



*Holy Trinity  
English Portfolio*

*Tom Prescott*

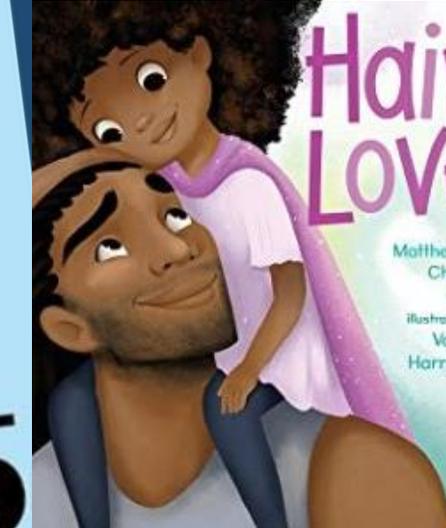
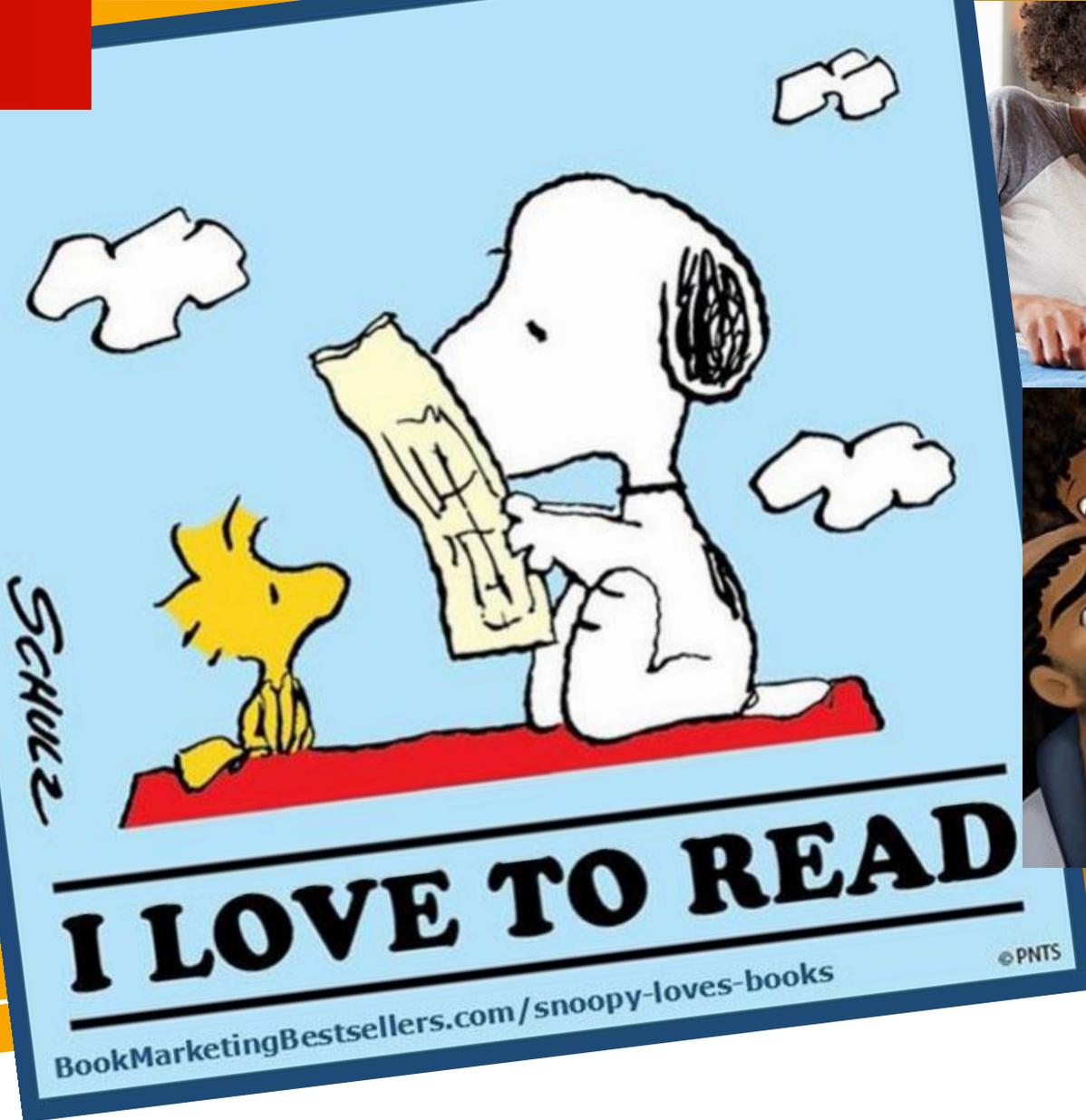




# Intent

## Instilling behaviour for reading

- For children to love books and reading.
- To celebrate the diversity of genres and provide opportunities for children to read for pleasure
- To meet inspiring authors and be enthused by events
- To have access to a variety of texts including: books, magazines and comics that reflect their interests and themselves.





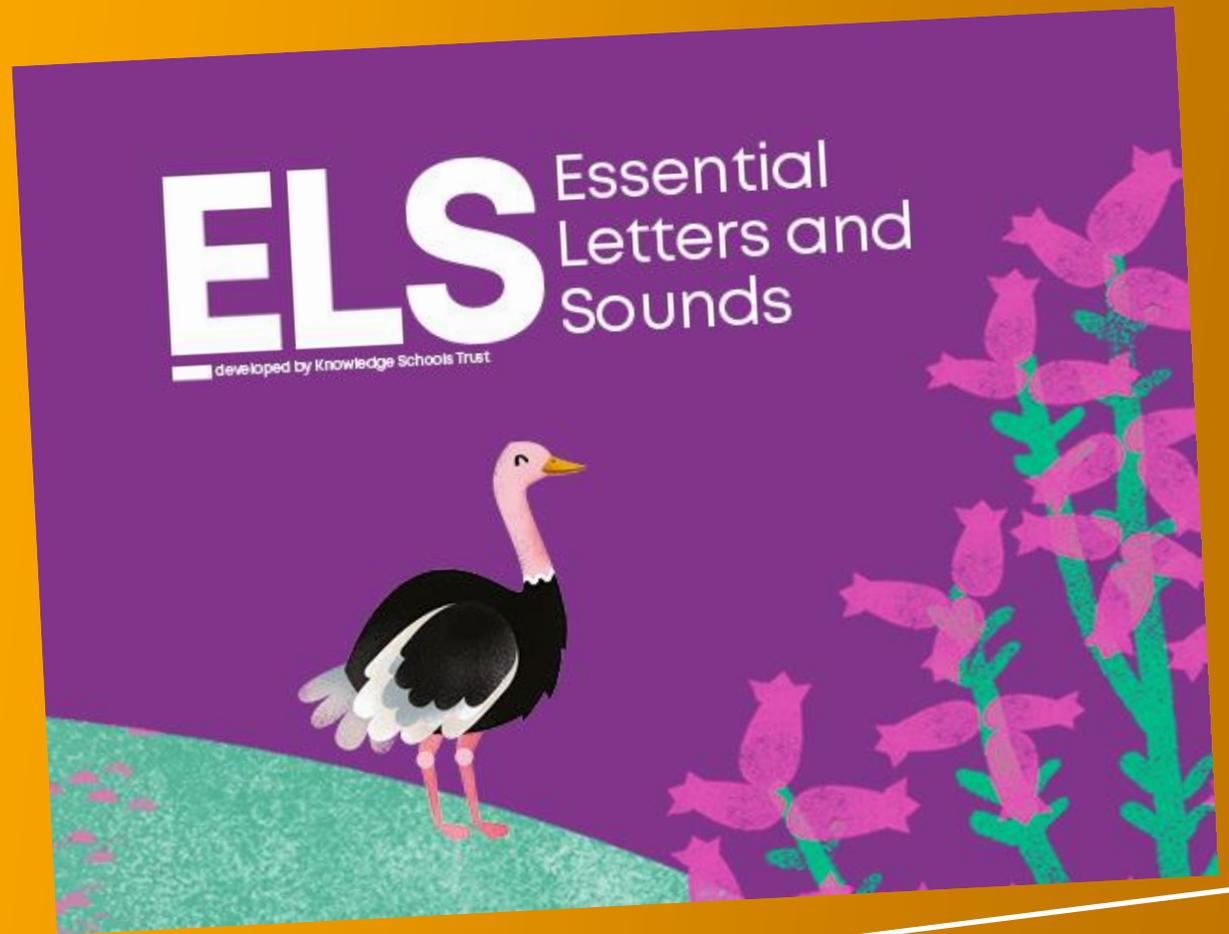
## Intent

# Phonics at Holy Trinity

To provide outstanding phonics lesson for young learners

Teachers to provide systematic and consistent phonics lesson based on the Government endorsed ELS phonics programme .

