



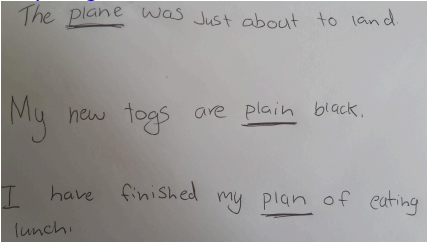
WRITING CURRICULUM LEVEL by end of 2016		L1	EL2	L2	EL3	L3	EL4 Year 7	L4 Year 8	EL5
CURRENT WRITING LEVEL		L1	EL2	L2	EL3	L3 April 2015	EL4 November 2015	L4 May 2016	EL5
My Writing Sample 2015	Surface Features: L3	Deeper Features: L3		<a href="#">PAT Punctuation &amp; Grammar Test 1</a> Scale Score: 71.2 <a href="#">PAT Punctuation &amp; Grammar Test 2</a> Scale Score: 71.2			<a href="#">My Writing Matrix</a>		
	Surface Features: EL4	Deeper Features: EL4							
My Writing Sample 2016	Surface Features: L3	Deeper Features: L3		P & G Test 1 Stanine: 6 Scale Score: 66.2					
	Surface Features: EL4	Deeper Features: EL4		P & G Test 2 Scale Score: 72.8					





READING CURRICULUM LEVEL by end of 2016		L1	EL2	L2	EL3	L3	EL4	L4	EL5
CURRENT READING LEVEL		L1	EL2	L2	EL3	L3	EL4 May 2015	L4 November 2015 May 2016	EL5 November 2016
My Reading Age Test 1:12.5-13.5 My Reading Age Test 2:13-14	Stanine T1 2015: 5	PAT Comprehension Scale Score		T1:52.5	T2:61.9		<a href="#">My Reading Matrix</a> <a href="#">My Reading Mileage</a>		
	Stanine T1 2015: 5	PAT Vocabulary Scale Score		T1:51.9	T2:70.1				
My 2016 Reading Age Test 1: 13-14 My Reading Age Test 2: 14-15	Stanine T1 2016: 6	PAT Comprehension Scale Score		T1: 64.5	T2:80.2		My Reading	<a href="#">Reading Workshops</a>	
	Stanine T1 2016: 6	PAT Vocabulary Scale Score		T1: 68.3	T2:68.8		<a href="#">Book Bash</a>	<a href="#">Tic Tac Toe</a>	

PAT TEST Scale Score Progress Table: This table outlines the average scale school (all students) for each PAT test. (See separate sheet for more information).

	Year 7		Year 8	
PAT Punctuation & Grammar	Average Scale Score: 57.6	Average Progress: 3.2	Average Scale Score: 60.4	Average Progress: 2.8
PAT Reading Comprehension	Average Scale Score: 53.2	Average Progress: 8.2	Average Scale Score: 60.4	Average Progress: 7.2
PAT Reading Vocabulary	Average Scale Score: 55	Average Progress: 6.3	Average Scale Score: 60.1	Average Progress: 5.1

### My Writing Learning Pathway

Date	My new learning	Steps to achieve my new learning	Ongoing Learning Conversation	Achieved
1.11.16	Apply knowledge of writing structures and strategies to a range of subjects at College next year.	Use knowledge and strategies that have been learnt this year and apply them to a range of topics, subjects and contexts at college.	All the best for your next learning steps in writing, Sophie. You will now need to use the skills you have learnt in writing across a wide range of subjects at college.	
24/5/16	Make sure my writing makes sense and flows.	Re-Read my writing and get someone else to read it and make sure it makes sense.	<u>Writing And Me</u> I still sometimes forget to re-read my writing but most of the time I do re-read it or as I go, my pieces of writing are starting to make more sense because now I always do a plan before I start my writing, I make sure that I have it all planned out. - <a href="#">Link to my Writing Journal</a>	✓
17/5/16	Spelling - plain, plane, plan	<ul style="list-style-type: none"> <li>Practice this spelling.</li> </ul>	<p>In term 3 I went to a homophones workshop, I know the difference between them and can spelling them properly.</p> 	✓
22/11/15	Use the correct tense in her writing - past or present.	<ul style="list-style-type: none"> <li>Book into workshops on past/present tense.</li> <li>Complete shared Studyladder or Spelling City activities. (2015)</li> </ul>	Sophie is using mixed tenses in her writing. She is using both past and present tense in the same piece. <a href="#">Link</a> - to tense doc.	✓

