  
Spelling  
corrections.  
Peer assessment.

27-11-2020

T: To add and subtract fractions over 1.



Have a go at I.T



1. Olivia walks  $2\frac{1}{4}$  km on Monday. On Tuesday she walks  $1\frac{3}{8}$  km.

How far does she walk in total?



Step 1: Add the wholes.

$$2 + 1 = 3$$

Step 2: Find the common denominator.

$$2\frac{1}{4} + 1\frac{3}{8} = 3\frac{5}{8}$$

Step 3: Add the parts.

$$3 + \frac{5}{8} = 3\frac{5}{8}$$

Olivia walks  $3\frac{5}{8}$  km in total.

2. Work out  $3\frac{3}{5} + 2\frac{9}{10}$



Use the steps from question 1 to help you.

$$3 + 2 = 5$$
$$3\frac{3}{5} + 2\frac{9}{10} = 5\frac{6}{10} + 2\frac{9}{10} = 7\frac{15}{10} = 7\frac{3}{2} = 8\frac{1}{2}$$

$$3\frac{3}{5} + 2\frac{9}{10} = 5\frac{6}{10} + 2\frac{9}{10} = 7\frac{15}{10} = 7\frac{3}{2} = 8\frac{1}{2}$$

3. a) Work out  $1\frac{1}{2} + \frac{1}{6} = 1\frac{4}{6}$

$$1\frac{1}{2} + \frac{1}{6} = 1\frac{3}{6} + \frac{1}{6} = 1\frac{4}{6}$$

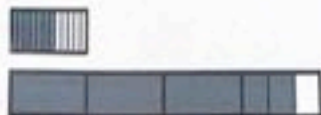


$$1\frac{1}{2} + \frac{1}{6} = 1\frac{4}{6}$$



b) Work out  $\frac{7}{12} + 3\frac{2}{3} =$

$$\frac{7}{12} + 3\frac{2}{3} = 3\frac{8}{12} + \frac{7}{12} = 3\frac{15}{12} = 4\frac{3}{12}$$



$$\frac{7}{12} + 3\frac{2}{3} = 4\frac{3}{12}$$

Maths highlighting of key learning.

28-02-24

**ONE STOP CHALLENGE**

Joshua and Miriam have some juice.

Joshua drinks  $2\frac{1}{4}$  litres and Miriam drinks

$2\frac{5}{12}$  litres.

$\frac{1}{4} \times \frac{3}{3} = \frac{3}{12}$   $(2\frac{3}{12})$

How much do they drink altogether?

Which method would you use and why?

~~the converting method~~  $4\frac{2}{12}$  ~~4 1/6~~

**ONE STOP CHALLENGE**

Fill in the missing numbers.

$4\frac{5}{6} + 6\frac{3}{6} = 10\frac{1}{3}$

SA  
I can use my knowledge of fractions to add my mixed fractions

**ONE STOP CHALLENGE**

What is the missing fraction?

$2\frac{3}{4} + \frac{10}{12} = 3\frac{7}{12}$   
 $\frac{3}{12} + \frac{10}{12} = \frac{13}{12}$  ~~or~~  $\frac{5}{6}$

1. Work out  $2\frac{1}{3}$

1)  $2 + 1 = 3$

2)  $\frac{1}{3} \times \frac{3}{3} = \frac{3}{9} + \frac{2}{9}$

Maths highlighting of key learning. Self-assessment.

ARE YOU UP FOR THE CHALLENGE?

Joshua and Miriam have some juice.

Joshua drinks  $2\frac{1}{4}$  litres and Miriam drinks  $2\frac{5}{12}$  litres.

$\frac{1}{4} \times \frac{3}{3} = \frac{3}{12}$  (circled)

How much do they drink altogether?

Which method would you use and why?

the converting method  $4\frac{8}{12}$

ARE YOU UP FOR THE CHALLENGE?

Fill in the missing numbers.

$4\frac{5}{6} + 6\frac{3}{6} = 10\frac{1}{3}$

ARE YOU UP FOR THE CHALLENGE?

What is the missing fraction?

$2\frac{3}{4} + \frac{\boxed{10}}{\boxed{12}} = 3\frac{7}{12}$   
 $\frac{9}{12} + \frac{1}{12} = \frac{10}{12}$  OR  $\frac{5}{6}$

Maths highlighting of key learning. Self-assessment.

SA  
I can use my knowledge of fractions to add my mixed fractions

Monday 19th February

## Africa before slavery

### Strengths

Before slavery Africa was a wealthy country, them being good at medicine, maths and well as this, because the country was the results of having tons lots of gold and because certain fruits only grow in Africa would buy them leaving them with no interest is spice especially salt and paper so they could trade it



### Weaknesses

Even though Africa was a wealthy country, the Europeans still argued with the Africans because the Europeans said that the Africans were inferior to Europeans and they used this to help justify slavery. Plantation owners wanted more and more slaves to satisfy the increasing demand for sugar in Europe. Domestic slavery was common in Africa and well before the arrival of European slavery.

00 - salt  
00 - paper

# AFRICA

History highlighting of key learning. Spelling corrections.

Monday 4th March 2024.

## Abolition of slavery

I think William Wilberforce was the most important person in the abolishment of slavery because he struggled for 20 years to end slavery. Another important person was Olaudah Equiano because he kept up with the silent campaigners. I think the abolishment of slavery was good because it was the end of a very upsetting thing.

Task 2

We should think ~~about~~ carefully how the sugar, cotton and tobacco we use every day has been produced. In those huge fields. Every year, thousands of African men, women and children are taken against their will and forced into a painful and horrible thing called slavery. When they reach the West Indies, they are sold like animals, like mere objects. It is our Christian duty to abolish this evil trade in any way possible!

I will buy <sup>sp</sup>

I feel appalled

I feel upset

I feel uneasy

I see horrible people



History highlighting of key learning. Spelling corrections.