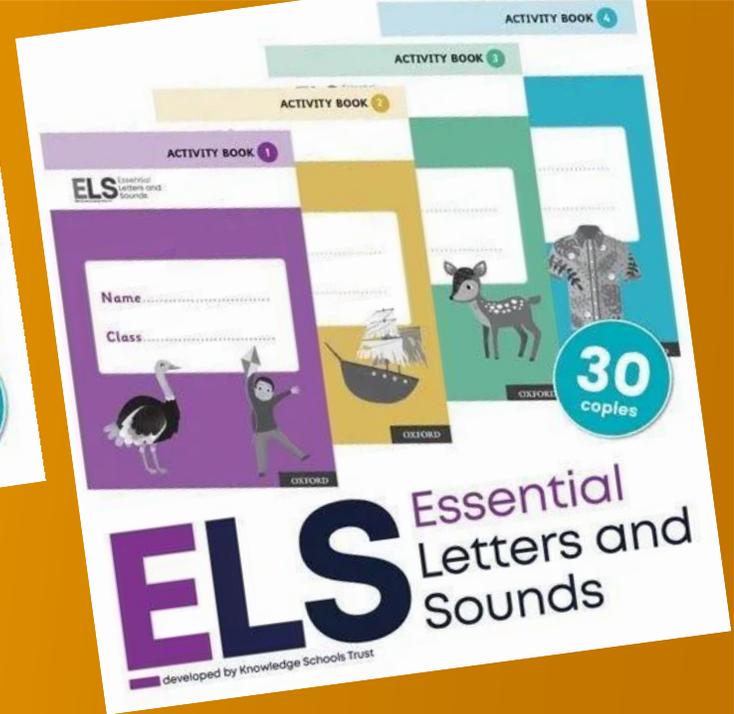
ELS is delivered to the whole class and combines continuous and reactive assessment. It provides intervention for those falling behind and supports teachers to ensure the lowest attaining children keep up rather than catch up





Intent

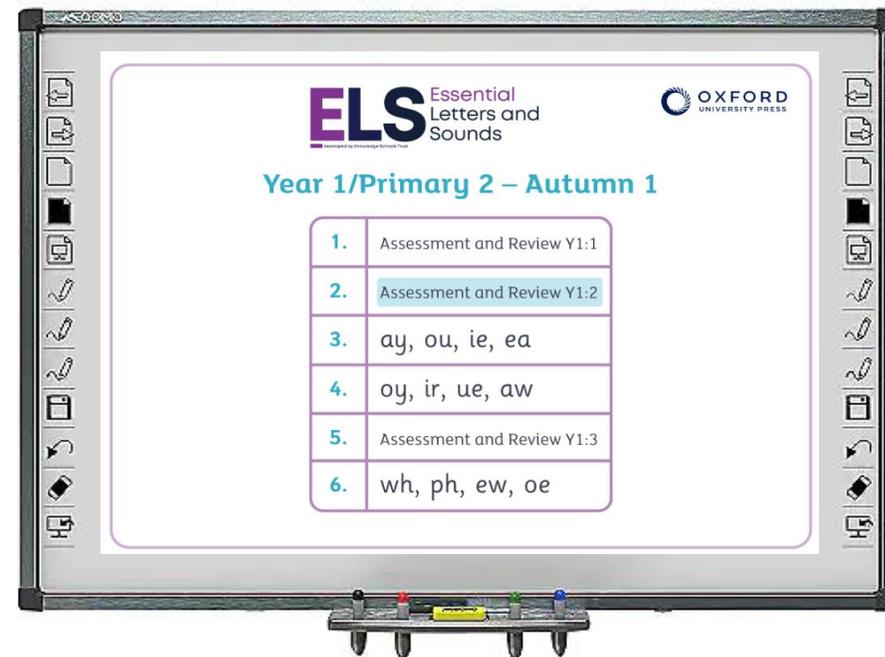
# Phonics at Holy Trinity



ELS aligns with books from Oxford University Press of which have a number books already. We have added to this by investing heavily in books for Reception and Years 1, with access for year 2 also.

We now provide children with termly work books specified to the particular phonics lesson. So that every child can follow easily and catch up on any lessons that they've missed.

The online interactive resources mean that lessons are interactive, progressive and consistent.



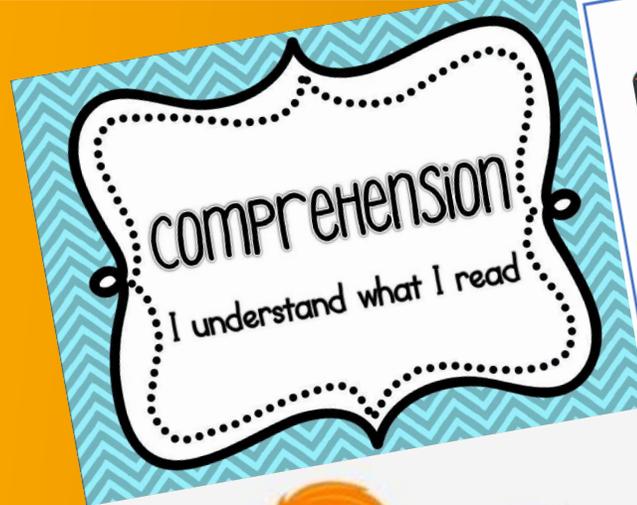


## Intent

# Guided Reading at Holy Trinity

By fostering an enjoyment of books, we aim to build confidence in children's ability to read. Reading is promoted in all elements of the school day from English and Topic to Maths and Science. In daily Guided Reading lessons children are taught reading skills to help develop their comprehension.

In addition, they have the opportunity to quiz on books they have read by quizzing on Accelerated Reader. All children have regular access to our fantastic library, which is stocked with an amazing range of books from modern diverse authors, as well as all the classics.



## Translator

The translator knows and can explain what individual words in a text mean.

Focus: vocabulary

(2a) explain the meaning of words in context

### Question types:

- Explain what the words ... suggest about ...
- Find and copy one/two word(s) that tell/show you...
- What does ... (phrase) mean?
- Give the meaning of the word ... in this sentence.
- Which word(s) mean the same as.../most closely match the meaning of...?
- This means...





Intent

# Reading in Lockdown

We wanted to ensure that children had access to books during lockdown. We wanted to provide as many opportunities to learn through reading and maintain a love of reading. Finally we wanted to keep parents informed about all the resources they could use to help their children.





Intent

# Library and Books

We aim to give children a large variation of reading materials that reflect our diverse community and culture. We want to provide quality and inspiring texts for reading and teaching.

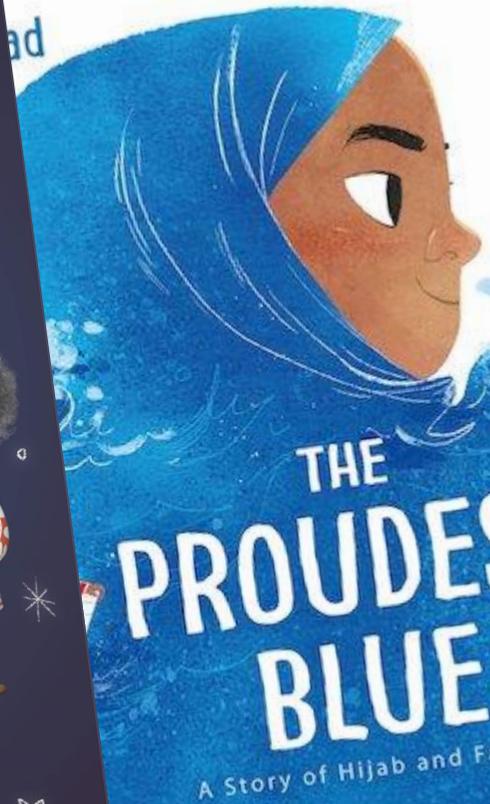
We aim for children to learn to look after their books and school library.