			<p>Sophie- I have attended the past tense and present workshop and I have an understanding on when to put my writing in past tense or present.</p>	
16/4/15	<p>Spelling - continue to use Spelling City as a learning tool to help learn different spelling derivatives.</p>	<ul style="list-style-type: none"> <li>• Book in regular Spelling City slots on your MI Plan.</li> <li>• Complete shared Spelling City assignments.</li> </ul>	<p>Spelling is a concern for Sophie. She has said that she needs to ensure that she proofreads her writing and does her best to use the correct words.</p> <p>5/12/15</p> <p>Sophie will need to continue to learn strategies to help her with spelling in 2016. We will continue to use Spelling City.</p>	
16/4/15	<p>Proofreading and editing - particularly looking at high frequency spelling word and punctuation.</p>	<ul style="list-style-type: none"> <li>• Book into workshops on proofreading and editing.</li> <li>• Complete shared Studyladder activities.</li> <li>• Check out the <a href="#">proofreading and editing guide</a></li> <li>• Set time aside one your original draft is complete to reread and check that it makes sense.</li> </ul>	<p>Stanine 8 for Punctuation and Grammar test. This is an excellent result which proves that Sophie has a sound understanding of punctuation and grammar. She now needs to ensure that she proofreads and edits her writing to consistently use this correctly.</p> <p>23/5/16</p> <p>Here is a <a href="#">link</a> to Sophie's learning and research for her IE project on bees. It proves that she is writing at a level 4 and can summarise information and proofread and edit her writing.</p>	 T2 2016
22/6/15	<p>Use visual language features effectively to enhance writing e.g. headings, charts and maps.</p>	<ul style="list-style-type: none"> <li>• Continue to use different digital creations for effect.</li> <li>• Book into any workshops that other students lead on a new tool they are using to create.</li> </ul>	<p>Visual language is used all the time in learning. We are constantly making digital creations. How often do we actually stop and think how effective the headings are or the colour and size of the font? Think about his when creating using emaze, Piktochart, Google slides etc. How do you use headings and graphics to support writing or even enhance your writing? Sophie is already experimenting with different digital tools. Consider carefully the use of colour, fonts and graphics - to enhance writing, not overcrowd it. Link music month:</p> <p>13/11/15: This goal has been achieved. (KH)</p>	 T4 2016
22/6/15	<p>Continue to reread, recraft and edit her writing to add impact, depth and to check for clarity of meaning.</p>	<ul style="list-style-type: none"> <li>• Reread writing once it is finished, take one part of the writing and see if you can re write it to add impact. e.g. rewrite the beginning with a more impacting opening hook.</li> <li>• Can you use figurative language in your</li> </ul>	<p>We discussed the difference between proofreading editing the surface features of writing and actually crafting and recrafting to add impact or meaning.</p> <p>13/11/15: I can see improvements have been made and you are definitely more aware of this now. This goal has</p>	 T4 2016

### My Reading Learning Pathway

Date	My new learning	Steps to achieve my new learning	Learning Conversation	Achieved
25/11/16	Find, select, and use a range of texts for my specific learning purpose in different areas of the curriculum, making decisions as I read, about the usefulness of the text for the purpose.	<ul style="list-style-type: none"> <li>Continue to read for learning, gaining understanding and enjoyment.</li> <li>Read to meet different purposes.</li> </ul>	This goal is something Sophie can continue to think about at college next year. Sophie is a careful and critical reader who can read for different purposes.	
16/6/16	Develop a set of challenging questions that create discussion. Learn about different types of questions.	<ul style="list-style-type: none"> <li>Learn about the different types of questions and answers. E.g. <a href="#">the answer is right there, think and search, author and me, on my own etc.</a></li> <li>Complete discussion director role.</li> <li>Attend questioning workshop.</li> </ul>	<p>Discussing a text is a great way to check we understand what we are reading.</p> <p>21.11.16-I have completed the discussion director role two times and tried different kinds of questions, like finishing the sentence question, quizzing questions and discussion questions to get others to really think about the book.</p> <p>25/11/16-Sophie has shown how she can create questions for different purposes. Well done Sophie!</p> <p><small>Task: discussion director</small></p> <p><small>Words:</small></p> <ol style="list-style-type: none"> <li>When Jarko was telling his story when he was in the trench, he said that he stayed still when the enemy came. What would you do if you were in that situation.</li> <li>When jarko asked for the two rabbits what do you think he wanted them for?</li> <li>When you first read this why did you think Tata was furious about the painted egg shells?</li> <li>Why do you think Mama and Tata were being really quiet when Jarko Left to fight again?</li> <li>Do you think that this will ever happen to us? Do you think there will be war here?</li> </ol>	Achieved 25/11/16
16/6/16	Learn about reading Tic Tac Toe	<ul style="list-style-type: none"> <li>Attend Tic Tac Toe meeting and completes tasks.</li> <li>Read article carefully and think about the text as you read.</li> </ul>	This goal is something Sophie is involved in at the moment. She is put into groups based on her interests.	Achieved 16/6/16
24/11/15	Identify and evaluate writers' purpose and choice of language features and apply some criteria	<ul style="list-style-type: none"> <li>Identify why you think the author wrote this text and respond thoughtfully to the author's point of view.</li> </ul>	We discussed how when you read a text the author is trying make you think something about the text. Now she needs to identify what language the author is using to get the	Achieved 25/11/16

