



'Learning together. Growing together'

English subject leadership

1) What is the intent?

In English: What is the intent behind the sequence of learning / curriculum?

(Following the national curriculum)

- Children will be taught key **knowledge, skills and vocabulary** through sequences of coherent and connected lessons following the objectives for English as set out in the 2014 national Curriculum.

Oracy

- Oracy underpins the development of reading and writing and is vital for pupils' development across all aspects of the school curriculum. We provide children with the opportunities to hear and use rich vocabulary in a variety of contexts. Children are encouraged to ask questions, discuss in pairs and groups and to use conventions for discussion as well as debate. We provide opportunities for children to analyse and develop their skills in delivering carefully planned and crafted transcripts as well as encouraging the articulation of more spontaneous and instinctive responses.
- Oracy is explicitly taught at least once a week in **KS2**
- Oracy is taught weekly through reading, writing, drama and learning theme in **KS1**

Phonics

- Children in **Year 1** and **EYFS** receive daily phonics teaching for a minimum of 20 minutes.
- We follow the **Read, Write, Inc** scheme for phonics to ensure coverage of all phonemes.

Reading

- We encourage our children to become fluent and accurate readers, who select texts for purpose and pleasure. Books and reading are at the heart of everything we do. Our bespoke, book-based curriculum is built upon quality picture books, novels and non-fiction texts, which support children on the journey from reading to writing.
- Throughout Key Stage 1 and 2 we foster a love and enjoyment of reading through the sharing of high-quality **anchor texts**. All **anchor texts** are read by an adult to the children to remove any decoding impediments.

- Every class offers a daily **DEAR (drop everything and read)** session. This may be hearing priority readers 1:1 reading their own books, reading a high-quality class book or reading the relevant class 'anchor text'. Reading fluency and decoding is addressed in **KS2** through these sessions.
- In **KS1** explicit comprehension skills are taught through a weekly whole-class reading session using a **RIC (retrieve, interpret, choice)** approach and 'book talk'.
- In **KS1** fluency skills are taught a minimum of three times a week in adult supported small groups.
- In **KS2** explicit comprehension skills are taught through 2 x weekly whole-class reading sessions using an **ERIC (explain, retrieve, interpret, choice)** approach and 'book talk'.

Writing

- Learning to write is a complex process that involves a variety of skills but is an extremely powerful medium. It can last longer than the spoken word and can, and often has, been immortalized. We encourage all our children to become "authors" in their own right.
- The focus for writing in **KS1** is to **entertain** and **inform**. In **lower KS2** another focus is added – to **persuade**. A further focus is added in upper KS2 – to **discuss**.
- Writing is taught through the use of **WAGOLL (what a good one looks like)** texts as a guide with a **Talk for Writing** approach, making explicit links with the spelling and grammar pertinent to the particular writing focus and subject.
- All children are provided with the opportunities to regularly experience **modelled, guided, shared** and **independent** writing. The purpose for each writing task is made relevant and real to the children.
- All children are given opportunities to **edit, redraft** and **publish** their writing to develop their skills as authors.
- The links between reading and writing are made clear to the children in both reading and writing sessions.

SPaG

- We aim for our pupils to become fluent and effective writers. Accurate use of grammar, punctuation and spelling (**SPaG**) is a means to that end. We use the National Curriculum 2014 as a basis for teaching Grammar, Punctuation and Spelling by introducing patterns or conventions and continually practising those already introduced.
- Grammar, Punctuation and Spelling strategies are taught explicitly in short interactive and investigative sessions which are directly linked to the writing focus.

- Pupils are taught to recognise which strategies they can use to improve their own spelling and given opportunities to practise.
- Pupils are encouraged to apply learnt strategies to their independent writing through the use of **toolkits**, **checklists** and **steps to success**.
- In **KS 1** children learn spelling largely through their daily phonic sessions. In **KS2** Children are taught spelling through discrete 15/20 minute sessions a minimum of 3 x weekly
- The teaching and learning of grammar and punctuation is embedded within the **Talk for Writing** English teaching sequence. This means, grammar and punctuation skills and knowledge are built into a sequence of preparatory work which is then applied within longer pieces of writing at the end of the teaching sequence.
- As they become more confident, children are encouraged to check spellings using a **dictionary** and to expand their vocabulary using the **thesaurus**.

Handwriting

- We strive for our children to develop correct letter formations, joining and good handwriting habits so that they can write fluently and legibly, and in their own style, by the end of KS2.
- Children are introduced to **cursive** style writing from **Year 1** when they have mastered the art of correct letter formation. This is taught with a sequential and progressive approach with teachers and LSAs modelling the handwriting style.
- In **KS1** we use handwriting to support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- In **KS2** handwriting and **SPaG** are taught in tandem as consolidation and preparatory work towards the longer pieces of writing at the end of the teaching sequence.
- We believe that children's self-esteem and pride in their work can be raised by good quality presentation and we encourage and celebrate care and attention in this area.
- In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work.

2) Implementation – English subject leaders will use:

- Lesson observations / check ins – how do people feel the teaching of English is going? Where would staff like support?
- Medium term planning – is there a clear progression throughout the year? Are specific reading comprehension skills being taught discretely?
- Weekly planning – does it show evidence 2 x weekly whole class reading sessions, 3 x weekly spelling sessions, 1 x oracy session? Is writing taught with a talk for writing approach? Do PaG objectives explicitly link to the writing task?
- English working walls, loops, children books to show what has been taught
- Pupil conferencing
- Talk to teachers – are they teaching the intended curriculum?
- Sharing exemplar materials for children working at expected with teaching staff in all year groups
- Standardisation alongside partnership schools within the TPLT English hub.

3) What is the impact?

- Book looks – is there evidence of children's written responses in ERIC?
- Pupil conferencing – are children using a rich and varied vocabulary? Can they articulate their responses confidently and deliver them clearly?
- Are children explaining their understanding verbally in the English lesson?
- Are children applying key SPaG concepts independently in their writing?
- Are children writing for different/relevant and real purposes?

4) What will excellence look like in English?

- There is a shared understanding that **anchor texts** are for ALL children and will improve and enrich the children's lexicons and broaden both their general and domain knowledge and understanding of the world around them.
- Teachers know the intent of English – why we are teaching what we are teaching
- There is a shared vision (among all staff and children) of the whole-class reading approach (**ERIC**) and **Talk for Writing** approaches that we follow.
- Children are taught the same content, together as a mixed group class, with activities differentiated where appropriate, to allow for children to learn from and support each other in English
- Children not achieving age related expectations will have the opportunity to further develop their understanding through precision teaching intervention sessions
- There is a very clear progression in the teaching of all areas of English
- Our children will be accomplished and fluent readers who are able to talk about books in an articulate and passionate way and have well developed retrieval and interpreting skills.
- Our children will be accomplished authors, able to express themselves through a variety of genres with flair and control and use a range of stylistic devices.
- Handwriting in recorded learning from all areas of the curriculum will be consistently high-quality.
- Children and adults promote, share and celebrate a love of reading and writing