Little Leaders  
VISIONARY WOMEN  
AROUND  
THE WORLD



VASHTI HARRISON



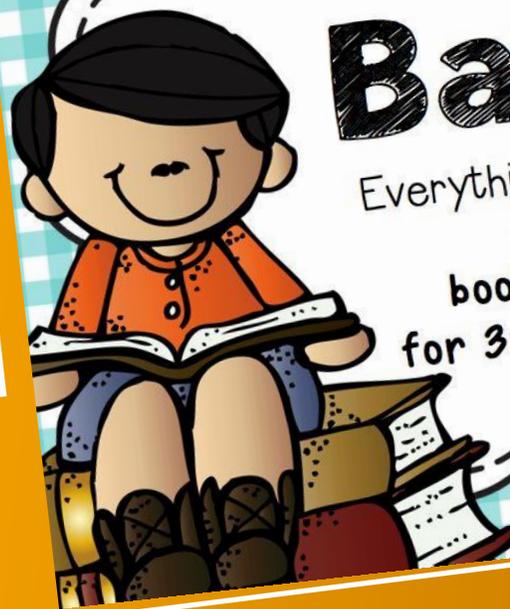
LIBRARIAN



Intent

# Celebrating Reading

At Holy Trinity we believe that we must nurture, encourage and celebrate achievements. We have therefore made the Millionaire Reader Hall of Fame. Each of these pupils has read over one million words. Our hall of fame grows each year!

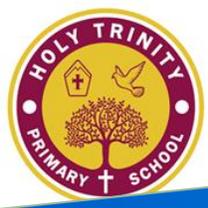


## Book Battle

Everything You Need.....  
to host a  
book competition  
for 3rd-5th graders.



# READING CHALLENGE



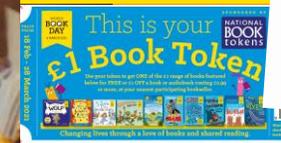
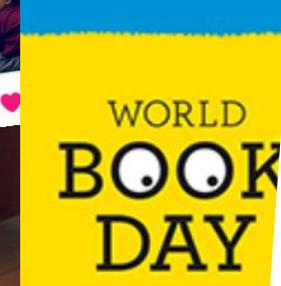
# Implementation

## Instilling a love of Reading

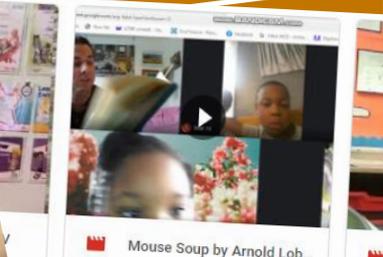
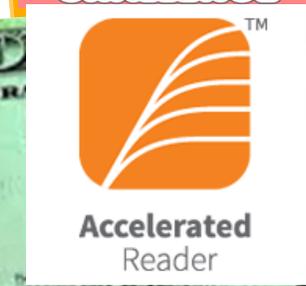
- WBD "We Are Illustrators"
- Illustrator / Author visits
- Illustrator Focus for each year group
- Teacher swap / Buddy Reading
- Reading Race Challenge
- Sponsored Read Usbours
- Millionaire Readers
- New library books
- Comic Stand



Holy Trinity Church of England Primary S... @Holy\_Trinity... · Feb 24  
 We loved our super fun visit from @jonesgarethp and @Loretta\_Schauer today. Thank you @Cgotch, @talesonmoonlane and @TjprestwichTom for making it happen. We think you are all 'purrfect' 🐱🐱🐱



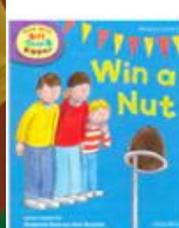
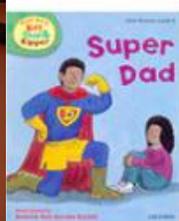
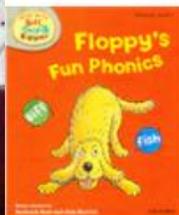
Holy Trinity Church of England Primary S... @Holy\_Trinity... · Mar 11  
 We were truly inspired by the awesome @DapsDraws today. Thank you for lighting up this grey Friday afternoon and sparking our children's creativity. 🎨🌟





# Implementation

## Phonics at Holy Trinity



- Introduction of ELS
- Training for staff
- Differentiated Phonics lesson in Year 1 and EYFS
- Oxford book order
- Catch up interventions for phonics KSI & KS2
- EYFS / KSI Drop-ins





# Implementation

# Guided Reading at Holy Trinity



- Whole school guided reading
- Teaching reading skills related to SATS
- Higher consistency of focus
- PDMs on ELS for whole school and guide for STAR Reader

### Translator

The translator knows and can explain what individual words in a text mean.

Focus: vocabulary

(2a) explain the meaning of words in context

**Question types:**

- Explain what the words ... suggest about ...
- Find and copy one/two word(s) that tell/show you ...
- What does ... (phrase) mean?
- Give the meaning of the word ... in this sentence.
- Which word(s) mean the same as ... /most closely match the meaning of ...?
- This means ...

### Reporter

The reporter finds the main facts in a text and writes them down.

Focus: retrieving

(2b) retrieve and record information/identify key details from fiction and nonfiction

**Question types:**

- Look at page ... according to the text:
- What/Where/When/Why/How ...?
- Give 1/2/3 reasons ...
- Give ...
- Who/Where/When/Why might ...?

### Editor

The editor finds only the most important information in a text.

Focus: summarising

(2c) summarise main ideas from more than one paragraph

**Question types:**

- What is the main message of ...?
- Number the summaries in order of the text.
- Which would be the most suitable summary of the whole text/a section of the text?

### Detective

The detective works things out (makes conclusions) based on clues in a text.

Focus: inferring

(2d) make inferences from the text/explain and justify inferences with evidence from the text

**Question types:**

- Why is ...
- Find and copy a group of words that show that ... Explain your choice.
- How do these words make the reader feel?
- Explain what this suggests about ...
- What impression of (place/person) do you get from ...?
- How can you tell that ...?
- How do the words/description support the idea that ...?

### Weather Forecaster

The weather forecaster uses information from a text to say what will happen next. The weather forecaster uses information from the reporter and the detective.

Focus: predicting

(2e) predict what might happen next/happen to (character) next?

**Question types:**

- Based on what you have read, what does ... suggest might happen next/happen to (character) next?
- Do you think ... will change in future? Yes/No/Maybe. Explain using evidence from the text.

### Author

The author explains why language and structural choices are made.

Focus: explaining language and structure choices

(2f) identify/explain how information/narrative content is related and contributes to meaning as a whole

**Question types:**

- Match quotations to each part of the story.

### Interpreter

The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs.

Focus: authorial intent

(2g) identify/explain how meaning is enhanced through choice of words and phrases

**Question types:**

- What does the word ... suggest happens?
- Find 1/2/3/4 words that suggest ...?
- What impression does the author's word choice give you about ...?

### Librarian

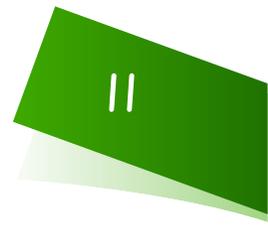
The librarian thinks about all the information in the text and finds similarities and differences.

Focus: comparing

(2h) make comparisons within the text

**Question types:**

- How does ... change? Make reference to the start and end of the text.





# Implementation

## Provide reading opportunities in Lockdown

- myON
- Accelerated Reader
- Information and videos about the online reading resources available to parents and children
- A number of video tutorials

  
**READING – HOLY TRINITY**

! There are some amazing online reading activities available. In fact, you will have online access to more books than Holy Trinity has in its library. This includes access at home to Accelerated Reader where children can read at their own pace and earn points on the book once they've finished it. Let me guide you through some of the resources available:

**Materials**

**1. Home Oxford Owl** – To access this selection you have to register, however once done there are thousands of books at your child's level that they will be able to read daily for free: <https://home.oxfordowl.co.uk/books/free-ebooks/>

ii. **MyON** - This website is run alongside **Accelerated Reader** and therefore has thousands of great books you can test on. There are over 1000 books in total in both English and Spanish: <https://www.myon.co.uk/login/index.html>

iii. **Storyline** – Story line has famous actors reading some fantastic books from around the world. There's some great original stories on here which could be good to inspire your own writing from children: <https://www.storylineonline.net/>

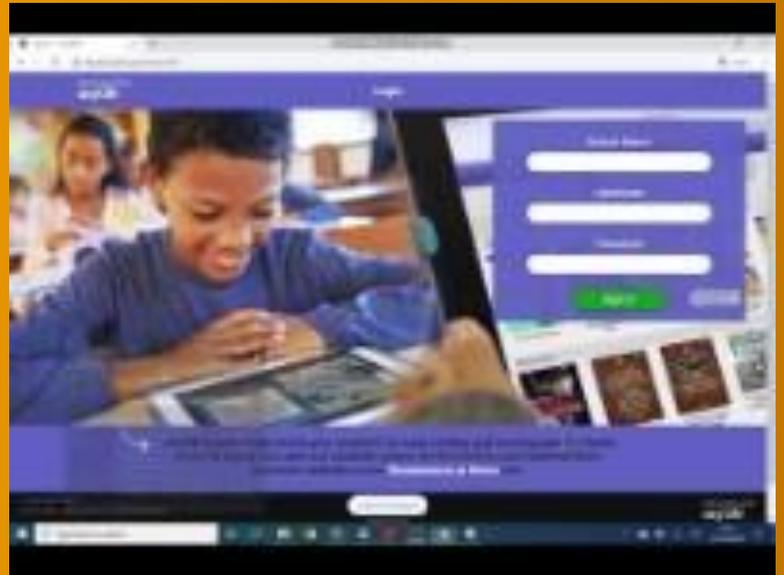
iv. Here are some more websites to explore for online reading and access to books:

- > Myths & legends: <http://myths.e2bn.org/mythsandlegends/>
- > International Books: <http://en.childrenslibrary.org/>
- > Book Trust: <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>
- > Fun Brian: <https://www.funbrain.com/books>

2. **Accelerated Reader (Years 2-6)**  
Below are links to the school Accelerated Reader (AR) accounts. Most children know how to use this. If the need their password please contact the school or class teacher. There are some instructions for parents. Please where possible let the children read the books themselves and quiz without help.