	<p>to evaluate texts eg presence of bias, accuracy of information.</p>	<ul style="list-style-type: none"> <li>● Identify a range of language features and find some used in the text. What do these make you think? How do they support the themes in the story?</li> <li>● Identify gaps in the information given. What has not been said?</li> <li>● Ask yourself questions about what the author wants you to believe and then what you want to believe or think.</li> <li>● Attend Author's purpose workshop.</li> <li>● Complete role.</li> </ul>	<p>message across. Other things to think about are: do you agree or disagree with the author on the main points? What does the author want you to believe? and what has not been said?.</p> <p>16.10.16  <b>I have attended Miss Williams Author's Purpose workshop</b>  <b>Now I understand that</b>  <u>Persuade-</u> To convince someone to change their mind about something.  <u>Entertain-</u> To write or read something for enjoyment.  <u>Inform-</u> To explain information</p> <p>25/11/16- After talking with Sophie, we identified that when we read something there is always an underlying purpose whether it is for enjoyment or to understand something etc. She was able to identify different examples of texts she had read and their purpose and also some of the different purposes for her writing. This is also something Sophie will build on next year.</p>	
10/6/15	<p>Reads a wide range of texts for a variety of purposes in instructional, social and recreational contexts (especially non fiction).</p>	<ul style="list-style-type: none"> <li>● Read a wide range of texts. E.g. fiction, nonfiction etc.</li> <li>● Research things you are curious about and share it on your blog or with others.</li> <li>● Use your Studyladder account to practice games using a variety of text types.</li> <li>● Keep up to date with your current events Blog posts.</li> </ul>	<p>Sophie has identified that it's important to read a range of texts to see how texts are different and that sometimes you use different reading skills for different texts. Sophie reads a lot of fiction texts and now needs to extend her understanding of nonfiction texts. She has identified the difference between fiction and nonfiction texts. She is going to find non fiction texts she is interested in and research things she is curious about.</p> <p>23/11/15-Update reading mileage with Impact reading and current events article.  16/6/16-Sophie has been reading lots of different texts lately. Non fiction texts/articles for her IE and her Blog. She has also been reading fiction texts for enjoyment.  30.5.16  I have been reading a different range of books and have been up to date with my blog, I haven't been going on studyladder lately, I research words I don't understand or are new to me.</p>	<p>Achieved 16/6/16</p> <p><a href="#">IE</a></p> <p><a href="#">Blog</a></p>

10/6/15	Continue to extend your vocabulary and think carefully about what words mean.	<ul style="list-style-type: none"> <li>• What does this word mean workshop.</li> <li>• Vocab buster role.</li> <li>• Use the clues in the sentence to help you form definition of unknown words.</li> </ul>	<p>Sophie now needs to continue extend her own personal word bank. To do this she needs to think carefully about what new words mean and form her own definitions.</p> <p>23/11/15-Sophie still needs to complete the Vocab buster reading role.</p> <p><a href="#">What does this word mean workshop</a></p> <p>30.5.16</p> <p><a href="#">I think I'm starting to understand new words by reading the text around it and getting a clear image about what the words mean.</a></p> <p>25/11/16-Sophie uses the evidence in the text to build her own meanings of words.She shows a clear strength in this reading strategy. Awesome Sophie!</p>	Achieved 25/11/16
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## Achieved Learning in Writing

Date	My new learning	Steps to achieve my new learning	Learning Conversation
16/4/15		•	

## Achieved Learning in Reading

Date	My new learning	Steps to achieve my new learning	Learning Conversation
23/11/15	Demonstrate the learning power Creativity.	<ul style="list-style-type: none"> <li>• Creator reading role-links to something in the story.</li> </ul>	<p>23/11/15-Sophie always brings out her creative side during reading. She has also showed her love of cooking.</p> <p>Sophie always puts in 110% effort into her creator reading role. She can also clearly explain how her creation relate to the story or which part it reflects.</p>
10/6/15	Infer meaning and make judgements from complex texts.	<ul style="list-style-type: none"> <li>• Learn more about what inferring means.</li> <li>• Use the clues in a text to help infer meaning.</li> <li>• Predictor-use what you have already read to infer what will happen next.</li> <li>• Inferring questions sessions with the teacher-to practice other ways of inferring.</li> </ul>	<p>This goal is from Sophie's last years report and also her reading matrix. She wants to learn more about what inferring means and how this will help her understand the story. This is an important skill to ensure you are understanding the story and the author's message.</p> <p>23/11/15-Goal Achieved <a href="#">Inferring questions</a></p>
10/6/15	Can confidently decode texts fluently and accurately, using a range of reliable strategies.	<ul style="list-style-type: none"> <li>• Find more opportunities to read out loud. E.g. Book Club, to a friend, teacher, learning support, family member etc.</li> <li>• Record yourself reading so you can hear what you sound like.</li> <li>• Drama-practicing plays and reading out loud.</li> <li>• Listen to other people read out loud to hear fluency and rhythm.</li> </ul>	<p>Sophie identified this goal on her reading matrix. She identified that it's important to read and understand words correctly so you don't miss important parts of the story. We decided that she needs more opportunities to practice reading out loud as it is more noticeable to see if she is having difficulties.</p> <p>23/11/15-Goal Achieved Sophie is great at reading and needs to believe in herself when reading out loud! She has shown a big improvement</p>

			since the start of the year.
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