- > Link to Accelerated Reader: <https://ukhosted3.renlearn.co.uk/2243813/>
- > Letter to parents on how to use Accelerated Reader: [http://www.renlearn.co.uk/wp-content/uploads/2020/03/Family-Letter\\_AR\\_UK-1.pdf](http://www.renlearn.co.uk/wp-content/uploads/2020/03/Family-Letter_AR_UK-1.pdf)

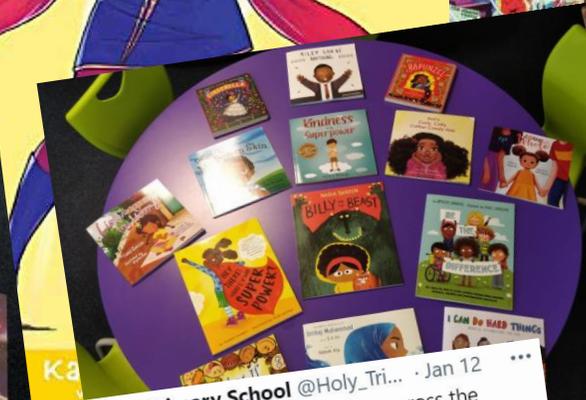
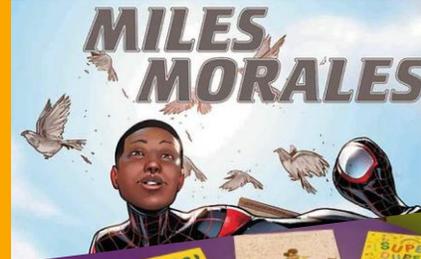
3. **Audible**  
Audible is offering free access to children stories online during this crisis. It is a fantastic way of providing children with a wealth of stories. It's a fantastic resource which can keep children entertained for hours: <https://stories.audible.com/start-listen>





# Library and Books

- Various orders of books from diverse backgrounds have been ordered
- Librarians have been trained on Junior Librarian and understand how the library system
- A comic book stand has been introduced into the library
- Displays have been updated



 Holy Trinity Church of England Primary School @Holy\_Tri... · Jan 12  
 Our outdoor (under shelter!) library is ready to go. Children across the school will now be able to access new and exciting stories to enjoy at home. Our parents will hear from us soon on how this will work 📖❤️  
 #lovereading #storytime



LIBRARIAN



## Implementation

# Celebrating Reading

- Word challenge
- Book Challenge
- Book tokens and prizes
- Reading dojos and reading monsters
- Hall of fame
- Taking photos of children reading around the school

myON  
.com

READING  
CHALLENGE

RENAISSANCE  
myON

Login



Fabulous  
Phonics

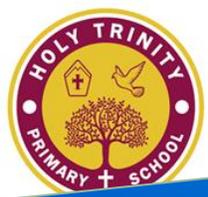


Ready Reader



Accelerated  
Reader





# Impact

## Instilling a love of Reading

- Children enjoying WBD
- Children's illustrations and work on illustrators
- New Millionaire readers
- Words Read AR and myON



Holy Trinity Church of England Primary School  
 Year 5 and 6 enjoyed a talk, reading and writing workshop with author @JosephACoelho celebrating his Happy Here anthology released to mark #BHM2021. Our children were treated to a reading from his new story and a workshop about writing and being inspired to write.



0:00 / 8:55

**Episode #5** 3rd Mar 2020

For our last lockdown podcast we are celebrating World Book Week! Readers from Years 1 to 6 share their favourite books, and read excerpts from their favourite stories.



Ethan.jpg



G.Y.jpg



Grace.jpg

342

Students

3,477

Books Finished

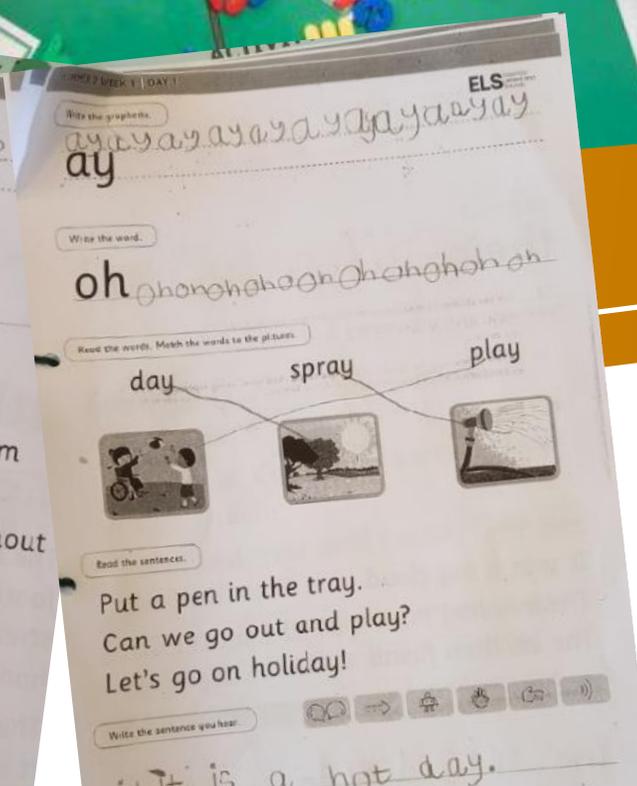
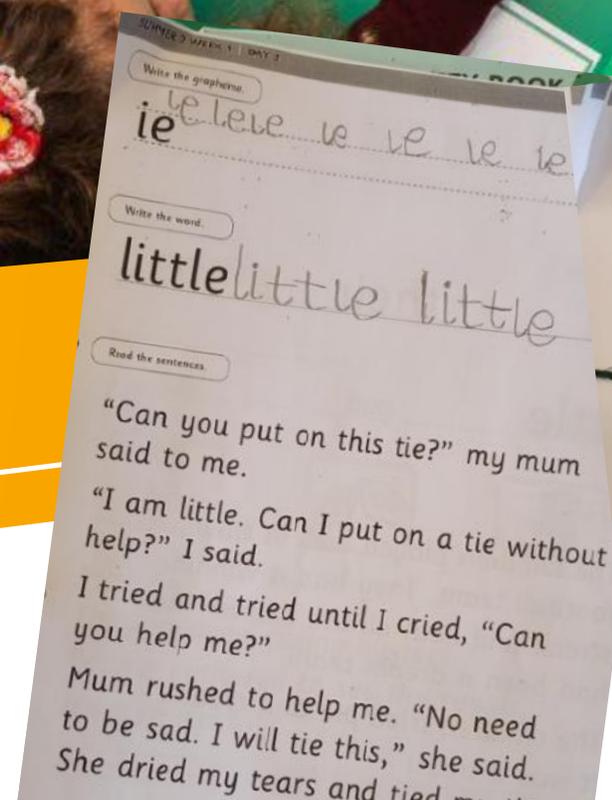
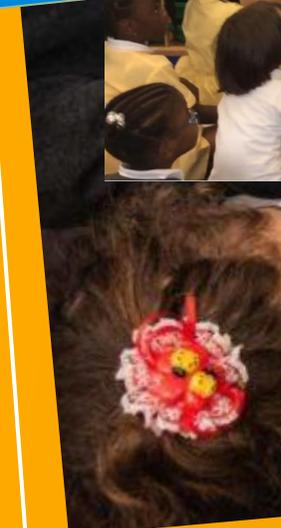
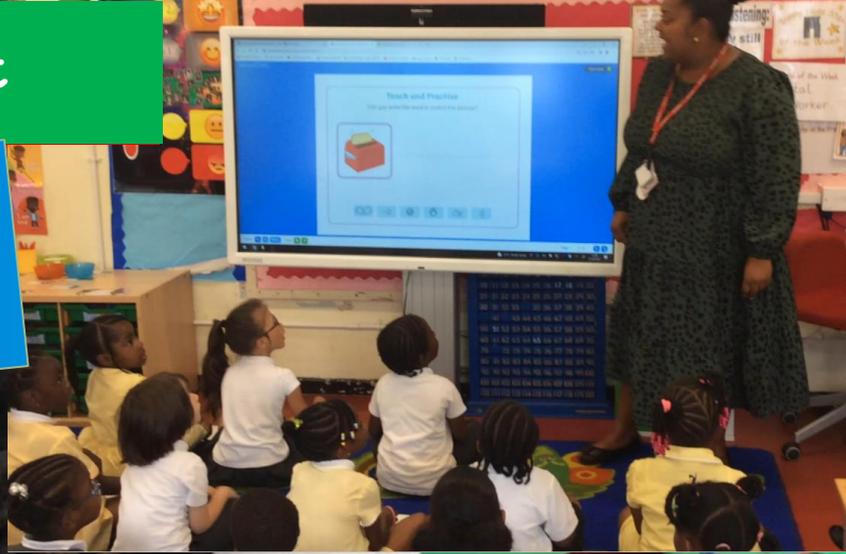
761 hr 42 min

Time Spent Reading



# Phonics at Holy Trinity

- 56% in Year 1 phonics screening tests
- 2 children in Year 2 who didn't pass retake
- We are now able to record progress in Reception
- Teachers have seen good progress using ELS
- Consistent teaching from EYFS - Year 2

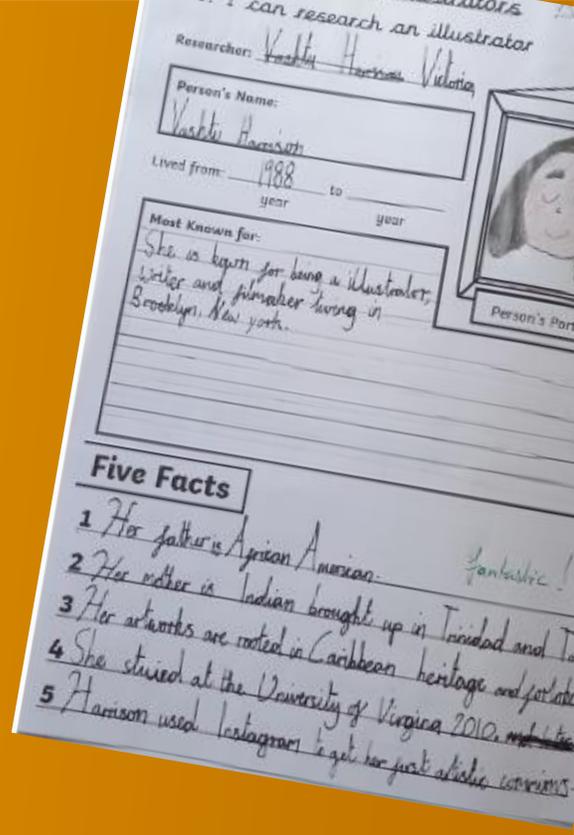




Impact



# Guided Reading at Holy Trinity



- Progress in reading is on track (around 80%)
- Consistency of teaching:
  - though skills
  - whole class
- Neat well presented work in Guided Reading books
- evidence of cross curricular themes in guided reading books.
- Guided Reading is taught well consistently from Year 2 to Year 6

**Translator**  
The translator knows and can explain what individual words in a text mean.  
Focus: vocabulary  
(2a) explain the meaning of words in context  
**Question types:**  
• Explain what the words ... suggest about ...  
• Find and copy one/two word(s) that tell/show you ...  
• What does ... (phrase) mean?  
• Give the meaning of the word ... in this sentence.  
• Which word(s) mean the same as .../most closely match the meaning of...?  
• This means ...

**Reporter**  
The reporter finds the main facts in a text and writes them down.  
Focus: retrieving  
(2b) retrieve and record information/identify key details from fiction and nonfiction  
**Question types:**  
• Look at page ... according to the text:  
• What/Where/When/Why/How...?  
• Give 1/2/3 reasons...  
• Give...  
• Who/Where/When/Why might...?

**Editor**  
The editor finds only the most important information in a text.  
Focus: summarising  
(2c) summarise main ideas from more than one paragraph  
**Question types:**  
• What is the main message of...?  
• Number the summaries in order of the text.  
• Which would be the most suitable summary of the whole text/a section of the text?

**Detective**  
The detective works things out (makes conclusions) based on clues in a text.  
Focus: inferring  
(2d) make inferences from the text/explain and justify inferences with evidence from the text  
**Question types:**  
• Why is...?  
• Find and copy a group of words that show that... Explain your choice.  
• How do these words make the reader feel?  
• Explain what this suggests about... get from ...?  
• How can you tell that...?  
• How do the words/description support the idea that...?

**Weather Forecaster**  
The weather forecaster uses information from a text to say what will happen next. The weather forecaster uses information from the passage and the detective.  
Focus: predicting  
(2e) predict what might happen from details stated and implied  
**Question types:**  
• Based on what you have read, what does ... suggest might happen next/happen to (character) next?  
• Do you think ... will change in future? Yes/No/Maybe. Explain using evidence from the text.

**Author**  
The author explains why language and structural choices are made.  
Focus: explaining language and structure choices  
(2f) identify/explain how meaning is enhanced through choice of words and contributes to meaning as a whole  
**Question types:**  
• Match quotations to each part of the story.

**Interpreter**  
The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs.  
Focus: authorial intent  
(2g) identify/explain how meaning is enhanced through choice of words and phrases  
**Question types:**  
• What does the word ... suggest happens?  
• Find 1/2/3/4 words that suggest ...?  
• What impression does the author's word choice give you about...?

**Librarian**  
The librarian thinks about all the information in the text and finds similarities and differences.  
Focus: comparing  
(2h) make comparisons within the text  
**Question types:**  
• How does ... change? Make reference to the start and end of the text.



# Impact

## Reading in Lockdown

- Share a Story library
- Live online teacher session
- WBD activities
- myON - 2630 books read
- Reading podcast
- Accelerated Reader

282  
Number of Students

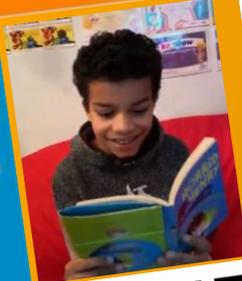
2.63k  
Books

47.2k  
Pages

20.0k  
Minutes Read

myON  
.com

Accelerated  
Reader



World Book Day UK @W... · 03 Mar :  
FIVE MINUTES TO GO! The first #WorldBookDay Share A Story Live event kicks off at 10.30am. Grab a seat & head over to our YouTube channel NOW to watch this awesome live event. Tweet us as you're watching!

GET READY TO WATCH •• youtube.com/watch?v=zTEmWV...



Holy Trinity Church of Engl... · 02 Mar :  
Every day this week a 'mystery reader' reads their favourite story to us. Can you guess who this mystery reader is, Holy Trinity community? 🧐 ? 📖  
#WorldBookDay2021 #loveforreading



56 views  
2 likes

0:00 / 8:55

Episode #5 3rd Mar 2021

For our last lockdown podcast we are celebrating World Book Week! Readers from Years 1 to 6 share their favourite books, and read excerpts from their favourite stories.

Holy Trinity Church of England Primary School @Holy\_Tri... · Jan 12  
Our outdoor (under shelter!) library is ready to go. Children across the school will now be able to access new and exciting stories to enjoy at home. Our parents will hear from us soon on how this will work 📖❤️  
#loveforreading #storytime





# Impact

## Library and Books

- Librarians taking ownership of library time
- Bigger choice of books and now comics and more representative (Miles and Peter)
- This has made reading more appealing
- Usborne book order pending



LIBRARIAN



Holy Trinity Church of England Primary School @Holy\_Tr... · May 26  
A lovely delivery of culturally diverse books arrived today! Thank you so much @wokebabiesuk - our children can't wait to read them. 📖❤️



Holy Trinity Church of England Primary School @Holy\_Trin... · Feb 4 ...  
We are delighted that these culturally diverse stories and texts arrived in our school library today, ready for our children to take home and enjoy.  
#DiversityandInclusion #tulsehill #lambeth





Impact

# Celebrating Reading

- Reading competition meant more books and words read
- myON and AR provide platform for competition
- Children are able to talk more enthusiastically about authors they've met
- New Millionaire Readers



## Year 4 – AR Champs

Name	Words Read
1. A'Lia Kamara	18,268
2. Christianah Ajanaku	6,711
3. Chinedu Nwokeafor	3,245
4. Janae Marshall	3,005
5. Jacob Miller	600



## Year 4 - myON Champs

Name	Books
1. D'Andre Shand	37
2. Crystal Sosa-Urrego	21
3. Christopher Nunes	16
3. Jeremiah Boye	16
4. Christianah Ajanaku	11



Holy Trinity Church of England Primary S... @Holy\_Trinity... · Mar 11  
 We were truly inspired by the awesome @DapsDraws today. Thank you for lighting up this grey Friday afternoon and sparking our children's creativity.



Holy Trinity Church of England Prima... @Holy\_Trini... · Oct 14, 2021  
 Year 5 and 6 enjoyed a talk, reading and writing session led by @JosephACoelho celebrating his Happy Here anthology released to mark #BHM2021. Our children were treated to a reading from his new story and a workshop about writing and being inspired to write.





Holy Trinity  
English Portfolio

Writing



# Improving Quality of Writing

# A New Approach to Writing

## IPEELL

Unwrapping the secrets of writing

- I** Introduction
- P** Points - 3 or more
- E** Examples/elaboration/evidence
- E** Ending
- L** Links - openers and conjunctions
- L** Language

National Literacy Trust

Copyright © National Literacy Trust 2017

## PAT

- P** Purpose  
Why are you writing?  
What do you want to achieve?
- A** Audience  
Who will read your writing?  
How might you need to change your content for different audiences?
- T** Type  
What form of writing would be best for your purpose and audience?  
e.g. letter, leaflet, story etc

National Literacy Trust

Copyright © National Literacy Trust 2017

# Improving Quality of Writing



- A new writing strategy is being introduced in 2022-23, based on the National Literacy Trust and IPEELL structure
- A positive attitude towards writing and self-regulation is the first step towards becoming a fluent independent writer
- IPEELL provides a method and structure to help the child to organise their writing (introduction, point, elaborate, ending, links, language)
- Children develop a deeper understanding of the text type and genre by using PAT (purpose, audience and type) which is applied when starting a new unit of writing
- IPEEL is used to deconstruct a model and text, and then used as template from which to plan their work
- The writing process is modelled using positive self-talk and referring regularly to the IPEELL components.
- Unaided independent writing then takes place using the plans and positive self-talk reminders
- The IPEELL structure is used to evaluate and score their writing, enabling them to edit their work and set goals



Intent

# Nurturing an enjoyment of Literacy

- Children to write through relevant stimulating texts
- Writing to be linked to the topics of our new curriculum, based on local topics or meaningful real life issues.
- Teachers to utilise drama and art to ensure that keep children are stimulated and immersed when completing writing tasks.
- Children to be given opportunities to share and perform



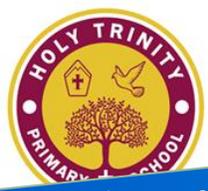


## Intent

# Writing in Lockdown

- To ensure that children had opportunities to practise writing during lockdown
- Provide them with stimulus which was fun and interesting
- Attempt to keep links with the curriculum





# Uniformity & consistency of writing and presentation

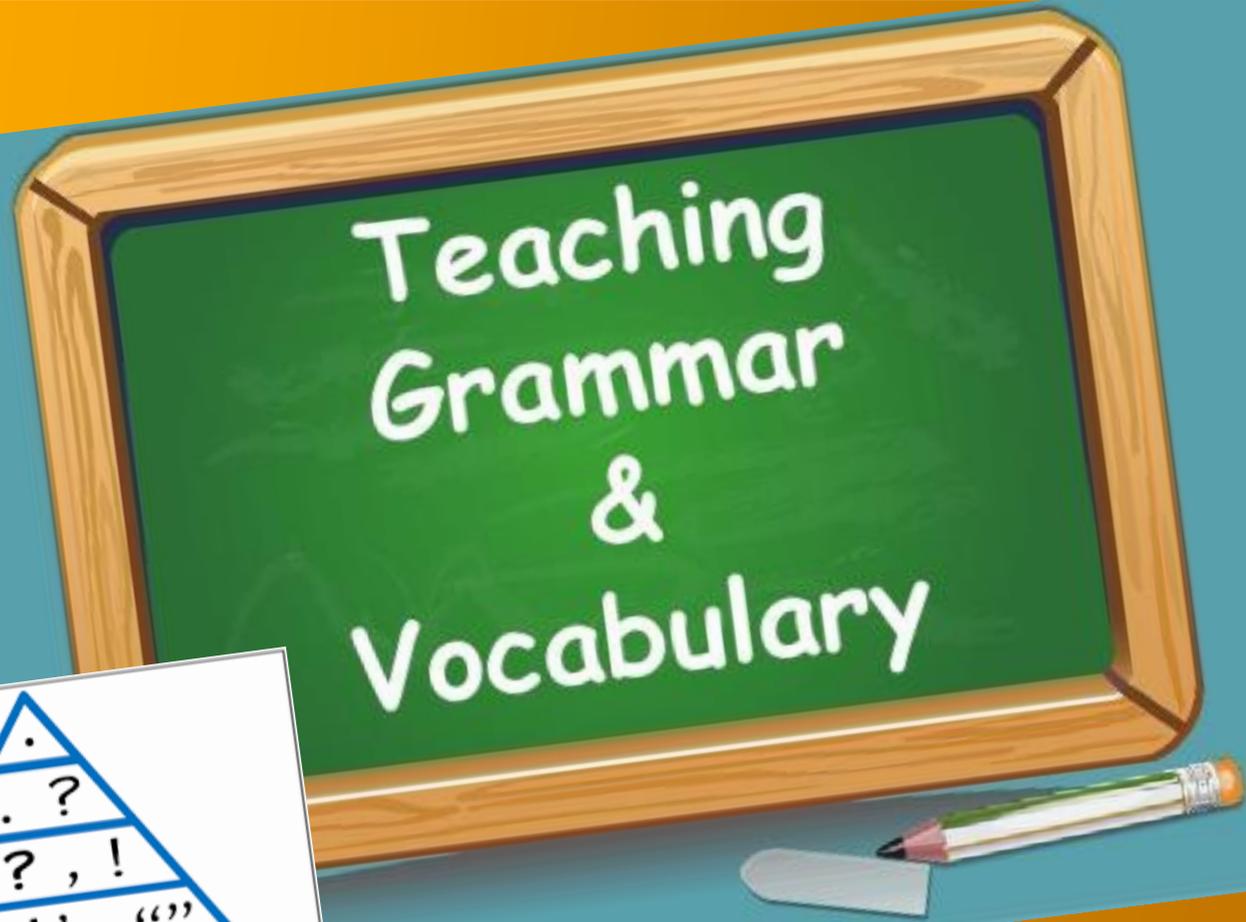
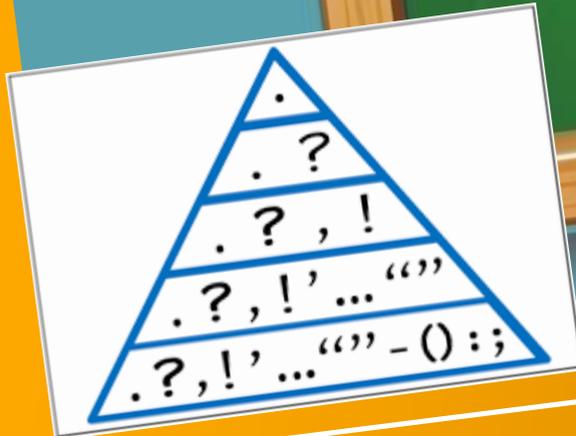
- To keep the learning experience consistent throughout the school
- To ensure that children practise key skills
- To ensure consistency in genres
- To have uniformity of handwriting

SUCCESS DOESN'T  
COME FROM WHAT YOU  
DO OCCASIONALLY,  
IT COMES FROM WHAT  
YOU DO CONSISTENTLY.  
-MARIE FORLEO



## Focus on grammar and vocabulary

- To improve grammar and technical aspects of writing
- To teach grammar relevant to literacy unit and genre
- To use tier 3 vocabulary in all settings and subjects
- To use cross-curricular links through all learning e.g. Literacy, Topic and Science

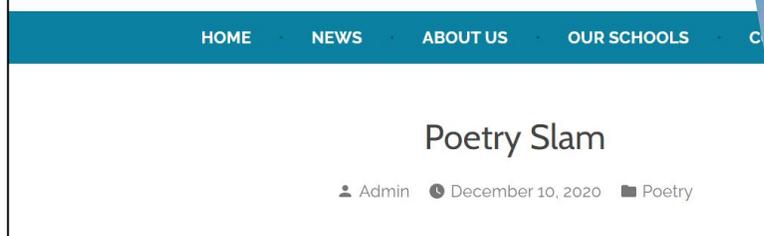
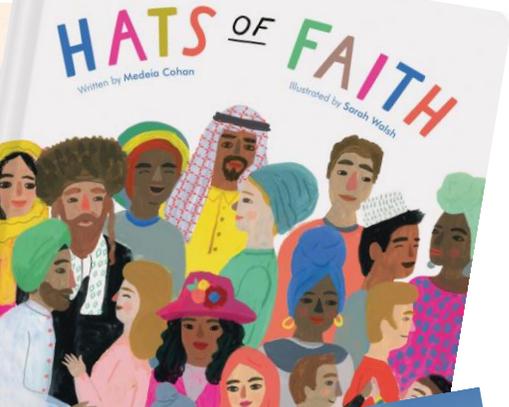




# Implementation

## Nurturing an enjoyment of Literacy

- Carefully chosen texts and cross-curricular planning
- Writing about black history month based on local heroes
- Teachers to utilise drama and art to ensure that keep children are stimulated and immersed when completing writing tasks.
- Children to be given opportunities to share and perform

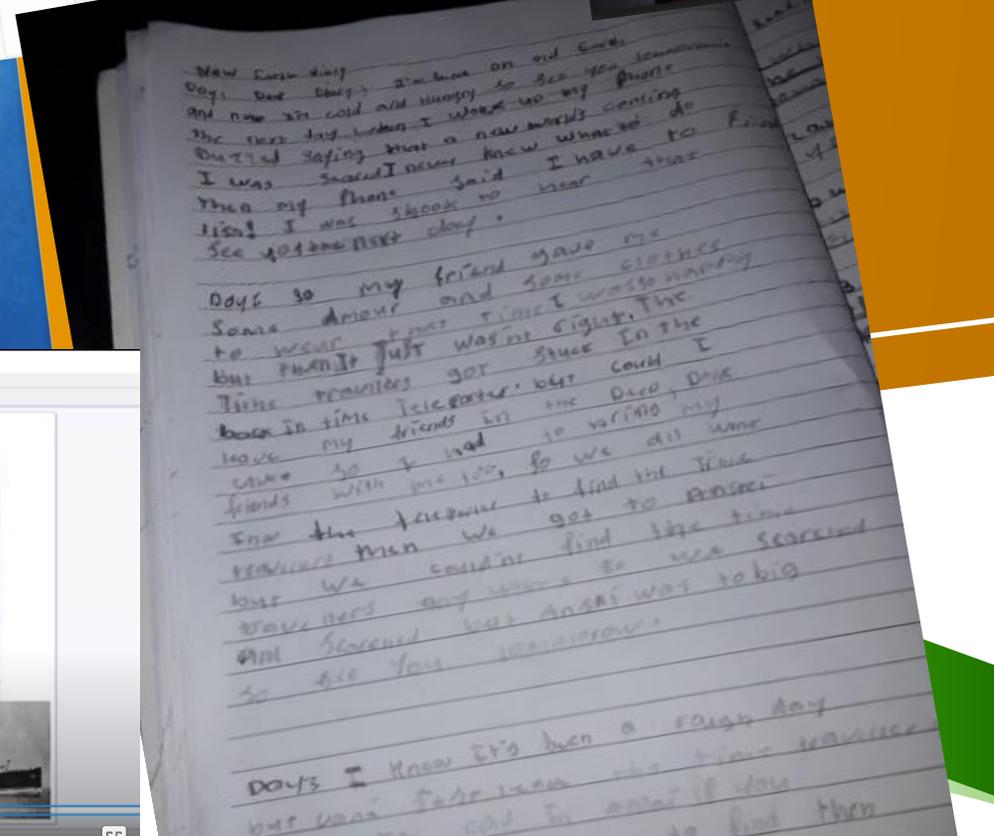
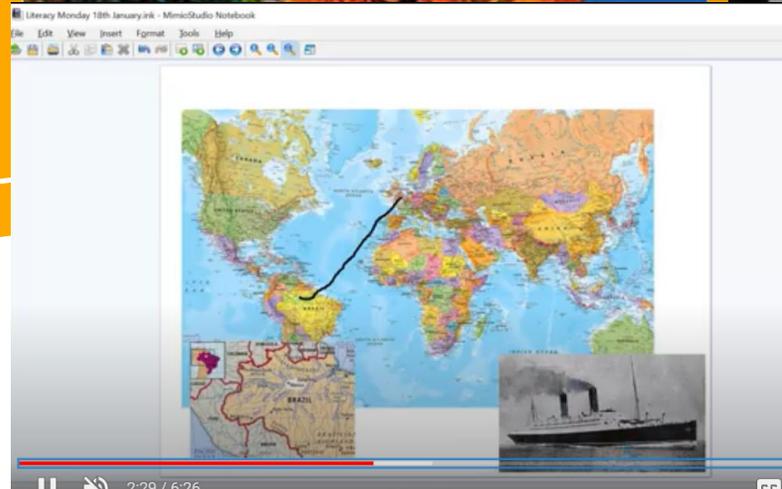
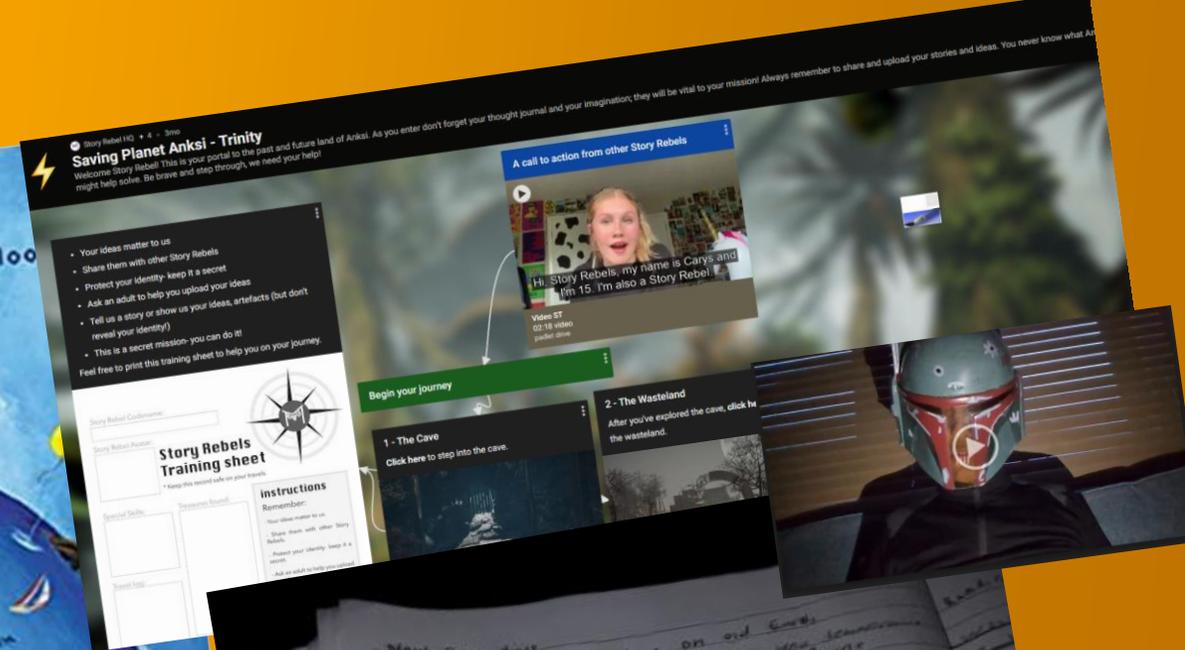


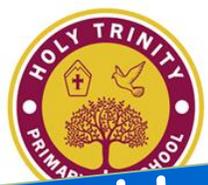


# Implementation

## Writing in Lockdown

- Fantastic online lessons from teachers with cross-curricular writing
- Visual Literacy - The Yellow Balloon.
- Cluster Writing project with Story Makers - Leeds University



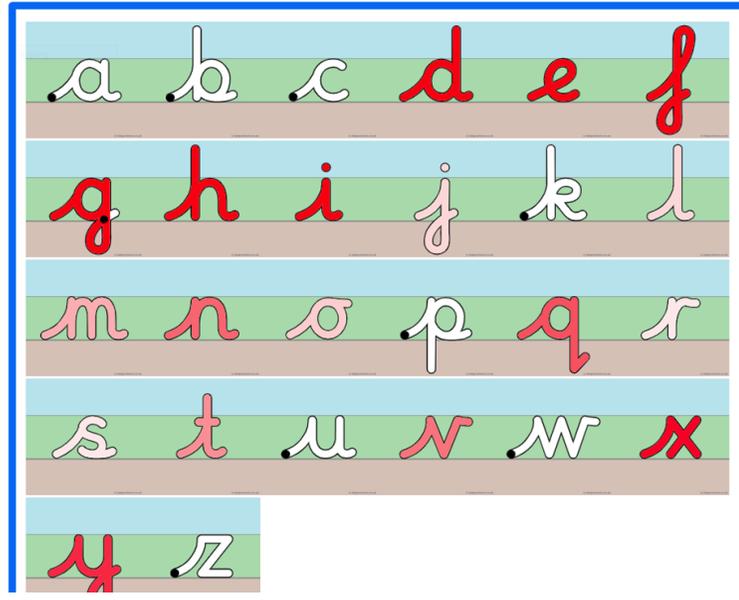


# Implementation

Uniformity & consistency of writing and presentation

Objectives with Familiar Settings	Teacher
My story opening includes a setting using the time of day and/or time of year	
I described what the weather is like	
I described what you can see, hear, smell, touch, taste	
I used powerful verbs	
I used adjectives	
I used similes	
My story opening includes two named characters	
I used dialogue, with correct punctuation	
I used powerful verbs after speech	
I said what the characters are doing (when they are speaking) using powerful verbs	
What could I do to improve my writing?	

## Animated Alphabet



Literacy Map

- LIs and SC
- Marking policy
- Marking Ladders
- Curriculum Maps
- Tool Kits
- Book look

### Scary Story Toolkit

To scare your reader you should:

- Put main character in a dark, scary place
- Put main character a long way from home
- Make main character do something silly

GRAMMAR:

- Use sentences of 3 - *She walked and she walked and she walked.*
- Use scary adjectives—*dark, gloomy, threatening.*
- Vary sentence openers—*Early one morning..Without warning..*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
with familiar texts		Traditional stories and fairy tales/ Labels, lists and captions	Poems on a theme & pattern and rhyme / Stories with predictable and patterned language	Recount/ Stories about fantasy worlds	Instructions/ Stories from other cultures	Poetry using the senses/ Recount
with familiar Instructions		Different stories, same author/ Poetry with patterns and nonsense poems	Significant authors/ Non-chronological report	Descriptive prose/ Recount.	Traditional stories and fairy-tales/ Information text	Poetry / alternative stories
with familiar instructions		Adventure and mystery / Poetry - language play	Authors and Letters / Report	Play or dialogue / Shape poetry	Information text / Myths and Legends	Persuasive writing/ Performance poetry
which raise issues on text		-Newspaper report -Explanation	Poetry *creating images -Play or dialogue	-Stories from other cultures -Historical fiction	-Persuasive writing -Recounts	-Stories set in imaginary worlds -Poetry *exploring form
Poetic style		Stories from other cultures/ Explanation	Myths & Legends/ Persuasive writing	Film narrative/ Instructions	Older literature/ Classic/narrative poetry	Recount/ Performance poetry
<b>Year 6</b>	Fiction genres/ Persuasive writing	Authors & texts/ Newspaper report	Extended narrative - commentary & stories/ biography & autobiography	Poetry -imagery/ Stories with flashback	Performance poetry/ Formal/impersonal writing	Argument/fiction genres



# Implementation

## Focus on grammar and vocabulary



### Recording Starters - Evidence



#### Monday - Tuesday

- Photo of grammar activity
- Photo of Kung-Fu punctuation
- In a worksheet
- Through Success Criteria
- In pupils work / your marking

#### Tuesday - Wednesday

- Handwriting / Spellings practice in books or work sheet

#### Friday

- Spelling Test in cursive script



## FACT FILE

YEAR 3 TERM 6

TOPIC: HEALTHY BODY, HEALTHY MIND

### KEY VOCABULARY

#### TIER 2:

- vegetables
- dairy
- balance
- energy
- fats
- fruits
- grains
- protein
- vitamins
- diet
- active
- exercise

#### TIER 3:

- carbohydrates
- physical
- mental
- wellbeing
- empathy
- hydrate
- moderate
- vigorous
- nutrition



- Whole School Meeting
- Teaching grammar starters
- Vocabulary tiers 2 and 3 linked to topics and spellings
- Book look - June 21



# Impact

## Nurturing an enjoyment of Literacy

- Children getting into their books and pathways through enjoying drama
- Art work and deep exploration of topic to produce fantastic Year 6 Newspaper Reports
- Writing about relevant local heroes in black history month
- Poetry slam had entries across KS2 and fantastic performance shared online.



Holy Trinity Church of England Primary School @HolyTrinity...  
 'Hope' by one of our @windmillcluster Poetry Slam finalists. V...  
 exceptional. Such a positive message for us all to learn from!  
 #positivity



Holy Trinity Church of England Primary School @Holy\_Tr... · May...  
 Leopard Class have created some exceptional newspaper reports an...  
 ... intings as part of their 'How has London changed after challenge...  
 eme. We are so impressed! #news #confidentcreators #art



Holy Trinity Church of England Primary School @H... · Oct 13, 2020  
 Lynx Class has been inspired by Bishop Rose Hudson-Wilkin this week; the  
 first black woman to become a CofE bishop. 'I will achieve. I will excel'  
 #BlackHistoryMonth #inspired





## Writing in Lockdown

- Great feedback from parents and children
- Good engagement in work from most pupils
- Consistency in following the curriculum

Cautiously, Stanley shifted his thin body until he got through the narrow passageway. Once inside the huge pyramid, it was so dark that Stanley could not see. He walked quickly down the passageway. He could hear nothing. He could hear nothing it was dark and lonely. Stanley could not see so he put his hands out and suddenly his hand touched something his other hand touched it. It was some sticky material then he tripped.

There was a clang in the distance from above him instantly Stanley knew it was a trap. He began pulling trying to get away but it just tightened it's grip on his hands. Then suddenly he saw the door to the outside. It gave him an idea.

He used his legs to grab the candle stick then grabbed it with his hand which took some time. He looked up a huge rock was rolling towards him if he was to survive he had to act fast. He grabbed the candle stick and hickly tore through the sticky material. Then Stanley ran like he had never run before. Then pressed himself against the side of the wall and hoped that the rock would pass him so he could open the door. Thankfully the rock passed without hitting Stanley. He ran towards the door and unlocked it. He called down to Sir Abu Shanti Hawara the IV.

Sir Abu Shanti Hawara the IV came up. "Where are the scrolls?" he said. "I don't have the scrolls." "Go back and get them." "I thought you might come with me!" Stanley said nervously. "I will come with you then." "Thank you Sir Abu Shanti Hawara the IV." Together they walked carefully down the passageway. Determined to not get caught in another trap. Finally they had been seeking for the scrolls day. It had been a long day. But they had made it they decided that they would sleep in the the pyramid and collect the scrolls in the morning. When Stanley woke

Sir Abu Shanti Hawara the IV woke him up. They collected up the scrolls got back on there took there half a day get out but they did the end.

The End

Joyce Attara Amoateng posted a new assignment: Grammar - Monday 1st Feb

Posted Feb 1 (Edited Feb 1)

Today, we will be looking at Poetic Devices and the use and effects of them within, poems/poetry. Watch the video and follow the instructions to complete both tasks.

10 Turned in | 15 Assigned

Enjoy!

Grammar 01.02.mp4 Video

Poetic Devices.pdf PDF

g Planet Anksi - Trinity

Story Rebels! This is your portal to the past and future land of Anksi. As you solve, Be brave and step through, we need your help!

Begin your journey

1 - The Cave  
Click here to step into the cave.

2 - The Wasteland  
After you've explored the cave, click here to cross the wasteland.

3 - Anksi  
Click here to return to Anksi

Instructions  
Remember!  
Your identity is your key to the past and future of Anksi. Please share with other Story Rebels.  
Protect your identity. Keep it a secret.

A call to action from other Story Rebels  
Hi, Story Rebels, my name is Carys and I'm 15. I'm also a Story Rebel!



# Impact

## Uniformity & consistency of writing

- Improvement in handwriting and presentation (particularly KSI)
- LIs and success criteria consistent in format and handwriting
- Evidence of Cross-curricular work in all key stages
- Good progress despite lockdown

## Focus on grammar and vocabulary

- Higher awareness of punctuation through Kung-fu punctuation in KSI
- Improved use of grammar in cross-curricular work including maths, topic science etc.

All Pupils (247 pupils)	Writing
Progressed by 6 steps or more	80 (32.4%)
Progressed by 5 steps or more	130 (52.6%)
Progressed by 4 steps or more	169 (68.4%)
Progressed by 3 steps or more	203 (82.2%)
Progressed by 2 steps or more	219 (88.7%)
Progressed by 1 step or more	220 (89.1%)
No steps progress	5 (2.0%)
Regressed	0 (0%)
Missing Data	22 (8.9%)



Thank You!

Tom Prescott

